

A SOCIOLOGICAL STUDY OF THE MOBILITY OF HIGH SCHOOL GRADUATES
OF A SMALL NORTHEASTERN KANSAS COMMUNITY 1935 TO 1955

by

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INTRODUCTION

Migration

Migration is a fact attested to in various ways. A person who returns to the old home town after a few years absence finds few familiar faces. The person who attends successive high school class reunions finds that fewer and fewer of his classmates attend as the members of his class become more widely spread. The person who corresponds with friends in his home town notes that his mailing list dwindles away. Migration is taking place.

The farm population of the United States stood at just over 24 million at the end of 1950, a loss of eight million since 1916. More than half of this loss was registered in 1940 to 1950.¹ In the 26 year period of 1920 to 1945 more than 46 million persons moved from farms and strictly rural areas.² 1910 was the last census year when there were more rural persons than there were urban dwellers; in that year 54.3 per cent were rural. Since that time the rural population has been declining in percentage of the total population. In 1950 the rural population was 36 per cent of the total population; 15.3 per cent was actual farm population.³ Thus, it may be inferred that a substantial rural to urban migration took place. This migration has also been registered on the county level. In every census period since 1920

¹Kolb and Brunner, A Study of Rural Society, pp. 28, 29.

²T. Lynn Smith and G. A. McMahan, The Sociology of Urban Life, p. 297.

³The Economic Almanac, 1953-1954, p. 3.

except one more than 1,000 counties have registered losses in population. Between 1940 and 1950 more than 1,500 of the 3,070 counties showed a decline in population. More than four-fifths of the population increase took place in that decade in the 168 standard metropolitan areas.¹ Rural areas did not show the increase in population that the entire country did in that period of time. The rural population has remained rather stable at about 53 million since 1920 while the total population has increased from 105 million in 1920 to 150 million in 1950.² Internal migration from rural areas to urban centers is the main contributing cause of this ever increasing disparity.

Studies have determined the age level of these migrants. One study cited by Smith found that the modal age of migrants was twenty. Smith then remarked: ". . . cityward migration selects persons just on the threshold of adulthood."³ This age level is of social significance for it means that the rural areas must educate the youth then see them migrate to the cities. Those who do go to the cities carry their characteristics along with them. One study of their church affiliation shows that the migrants seek out oversized country institutions.⁴ The areas of greatest mobility of farm population correlate highly with tenancy and sharecropping. Thus, those who migrate come from the lower status

¹Kolb and Brunner, op. cit., p. 29.

²The Economic Almanac, 1953-1954, p. 3.

³Smith, Op. cit., p. 309

⁴Kolb and Brunner, op. cit., p. 32. See also Brunner and Hallenbeck, American Society, pp. 188 ff.

and class levels of rural society in greater proportion than those in the owner and higher status levels.

The sociological problems involved in this in-country migration have been recognized as legitimate and necessary fields of study and inquiry. Raymond Payne recently published a study of the development of occupational and migration expectations and choices among urban, small town and rural adolescent boys.¹ He found that the boys were aware of the prestige value of occupations. They were predominantly choosing above their parents. They usually chose occupations which were more urban-like than their parents had. Most of the boys were expecting to leave their communities to live and work as adults.

Ronald and Deborah Freedman have written concerning the farm reared elements in the non-farm populations. Their data indicate that one-third of the adult non-farm people in the United States in 1952 were farm reared. They then traced the distinctive social characteristics and the social participation patterns. They found that the farm reared were concentrated in low status positions as measured by education, income, occupation, or self-perception of class. The farm reared are less active politically and have less confidence in political action. The farm reared groups are found to have less activity in interest groups generally, but to have a high activity in church participation. The practical results of this study will be noted later in the preparation made in the lives of the graduates under study.²

¹Payne, Rural Sociology, June 1956, 21:117-125

²Rural Sociology, March 1956, 21:50-61

Other studies have also appeared recently. Rudolph Heberle¹ has set forth the criteria of the sociological significance for the study of migration. Hitt² has published a considerable bulk of material concerning migratory trends from the rural South to the urban South and the urban North and West. The problems of personal adjustment faced by rural to urban migrants have been studied and reported by Russell Dynes³ and Floyd Martinson.⁴ Lipset⁵ has traced how the migrants fitted themselves into the pattern of social stratification and their basis for beginning social mobility in the newly adopted urban culture. Haller and Sewell⁶ have described attitudes that prevail in rural communities concerning the requirements for success in the city.

These, and other studies, indicate the recognized problems created by a population that has become mobile, an agriculture that has become mechanized and highly technical and expensive, and an urban oriented society. Truly, young adults are making their plans and are on the move in modern America. How their plans are formed and where they move become matters of concern for one interested in the social organization and integration of American society today and tomorrow.

¹The Southwestern Social Sciences Quarterly, June 1955, 36:65-70.

²Hitt, Scientific Monthly, May 1956, 82:241-246.

³Dynes, "Rurality, Migration and Sectarianism." Rural Sociology, March 1956, 21:25-28.

⁴Martinson, "Personal Adjustment and Migration." Rural Sociology, June 1954, 20:102-110.

⁵Lipset, "Social Mobility and Urbanization." Rural Sociology, September-December 1955, 20:220-228.

⁶"Farm Residence and Levels of Educational and Occupational Aspirations." The American Journal of Sociology, January 1957, 62:407-411.

The Present Study

These migratory trends are to be found in the State of Kansas. The present study, therefore, is to ascertain the extent of these trends in one given area, the significance of the migrations upon those who stayed at home and those who elected to migrate, the conditions which precipitated migration, and the comparisons and contrasts of the social behaviour patterns of migrants and non-migrants. In order to isolate these characteristics and to describe them accurately a small community was chosen to be the object of study. Particular attention was paid to the various social institutions existing within the community. One of these institutions, the high school, was considered most critically for it provided the most advanced training of the youth for a life's work. The migrants themselves were studied. Their preparation beyond high school, their marital status, and their occupational levels were considered as most significant. These migrants were quizzed by means of a questionnaire concerning their attitudes toward their home community. Some were quite free in their criticism; others were equally free in their praise of the local community.

The Chosen Community

The community chosen is in Northeastern Kansas. It will remain anonymous throughout this report. The hypothetical name "Bluestone" will be its designation. Bluestone was chosen because the author has been personally acquainted with its people for the past 17 years. During that time he has served as part-time pastor

of one of the churches in the community. This association provided a distinct methodological advantage in the critical evaluation. First, personal interviews were candid and freely given because rapport had been established. Second, the questionnaires were returned in a sufficient quantity to be significant; in many instances the respondents added several pages of explanatory notes. Third, a reserve of personal knowledge and informational detail had been built up over the years to a much greater extent than could have been gained by an observer in the community for a brief time. Fourth, the author did not encounter one person who seemed the least bit hesitant to give information on any subject suggested; in fact, all seemed most anxious to be helpful.

The years 1935 to 1955 were chosen for several reasons. First, they would yield enough high school graduates to produce significant results; there were 173 graduates in that interval. Second, they include extremes in the economic situation of the country; - depression, war economy, prosperity. Third, they include the disquieting days of World War II and the Korean conflict. Fourth, they are within the period of the greatest migratory movement in America.

The Fact of Migration from Bluestone

Table 1. Area population trends as revealed in the United States Bureau of Census Reports of 1950 and 1954.*

Area	1930	1940	1950	1954
County	14,063	12,936	10,499	
Township	3,051	2,933	2,245	1,101
Bluestone	476	479	308	299

* Information from the United States Bureau of Census Report, 1950, vol. 2, part 16, p. 14 and from the 1954 Agricultural Census Report.

This table indicates that the general area of Kansas in which Bluestone is located has shown a continuous decline in population in each of the census reports since 1930. This indicates that the general area is being depopulated by migration during the period under study. While the nation was increasing in population from 122,775,046 in 1930 to 163,200,000 in 1954,¹ an increase of about 24 per cent, the area in and around Bluestone was decreasing about 35 per cent.

Migration has occurred among the high school graduates of Bluestone.

¹Roy Peel, "Census", The Encyclopedia Americana, 1953 Edition, vol. 6, p. 197 and Robert Burgess, "Census Data", The Americana Annual, 1955, p. 120.

Table 2. The physical distribution of the high school graduates of the Bluestone community 1935-1955 as of September 1, 1956.*

Location	Males	Females	Total
Bluestone	25	17	42
Nearby Communities	6	15	21
Urban Center and Beyond	39	55	94
Armed Forces	7	1	8
Deceased	3	2	5
Not Located	1	2	3
Totals	81	92	173

* Information from the mailing list compiled for the author by a family that has lived in the Bluestone community for a number of years.

This tabulation indicates that only 24 per cent of the graduates live in the community of Bluestone. An additional 12 per cent of them live in nearby communities. The remainder are gone. A substantial migration has taken place.

The Methods of Study and the Sources of Data

The community of Bluestone was carefully surveyed to ascertain if there were characteristics inherent within it to account for this obviously high rate of migration.¹ Special attention was given in the survey to the presence of attributes which would

¹Warren, Studying Your Community for analysis outline.

make the community a poor place to live. The questionnaires and the frequent personal letters that accompanied them yielded clues of community-wide defects. The most often repeated aspect of deficiency was the lack of economic opportunity. Another critical area was the non-progressive attitudes of the preponderance of older and aged citizens. Governmental inadequacy, especially in regard to law enforcement, permitted a substantial degree of lawless public conduct. The lack of modern sanitary, recreational and entertainment facilities also discouraged many high school graduates from settling there and caused them to seek these conveniences elsewhere. These and other inadequacies were delineated in the community survey.

Personal interviews made both formally and informally throughout the community yielded much valuable information. The present high school principal cooperated most heartily in supplying all the information he had personally or which he could find in the high school files. Citizens of the area readily gave their evaluations and observations. Members of the school board both past and present freely discussed their tenure of service.

Certain unpublished official documents were also used. The high school transcripts of all the graduates were made available. Each was copied and carefully evaluated. The county superintendent of schools made all the official records in the files of his office accessible to the author and helped him to find and interpret pertinent data. The United States Bureau of Census supplied the town and township worksheet for the 1950 census which made it possible to draft the population pyramid.

The most extensive source of data was the two page mimeographed questionnaire compiled by the author. This questionnaire was pre-tested in a similar Kansas community among 25 persons. The results of the pre-test led to a revision of the questionnaire to make it more simple and understandable. The questionnaire was then mailed to the 165 graduates whose addresses were available. Within two weeks 85 completed questionnaires had been returned. A follow-up card to the remainder resulted in the total return being raised to 125. A follow-up letter with an additional questionnaire was sent to the persons who had not replied. This increased the total return to 141. This is a return of 85 per cent. The percentage of the return and the distribution of the returns throughout the categories of the graduates were of sufficient size and average to yield significant results. The returned questionnaires were placed in four categories and separated in each according to sex. Those in the category of the armed forces were not considered either as migrants or local residents for there was no adequate way to determine their place of study or residence when their military service would end. The others living in Blue-stone, living nearby, or living outside the nearby limits were the components of the field of study.

Table 3. Replies to the questionnaire classified.*

Place of Residence :	Males			Females		
	Total :	Replies :	Per Cent :	Total :	Replies :	Per Cent :
Bluestone	25	19	76	17	16	94
Nearby	6	6	100	15	13	86
Outside	39	35	89	55	47	85
Armed Forces	7	4	57	1	1	100

* Information compiled from returned questionnaires.

Because of the high percentage of return on the mailed questionnaire and the fact that the study centers in the evaluation of the data at hand without using it for projecting into larger fields the data are considered as absolutes. Thus, simple percentages are sufficient to indicate differences. This type of statistical analysis was chosen after consultation with the personnel of the Statistics Laboratory at Kansas State College.

Heberle¹ suggested two criteria of sociological significance to be observed among migrants. In brief, they are the way in which the migration affects the social relationships of the migrants and the differences in the socio-cultural systems between areas of origin and areas of destination. These two criteria form the basis of the reasoning in the questionnaire. The early part of the questionnaire seeks to trace the lives of the graduates through post high school education and the armed forces into

¹Rudolph Heberle, *op. cit.*, p. 66.

marriage and preparation for making a living for the family. The second part of the questionnaire was designed to measure the amount and the degree of participation in various social institutions by the graduates. Functional criteria for participation were used to indicate real interest. Thus, the climactic question concerning political activity was, "Did you vote in the 1954 general election?" The degree of participation was measured by questions set on an ascending scale of involvement. For instance, the political sequence was: political party favored by parents, individual political preference, voting in the last election, political organizations one supports, and political office or appointment one has held. This sequence, it was believed, began with the lowest degree of political awareness and involvement and progressed to the highest. The same functional criteria applied to a check list of interest group activities which climaxed with the person listing positions of leadership he had held in these interest groups. The religious participation was measured by asking the person to list the church he had attended the past six months then to check a list of religious activities that are inherent with church membership. These activities were arranged on a scale of passive or active participation so that the degree of activity could be measured.

The third part of the questionnaire sought to ascertain each person's occupational status by inquiring into his present occupation and classifying it on an occupational status scale. Also, the measure of stability ascertained by the places lived and jobs held in the past five years was gathered by simple questions

concerning residence and positions held.

The final section of the questionnaire was more subjective. In it the person was asked to cite the person most responsible for his present occupational choice. He was then asked to state briefly why he chose to live where he did and whether or not he was satisfied with his choice. This section did not yield to quantitative analysis as readily as the more objective check lists and statements of dates and preferences. However, this section proved to be most valuable in determining areas of disorganization in Bluestone and deficiencies in the curriculum of the school. A copy of the complete questionnaire is included in the appendix of this thesis.

Thus it was that the sociological significance of the mobility of Bluestone's graduates since 1935 was measured.

THE COMMUNITY

The community provides the basic environment for the developing child. Joseph K. Hart¹ says:

No child can escape his community. He may not like his parents, or his neighbors, or the ways of the world. He may groan under the process of living and wish he were dead. But he goes on living in the community. The life of the community flows about him, foul or pure: he swims in it, drinks it, goes to sleep in it, and wakes each new day to find it still about him: it nourishes him or starves him or poisons him: it gives him the substance of his life. And in the long run it takes its toll of him, and all he is.

An adequate evaluation of individuals must then begin in the

¹Edward G. Olsen, School and Community, p. 41.

community setting from whence they came. The social milieu may well hold many important clues to individual and group activities.

Because it is essential to understand the community, the community itself must be delineated. Before this can be done criteria for doing so must be established. Just what is a community? Hillery¹ recently studied 94 definitions of community found in sociology and social psychology texts and writings. He found that one common denominator of all definitions of rural communities was social interaction. Hillman² enlarged this basic definition by adding: "A community is a localized grouping of people. Its area has limits, but they are as large as the actual local interdependence of people, economically and socially." This statement asserts two criteria: 1, a locality or territorial proximity; and 2, a framework of primary associations as suggested by the term "interdependence of people". The third criterion Hillman suggests is formal controls and informal activity. Both must be considered in such a way as to make both important and neither exclusively dominant. The final criterion is common interests. By this is meant a common area of sentiments, beliefs, attitudes and traditions.

A community, like any human group, consists basically of relationships between people, with all that implies as to diversity of individual reactions and of forms of social interaction. A definition of community must be inclusive enough to take account of the variety of both physical and social forms which communities take.³

¹George A. Hillery, "Definitions of Community: Areas of Agreement", Rural Sociology, vol. 20, pp. 111-123 (June 1955).

²Arthur Hillman, Community Organization, p. 6.

³Ibid., p. 3

Delineating the Community

The boundaries of Bluestone were described by applying these criteria. Three considerations governed their specific application. First, what political lines that mark the boundaries of the formally organized governmental units can be utilized in discovering interaction? Second, what physical barriers are there that prohibit free social intercourse? Third, what social participation is there in the various institutions centering in the nuclear village of Bluestone?

The political considerations are the least significant in establishing the limits of the community. Hillman¹ maintains that the community lines are not necessarily coincident with the formal or political lines. The community is larger than the town governmental unit which is its nucleus yet it is smaller than the township in which it is located. It is not to be identified by the school district boundary for some families who live within it have their community interests and activities elsewhere. It is only on the western boundary of the community that the formal lines have much significance. Three miles west of the town is the county border. People who live beyond that line tend to go to the adjoining county seat town to transact their business. This means that they have fewer than expected contacts with the people of Bluestone.

Physical barriers provide two definite boundaries for Bluestone. The eastern limit of Bluestone is a major river. There

¹Ibid. p. 6.

is no bridge crossing it closer than 10 miles north or 40 miles southeast. People in Bluestone are not acquainted with the people who live less than one mile across the river. This barrier is a definite boundary to the community and tends to make Bluestone semicircular rather than the typical circular community. Four miles north of Bluestone a large tributary enters the major river. Several years ago the bridge that crossed this tributary washed away. It has not been replaced. Therefore, this tributary forms the northern boundary of Bluestone.

Social participation in the community was the third consideration used to delineate the boundaries. People in the open country choose the community with which they desire to orient their social activities and interests. This boundary is disclosed by asking persons where they go to church, what recreational activities they attend, and what interest group associations they have. There is a road $4\frac{1}{2}$ miles south of the nuclear village. A majority of persons living north of this road have their interests in Bluestone. Most of the persons living south of this road have their interests in other communities. The community line west of Bluestone has been delineated by the same means. It is also about four miles from the nuclear village.

Therefore, the boundaries of Bluestone are delineated principally by physical and social criteria. Bluestone is semicircular with its village as its center, the major river as its diameter, and the inclosing circumference formed by a radius of approximately four miles. Fig. 1 shows these relationships.

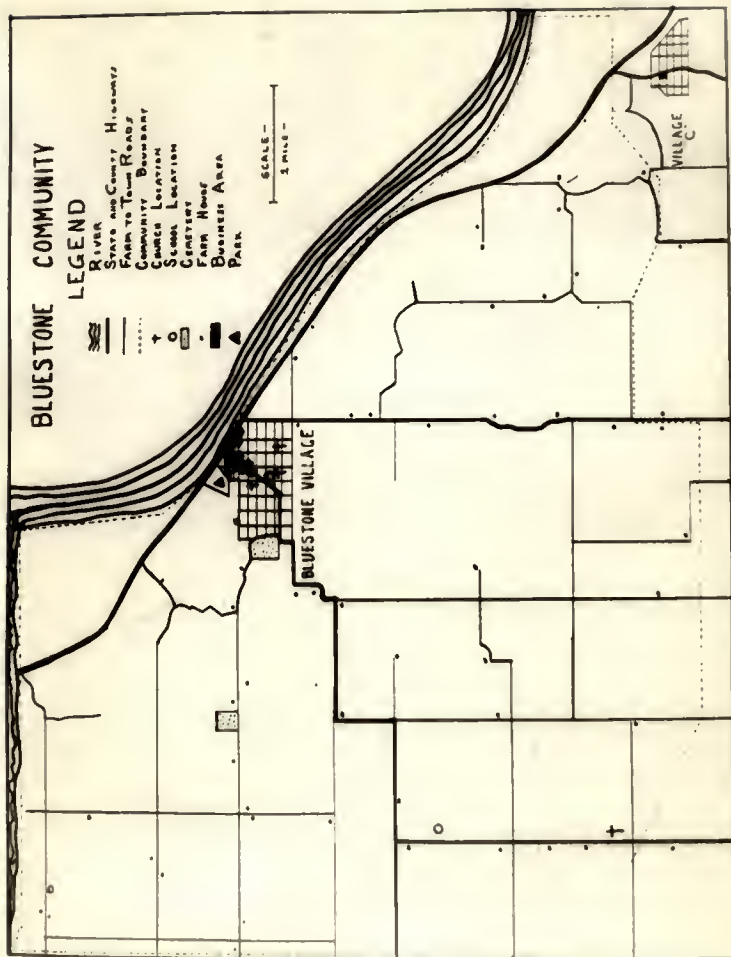


Fig. 1. An outline map of the Bluestone Community.

Topography and Climate

Nature of the Countryside. The bluffs of the major river form a rolling countryside.¹ The roads wind with the contour of the hills. There is a considerable amount of timber and grazing land in the hills nearest the river. Recently much valuable bar land has been reclaimed from the banks of the major river. Many tourists visit Bluestone in the autumn to see the beautiful hardwood timber turning color above the browning corn fields. In the spring many people search for the large edible mushrooms that grow profusely in the willows near the river.

Temperature and Rainfall. The average mean temperature at the nearest weather station to Bluestone is 54.4 degrees. The average mean temperature for the state of Kansas is 55.2 degrees.² The average date of the last killing frost in the spring is April 10; the average date of the first killing frost in the autumn is October 19. The average length of the growing season is 192 days.³ There is an annual average of 175 clear days.⁴ The average annual rainfall at the weather station nearest Bluestone is 32.60 inches. The average rainfall for Kansas is 26.60 inches.⁵ This above average rainfall is exceptionally valuable to the citizens of Bluestone farming areas for it greatly increases the prospects for raising corn which is the major agricultural product.

¹A hill with a pitch of 8 to 12 per cent is technically defined as rolling; the general area under study has this definition. See Major Soils of Kansas, pp. 5, 6, and map.

²Climatological Data, Kansas, vol. 69 (1955).

³Climate of Kansas, pp. 223, 224, 225.

⁴Ibid., p. 239.

⁵Climatological Data, op. cit.

Soil and Natural Resources. The soil of the community is classified as Monona and Marshall.¹

Grayish brown and dark brown loams and light silty clay loams. The Monona soils occur on rolling to hilly areas; the Marshall soils on undulating to rolling relief. Known as the loess hills region, this area contains numerous narrow, deeply entrenched drainage ways. These productive soils are well adapted to general crop production with corn predominating in those areas that are not too steeply sloping.

Other crops that can be raised well on this soil are wheat, oats, and legumes. The major problem of the soil is erosion and acidity.² This loessial soil is 100 feet thick at the major river bluffs; two miles west of the river it is still more than 204 inches thick.³ Loessial soils absorb moisture readily. They are only slightly stratified. They have the ability to stand in vertical or near vertical slopes. It is believed these deposits of very thick top soil were made in ancient days by the major river.⁴ Soil of this nature in a climate as described above makes Bluestone abound in fertile corn production. The thickness of the topsoil greatly increases the value of the farm land.

The other natural resources of the community are limited. There is a vein of coal just north of the nuclear village. However, it is so overlaid with soil that it is not economically feasible to mine it. The small mine that once was there has been closed many years. The trees in the valley of the major river

¹Bidwell, Major Soils of Kansas, pp. 5, 6.

²Ibid., p. 14.

³Robert Hanna and O. W. Bidwell, The Relation of Certain Loessial Soils of Northeastern Kansas to the Texture of the Underlying Loess, pp. 354, 355.

⁴Ibid., p. 359.

provide some wood. Some persons in Bluestone burn wood for heating and cooking. Some men cut stave-wood for sale to supply this limited demand. A little of the timber is cut for lumber. Most of this is sawed from cottonwood trunks into dimension lumber and rough siding by a part-time saw mill operator. This lumber is used largely on local farms for building barns and corn cribs. Three wildcat oil wells have been drilled near Bluestone's boundaries in the past quarter century but no appreciable oil deposits were found.

Thus, the loessial soil with its abundant richness and fertility is the chief natural resource of the community. Other resources are minor or relatively insignificant.

Evidences of the Effects of Topography. The effect of the topography upon Bluestone is best seen in the nuclear village. The village was designed in 1857 by a development company from a city down the major river. It was planned that the town should be built around a circle. The circle was 400 yards up from the river near the top of a bluff. The streets were laid out on the radial pattern. Some of the streets in the town still lie on this radial pattern; they run from southwest to northeast and from southeast to northwest. However, this is all that remains of the original plan. The town responded to the ferryboat crossing and the coming of the railroad along the river by moving all the business houses from the artistic circle to the utilitarian main street near the boat dock and depot. Today there is no ferryboat nor is there a railroad but the town's business houses still cluster near the river. Few people living in the town today

know that where now stands a private residence was once the planned location of the city circle. The roads of the village and the surrounding countryside follow the windings of the hills and streams. The plans of men have yielded to the conveniences of the moment.

Transportation and Communication

Highways and Roads. Bluestone is located on one hard surfaced state highway which ended at the northern community boundary. The road links Bluestone with the county seat 17 miles southeast. It also connected with a major arterial highway 11 miles south of town. This road had been hard surfaced for five years. Previously it was covered with crushed rock. Two county highways terminated in the village. These roads were surfaced with crushed rock. They were well maintained and were considered all-weather roads. The farm to town roads were mainly dirt. The loessial soil dried rapidly in wet weather thus making these roads passable most of the time. The high school bus made daily pickup and delivery stops along these various roads each day.

The River. The major river was navigable. Large boats passed up and down from mid-April until October. However, there was no dock in Bluestone so the river traffic was of no economic or social significance to the community. Public transportation was not available on the river.

Public Transportation. Bluestone had no public transportation facilities. The railroad was removed 30 years ago; its roadbed forms the general route for the state highway now.

Occasionally people secured rides with the star route mail carrier who arrived in town at 7:00 A.M. and left at 4:30 P.M. However, he drove a pickup truck which limited the number of passengers he could carry. The nearest bus depot was in a town 10 miles south along the arterial highway; this town also had the nearest railroad station. The nearest airport was in the urban center 40 miles distant.

Trucking Services. Wholesale supplies for the community were brought by the distributor's trucks. Farm products were hauled to terminals or stockyards by private carriers or small, individually licensed truck lines. These local truckers also contracted to do moving. There was no express office or freight terminal in the community.

Mail, Telegraph and Telephone Services. The mail was delivered to the general store-post office each morning; the postmaster position had been kept in one family for more than 60 years. There was a rural delivery from this office but all persons living in the village secured their mail from rented postal boxes in the office. There was no telegraph office or service in the community.

A small local telephone exchange was the means of local communication throughout Bluestone. It was a manually operated switchboard. The lady who was the chief operator had her home as a part of the telephone office building. There was some criticism that the lines had not been adequately maintained and that there was not sufficient privacy through the office. The Bell Telephone System plans to install a dial switchboard in 1958 which should

greatly diminish these criticisms.

Newspapers, Radio, Television. Several daily and weekly papers were distributed throughout Bluestone. Two weekly papers that arrived by mail each Friday were from the county seat town, population 2,000, and from the nearby larger town, population 800. These weekly papers usually contained columns of neighborhood and local interest news and many advertisements. The daily that arrived by mail was from the county seat of the adjoining county, population 3,000. It also carried much local news and advertisements and offered an abbreviated coverage of world news from a well known news syndicate. People took these papers for one or more of the following reasons: to keep up with local events; to follow the official county news; to plan week-end shopping; and, to read of the neighboring communities.

Two larger papers were distributed twice daily by local carriers. One of these was from the nearest urban center 40 miles away, population 80,000. The other was from the metropolitan area 90 miles away, population one million. Both of these dailies were partisan Republican publications. The circulation in Bluestone of the paper from the urban center was twice that of the paper from the metropolitan center. Very few persons living outside the territory of the town carriers received these larger dailies because they were delivered by mail a day late.

Radio and television were common in Bluestone. Not one home visited by the interviewer was without a radio. Most of the homes visited had television receivers. Persons in Bluestone had a choice of five television stations. These stations were in the

urban and metropolitan centers previously mentioned. Television reception was good although Bluestone was in the fringe area of reception for the metropolitan stations.

Therefore, even though the town and the community were isolated by their lack of public transportation, the condition of the roads was such that private transportation was always possible. The people of Bluestone kept in touch with the nearby communities and the world at large by means of weekly and daily papers, radio and television.

Relation to Nearby Towns and Cities

Markets for Products. Markets for farm products must exist in an agricultural economy. Bluestone, however, did not contain any markets where the farmers could sell their products. There was no grain elevator; this resulted from the lack of a railroad or a boat dock. At harvest time it was necessary for the farmers to haul their grain to one of four small towns within 15 miles or to the county seat towns. There was no stockyard or sale barn in Bluestone. All livestock that was bought and sold came from nearby stock sales or the urban stockyards and commission houses. These nearby sales barns conducted weekly sales. The urban stockyards offered stocker and feeder cattle for fattening on the farms. Livestock raised or fattened in the community was sold in the urban center. There was no dairy in Bluestone so all milk and cream was trucked to dairies in nearby areas. These dairies ran daily truck routes for picking up the milk at the farm and delivering empty milk cans. There was no cream testing station

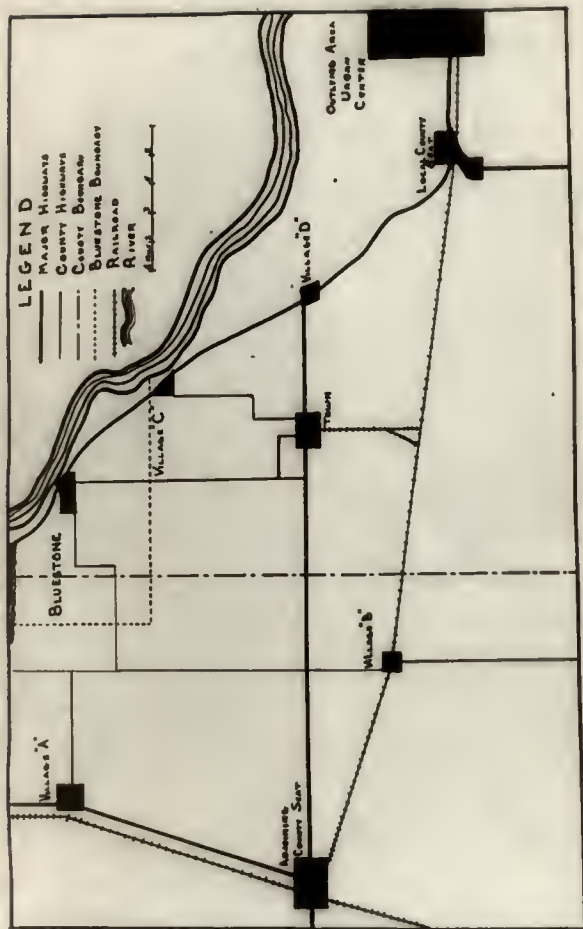


Fig. 2. An outline map showing the relation of Bluestone to the surrounding communities.

in Bluestone. There was no approved egg receiving station there. Thus, eggs and cream, which often provided the farmer's weekly shopping money, had to be sold outside the community. This tended to keep the money realized from their sale from being spent in Bluestone. Occasionally farmers sold eggs and cream directly to local consumers but the volume of these sales was not economically significant. Markets did not exist there.

Sources of Services. Certain basic services are essential for the physical welfare of a community. Others are essential if the cultural level of the community is to be improved. Others may add to the conveniences in the community when they are present but do not necessarily impair the physical or social welfare when they are not present.

Medical and dental services are essential to the physical well being of a community. Bluestone had not had a resident dentist or physician for more than 15 years. There was a small clinic with one doctor in the town 10 miles south. A community hospital staffed by several doctors was in the adjoining county seat town. Half or more of the hospital cases from Bluestone received treatment there. The remainder of the patients requiring hospital care sought the services in one of two of the large hospitals in the urban center 40 miles distant. Dental care was as difficult to obtain in Bluestone as medical care. There was no drug store in Bluestone so prescriptions had to be filled and refilled in nearby towns. There was no ambulance service in Bluestone. When an ambulance was required a person borrowed or rented the service of an automobile owned by a local resident or he could

call the ambulance service from the town 10 miles away. In either instance the service was inadequate - the facilities were makeshift or there was a costly and painful delay. There was no resident nurse in the community. Bluestone depended entirely upon nearby communities for health and welfare services.

The shopping area for the community extended in several directions from Bluestone. The two nearby county seat towns received a considerable amount of consumer trade when people went to them to market their products, transact their legal business, secure other needed services, and respond to the advertising in the newspapers. The shopping facilities of the urban center 40 miles distant were extensive. Many persons planned day-long shopping trips to buy their supplies for several weeks or months. Most of the durable goods purchased by Bluestone's citizens came from the urban area. Recently a small, self-service grocery has been built in Bluestone's nuclear village. This tended to bring some consumer trade back into the community for the store was well stocked with fresh, frozen and canned goods as well as fresh meat. However, most of the shopping or trading was done outside Bluestone's boundaries.

Bluestone had no library facilities other than several hundred books in the high school library. There was once a library in Bluestone maintained by a local women's club. It closed in 1951. Several reasons have been given for its closing: it lacked sufficient funds to keep its selections significantly current; it relied upon volunteer labor from club members who were not adequately trained and could not give much time; it became unused

when television became common. The women's club gave the books to an old peoples' home and sold the building. Since then it has been necessary to drive 25 miles or more to obtain library services.

There was no plan or attempt to bring concerts, lectureships, classical drama, or professional talent into Bluestone. Such cultural pursuits were usually no closer than the urban center 40 miles distant.

Other professional services that add to the convenience of persons in a community were lacking. The barber shop had been closed since 1942. There was no beauty salon. The undertaker retired in 1955 and sold his equipment to his competitor 10 miles away. The newspaper, once published weekly, was sold in 1946 and the printing equipment moved from town. There were no lawyers in Bluestone. There were no cleaning or laundry facilities; clothes to be cleaned had to be sent out of town.

Summing up, Bluestone was much dependent upon nearby towns and the urban center for supplying markets for products and for providing most of the necessary and convenient services.

The People of the Community

The 1950 census report, previously cited, showed that the nuclear village in Bluestone had 308 residents; the 1954 report listed 299 residents. There were approximately 250 persons living in Bluestone outside the nuclear village. Bluestone's population was, therefore, approximately 550. An age and sex distribution count was not made in Bluestone.

The sex distribution of the nuclear village was quite evenly

proportioned; 50.6 per cent were males. In the township 52 per cent were males. This was the national average of males in relation to females in rural areas.¹

The population pyramid constructed for the village in Bluestone revealed a serious imbalance of age groups in the population. This pyramid (reproduced on the following page) was not typical for a growing community. Its hourglass shape illustrates how the town had lost citizens in their productive years. Sixty per cent of the people in the village were under age 25 or over age 65. These were the non-productive preparatory years or the declining and non-productive years of retirement. This abnormal pyramid clearly indicates the nature and the extent of the migration from Bluestone. Serious sociological implications result from such maldistribution of the population. Kolb and Brunner summarize these potentialities.²

As a population ages it loses some of the traits of youth. It becomes conservative, less hospitable to new ideas, and it values security above all else A considerable portion of the inhabitants must conserve their resources. They seek peace, not opportunity; quiet, not life. They are likely to dwell in the past. They see little necessity for change or improvement. They are frequently out of sympathy with youth. Moreover, their relative financial security and their greater leisure time sometimes gives them a disproportionate voice in the affairs of the community and its social organizations.

The sagacity of this observation is certainly apparent in Bluestone.

¹Kolb and Brunner, A Study of Rural Society, pp. 42 ff. The ratio listed is 109 males for each 100 females.

²Ibid., p. 39.

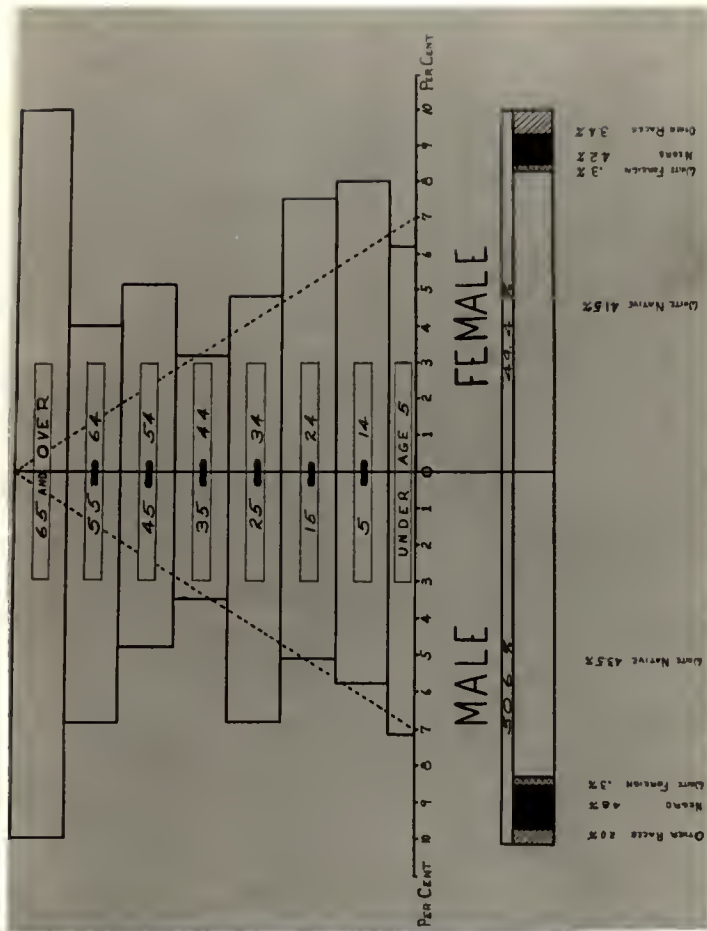


Fig. 3. A population pyramid indicating age, sex and race distribution in the Bluestone nuclear village compiled from data in the 1950 Census Report.

Racial Groups. A Negro minority group comprising nine per cent of the village population lived in Bluestone. They lived in the more shabby houses but they were not segregated into one part of town. In 1955 there was some influence used to prevent a man from selling a house to a young Negro couple in an all white neighborhood. Otherwise, there had been little attempt to segregate them during the past 20 years. Two Negro families lived on farms; one was an owner, the other a tenant. Another valuable farm in the community was owned by a Negro who lived in a distant metropolitan area. He leased his ground to a young white couple. There was no segregation in the public schools. The principal said that very few, if any, problems were caused by interracial associations. In 1955 the valedictorian of the high school graduating class was a Negro girl. For several years the town marshal was a Negro. The Christian Church sponsors an annual vacation church school in the summer months where both white and Negro children attend and work together without incident. When a Negro boy was killed in an accident at the high school in October 1955, the citizens of Bluestone rallied to pay his funeral expenses and the Christian Church cancelled one of its Sunday services so that its facilities could be used to accommodate the funeral.

Racial intermarriage was discouraged by both races. Several years ago a white man married a Negro. Both white and Negro interviewees expressed shock at the violation of the community mores. The couple moved from the community to a distant metropolitan area.

Negroes and whites did not worship together. There were

three all white congregations and one functioning Negro congregation in Bluestone. This meant that the most segregated hour in the week was 11:00 o'clock Sunday morning.

Job opportunities for Negroes were not very diverse. A few Negro males farmed for themselves; others worked on farms by the day or month; others drove 40 miles to the urban center to work in packing houses or foundaries. The Negro females often performed domestic services for white women.

In summary, the Negro in the community did not seem to be seriously discriminated against. Racial tensions and resulting incidents were not common.

American Indians formed another minority group within Bluestone. The community boundaries included land on an Indian Reservation. However, the distinctions between whites and Indians had about vanished. Even the reservation land was farmed largely by non-Indians or by people with so little Indian blood as not to be distinguishable from their neighbors. The school principal and others interviewed felt that no one enjoyed greater or less prestige because of Indian ancestry. Those with Indian background did not seek to preserve their tribal ways, lore, or traditional holidays. There was a tribal cemetery but it was seldom cleaned or tended. They did not hold periodic Indian celebrations or pow wows. In short, the American Indians in Bluestone were enculturated.

Ethnic Groups. The nationality pattern of the white residents was homogeneous. Many of the persons now living there are descendants of people who settled in Bluestone 75 to 100 years ago.

There was one distinct ethnic group, however, in one corner of the Bluestone area. It was composed of Swiss-German immigrants who moved to the area 75 years ago. These people had their own neighborhood within the community. A part of the neighborhood was a strong Methodist Church parish with its parsonage and church building in the open country. Until 1917 services were conducted in both German and English. Since that time the German language sections have been dropped. Most of the original immigrants have aged and died. The distinctive ideas they brought with them have also largely disappeared. The second and third generations of these Swiss-German immigrants remain loyal to their church but they have assumed the characteristics, attitudes, and social values of the community itself. They also have become enculturated; they are well integrated citizens of Bluestone.

Class and Caste Consciousness

On the surface there seemed to be very little class and caste consciousness within Bluestone. Many remarked in the interviews that they were not aware of class distinctions. This was a common reaction in an American community. Hollingshead¹ found in Elmtown that there was a neutral or negative reaction to the suggestion of class lines. He also found that when citizens were asked to group other citizens there was a general agreement about which persons associated with the others in the various social institutions in Elmtown. Thus, there was a real class structure after

¹Elmtown's Youth, chapter 1.

all. Warner, et al.¹ maintain that class structure is to be found in every American community and that it will have a determinative effect upon the persons who live within it. The paradoxical situation of denying the existence of social class then speaking of various persons as associating with some but not with others does exist in Bluestone.

Personal interviews resulted in a six level social class system being described for Bluestone. Persons from each of these classes tended to speak of the different groups and to recognize certain criteria of classification. Thus, the following six level description was recognized functionally by people in each of the levels. The divisions and their criteria were:

First was the upper class. These people had names with long historical reference in the community. One major criterion of judging this group was membership in the local Community Church. When this congregation was founded in 1920 it was stated by its founder that no "riff raff" were desired in the membership. One woman left another church group in the community several years ago to join this group as a means of social mobility upward. Money was not necessarily the criterion of judgment so much as family prestige.

Second were the respected. These were persons who were members of the Christian Church (Disciples of Christ). They were mostly farm owners or farm tenants. Most of them were related by blood or marriage. Once at a Sunday School election in the

¹Social Class in America, see chapter 1.

Christian Church there were 62 persons voting. Sixty of these were related to one another. Some left the Christian Church to join the Community Church when it was built but most of them have returned. They said they did not feel at home.

Third were the Germans. These were the members of the Swiss-German ethnic group. Sometimes their children were called "kraut eaters" in school. They were usually classified by their membership in the "German Church" - the open country Methodist Church.

Fourth were the Negroes. This was strictly a color-race distinction. Very few persons other than the Negroes themselves sought to divide their numbers into smaller classes.

Fifth were the lower class. These were usually persons who were associated with many or all of the following criteria: low socio-economic status; poor credit risks; large families; did not attend church; white person; showed little or no personal pride; lived in run-down housing; drank beer openly in the two local taverns; worked by the day or were on the county.

Sixth were the river workers. These were transient laborers who had come to town to work on the federal river control projects. Their children were often called "river rats" by the native children. They formed few ties with local institutions. They were more difficult to interest in any community program. They were soon gone from the community and left no lasting impressions. This sixth class was the lowest in prestige among the citizens.

No adequate test was devised for this report to test the exact extent of these groups or their numerical strength. The classification came about as a result of long personal acquaintance

in the community by the author. A preliminary test was devised whereby 20 names were chosen at random. Various citizens in various groups were asked to sort the cards into groups of persons who usually associate with one another. The test was not extensive enough to indicate significant results although it was indicative of the trends and groupings noted above. Suffice it to say that social class structure is a part of Bluestone's social structure.

Community Economic Life

Business Places Classified and Identified. The nature and quality of business establishments within a community can attract people to trade and live in a community or they can by their presence make the community an undesirable place to live. The total number of businesses and their interrelationships are important for people who must travel any appreciable distance often desire to shop for several items or request several services on their trip to town. The businesses may be enumerated as follows:

Food Retailers

Three grocery stores
Two commercial fish camps

Durable Goods Retailers

Two general stores
One lumber yard

Financial Institution

A state bank with various insurance services

Communications

A telephone office

Services

One garage
One service station
One bulk gasoline distributor

Recreation

- One pool hall with bar
- One cafe with bar
- One picture show

Other Businesses

- One second hand store.
- One farm feed store
- Two junk buyers

Seventeen of these 20 businesses were operated by the owner or the manager with the assistance of members of his own family. They employed very few, if any, persons. Those they did employ were on a part-time basis.

Two of the three retail grocery stores were quite small. They were operated by men who were past retirement age. One of these stayed open all day Sunday; this store was open most of the nights of the week. The owner lived in a back room of the store. The owner of the other store was not well; his store was open just part time. The third grocery was new. It opened for business in October 1956 in a new building. It was built on the self service plan though it was smaller than many stores in larger towns. This store had received the bulk of the grocery trade in Bluestone since it opened.

One of the general stores was quite large. It employed three full time workers. Its stock included a variety of merchandise including machinery parts, horse collars, dry goods, shoes, notions, tools, school books and assorted hardware. This store had been owned by one family for more than 60 years. The other general store was operated by a retired mail carrier. It was a new venture in an old building. It featured the order plan of merchandising - if a person wanted an item the owner would go to the

urban center after it or would order it from a wholesale house.

The lumber yard was well stocked. It also served as a cabinet shop where the owner and his customers built wagon beds, stock racks, farm buildings and small furniture pieces.

The state bank was the biggest economic asset to the community. It had deposits of more than half a million dollars. Its president had worked in this one bank more than 50 years. The executive vice president had been with this one bank for 35 years. The bank also served as a tax collection agency for Blue-stone on behalf of the county. One could buy hunting and fishing licenses, automobile plates, and driver's licenses there. It offered a tax consultation service. It maintained a good safety deposit vault. Various kinds of insurance policies were sold there and claims for insurance were settled. The bank employed two part-time bookkeepers in addition to the staff already mentioned.

The garage was operated by a man who received training as a mechanic in the Army in World War II. He was on call day or night. The service station was operated by a man and his wife who also managed the farm feed store in the same building. He did no automobile repair work other than repairing flat tires. The bulk gasoline distributor employed one man to run his farm delivery tank wagon.

The pool hall with a bar was operated by a manager for an absentee owner. It provided the only continuous recreation opportunity in town. It was not patronized by women. The patrons played cards, dominoes or pool. Three-two beer was served at the

bar. Many benches provided loafing space. Several on the questionnaire returns mentioned this place as a public liability for it was frequented by the town drunks.

The combination cafe and beer parlor served short orders, dinners and beer. Women and teenagers patronized this place as well as the men. It was open from about nine in the morning until there was no more business at night. Until the public school began a hot lunch program this was the only place for rural school children to eat their lunches. There was a music machine but no room was provided for dancing. The business was operated by the owner who employed one or two persons part-time.

The picture show business was in an empty store building. It had one show a week on Sunday night during the winter. Admission was charged for this movie. In the summer time the merchants of the town sponsored a free movie on the street and kept their stores open to profit from the trade of those who came to town for the entertainment.

The second-hand store was operated by an elderly couple. They bought and sold used furniture and antiques. The farm feed store was well stocked with ready-mixed animal feeds. It received its supplies from the feed mills in the urban center 40 miles distant. It was operated by the man who owned and operated the gasoline station. The two junk dealers bought scrap metal and other salvage articles from farmers and from local youths who collected it. They trucked their scrap piles to the metropolitan area when they had accumulated a load or two.

Business and Housing Trends. Businesses which had closed in the past 20 years were also significant in appraising Bluestone.

They were:

Barber Shop
Mortuary
Drug Store
Newspaper
Two Filling Stations
Insurance Office
Cafe
Grocery Store

The barber, the filling station operators and the grocer left the community. The mortician retired as did the lady insurance agent. The druggist died. The newspaper and the cafe went bankrupt. Thus, nearly 20 per cent of the business houses in operation 20 years ago had closed. Their empty buildings stood on main street. They were unpainted and dilapidated. They were a mute testimony to the fact that the town had not progressed but was declining.

Until the new store was built in 1956 there had not been a new business building built in Bluestone in 25 years. It had been equally as long since a new house had been built. One new farm home had been erected since 1935. Otherwise, building activities were at a standstill.

The nature and the number of the businesses that had closed in the past 20 years and the few new businesses that had been built clearly indicated that the community was declining. The president of the bank said,

What's wrong with our town is that we went to sleep. We had big plans once. But, we didn't think it necessary to put in a water system or sewer. Once we had 2,000 people but they are gone. It was an uphill fight to get electric lights, street surfacing and the state highway blacktopped.

Making A Living. The average annual income for the members of the community was not high.

Table 4. The percentage of heads of families in Bluestone in the various annual income levels as of October 1956.*

Amount of Annual Income	:	Percentage of the Heads of families
Less than \$1,000		20
\$1,000 - \$1,499		20
\$1,500 - \$1,999		20
\$2,000 - \$2,499		15
\$2,500 - \$2,999		20
\$3,000 - \$3,499		10
\$3,500 - \$3,999		10
\$4,000 and over		5

* This information was compiled for the author by the executive vice-president of the state bank in Bluestone.

This money came from five sources: agriculture, local business employment, work in other communities, government assistance, and savings.

About 25 per cent of the heads of families in Bluestone lived on farms or worked for farmers. These workers represented all levels on the agricultural ladder and were in each level of income.

Another 25 per cent of the people made their living by working in the business establishments mentioned above. They were either owners or laborers. They also were represented in all the

economic levels described.

Another 20 per cent of the heads of families made their living by driving out of town to work. In 1956 there were seven men who drove each day to the urban center to work in an iron foundry. Eight men drove to work in the urban packing house. Four men had work along the major river and drove to it each day. This was construction work and the men were skilled in the use of heavy equipment. One man drove to the urban center where he was a household appliance salesman and a collection agent for a department store. Three women drove out of the community each day to be waitresses in cafes in the urban center.

A fourth source of income for the community was government assistance. About 25 per cent of the heads of families in Bluestone received aid from the county. The large number of older persons living in the community, as noted earlier, accounted for the large number and amount of old age assistance payments. Three of the five families of dependent children were headed by women whose husbands deserted them. The husbands either could not be located or could not be made to pay adequate child support so their families were assisted by grants. One family was supported because the father was seriously burned several years ago and was not able to work.

Table 5. The amount of aid provided to persons in Bluestone through the county welfare department in December 1956.*

Type of Aid	Number of Recipients	Average Payment	Amount Received
Old Age Assistance	26	\$ 64.38	\$1,674.09
Aid to Dependent Children	5	137.92	689.61
Aid to the Blind	1	55.50	55.50
Aid to the Disabled	4	70.01	280.05
Totals	36		\$2,699.25

* This information was secured from the public file available in the office of the county director of social welfare.

This amount of money each month provided a regular and substantial income to the community. It also accounted for the large number of persons in the low income levels.

A fifth source of income to the community, which represented five per cent or less of the heads of families, came from persons who had retired and were living in Bluestone. They were using their savings.

This, therefore, was a community whose internal work opportunities were mainly agricultural. The local business institutions afforded little opportunity for employment other than to the owners and their families. There was no construction work and no industry so those who were laborers as well as those who were skilled must drive out of the community each day to find work. This travel was usually to the urban center 40 miles away. Government assistance was substantial.

Government

Governmental Units in the Community. The nuclear village had a mayor-council type of government. Elections were held every three years. The village was incorporated as a fourth-class city. The council was not very alert or progressive. One of its members told the interviewer that he had not been to a council meeting since his election six months previously. He said that he had been too busy with his own personal work and that the council did not do much anyway. A search of the budgets for the past 20 years revealed that the most of the money was to be spent each year maintaining the status quo as regards equipment, streets, parks and other enterprises.

The outlying community was under the governing bodies of township boards and county commissioners.

Table 6 shows the distribution of the town's budget for the past 20 years. The bonded indebtedness was incurred largely in making some of the streets hard surfaced and in sharing the expense of improving the local school properties. The city did not employ a man full-time in any capacity. All labor hired by the city was part-time, seasonal, and for the particular task at hand. This was true even for maintaining the streets and parks.

Table 6. A summary of the village budgets of the Bluestone Community for successive five year intervals beginning in 1935.*

Item	1935	1940	1945	1950	1955
Total Expenditures	\$1,600.00	\$ 3,036.50	\$ 3,282.75	\$ 3,749.18	\$ 4,361.50
Tangible Evaluation		135,210.00	128,000.00	125,444.00	159,178.00
Tax Levy (mills)		22.24		24.08	13.43
Bonds Outstanding		19,550.00	12,550.00	10,800.00	2,800.00
General Operating Budget	1,600.00	1,330.00	1,645.00	1,523.41	1,561.00
Bonds and Interest		1,806.50	1,637.75	2,225.77	2,800.00
Expenditures Summarized					
Salaries, Labor and Supplies for General Operations	300.00	410.00	540.00	938.00	950.00
Street Repair	800.00	400.00	680.00	1,410.00	1,250.00
Fire Department	200.00	125.00	175.00	244.00	100.00
Parks (labor, repair)				76.41	50.00
Street Lights	300.00	270.00	250.00	265.00	450.00
Bindweed Control		25.00			

* Source of this information was the official file of city budgets kept by the city clerk.

Governmental services offered by the township and the county seemed quite adequate for the outlying community. Roads were kept in good repair. There had been a gradual improvement of roadbeds and bridges over the past several years on roads under the care of the county and township.

Village Service. The village granted a franchise for electric service. Until 1955 this service was provided by a private company whose main office was across the major river in the adjoining state about 30 miles away. This proved unsatisfactory for repair service, especially in stormy weather, was very slow. In 1955 the village government gave a 20 year franchise to the Rural Electrification Association Cooperative. The service had been improved considerably and repairs made more promptly.

Bluestone did not offer some services to its residents. There was no central water distribution system. People used cisterns or wells; many paid to have water hauled to their cisterns in dry weather. There were two centrally located wells in the village that provided most of the drinking water for the residents. There was no sewage disposal system. Each householder or businessman provided for sewage disposal by using a septic tank or outdoor toilet. There was no village sponsored garbage or trash collection; the community did not own or maintain a common dumping ground. Each person was responsible for disposing of the family's garbage and trash.

The city did maintain the streets. It provided a small fire truck with a pumper unit and chemicals. The fire fighters were an organized volunteer group. It maintained a cemetery quite

well. The city owned a nice park area which was a tourist attraction. Unfortunately, the city did not maintain the park and it had no plan for its development. Recently a group of church teenagers adopted the development of the park as a project of civic improvement. The city did not maintain the school play grounds in the summer time. It was certainly sociologically significant that a town government would maintain a cemetery where the citizens of the past are buried and neglect the parks and playgrounds where the citizens of the future could be developed.

Law Enforcement. Law enforcement was a serious problem in the community. The town did not employ a marshal. The last marshal was fired after getting into a fight on the street while he was drunk. The nearest law enforcing agent was the sheriff in the county seat 17 miles away. This created several problems. First, little was done toward crime prevention. There was not even the deterrent factor of an officer on duty. Second, the sheriff was usually called only in times of major trouble. This meant, for instance, that drunk men roamed the streets without fear of being arrested so long as they did no major wrong. It meant that petty crimes and minor offenses which might lead to more serious troubles went unnoticed. It meant that teenage drivers drove without regard for life or safety on the city streets. Third, there was a time lapse of at least half an hour from the time any serious crime happened until an officer could possibly be present. Fourth, the law enforcement officer was without first-hand knowledge of the persons with whom he was dealing. He was not, therefore, impartial in his administration of the law; he

was ignorant of the motivations, mitigating circumstances and ramifications of the case at issue. Fifth, there was no sense of friendliness and trust built up between the citizens and their law enforcement officer. The only time that he was in town was when there was trouble. Children were threatened or frightened into being good by parents who said they would call the sheriff. For many he became not a symbol of rightness and justice; he stood, rather, as one whose main task was to seek out and punish evil doers.

Citizens were aware of this law enforcement problem. One businessman said in a personal interview:

You wouldn't want to tell the things I could tell you about this town. This is a town without any law enforcement whatever. We don't even have a marshal. We might as well of not had one when we had the last one. The mayor spends all his time in his office in the next town. These town drunks rule the town and terrorize it.

One person included a personal letter with the returned questionnaire with a similar thought:

I won't go so far as to say I wouldn't live there again, but I will say I hope I don't ever have to. We saw more drunk people on the street in town in one week than we have seen all the time we have lived here (seven years). There is no law enforcement in the town.

These quotations did not prove a problem. They did effectively pinpoint the problem, however, and indicated a degree of social disorganization in Bluestone.

Judicial Services. There was no judicial service in Bluestone. Since there was no town constable there was no value in having a justice of the peace. All legal cases, civil or criminal,

were handled in the county seat courts. The city jail in Blue-stone has been abandoned. No one has been confined in it since 1950.

Therefore, the government within Bluestone was efficient in some of its functions but derelict in others. The areas where the government was the weakest were those of greatest sociological significance. Law enforcement, civic foresightedness and civic beauty do much to make a community a desirable place to live. These were the most neglected areas in Bluestone.

Political Background

Bluestone was traditionally Republican. But there was little or no organized political activity within the community by either party. The Republican majority in a general election was usually 75 per cent or more of the votes cast. This traditional attitude was reflected in the attitudes and preferences of the high school graduates and their political affiliations.

In 1955 a representative of the National Farmers Organization sought to organize the farmers of the community. His program was to solicit memberships at one dollar each. The money was to be spent to support a lobby in Washington which would work for high parity price supports, larger quotas for planting, and price supports for beef and pork. A few farmers bought memberships but the movement has been of very small political force in Bluestone.

Religious Activities

Church Groups Classified. There were five church buildings

in Bluestone. Four of these housed functioning congregations; the fifth was a Negro church that was closed, except for funerals, for more than 20 years. The functioning churches were an open country Methodist and three village churches. They were the Christian (Disciples of Christ), Community, and the Church of God in Christ. The latter group was exclusively Negro; the other three were white congregations.

The Methodist Church was established by the Swiss-German immigrants about 1890. Its average Sunday morning attendance was 150. The Christian Church was established about 1875; its average attendance was 75. The Community Church was formed by uniting the Methodist and Congregational village churches at the time of World War I. It met in the Community Building; its average attendance was 30. The Church of God in Christ was founded 15 years ago; its average attendance was 30.

The Methodist Church building was quite large and adequate. It had a well-lighted basement which was often used for a social hall. It employed a full-time minister who lived in the parsonage next to the church building. The Christian Church building had a main floor and a full basement. Extensive remodeling in 1948 made it into a very attractive chapel. This church had employed a part-time minister who served during the week as a college professor in a distant city. He spent about two days every two weeks with the congregation. The Community Church was in the Community Building. This was a large auditorium over a basement which contained the town's basketball court. The minister was a theological student at the Nazarene Theological Seminary in the

nearby metropolitan area. He spent one day a week with the congregation. The Negro church was a one room building built largely of scrap lumber by volunteer help. It had a basement where the members had fellowship meals and served dinners to the public occasionally. Negro parishioners depended upon lay preaching for their ministry.

The Clergymen. Professional religious leadership was provided to the Bluestone community by the clergymen of the four functioning congregations. They did not employ other professional religious assistance such as educational directors or music directors. The comparison of clergymen and their qualifications in 1956 gave a typical example of the religious leadership.

Table 7. A comparison of the clergymen serving Bluestone in 1956.*

Characteristic	Methodist	Christian	Community	Church of God
Age	38	35	22	50
Education	A.B.	A.B.,B.D.	A.B.	Grade 8
Residence	Parsonage	Away	Away	Town
Tenure in Bluestone	2 Years	17 Years	1 Year	5 Years
Weekly Salary	\$75.00	\$35.00	\$30.00	Gifts
Ordained	Yes	Yes	No	Yes
Total Years of Experience	6	17	3	5

* The source of the information was a series of personal interviews.

Organizational Activity of the Churches Compared. Church activities were limited by the lack of trained resident leadership.

Also, the clergymen found it difficult to participate actively in civic enterprises when they were not living in the community. The resident Methodist minister was active in rural affairs in his parish. The two ministers who lived away and commuted to Blue-stone on the week ends found that their time was largely filled with calls upon the aged and infirm. This time problem was accentuated when they visited patients in nearby hospitals. Little time was left for participating in high school activities, counselling and promoting effective youth programs. The following table reflects these generalizations.

Table 8. The religious activities of Bluestone's four churches in 1956.*

Activities	Meth.	Christ.	Community	Ch. of God
Sunday School	x	x	x	x
Young People's Club	x	x	x	x
Missionary Society	x	x	x	x
Interchurch Meetings	x	x	x	x
Adult Study Group	x	x	x	
Visual Education Facilities	x	x	x	
Church Open for Devotions	x	x		x
Church Bazaar	x	x		x
Teacher Training	x	x		
Dramatics	x	x		
Annual Every Member Canvass	x		x	
Vacation Church School	x	x		
Bulletin Issued	x	x		
Week-night Service	x			
Church Choir	x			
Men's Club	x			
Young Adult's Club	x			
Concerts				x
Church Office Open Daily	x			

* Information secured by means of personal interviews.

The Church of God in Christ tended to restrict the social lives of its members more than the other religious groups. Its members sought to center all social life in their church activities. The doctrine of the church did not permit the Negro children whose parents were members to participate in extra-curricular activities at the schools. Their church practiced loud singing, holy dancing, trances and speaking in tongues. These practices and activities in the church organization tended to isolate the Negro children from the community rather than to identify them with it.

The church with the minister settled in the parsonage and giving his full time to the pastorate was the church with the most active, well-rounded program. Other church group activities tended to be more neutral or even negative in social significance.

Interchurch Activities. If churches in a community work well together it promotes community cohesiveness. Friendly relations existed among all the churches in Bluestone. The women of these churches met together for the annual World Day of Prayer each March. The Christian and Community Churches cooperated in their youth program. About half the students enrolled in the high school attended this union youth fellowship each Sunday afternoon. The Christian Church sponsored a vacation church school each summer for two weeks. It was usually held the first two weeks in August for this was the slack time for rural people in the corn belt area. The Christian Church teachers invited all the grade school children of Bluestone to attend. There was no racial discrimination. The average enrollment in this vacation

church school the past five years was 80 children.

The churches of the community carried on normal religious activities. They were definitely handicapped, with one exception, by not having resident, professionally trained leadership. The ability of the churches to offer relevant, vital leadership in social, civic and political activities was thereby largely curtailed.

Social Groups

Social groups within a community help to stimulate civic interest and act as indicators of social awareness. Social groups that have a constitution, by-laws, officers and a regular meeting place are called associations. Social groups that meet by mutual consent without formal structure are called sodalities.

Associations Functioning in Bluestone: The formal organizations in Bluestone may be classified as follows:

- Veterans Organizations
 - American Legion
 - Legion Auxiliary
- Community Betterment
 - Parent Teacher Association
 - 4-H Club
 - Boy Scouts of America
 - Study Club
 - Citizenship Club
- Economic
 - Kansas Farm Bureau
 - Home Demonstration Unit
- Fraternal Orders and Lodges
 - Masonic Lodge
 - Order of Eastern Star

The American Legion met in a two story, remodeled store building. The lower floor was for dancing and club meetings.

The upper floor was for dining and assembly purposes. In December 1956 the American Legion Post had 22 members. The members of this group provided the Memorial Day service at the local cemetery. The Post sponsored a teen town session every two weeks during the school session. The Boy Scout organization was also sponsored by the Legion. The Legion members raised money for their projects by raffles, turkey shoots and public fish fries.

The American Legion Auxiliary had 23 members in December 1956. It met once a month. The members were primarily concerned with teen town sponsorship. They usually worked with their husbands to raise money for their mutual interests.

The Parent Teachers Association was a comparatively new organization in Bluestone. It was formed in 1955 shortly after a tragic fire killed two and seriously injured six other high school students in the gymnasium. There were 25 members of this group. They held monthly meetings. The purposes of the organization were to improve school conditions for the children, to promote good relations between parents and teachers, and to provide a means whereby children in the school system might be insured against accidental injuries and their resultant costs. There were several rural P. T. A. groups in the one room country schools.

The 4-H Club was active in Bluestone. Six experienced adult leaders encouraged the 15 members as they worked on their annual projects. Because Bluestone was a rural area even the children who live in the village could become active members in the 4-H Club. Monthly meetings were held under the direction of the adult leaders. Each summer an achievement day was held when the

projects for the year may be described or displayed. The club encouraged its members to exhibit their projects in the county and state fairs. At least one girl attended college and became a home demonstration agent as a result of the inspiration and guidance she received in this 4-H Club.

There have been several attempts in the past 20 years to begin and maintain a Boy Scout Troop. Each of these attempts has failed. Lack of trained leadership and lack of interest by parents of the boys were the two reasons most commonly given. The last attempt to begin a Boy Scout Troop was in 1956. The American Legion voted to sponsor it. The Legion raised the money and organized its membership so a charter could be secured. Everyone seemed to think that it was a good idea but no one backed it seriously. Regular meetings were held with the boys. A Cub Scout Pack was also organized. However, in less than six months the interest lagged and the meetings ceased. As a dynamic force among the boys that it was supposed to be, and can be when properly implemented, it failed again.

The Study Club met once a month. It had eight members. They were women who were past age 65. This was once a much larger organization but death and migration had reduced it to the present size. The Study Club once sponsored the library program in Blue-stone. Its members raised the money to buy the building, equip it, purchase a few books, and provide the facilities. The Club also provided volunteer helpers from its membership to keep library hours at convenient times. However, as has been noted, the interest in the library dwindled until it was abandoned. The

Club had little to do after this. It met and discussed some current topic or heard a book review. The members spoke often of the past but seldom of the future.

The Citizenship Club was a women's group composed of 23 members; it met once a month. Four of the eight members of the Study Club were also members of the Citizenship Club. The Club concerned itself with current events and social affairs. It promoted friendship and fellowship among its members by gift exchanges and mystery pal programs. Members also wrote to men and women of the area who were in the armed services and sent them Christmas boxes.

It was not easy to become a member of either the Study Club or the Citizenship Club. One had to be well recommended by a current member and voted into the organization by unanimous vote or she could not belong. There were several instances of mother-daughter memberships.

The Kansas Farm Bureau had 30 members in Bluestone. This was an economic group that provided a way for its members to express themselves politically and that provided economical goods and services. The Farm Bureau promoted farm safety programs. It also published a monthly paper which gave many helpful hints for successful farming and kept the farmer informed on current events pertinent to him. The county meetings of the Farm Bureau allowed the individual members to express themselves and to help set the policies for the state and the national organizations. The Farm Bureau distributed some merchandise at cost among its membership. Two recent examples were strips of scotch-lite material for

putting safety reflectors on farm machinery and automobile safety belts. The greatest service that it offered was the low cost multicoverage insurance that is especially designed for rural people's needs.

The Home Demonstration Unit was a part of the county agricultural program. The county provided a demonstration agent who traveled among the local units giving them practical instruction in home making techniques. This group had 16 members in Bluestone. The members studied home canning problems, the preparation of foods for freezing, furniture repairing, and various crafts. Many of the homes in Bluestone showed the evidence of the housewife who saw something done at a Unit meeting and returned to her own home to try it.

The Masonic Lodge was one of the oldest social institutions in Bluestone. It had 50 members; this number included members who lived away but who had not transferred their membership. These men met twice a month except in the summer. The Lodge owned its own meeting hall; there were social and dining rooms on the first floor and club rooms on the second floor. The local interests of the Lodge were mainly social and fraternal.

The Order of Eastern Star was open to both men and women. A person had to be a Mason or closely related to one to become a member. This group met twice a month in the Masonic Hall. It had about 50 members. This group did not promote any local community betterment project.

Sodalities Functioning in Bluestone. There were several groups of persons which met for common interests and purposes,

which always met with well known regularity, which had no membership rolls (but all seemed to know who were accepted), and which had no common name yet were distinguished by the gossip and the comment of the neighborhood. One was a group of young married couples who met every two or three weeks for an evening of dancing, social drinking and card playing. Another was a group of older persons who met to play pitch. Another was a poker group. The interests holding these groups together were largely self satisfaction and fellowship. They offered little that was constructive to community life other than the unifying force of their being together. They did help to serve as indicators of class lines in Bluestone.

These, then, were the social groups in Bluestone. Many of them were constructive in their purpose and aim. Others existed to provide a meeting place for like-minded social equals. There was no interest group in the community which had a Negro in its membership and there were no Negro interest or social groups other than those associated with the Church of God in Christ.

The School

The school was one of the most important social institutions in the community for giving direction to the future lives and activities of youth. The community's youth spent a considerable amount of their time in the formative years absorbing not only the academic instruction but the prevailing attitudes of the teaching staff. It had become necessary in the technologically oriented society to modify the curricula of both grade school and

high school to equip the graduating youths for job opportunities in such a society. The way the school was conducted and the content of its curriculum were sociologically significant. If the graduate was able to assume a position or to go on to college well prepared for his chosen tasks, the school had fulfilled its purpose in the community.

Any program designed for the adequate education of youth must satisfy two fundamental criteria of value.¹

. . . as content (what shall we teach) it must provide for the development of those abilities requisite to successful adjustment of the individual within his changing culture. As method (how shall we teach) it must operate according to known principles of effective learning.

The task of this chapter will be to determine to what extent these criteria have been met in Bluestone from 1931, when the first of the graduates in the study entered high school, until 1955 when the last of the study group were graduated.

Structure and Administration. Bluestone high school was under the administration of the State Department of Education. The county superintendent of schools supervised the matters pertaining to the budget, the qualifications of the teachers, and the administration on the local level. The school district itself elected the board members as they met each spring for the annual election. These members were elected for three-year terms with one new board member being elected each year. This board was composed of a treasurer, a clerk and a director. They worked

¹Olsen, School and Community, op. cit., p. 27.

within the framework of policies and administration on the state and county levels.

The school board was not politically dominated, nor were political considerations considered in the election of its members. The school meeting was called by posting signs in prominent places giving the date and time of the meeting. As many or as few of the adults of the district who chose to attend constituted a quorum. Usually the school meetings were poorly attended unless there was some issue costing money, such as a school bond election. Nominations for filling board vacancies were made from the floor at the meeting. If someone desired to be elected he usually urged his friends to attend the meeting and vote for him. In a small community personality conflicts entered more into the elections than partisan politics. Over the years the membership of the school board had remained relatively stable and had been representative of the entire community. Table 9 shows the occupational classification and the tenure of the members of the board since 1935.

Several significant facts were apparent from the chart. First, the relatively few men over the 21-year period who served as members of the board indicated that men of experience were making the policy decisions. Second, the bank was represented on the board by one of its staff members for almost the entire period. This suggested that the treasurer of the school board was well acquainted with financial affairs and was well qualified to handle the funds, make suggestions as to possible tax levies and sources and money, and judge the abilities of the constituents

to carry added tax burdens. Third, if this semicircular community were divided into three parts with the nuclear village as one part and the outlying rural areas equally divided by one radius line, the representation on the board the past 21 years would be: town, four members; northwest, three members; southwest, five members. This was an equitable geographical balance. Fourth, from this rural area eight of the 12 members of the board were farmers, one was a farm wife, and three were bankers. This also showed a balance for the majority of the youth who attended the school were farm youth.

Thus, without considering personalities, it was most probable that the school board was a well balanced, representative group of experienced persons competent to serve.

The board employed a principal to be the administrator of the high school. He was chosen from a list of suggestions made by the county superintendent of schools and from applicants who had applied personally. The principal must meet the minimum qualifications set by the State of Kansas for high school administrators. In the past 20 years there had been eight principals. One served one year; four served two years each; one served three years; and two served four years each. This was an average tenure of $2\frac{1}{2}$ years. The principal did not have official tenure but because political partisanship did not enter the board elections he was not apt to lose his position because of a change in the political alignment. The most common reason for a principal to resign was that he felt he could take a larger school in another community and thereby advance in his profession. However, two of

the principals in the past 20 years have been asked to resign by the board for reasons of professional incompetence. Both lacked the ability to maintain discipline; each had served two years.

The principal was the administrator of the high school. Except for the four-year period when a woman served as principal, the principal was also the athletic coach. Occasionally the high school principal was asked to serve as the grade school principal but he was paid extra for this service by the grade school board.

The salary scale for the principals had shown a marked increase over the past two decades.

Table 10. The annual salaries paid to the principals of the Bluestone high school from 1935 to 1955.*

School Year	;	Salary
1935-1936		\$1,450.00
1936-1937		1,450.00
1937-1938		1,250.00
1938-1939		1,350.00
1939-1940		1,400.00
1940-1941		1,400.00
1941-1942		1,350.00
1942-1943		1,600.00
1943-1944		1,800.00
1944-1945		2,000.00
1945-1946		2,000.00
1946-1947		2,000.00
1947-1948		2,100.00
1948-1949		2,400.00
1949-1950		3,050.00
1950-1951		3,100.00
1951-1952		3,800.00
1952-1953		3,800.00
1953-1954		4,200.00
1954-1955		4,500.00

* Source of information: The official record in the office of the county superintendent of schools.

There was, therefore, a conscious attempt on the part of the board to meet the changing conditions brought on by war and re-adjustment by scaling salaries upward. This helped to secure competent persons for the administrative tasks. Very seldom had any administrator sought to supplement his income with summer work or part-time employment. Most principals had used the summer vacation period for further study or for living in the community of Bluestone.

The school system may be described as the 8-4 plan. There was no kindergarten and no junior high. Eighth grade students in the town school took the county eighth grade achievement tests like the rural students did. The high school had a four-year course.

The enrolment data were most difficult to obtain. There was no accurate or continuous record in the office of the county superintendent. There was no record available in the high school office. The school board books did not record year by year enrolments. Therefore, the enrolment figures were computed on a scale arranged from known figures. In four different years when enrolments were known from county records it was observed that 73 per cent of those who were enrolled did graduate. This percentage was used to calculate the years with a known number of graduates but with no accurate enrolment figures listed.

Table 11. The known and the estimated enrolment data of Bluestone high school 1935-1955.*

Year	Number of Graduates	Number Who Were to Graduate	Estimated Enrolment	Known Enrolment
1935-36	13	46	61	
1936-37	7	48	64	
1937-38	14	57	76	
1938-39	12	55	72	
1939-40	15	55	72	
1940-41	12	50	69	
1941-42	16	41	56	
1942-43	12	31	40	
1943-44	10	24	32	
1944-45	3	21	28	
1945-46	6	20	28	
1946-47	5	18		26
1947-48	7	16	20	
1948-49	2	16		21
1949-50	4	17	21	
1950-51	3	20		30
1951-52	7	24	32	
1952-53	3			28
1953-54	9			31
1954-55	5			25

* Source of the information: Incomplete high school and county records.

Evidently, the enrolment at the high school fluctuated downward as did the population of the county, township and nuclear village. The greatest decline came during World War II years when many families left the community and did not return. The significant drop in the enrolment was coincidental with the declining population in the town and township. The population of the village declined 36 per cent from 1930 to 1954. The population of the township declined 74 per cent in the same period. The enrolment in Bluestone's high school declined 47 per cent in

the period between 1935 and 1955. Thus, at a time when salaries were tripling and maintenance costs were doubling the enrolment was reduced by half.

Such a trend would normally result in several modifications in the school system. First, smaller enrolments resulted in fewer class offerings. Choice of subjects were curtailed. Second, there was a greater probability that there would be doubled classes so that freshmen and sophomores would all be placed in several classes. Or, as an alternative, the classes would be exceptionally small. Third, it became more and more difficult to introduce courses calling for expensive equipment because the cost per pupil made it prohibitive. For example, it would be just as expensive to equip a shop for ten boys in shop practice as it would be to equip a shop for 50 boys if five classes were offered. Fourth, as the school grew smaller there was growing pressure, especially from citizens who had no children, to close the school and consolidate. This was especially true in a community that was dominated by older people as Bluestone was. Fifth, state aid for the school's hot lunch program and other assistance based on enrolments was curtailed and may even be precluded.

The enrolment figures had tended to stabilize in the past ten years. The average enrolment for that period was 25. The high enrolment was 32; the low enrolment was 21 with unpatterned fluctuations through the period. No significant trend had occurred since the major readjustments made necessary by the war and its attending migrations.

The budget data for the 20 years was not complete. However, some budget figures were available.

Table 12. Some budget figures from Bluestone's high school for selected years since 1948.*

Year	:	Budget	:	Cost Per Pupil
1948-1949		\$10,750.00		\$512.00
1949-1950		10,620.00		505.00
1950-1951		11,650.00		388.00
1952-1953		13,200.00		471.00
1953-1954		17,500.00		564.00

* Source of information: The official record in the office of the county superintendent of schools.

The Physical Plant. The combination high school and grade school building was built of brick about 1900. It stood atop a high hill overlooking the village. Originally the building was heated with a hand fired furnace. This was changed to an automatic stoker about 1950 and was converted to oil heat in 1954. The lighting potential was above the minimum required by the state. The ratio of window area to floor area was also above the state minimum requirement. One half the chairs and desks were fixed; the other half were adjustable and portable. The building was equipped with indoor toilets and washrooms. Water for them was supplied by a well with its own pump and pressure system. The disposal unit was a large septic tank buried in the school yard. The rest rooms were divided properly for the use of each sex.

In addition to the regular classroom space there were also facilities for other necessary services. There was an infirmary or first aid room. The school library was a part of the study hall. There was limited space for workshop activities. There was also space for basic science classes and laboratory equipment. The audio-visual equipment was limited to maps, a record globe, a viewmaster with a number of slides and a movie projector.

There was little space in the high school building for athletic activity. There was a softball diamond just across the street from the school building. The gymnasium facilities were in the Community Building three blocks from the high school. The high school paid the heating bill for the Community Building each year in return for the privilege of using the gymnasium. The gymnasium floor was painted concrete and was nearly full size. It was equipped with heated shower rooms and a balcony for spectators. The high school also used the Community Building for its plays and entertainments.

Since 1952 the school had maintained a hot lunch program. Lunch was prepared in the school building each day and served in the school lunch room. Students paid a nominal fee of 35 cents a day for the food. The rest of the cost was borne by the state government surplus disposal program. These lunches have done much to help the students. Before the program began many of them went to the cafe down town. Often their lunch money was spent for candy or playing the pinball machines.

The school grounds were adequately maintained by a full-time janitor who lived within one block of the building. The school

grounds and the landscaping were quite attractive. There was no serious overcrowding problem in the school. It had not been necessary to have part time or divided classes because of overcrowding. The school was well within the state's minimum requirement of floor space area per pupil.

Thus, the school's physical facilities were well within the minimum expectations of the state for adequacy and accredited training. The school, with its activities and its facilities, was a definite asset to the community.

The Teachers. The teachers in a school system provide the directive and constructive force with the students. Their experience, their training, their community mindedness all work together to fulfill the purposes of the school and help the school to meet the two criteria for excellence set forth earlier.

Tables 13, 14 and 15 reveal the length of tenure and the professional attainments of the Bluestone teachers. The large letter "P" refers to a permanent or life teaching certificate; the letter "t" refers to a provisional or temporary teaching certificate. Life or permanent certificates are awarded to those who have a bachelor's degree in education. The provisional certificate usually implies less than this college attainment level.

Table 15. A survey of the tenure and the professional attainments of the part-time teachers in the Bluestone high school 1935 to 1955.*

1954-1955					
1953-1954					
1952-1953					
1951-1952					
1950-1951					
1949-1950					
1948-1949					P P
1947-1948					P P
1946-1947					
1945-1946					
1944-1945				t	
1943-1944				t	
1942-1943			t		
1941-1942			t	t	
1940-1941			t	t	
1939-1940			t	t	
1938-1939			t		
1937-1938	t				
1936-1937					
1935-1936					
Teacher Number 1					
Teacher Number 2					
Teacher Number 3					
Teacher Number 4					

* Source of information: The official roster of teachers in the office of the county superintendent of schools. The letter symbols refer to the previously mentioned legend.

Only one of the nine principals had a temporary certificate; it was made permanent at the end of his first year of teaching. Four of the teachers had permanent certificates when they began to teach in the Bluestone system. Two others secured their permanent certificates while teaching there. The part-time instructors all taught music. Just one of them had a permanent certificate. Nineteen teacher-years were taught by teachers with permanent certificates as compared to 22 teacher-years without permanent rank. However, it will be noted from the chart that the decade 1935-1944 contained a predominance of teachers with temporary certificates while in the last decade the trend is opposite and in favor of the teachers with permanent achievement rank. This is a definite personnel improvement in contrast with the depression and World War II years.

There was a definite attempt on the part of the school board to compete for good teachers in the teacher labor market in Kansas. Table 16 shows the comparison of the average combined administrator's and teachers' salaries in class C schools in the United States, Kansas and Bluestone from 1944 to 1954. Data for the period of 1935 to 1944 were not located.

Table 16. A comparison of the average combined administrator's and teachers' salaries in class C schools in the United States, Kansas and Bluestone during the years 1944 through 1954.*

School Year	United States	Kansas	Bluestone
1944-1945	\$1,846.00	\$1,501.00	\$1,600.00
1945-1946	1,995.00	1,666.00	1,600.00
1946-1947	2,254.00	1,904.00	1,625.00
1947-1948	2,639.00	2,191.00	1,950.00
1948-1949	2,846.00	2,452.00	2,300.00
1949-1950	3,010.00	2,628.00	2,600.00
1950-1951	3,126.00	2,662.00	no data
1951-1952	3,450.00	2,963.00	3,050.00
1952-1953	3,638.00	3,111.00	3,050.00
1953-1954	3,825.00	3,258.00	3,260.00

* Source for the national and state averages: The National Educational Association Handbook 1956, page 32. Source for Bluestone's averages was the official record in the office of the county superintendent of schools.

This table indicated the following generalizations. First, Kansas' average salaries were consistently lower than the national average in dollar and cents values. Second, the Kansas average was uniformly lower for the difference represents a similar percentage spread throughout. Third, the salaries in Bluestone did not represent a uniformity in comparison with the national and state averages. Fourth, Bluestone salaries were not equal to the national average in any given year. Fifth, the community salaries were less than the state average six years but more than the state average three years. The greatest disparity was the year 1946-1947. Sixth, it was apparent that Bluestone's school board felt willing to offer nearly the state average to teachers to attract

an adequate teaching staff. Seventh, this table did not indicate a salary differential great enough to assert that the teachers secured would be different than the average teachers in Kansas for the same period of time. The teachers were paid well enough to maintain a standard of living equal to others with their training and experience in Kansas.

The teachers in the Bluestone system belonged to the Kansas State Teachers' Association and the National Education Association. Their participation in these organizations kept them aware of professional problems and new horizons in their chosen field of work. The teachers also participated in community affairs. They were invited into the homes of the citizens and were well accepted into the life of the Bluestone community.

The Bluestone teachers were selected because of their personal and social qualifications as well as their academic competence. In general, the students and the townspeople spoke well of the teachers and their teaching methods. There were no undue restrictions in the contracts made with the teachers. They were not required to spend their week ends in Bluestone or to participate in any of the local social institutions in the community. They were required by state law to take a loyalty oath in addition to the usual pledge to uphold the federal and the state constitutions.

The Curriculum. It was important to understand the content of the teaching as well as the method of instruction if one was to evaluate the success of a school in fitting its students to adequate life tasks. The curriculum of the Bluestone school was

difficult to ascertain. There was no record of it in the office of the county superintendent of schools nor in the high school permanent record. Therefore, the curriculum analyzed in this thesis was established by indirection. This was done by making a comparison of all the subjects taken by all the graduates from the high school transcripts that were available. The figures throughout the remainder of the thesis relative to curriculum were inferred from this comparison.

There have been 379 courses taught in the high school from the school year 1931-1932 when the 1935 graduates began their work as freshmen until 1954-1955 when the 1955 graduates finished their work. The graduates under study had taken multiple combinations of these courses.

Table 17. The courses offered in the Bluestone high school, the number of times they were offered and the percentage of the entire curriculum they represent from 1931 through 1955.*

Course of Study	Number of Times Taught	Percentage of Total Curriculum
All Language	84	22.1
History and Geography	59	15.5
Sciences	45	11.8
Mathematics	48	12.6
Social Sciences	37	9.7
Business Education	60	15.7
Vocational and Domestic Science	46	12.6

* Source of information: A comparison of all transcripts of graduates from 1935 through 1955.

If there had been an even distribution of courses the percentage for each of the ones listed would have been 14.3. Language, history and business ranked above this average but only language is significantly higher. The language courses, mainly English, dominate the curriculum. The social sciences received the lowest emphasis and courses in this area were offered significantly fewer times than the 54.14 average for all areas. This disparity was even greater when it was realized that many of the social science courses were half unit courses offered but one semester while the language courses were one unit courses offered two semesters.

The academic trend was noted by observing the classified offerings in each five-year period from 1931 to 1955 and the percentage of the total offerings they represented in that time. Table 18 shows this tabulation.

The following trends can be traced from an analysis of Table 18. First, in the earliest period the purely academic subjects dominated the totals. Just two subjects, language and mathematics, comprised 47.2 per cent of the total offerings.

Second, in the earliest period the social sciences and the vocational and domestic sciences together did not equal the proportion in the curriculum that one alone would have had in a balanced curriculum, i.e., 14.3 per cent.

Third, there had been a consistent decrease in the percentage of language offerings from a pronounced dominance in the early period to an equality with business and history offerings in the latest period.

Table 18. Listing of the courses in each five-year period, 1931-1955, according to number and the percentage of total offerings.*

Division of Study	1931-1935	1936-1940	1941-1945	1946-1950	1951-1955
	No. : Per Cent	No. : Per Cent	No. : Per Cent	No. : Per Cent	No. : Per Cent
Language	16 30.2	20 23.2	19 21.3	19 20.6	10 17.1
History	5 9.4	17 19.7	16 18.0	11 12.0	10 17.1
Science	7 13.2	11 12.8	11 12.3	9 9.8	7 11.8
Mathematics	9 17.0	10 11.6	12 13.4	11 12.0	6 10.0
Social Science	4 7.5	6 6.9	9 10.2	11 12.0	7 11.8
Business	10 19.0	14 16.5	13 14.6	13 14.1	10 17.1
Vocational and Domestic Science	2 3.7	8 9.3	9 10.2	18 19.5	9 15.0
Totals	53 100.0	86 100.0	89 100.0	92 100.0	59 100.0

* Source of information: The high school transcripts.

Fourth, the offerings in history and geography had the most pronounced fluctuations percentage wise.

Fifth, the offerings in vocational and domestic science, the "practical courses", showed the greatest increase in the percentage of offerings. The maximum curricular offerings in the Blue-stone high school and the maximum in this area were reached in the period 1946-1950. At this time nearly one-fifth of the curriculum consisted of these subjects.

Sixth, the offerings in science, social science and business had remained relatively stable in number as regards to their percentage of the curricula of the five-year periods.

Seventh, the offerings in mathematics had shown an irregular but decided decline since the first period, 1931 to 1935.

Eighth, the period 1951-1955 gave evidence of the best balance when compared with any of the other five-year periods.

Ninth, the major trend appeared to be away from the purely academic subjects toward an even balance among the various areas.

Table 19 analyzes the percentage of the total offerings in a division which each five-year period contains. If there was an even distribution of courses offered it would mean that in each five-year period 20 per cent of the total number of courses offered in any major field would be taught. Twenty per cent of the language courses might be expected in each of the five-year periods. The amount of deviation from this 20 per cent norm registered the force of changing emphasis in curriculum structure.

The following generalizations were made from Table 19. First, the 12 per cent figure in the language offerings in the last time

Table 19. The percentage of the total offerings in a division which each five-year period contains in the Biestone curriculum 1931 to 1955.*

Division of Study	1931-1935	1936-1940	1941-1945	1946-1950	1951-1955
	No. : Per Cent	No. : Per Cent	No. : Per Cent	No. : Per Cent	No. : Per Cent
Language	16 19.0	20 23.8	19 22.6	19 22.6	10 12.0
History	5 8.4	17 28.8	16 27.1	11 18.6	10 17.1
Science	7 15.5	11 24.6	11 24.6	9 19.4	7 15.5
Mathematics	9 18.8	10 20.8	12 25.0	11 22.9	6 12.5
Social Science	4 10.8	6 16.2	9 24.3	11 29.4	7 19.3
Business	10 16.6	14 22.6	13 21.6	13 21.6	10 16.6
Vocational and Domestic Science	2 4.3	8 17.4	9 19.1	18 39.1	9 19.1
Totals	53 100.0	86 100.0	83 100.0	92 100.0	59 100.0

* Source of information: The high school transcripts.

period resulted from small classes, combined classes, and the absence of a foreign language in the curriculum.

Second, the most irregular variation was in vocational and domestic science. In one five-year period 39.1 per cent of the entire offerings in this major division were taught. This was in distinct contrast with the early period when but 4.3 per cent of the vocational and domestic science courses were taught.

Third, the social sciences showed a significant increase in emphasis since 1931.

Fourth, the business courses were evenly divided and distributed throughout the entire period. They showed the least fluctuation or bunching.

Fifth, the period which showed the greatest variations in emphasis is 1946-1950 where there is a 19.7 point difference between the vocational and domestic science courses and the sciences.

Sixth, the most stable period was 1951-1955 when the variation spread was 7.1.

Seventh, this table indicated the influx of the so-called practical courses while other offerings remained relatively stable and balanced over the time period.

Preparation for Life and Making A Living. The major test of the adequacy of the curriculum was how well it was designed to prepare the students to recognize opportunities and to be able to accept them. The adequacy of the high school curriculum at Bluestone in the past quarter century was judged by ascertaining the opportunities open to the graduates and then by examining the curriculum to see if those graduates received the needed guidance.

The extent to which the curriculum readied them for a life's work was the extent to which it was described as good.

The curriculum must be planned in such a way that the one who graduates will have met the minimum standards for a high school graduate as defined by the state. This assured the graduate that he would be accepted in any of the state financed institutions of higher learning. It also assured him that if he should go elsewhere his high school credits would be accepted as valid. Bluestone qualified according to this criterion for the school had been accredited each year of the period under study. The graduates had met the minimum standards.

The curriculum must do more than this, however. It must enable those who desire to stay within the community to live better adjusted lives and work efficiently in the local environment. It should encourage a proportionate number of the graduates to attain a college education. It should prepare those who desire to migrate, or those who from economic necessity must migrate, to live in an urban culture. Finally, it must recognize that a high percentage of the girls who graduate will be married within five years and prepare them for this eventuality. How, therefore, had the curriculum at Bluestone met those responsibilities?

Fifteen of the 17 non-migrant males who replied to the questionnaire said that they were engaged in agriculture. Ten of these took Agriculture I in high school. The curriculum in agriculture was so arranged that a course in this subject was not available to any student who was an entering freshman in 1937 or any sophomore, junior or senior who did not take it in 1936.

Otherwise, it was possible for any student enrolling to elect to take agriculture. The transcripts indicated that the only course offered in agriculture was the introductory course. There was no extracurricular organization at the school, such as Future Farmers of America, to stimulate agricultural pursuits. However, two of the graduates have bachelor of science degrees in agriculture from Kansas State College. With the exception of the one four-year period 1937-1941, it was possible for anyone interested in agriculture to take a course in the subject in Bluestone high school.

Supplemental subjects that would be extremely useful to those interested in agriculture were not offered very often. There were three classes in shop practice and two in woodwork in the 25 year period.

The curriculum at Bluestone offered a limited opportunity to study agriculture to those who thought they possibly would be interested in this area of a life's work. The few offerings in the field and the emphasis in other fields indicated a recognition of the fact that there were limited agricultural opportunities at Bluestone. The school was not building false hopes of a promising future in a field that was becoming more and more limited and requiring an ever increasing amount of capital to enter.

The second criterion of judging the adequacy of the curriculum was whether or not a proportionate number of Bluestone's graduates were graduated from college. In 1944 a study by Havighurst¹

¹T. Lynn Smith and C. A. McMahan, Sociology of Urban Life, p. 432.

showed that 15 per cent of the high school graduates in the United States finished college with a bachelor's degree. If this figure were applied to Bluestone one would expect that 26 of the graduates would have finished a college education. Actually, however, only nine were graduated from four years of college. There was a significant difference in Bluestone's graduates and those of the country at large. The emphasis upon higher education, the incentive to put aside making a living for a time for greater preparation, the allure of the professional life, the greater opportunities open to the college graduate were not communicated in any appreciable degree to the students. There was just one course in 25 years in vocational guidance. Bluestone high school had a deficient curriculum if it was measured by the criterion of incentive toward higher education and college graduation.

Limited agricultural opportunities in Bluestone as well as in the rest of the country was an established fact. The price of land, the mechanization of the farm, the increasing size of farmsteads had discouraged young men from settling on the land. Table 20 shows graphically what the trend is. Note that the farm identified occupations of the labor force had declined from a total of 8.6 millions in 1940 to 5.8 millions in 1953. Seventeen and three-tenths per cent of the labor force in 1940 was employed in agricultural pursuits. In 1953 only 9.4 per cent of the labor force was in agricultural occupations.

Therefore, if the schools in this period from 1935 were to be efficient and adequate they would have educated their graduates to adjust to this situation. Students needed to be trained for

occupations other than agriculture, directed into constructive positions which were expanding and offering more and more opportunities, and oriented to a national and world society not just a local or community centered existence. To the extent that Blue-stone's school accomplished these ends, it had contributed to the welfare of its graduates.

Table 20. The occupation of the labor force in 1940, 1950 and 1953. Figures are in millions.*

Occupation	1940	1950	1953
Total	49.5	58.7	61.2
Professional and Semi-Professional	3.5	4.5	5.4
Farmers and Farm Managers	5.2	4.6	3.7
Proprietors, Managers and Officials (non-farm)	3.8	6.4	6.1
Clerical, Sales and Kindred Work	8.1	11.5	11.5
Craftsmen, Foremen and Kindred Work	5.6	7.5	8.8
Operatives and Kindred Workers	9.1	11.9	12.9
Domestic Service	2.3	1.9	1.9
Service Workers Except Domestic	3.8	4.8	5.1
Farm Laborers and Farm Foremen	3.4	2.4	2.1
Laborers Except Farm and Mine Laborers	3.9	3.1	3.1
Occupation Not Given	0.0	0.0	0.8

* Source of information: The Economic Almanac, 1953-1954, p. 429.

This table indicates numerical trends in the various fields of work within the labor force. However, it will be of greater value to analyze these data so that the trends can be noted percentage wise. This is done in Table 21.

Table 21. The percentage of the increase or decrease of workers in the occupations of the labor force from 1940 to 1953.*

Occupation :	Percentage of Increase :	Percentage of Decrease
Proprietors, Managers and Officials (non-farm)	60	
Service Workers Except Domestic	60	
Craftsmen, Foremen and Kindred Work	57	
Professional and Semi-Professional	54	
Clerical, Sales and Kindred Work	42	
Operatives and Kindred Work	41	
Laborers Except Farm and Mine Laborers		20
Farmers and Farm Managers		29
Farm Laborers and Farm Foremen		35
Domestic Service		61

* Source of information: Computations from the data of Table 20.

If Bluestone's curriculum were adequate it would have directed its graduates into the expanding fields which ranged near

the top of Table 21. The pragmatic test of the curriculum will be an evaluation of what the graduates from Bluestone who were in the labor force in 1956 were doing.

Table 22. The percentage of workers in each category of the labor force in the United States as of July 1956 compared with the percentage of the Bluestone graduates in the same categories of the labor force in August 1956.*

Occupation	Per Cent of U. S. Workers	Per Cent of Bluestone's Graduates
Professional, Technical and Kindred Workers	8.4	4.9
Farmers and Farm Managers	5.6	27.8
Managers, Officials and Proprietors	10.2	18.0
Clerical and Sales	19.9	9.8
Craftsmen, Foremen and Kindred Workers	13.4	8.2
Operatives and Kindred Workers	18.9	1.7
Private Household Workers	3.2	0.0
Service Workers Except Domestic	8.6	6.6
Farm Laborers and Farm Foremen	5.7	3.3
Laborers Except Farm and Mine	6.1	19.7

* Source of information: The World Almanac, 1957, p. 317 for the United States percentages and the questionnaires for the Bluestone percentages.

Bluestone's graduates were grouped largely into three fields of work: farmers and farm managers, laborers and managers. Two of these fields were among those that showed a significant decline in opportunities since 1940; they were farmers and farm managers and laborers (Table 21). The only expanding field in which Bluestone had more than the national average of workers was proprietors, managers and officials. Most of those from Bluestone in this field were owners of their own small businesses. The fact that Bluestone had only half as many of its graduates among the professions was probably related to the lack of emphasis upon a college education. The large proportion of laborers among Bluestone graduates indicated that many were content to find work with the information and the skills they had acquired while in high school. Thus, with one notable exception in the large number of proprietors and managers, the Bluestone graduates had made their way into fields of work that were not the ones that were expanding most rapidly. Those who became laborers entered a field that was not only a low income group but was also a low social status group. The opportunities for Bluestone graduates seemed less than average but certainly were not closed to them.

The Bluestone curriculum did contain specific courses to help young people find occupations in the urban centers. Aeronautics was taught in 1942-1943 to enable the students to go into the aircraft industries during the war emergency. Other specific courses offered from time to time were stenography, bookkeeping and shorthand. General courses were available in typing, business arithmetic, and business science. Those who took these courses

could find sales or clerical positions in urban centers or they could take civil service examinations for clerk-typist positions. Most who had completed courses in business arithmetic could become route drivers or trucker-salesmen. The female graduates would find office tasks and sales opportunities open to them. Thus, it would seem that business education comprising 15.7 per cent of the curriculum was a practical aid in helping youth who did not desire higher education and professional levels to adjust more easily to the necessary migration.

The most serious deficiency in the preparation for a life's work was in the lack of courses concerned with vocational guidance. One course was offered in the subject (1935-36). At other times the students had to receive their vocational counselling from their instructors incidentally or from their teachers and the principal upon their own initiative. The great deficiency of this style of guidance was not that they made wrong choices but that the students were not made aware of the multiple opportunities that existed. The extent or the effect of this type of vocational guidance was not measured for lack of adequate data.

The final area of desirable preparation to live in modern society was in family living and homemaking. Ninety-two per cent of the female graduates from Bluestone were married. Most of them were married within three years after they had been graduated. Homemaking was the area of life's work that could be predicted for the graduates with a greater degree of accuracy than any other vocation. One main purpose of the school should be to prepare the students for the eventualities of life. Here was one undeniable

eventuality. The school could help the student prepare for it in two ways: by offering practical courses in cooking and sewing; and by offering courses in marriage and the family.

The courses in the practical homemaking subjects have been offered at irregular intervals. There were no courses in clothing before 1946. There were no courses in foods before 1941. There were just three courses in general homemaking before 1940. If the philosopher Nietzche was right that men have suffered much from stupidity in the kitchen, Bluestone's curriculum did not do much to alleviate the situation. There were 19 courses offered in these practical subjects in the 25-year period that the graduates were in school.

Far more important, however, is the preparation for understanding family living and family problems. Marriage in the present culture has become complex and subject to tensions and problems not experienced many years ago. The high school could have given much valuable assistance to those who were certainly to be married by offering at least an elementary course in the family. Frank discussions of family problems, suggested solutions to them and ways of providing a more satisfactory home relationship would have been invaluable not only in helping the student to appreciate his own home environment while in school but also in helping him to create a more adequate home environment when he would be making a home for himself. Unfortunately, Bluestone's curriculum planners did not include this needed area in their thinking. They were not realistically minded at this point.

The adequacy of the curriculum tested by these empirical criteria may be summarized in the following generalities. The school was always accredited and therefore gave valid diplomas to all who graduated. The school did not provide an adequate incentive for students to seek higher education and as a result the graduates were restricted in regard to their occupational opportunities. The school did seek to prepare its students for life in an urban culture by making available to them consistently the general business courses from which its graduates could have general information sufficient for them to compete in the urban labor market for clerical, sales and related positions. Bluestone did recognize the limited agricultural opportunities and thus did not place a major emphasis in its curriculum on this field of declining opportunity. Bluestone was deficient in offering guidance courses. In my opinion, however, the single greatest deficiency revealed in the analysis of the curriculum lies in the area of preparation for marriage and family living.

The Community, A Summary

The first major division of this thesis has sketched the physical and social environment from which the graduates came. The community, its attitudes, its incentives, its values, were registered in the lives of those who grew to adulthood there. The deficiencies of the community bred social disorganization not only for the home community but for all communities to which these people migrated. The strength of the community also went with its migrants into their places of living.

Several areas of weakness and deficiency have been described thus far. Perhaps no one of these deficiencies in itself would be sufficient reason for migration; however, the interaction of many of them have made this community undesirable for three out of every four who have graduated from high school there since 1935.

These deficiencies were sociologically significant for they betrayed the fact that those entrusted with the leadership of the community did not have the knowledge to cope with the demands of the moment nor the foresight to see or sense the trends and prepare the community to meet them. Bluestone reflected the backward look of the preponderance of its many senior citizens. The budget of the nuclear village revealed that the status quo was to be maintained but not much else was to be done. The community had declined in population and no doubt will continue to do so until the trend to industrialization is acknowledged and plans implemented to bring industry into the community. Even with industry, however, people want civic pride and law enforcement. These were lacking to a significant degree in Bluestone. Deserted business buildings along main street testified even to the casual passerby that the better days were in the past. Youth with no past but hope for a future will not be content to dwell there. At least the evidence was clear that they have not the past quarter century.

THOSE WHO CHOSE TO STAY, THE NON-MIGRANTS

Some of the high school graduates decided to stay in the Bluestone community. Twenty-five males and 17 females made this choice. This was 24.2 per cent of those who were graduated from the high school 1935 to 1955. They were the non-migrants.

These raw figures did not tell the complete story, however. Table 23 is designed to indicate the distribution of the migration over the study period in five-year intervals.

Table 23. The comparison of the number of graduates with the number that remained in the community in successive five-year periods beginning in 1935.*

Years	Number of Graduates	Percentage of All Graduates	Number of Non-migrants	Percentage of Non-migrants
35-39	54	31.2	9	16.6
40-44	65	37.5	23	35.4
45-49	23	13.5	3	13.0
50-55	31	17.8	7	22.5
Totals	173	100.0	42	24.2

* Source of information: A comparison of the high school transcripts and the mailing list as of September 1, 1956.

In the years 1940 to 1944 one in three chose to stay in Bluestone. In the years 1945 to 1949 only one in eight chose to stay. In the years 1941-1942 seven of the 16 graduates remained in Bluestone. This was the highest percentage of remaining graduates in any one class. Seven of the 21 graduating classes had no graduates living

in Bluestone in 1956. There were three consecutive years when no graduate chose to stay (1949, 1950, 1951).

Table 24. The number of non-migrants in four successive time periods and the percentage of the total number of non-migrants.*

Years	Number of Non-migrants	Percentage of the Total Non-migrants
1935-1939	9	21.4
1940-1944	23	54.8
1945-1949	3	7.2
1950-1955	7	16.6
Totals	42	100.0

* Source of information: The high school transcripts and mailing list.

This table indicated that over half of those now in the community who graduated in the past 21 years were in high school together and graduated during the time of World War II. The smallest percentage of those living in Bluestone in 1956 were from the five-year immediate post World War II period.

The cases of those who stayed provided the basis of study for ascertaining how non-migrants were like and how they were different from classmates who migrated. The basis of the study was the questionnaire. Seventy-six per cent of the non-migrant males and 94 per cent of the non-migrant females answered the questionnaires.

Educational Levels

High School Accomplishments. The high school transcripts of all graduates were available for comparison and evaluation. It was possible to ascertain levels of accomplishments in each group in comparison with the total.¹

The average grade for all transcripts was 5.1, the median 4.8. The average grade of females was 5.7. The average grade of the males was 4.4. This was a typical disparity. "Girls appear to be able to surpass the boys in getting good marks . . . even when they cannot surpass the boys in getting high scores on achievement tests."²

The grades of both male and female non-migrants were lower than the average of the total. The average grade of the non-migrant males was 4.2 as compared with 4.4 for all males and 5.1 for all transcripts. The average of the non-migrant females was 5.6 as compared with 5.7 for all females. The non-migrant female

¹The grades were arranged on a scale of 8 with the following values:

Grade	Credit Units	Value
D	$\frac{1}{8}$	1
D	$\frac{1}{4}$	2
C	$\frac{1}{2}$	3
C	$\frac{3}{8}$	4
B	$\frac{1}{2}$	5
B	$\frac{3}{4}$	6
A	$\frac{5}{8}$	7
A	1	8

Each grade on the transcript was ranked according to this scale, these rankings were totaled, and the total was divided by the number of units earned for graduation to find the average rank of each student. Music and physical education courses which did not count toward graduation credits were not averaged into the scale.

²J. M. Stephens, Educational Psychology, page 195. See also Robert Carter, Readings for Educational Psychology, pages 452 - 461.

average was above the average of all transcripts. The highest average grade for the non-migrant males was 7.2; the lowest was 2.5; the median was 4.3. The highest average grade for non-migrant females was 8.0; the lowest was 3.2; the median was 5.2.

This comparison indicated that the typical disparity of grades existed among the male and female graduates who remained in Bluestone. It also indicated that the average high school accomplishments of the non-migrants were a little lower than the average of all graduates. The degree of difference was greater for the males than for the females. The lowest average grade among all the transcripts was made by a male who lived in the community in 1956. Five of the 10 transcripts with a grade of 3.0 and below were for present residents of Bluestone. Fifteen of the 25 non-migrant males ranked below the total median of 4.8; seven of the 17 females were below the total median. Four of the 16 persons who made grades averaging 7.7 and above were located in the community in 1956. The graduates who chose to be non-migrants, therefore, were not an average cross section of all graduates but tended to have high school records a little less than average.

College Education. Two of the 19 non-migrant males who answered the questionnaire were graduated after four years of college. Both of these attended Kansas State College and majored in agriculture. None of the non-migrant females who answered the questionnaires attended four years of college. One of the males and two of the females finished 60 hours of junior college work. Two more of the males had some college work in the junior college. Neither had enough credits to be the equivalent of more than

one half of junior college offerings.

There were nine college graduates among the 173 high school graduates. Two of the nine were non-migrants. Nineteen graduates have finished junior college requirements; three of these were non-migrants. Seven others have attended some college but not long enough to graduate; two of these were non-migrants. Blue-stone had retained its proportionate share of the few college graduates from its high school graduates. However, Bluestone had not retained the proportionate number of junior college graduates.

Specialized Training. Often high school graduates chose to take specialized training to equip themselves for an occupation or profession. This training did not necessarily grant college credit but was, nevertheless, most valuable toward assisting in adjustment to adult life and ascribing status to the trainee.

One of the non-migrant females had three months instruction in aeronautics to prepare her for working in an aircraft factory during the war; she was a housewife in 1956 and had little use for this training. Another had nine months training in nursing; she dropped her training course to be married.

Three of the non-migrant males took some specialized training. One finished a correspondence course to prepare himself for civil service examinations; he had not applied for any civil service appointments. One finished a diesel engineering correspondence course. One attended a welding school six months. All three of these men were farmers. The training of the latter two was quite helpful to them in their work.

Armed Service. The period under study, 1935 - 1955, included the beginning of the peace-time draft, World War II, and the Korean conflict. Armed service had several implications. First, it often took a young person when he would normally seek higher education. Second, because of the G. I. Bill it provided professional and academic training to some who would not otherwise have gained it. Third, it released the men and women when they were more mature; many wanted to settle down to a life's work without further training. Fourth, many assumed the responsibility of a family either during service or immediately afterward.

Table 25. The armed service record of Bluestone's non-migrant graduates.*

Sex	: Army	: Navy	: Air Force	: Total in Service	: Total Answered
Male	4	1	3	8	19
Female	0	0	0	0	15

* Source of information: The questionnaire.

The average length of service was two years and nine months. No one indicated on the questionnaire that his armed service experience had any relationship to the work that he was doing. None of the female non-migrants were in the armed forces. The rather large number of males not having military service records was largely due to their farming occupation which in most cases began immediately upon their graduation from high school or even before their graduation. Active farmers were draft exempt.

Veterans' Training. The Veterans Administration provided on-the-farm training for veterans who became farmers. Four of the eight non-migrant veterans availed themselves of this opportunity. They pooled their automobiles and drove to the county seat each week for the instruction sessions and the shop practice. This program gave practical guidance and training to these men beginning their agrarian careers and provided them with a small amount of extra money to help equip their farms. One man attended these classes two years; one man attended two years and nine months; the other two non-migrants finished three years of training.

Summary. Nine of the non-migrants had no training above high school levels to equip them for their work. One more did not use his civil service correspondence course to assist him to find other work. Four of the 15 non-migrant women had no training or education above the high school levels. The four veterans and the two agriculture majors from Kansas State College seemed best prepared to do their chosen work. The two females with junior college records both had temporary teaching certificates. One taught before she was married; the other taught for the first time in 1956. The other females had little or no applicable training for their life's work, homemaking.

Marital Status

Seventeen of the 19 non-migrant males were married. One of the unmarried males was planning to be married in the spring of 1957. The other single male graduated from high school in 1939.

Fourteen of the married males were fathers of living children. One had five children. The total group had 34 living children or an average of two per family.

Table 26. An evaluation of the time lapse between graduation and marriage for Bluestone's seventeen married non-migrant males.*

Time Lapse After Graduation	Number Married	Per Cent Married
Less Than One Year	0	0
1 Year	2	11
2 Years	4	23
3 Years	6	35
4 Years	7	43
5 Years	9	59
6 Years	9	59
7 Years	9	59
8 Years	10	64
9 Years	10	64
10 Years	11	70
11 Years	12	76
12 Years	13	82
17 Years	17	100

* Source of information: The questionnaires.

Half of those who were married, married within five years of graduation. The average time lapse was 6.3 years. The average age at marriage for the males was 24. Two factors entered here. First, the war years tended to cause some to postpone marriage plans until after the service duty was met. Second, this time lapse was typical in modern agricultural communities. ". . . young farm men tend to marry at somewhat higher average age than men in the rest of the population."¹

¹Carl C. Taylor, Rural Life in the United States, p. 231.

The female marriage pattern of non-migrants shows a somewhat different development. Fourteen of the 15 females who answered the questionnaire were married. The one single female was a 1954 graduate who is a junior college graduate and was a country school teacher. All of the married females had living children. The most children in any one family was six. The total number of living children for the group was 41. This is an average of 2.9 children for each.

The time lapse between graduation and marriage shows a striking difference from the male non-migrant pattern.

Table 27. An evaluation of the time lapse between graduation and marriage for Bluestone's fourteen married female non-migrants.

Time Lapse After Graduation	Number Married	Per Cent Married
Less Than One Year	4	28.5
1 Year	8	57.0
2 Years	12	78.5
3 Years	12	78.5
4 Years	13	92.9
5 Years	13	92.9
6 Years	14	100.0

* Source of information: The questionnaires.

One half of the female non-migrants who married were married in less than two years after graduation. The average time lapse was 1.7 years. The average age of those who were married was 19. This was typical, also. "Young women on farms marry at an earlier age." The statement made by one of the migrants seemed to be

¹Ibid.

substantiated by the facts portrayed in Table 27: "This community had no future for a single girl unless she was anticipating early marriage and I was not." It seemed that graduating females in Bluestone had little alternative between marriage and migration.

Political Affiliation

Persons often inherit their political affiliations from their parents. When a person reaches adulthood his political interests become either passive or active. If he has a preference for one political party but does not vote and does not hold political office his attitude may be described as passive. When he does participate in elections and political work he may be ranked as active. There are varying degrees of activity. Voting is the basic political activity. Participation in political action groups or political pressure groups is a greater degree of activity. Holding public office or political appointment is the highest degree of political activity. Groups may be judged active or passive politically according to the combined activity of the members of the group. The degree of activity may also be established.

Table 28. The voting record of the eligible voters in the 1954 general election among Bluestone's non-migrants.*

Sex	Eligible Voters	Number Voting	Per Cent
Male	18	15	83.4
Female	13	11	84.7
Total	31	26	84.0

* Source of information: The questionnaires.

These 84 per cent of the non-migrant graduates who were eligible to vote were active in their political participation to the extent of voting in a general election in a non-presidential election year. This was a rather high percentage of eligible voters voting.

One male non-migrant and one female non-migrant were active on the second level of political participation, participation in political action groups. Each of these was a member of the county Young Republican Club. Both became members while attending college. There was, therefore, little political activity in the second level of participation.

One graduate among the 34 non-migrants had been elected mayor of the Bluestone nuclear village. He was the only one who might be classified on the third and highest level of political participation.

The political preferences of the non-migrants were traditional and static. Rural Kansas was traditionally Republican. This was obviously the preference in Bluestone as the following

table clearly indicates.

Table 29. The political preferences as compared and contrasted with the parents of the Bluestone non-migrant graduates.*

Sex	Republican	Democrat	Not Stated	Same As Parents	Changed
Male	15	2	2	16	1
Female	10	3	2	10	3
Total	25	5	4	26	4

* Source of information: The questionnaires.

The fact that the Republicans outnumbered the Democrats five to one clearly indicated the traditional pattern. Three of the four changes were from parents who had Democratic preference to personal Republican preference. That so many of the children would have the same political preference as their parents was a clear indication of the static viewpoint of the non-migrants.

Interest Groups

Throughout the rural community there were groups that cut across economic and governmental lines, neighborhood and community boundaries. These groups were based on mutual concerns. They were characterized by their activities and the special interests and purposes they represented. Usually they were called interest groups. If they were formally organized with a

¹Ibid. p. 239.

constitution and by-laws they were more commonly called associations. Many of them were informally organized and existed by mutual consent and understanding; these were sodalities.

These interest groups may be further divided according to their individual emphasis. The questionnaire offered six divisions of interest groups with suggested organizations for check lists under each one. There were also blank spaces left for persons to add other interest groups that were not included in the check list. These six divisions and their characteristics are as follows:

1. Veterans Organizations. Many returning veterans sought the companionship of others in interest groups centered in common military experience. These groups provided an important and significant social outlet in community life. Some of these organizations had auxiliary organizations for wives and relatives of military personnel.

2. Community Betterment Organizations. Citizens often became concerned about improving their community. Various organizations existed to promote physical and social improvements.

3. Political Groups. Political parties and special interests maintained grass roots organizations.

4. Social and Friendly Groups. These were usually highly informal groups that met for recreation and good times. They often represented various social cliques in the community.

5. Economic Groups. These may have had some political activity but they were primarily organized to promote the financial well being of the membership. Many professions had societies

for those who were in the professions.

6. Lodges and Secret Orders. These had played a very important part in developing social life in rural societies. They were characterized by very formal organization and ritual. They promoted a feeling of exclusiveness. Also, some persons maintained relations with their college fraternities or sororities.

Religious organizations were also interest groups but in this thesis they were treated as a separate field of inquiry. The numerical membership in various social interest groups in Bluestone was summarized in Table 30.

Table 30. The summary of interest group participation of Blue-stone's non-migrant graduates.*

Type of Organization	Males Who Belong	Females Who Belong	Total
Veterans Groups			
American Legion	5		
American Legion Auxiliary		7	
Veterans of Foreign Wars	2		
40 and 8	1		15
Community Betterment			
P. T. A.	2	2	
Boy Scout Leaders	2		
Cub Scout Den Mothers		2	
4-H Leaders	3	1	12
Political Groups			
Young Republicans	1	1	2
Social and Friendly Groups			
Bridge Club	2	1	
Poker Club	1		
Elks	1		
Country Club	1		
Sports Club	1		
Citizenship Club		5	
H. D. U.		1	13
Economic Groups			
National Farmers Org.	3		
Farm Bureau	13	2	
Professional Group	1	1	20
Lodges and Fraternal Orders			
Masons	10		
Order of Eastern Star	3	5	
Fraternity	2		20
Totals	54	28	82

* Source of information: The questionnaires.

This summary indicates that the lowest number of interest group participations was in political activity. Otherwise there

was a rather even distribution of the populace among the various types of organizations.

The general summary or profile of organizations and membership did not show all that was necessary about the organizational life and participation of a given community. There were some persons who were joiners; there were others who participated in no interest groups. The raw score average showed that each person was a member of two or three organizations. The average figure was 2.4. Actual membership was not distributed this evenly, however.

Table 31. The maximum number of organizations in which the non-migrants of Bluestone participated.*

Maximum Number of Organizations Person Belongs to	Males	Females	Total
None	3	3	6
1	2	4	6
2	3	3	6
3	4	2	6
4	2	3	5
5	3		3
6	1		1
7	1		1

* Source of information: The questionnaires.

Table 31 indicates several important facts. First, one-third of the non-migrants did not belong to any interest group, or just one. Another third belonged to three or two. Second, there was a decided and significant difference in male and female participation in interest groups. No female was in more than four

affiliations. Third, this distribution was typical of interest group participation in rural America today.¹

Participation in an organization must be measured by more than mere membership. Service to the organization or interest group in some leadership capacity measures the intensity of one's participation. Six men held positions of leadership in their interest groups. One of these men was a member of two organizations; the rest were members of three or more groups. Seven of the women had served in leadership capacities in their groups. These seven held 14 different responsibilities. Thus, while the women were members of fewer interest groups they tended to assume more positions of leadership in the groups to which they belonged.

Twenty-three interest groups were represented among the non-migrants. The participation in these was limited to two-thirds of the non-migrants. No Negroes in the community were a part of any of these. The leadership in the groups seemed to come from those who were active participants in several organizations. Some persons chose to go outside their community boundaries for their interest group activities, especially for those activities that were classed social and friendly.

Religious Affiliations

The religious affiliations of the graduates were gained by a functional definition of the term on the questionnaire: What church have you attended the past six months? This recognized

¹Carl Taylor, Ibid., pp. 251-259.

the fact that many persons give a church preference when asked, who are in many ways not connected with the church which they prefer. Many desired to be associated at least by name with some religious group. Some might be able to give the location of their church membership who did not participate in any kind of religious activity. For this reason the functional definition was deemed advisable.

A person's part in church activities was active or passive. It was passive if he merely attended and all was done for him by someone else. It was active if he worked at tasks to carry on the program of the church. The questionnaire gave a check list with these two kinds of activities mixed and not designated as such. They were:

Active Tasks	Passive Attendance
Sunday School Teacher	Sunday School Class
Church Board Member	Sunday Worship Services
Youth Sponsor	Prayer Meetings
Youth Camp Worker	Sunday School Class Parties
Asked Others to Attend Church	Church Dinners
Assist in Vacation School	Men's Fellowship
Taking Bible Study Class	Women's Fellowship
Committee Responsibility	Ladies Aid
Quilting Club	

Table 32. The functional religious affiliation of the non-migrant graduates of Bluestone.*

Church Group	Males	Females	Total
None	6	2	8
Christian	3	9	12
Community	4	1	5
Methodist	5	2	7
Presbyterian	1	0	1
Church of God in Christ	0	1	1

* Source of information: The questionnaires.

All but one of these church groups was in the community; that one was the Presbyterian Church that was in a nearby town 10 miles distant. The Church of God in Christ was an all Negro congregation. Sixty-eight per cent of the male non-migrants took part in some way in the religious activities in Bluestone. A greater percentage of the females, 87 per cent, took part in the community's religious life. These were rather big proportions of a population to be thus active.

The degree of participation was classified according to the number of the active participations in the program of the churches. Active participations were tasks for they involved work on the part of the participant. Passive participations were attendance at functions where the participant did little else other than be there.

Table 33. The classification of the active and passive participation in church activities by Bluestone's non-migrants.*

Sex	Active	Number of Participations	Passive	Number of Participations
Male	8	16	12	29
Female	10	29	13	34
Total	18	45	25	63

* Source of information: The questionnaires.

It will be noted that the women were more active in this type of interest group participation than were the men.

Another significant fact was that one male and the two females who did not list any functional activities in the church also did not list any activities among any of the interest groups. These were persons who, evidently, did not participate in associational activities. Their main interest were found within themselves or within the family group life.

Occupations

Classified. The occupations among the non-migrants showed little diversity. The limited opportunities of the community were reflected in the classification of the work positions. Seventeen of the 19 who answered the questionnaire among the males reported that farming was their major occupation. One other operated a bulk farm gasoline distributorship and a liquid fertilizer company which also sold exclusively to farmers. The other was the owner of a grocery store in the nuclear village. The 17 farmers represented all stages or steps on the agricultural ladder. The women listed their occupations as follows: 14 housewives and one school teacher. This also reflected the limited opportunities of the community.

Several listed part-time activities they held in addition to their major work. One of the men was a star mail route carrier. Two of the men were licensed truckers and did contract hauling. Two of the women had part-time bookkeeping tasks. For the most part, however, the occupations exhibited little diversity.

Stability. Stability was also a characteristic of the non-migrants. Fifteen of the 19 males had been on the farm in the

community for five years or more. Sixteen of the males had lived in Bluestone for more than five years. Only one of the women had had any other full-time job other than housewife or school teacher. Thus, the non-migrants had chosen to make what they were doing on the farm or in the home the work of a lifetime. They seemed content to stay once they had been established in the community for any length of time at all.

Status Position. Status resulted from a multiplicity of factors. However, there had been some attempt made to classify persons as regards to their status from their occupational levels.¹ In the study just cited the 45 top status positions were ranked in the order of their ascribed importance. Only two groups in Bluestone could be found among these 45. School teachers ranked 35th; farm owners ranked 38th. In the summary of the article cited the average scores were given for various positions. The two proprietors of businesses ranked 74.6 on the scale of 100. The farm owners ranked 61.3; the farm laborers ranked 50. The high rank on the scale was 90.8 for government officials; the low rank was 45.8 for common laborers. The comparison of the non-migrants with the migrants will be found in the summary section at the end of the thesis.

The occupation distribution in Bluestone was limited to agriculturally centered tasks. Those who chose to stay in Bluestone had been stable in their choice. Some of this stability

¹Cecil North and Paul Hatt, "Jobs and Occupations, A Popular Evaluation", pp. 464-474.

may have resulted from the limited amount of land for sale in the community and the difficulty of renting land. Those who did stay did not enjoy a high status position in society in general although they had high or low prestige among themselves.

Choices

Person Responsible. The questionnaire gave the opportunity for a person to list anyone who was most influential in helping him to make a choice of a life's work. It is not easy to judge accurately who gave direction. It was felt, however, that if there was some acknowledged dominant force it should be recognized.

Table 34. The indication by the male non-migrants concerning who was responsible for their choice of a life's work.*

Person Responsible for Choice of A Life's Work	Number of Persons Responding
Father	6
Mother	2
Other	1
No One Listed	10

* Source of information: The questionnaires.

Those who listed their fathers as being most responsible mentioned that their fathers also were farmers. They depended upon their fathers for the use of basic machinery to begin farming. The two who listed their mothers spoke of the encouragement their mothers gave them to go onto the land. The mother of one

had an independent bank account and helped finance her son in his first farming enterprise. The storekeeper listed the business man in town who financed building the store building and supplying the inventory for him as being most responsible for his choice. More than half did not choose to ascribe their choices to any particular person.

Table 35. The indication by the female non-migrants concerning who was responsible for their choice of a life's work.*

Person Responsible for Choice of A Life's Work	:	Number of Persons Responding
Husband		4
Parents		1
No One Listed		10

* Source of information: The questionnaires.

Table 35 gives the responsibility listings of the female non-migrants. The person who listed her parents as being responsible referred to her decision to be a school teacher. She taught for two years then married. Her 1956 occupation as a housewife was her own choice. Those who listed husbands as causes of choice spoke of their willingness to live in the community or migrate according to the wishes of their husbands. Again, a large percentage did not list anyone as directly responsible for their choices of work.

Why They Chose to Stay. The questionnaire also provided an opportunity for the respondent to list the main reason why he

chose to stay in Bluestone. The answers of the males were rather uniform. Nine said they chose to stay because they could begin farming with their parents. The storekeeper wanted to rear his son in his own home community. Two men listed their exceptionally good farms as their reason for remaining. Four felt they had excellent opportunities for employment in Bluestone. These reasons were mainly economic and sentimental.

Two of the males listed ideological reasons for staying. One young man wrote:

After being away from the . . . community from 1941 to 1947 I decided to come back to the farm. It's much more peaceful and quiet than city life. In this day and age the city is not far away.

Another young man wrote:

When I finished high school I had to choose a profession. Rather than go to the city and be a slave for a large company as other graduates did I decided to rent land from my father as he had land and money to loan me. My mother also loaned me money to get started.

These answers showed some reflective thinking and some evidence of deliberate choice made on a rational basis. The economic and ideological reasons were in sharp contrast to the reason given by one male non-migrant: "This community is Home."

Comments from the female non-migrants were quite similar: "Be near the family." "This is home." "This has always been home to us." One mentioned that her social interests and her church work held her close to Bluestone; she was a Negro who had no interest group activity outside the Church of God in Christ. Two women mentioned that it was cheaper to live in a small community. Several told of liking the farm. The school teacher

told of finding a rural school near her parents' home where she could teach and commute home each night. One wrote simply: "My husband and I prefer small town life."

The non-migrants chose to stay for economic, ideological and sentimental reasons. Opportunities made available to them by parents played a large part as well. All seemed well rooted in the economic and social life of this American agricultural community.

Job Satisfaction. Persons do not have to be satisfied with their choices. They may be in their work through some necessity. They may lack initiative to do something else. They may be bitter and critical toward the work in which they find themselves. They may, on the other hand, be well satisfied with their chosen fields. There may be no hidden ambition or secret desire to do something else. To discover this point of satisfaction was the purpose of one question:

Are you doing the work you really want to do or is there some other line of work you feel more fitted to do? Please explain why you are not doing what you would like to do if you are not. What would you then like to be doing?

Three of the males did not answer this question. One young farmer answered no. He wanted to own heavy earth moving equipment and work by contract. Two more qualified their answers. One said that when his children grew a little older he might like to move to a larger town. The other expressed some concern over the 1956 drought conditions. Thirteen answered that they were satisfied with their choices.

Table 36. The response to the question concerning satisfaction with the present occupation by the male non-migrants.*

Answer	Number	Per Cent
Satisfied	13	67.0
Satisfied (with qualifications)	2	11.0
Dissatisfied	1	5.5
No Answer	3	16.5

* Source of information: The questionnaires.

Among the females nine did not answer the question. The other six all answered that they were satisfied with their occupations. One of these was the unmarried school teacher. The other five were housewives.

There seemed to be a high degree of satisfaction with the choice to stay in Bluestone. Or, there was no dissatisfaction to the point of being willing to express it openly except for one person. Even he would like to continue to live in Bluestone and run his heavy earth moving equipment. Thus his dissatisfaction was with occupation not location.

Summary Concerning Non-Migrants

These were the graduates who chose to stay. The community was realizing from these 42 residents the dividends from its investment in the public schools, primary and secondary. From this 24 per cent of the total graduates the community would draw its leadership, its tax money, its future. These graduates had become the parents of Bluestone of tomorrow.

THE MIGRANTS TO NEARBY COMMUNITIES

Some of the high school graduates chose to move to nearby communities to make their homes. The term "nearby" shall be understood to mean any community within 40 miles of Bluestone; it will not include the residents of the nearest urban center which is just beyond this 40-mile limit. Six males and 15 females migrated to these nearby communities. All six of the males replied to the questionnaire; 13 of the females replied. The residents in nearby communities represented 12.1 per cent of all the graduates.

It was essential to do more than ascertain the number who migrated. Table 37 evaluated the migratory trends in time intervals and in comparison with the number of graduates in Bluestone's school system in those time intervals.

Table 37. The comparison of the number of graduates with the number that migrated to nearby communities in successive five-year periods beginning in 1935.*

Years	Number of Graduates	Percentage of All Graduates	Migrants to Nearby Area	Percentage of Nearby Migrants
35-39	54	31.2	7	12.9
40-44	65	37.5	5	7.7
45-49	23	13.5	3	13.0
50-55	31	17.8	6	19.3
Totals	173	100.0	21	12.1

* Source of information: A comparison of the high school transcripts and the mailing list as of September 1, 1956.

The migrations to nearby communities remained relatively stable until the period 1950 to 1955 when there was a significant increase in the percentage. Twelve graduating classes were represented by the migrants in nearby communities.

Table 38. The number of migrants to nearby communities in four successive time periods and the percentage of the total of those who migrated to nearby communities.*

Years	Number of Migrants to Nearby Communities	Percentage of the Total Migrants to Nearby Communities
1935-1939	7	33.3
1940-1944	5	23.8
1945-1949	3	14.4
1950-1955	6	28.5
Totals	21	100.0

* Source of information: The high school transcripts and the mailing list of September 1, 1956.

There was not a sufficient number of instances to draw valid conclusions concerning trends of migrations from Table 38.

Educational Levels

High School Accomplishments. It was established in the preceding section that the median grade of all transcripts was 4.8 and that the average grade was 5.1; these were figured on a scale of 8. The average grade of the females was 5.7; the average grade for all males was 4.4. The grade level of the nearby

migrants tended to be a little higher than average. The average grade for the nearby migrant males was 5.2 as compared with 4.4 for all males. The average score for nearby migrant females was 6.4 as compared with the average for all females of 5.7. The male median was 5.2; the female median was 6.5. Three of the six nearby migrant males were above the total median of 4.8. Three of the 15 females were below the total median of 4.8.

Thus, the nearby migrants rated better than average and considerably above median in high school scholastic attainments. No transcript of a nearby migrant was among the lowest 10 transcripts. Four of the 16 persons who made a score of 7.7 or above were from this group of nearby migrants. This was twice as many as might normally be expected from 12.1 per cent of the total number of graduates. However, the number of instances may not be sufficient to rule out a certain amount of error.

College Education. There were no four-year college graduates among the nearby migrants. Only one of the males had any college training; he listed five months at junior college. Five of the 13 nearby migrant females had attended two years of junior college. Another had a semester at Fort Hays State Teacher's College. Seven females listed no college training.

The percentage of junior college attendance was considerably higher among the females nearby than among the female non-migrants. The availability of the junior college in the town just 10 miles south of Bluestone was one factor in so many gaining their junior college training.

Specialized Training. Three of the nearby migrant males took some specialized training other than college work. One took an International Correspondence School course in typing and book-keeping. He made use of the skills gained thereby by working part-time in an elevator in a small town in addition to his farm work. Another took two years of aircraft mechanics while he was in the Air Force. He operated a cafe and had little or no use for his training. The third man took a correspondence course in automobile mechanics. He worked in a packing house and did not make use of his mechanics training.

Two of the females took specialized training. One studied to be a nurse aide. She married shortly after finishing her course but was still able to use her skills in caring for her two children. The other took business college training but was married shortly after finishing it.

Thus, 50 per cent of the males and 61 per cent of the females among the nearby migrants had some specialized training above high school.

Armed Service. None of the nearby female migrants had any service in the military forces. Two of the six men had military service records. One spent three years in the Air Force. The other spent two years in the Navy. Two of the others were early graduates and had established themselves as farmers before the draft law was passed. The other two were among the very young graduates who had not been called into the armed forces.

Veterans' Training. Just one of the veterans availed himself of post-war training under the G. I. Bill. He took flight

training and had a private license. His occupation was farming. He was a member of the Flying Farmers Organization.

Marital Status

Five of the six nearby migrant males were married. The one single male was a 1954 graduate. All five married males had living children. The largest number of children in one family was four. The average number of children per family was 2.2.

Table 39. An evaluation of the time lapse between graduation and marriage for the male nearby married migrants.*

Time Lapse After Graduation :	Number Married :	Per Cent Married
Less Than One Year	1	20.0
1 Year	1	40.0
2 Years	0	40.0
3 Years	1	60.0
4 Years	1	80.0
9 Years	1	100.0

* Source of information: The questionnaires.

All but one of the nearby males were married within four years after finishing high school. The average time lapse was 3.6 years. The median time lapse was 2.5 years.

The same striking difference in marriage patterns seen among the non-migrants was to be observed among the nearby migrants.

Table 40. An evaluation of the time lapse between graduation and marriage of the nearby female married migrants.*

Time Lapse After Graduation : Number Married : Per Cent Married

Less Than One Year	4	33.3
1 Year	2	50.0
2 Years	0	50.0
3 Years	3	75.0
4 Years	1	84.4
5 Years	1	91.0
6 Years	1	100.0

* Source of information: The questionnaires.

The females tended to marry somewhat earlier in life. Half of them were married by the end of one year after their high school graduation. All who did marry were married within six years of graduation. The average time lapse was two years. The median time lapse was one year.

Political Affiliation

The first test of political affiliation was the voting record in the 1954 election.

Table 41. The voting record of the eligible voters in the 1954 general election among the nearby migrants.*

Sex	Eligible Voters	Number Voting	Per Cent
Male	4	4	100.0
Female	9	3	33.3
Totals	13	7	53.8

* Source of information: The questionnaires.

The numbers were not sufficiently large to permit unqualified generalizations. It was clear that the nearby female migrants were less active politically at the rudimentary voting level than the male nearby migrants. That this pattern was typical of the voting pattern of this category may, therefore, be only a matter of speculation.

Three of the four male voters were Republican Two of the three female voters were Republican. None of these nearby migrants was a part of any political organization. One male had been elected to be justice of the peace. None of the females was elected or appointed to a political office. The political activity of this group was limited primarily to voting.

The political preferences of these nearby migrants were also traditional and static in Republican Kansas.

Table 42. The political preferences as compared and contrasted with the parents of the nearby migrant group.*

Sex	Republican	Democrat	Not Stated	Same As Parents	Changed
Male	4	1	1	5	0
Female	4	5	4	6	2
Totals	8	6	5	11	2

* Source of information: The questionnaires.

Any break in the traditional patterns appeared to be among the female nearby migrants. There was no significant change from parental preferences. Each party gained one and lost one in the

two switches of opinion. The disparity between the parties was not so great among the nearby migrants as it was among the non-migrants.

Interest Groups

Interest group activity was measured among nearby migrants.

Table 43. The summary of interest group participation of the nearby migrants.*

Type of Organization	Males Who Belong	Females Who Belong	Total
Veterans Groups			
American Legion	2		
American Legion Auxiliary		1	3
Community Betterment			
P. T. A.	2	2	
4-H Leadership Study Group	1	1	
H. D. U.		1	7
Political Groups			None
Social and Friendly Groups			
Bridge Club	1		
Square Dance Club		1	
Pinochle Club		1	
Asbury Club		1	
National Mariners		1	5
Economic			
Farm Bureau	2	3	
Labor Union	1	1	
Professional Group		2	9
Lodges and Fraternal Orders			
Masons	2		
Order of Eastern Star	1	2	5
Totals	12	17	29

* Source of information: The questionnaires.

This summary indicates that political group participation was not counted important by any of the nearby migrants. Veterans group participation was small numerically because there were only two veterans in the group. Both participated in the American Legion. There seemed to be little social and friendly group participation.

The average would show that each person was a member of 1.3 organizations or interest groups. This did not give the complete picture however. Memberships were not distributed evenly among all the nearby migrants.

Table 44. The maximum number of organizations in which the nearby migrants participated.*

Maximum Number of Organizations Person Belongs to	Males	Females	Total
None	3	7	10
1	0	2	2
2	0	2	2
3	0	0	0
4	3	1	4
5	0	0	0
6	0	1	1

* Source of information: The questionnaires.

More than half of this group of graduates did not belong to any interest groups. This is a high percentage of non-participation in social activity. This lack of participation may well be caused by culture conflict as described by Wirth.¹ People who

¹Mabel Elliot and Frances Merrill, Social Disorganization, p. 579.

migrate from one community to another find that the social groups with whom they have been associating do not have the same roles or the same status positions in the new community. Hence they tend to drop their associations. Possibly there has been a loss of consciousness of kind which Giddings described as basic among motivations in group formation.¹

None of the males participated in any of the interest groups they listed to a greater extent than membership. No offices were filled by the male nearby migrants. Only two of the women listed any offices they held in interest groups. One woman was the president of one group; the other was past matron of the Eastern Star. This was the extent of the leadership displayed by the nearby migrants in their interest group activities.

¹Becker and Barnes, Social Thought from Lore to Science, vol. 2, pp. 976, 977.

Religious Affiliation

The same functional definition of religious affiliation was applicable to this group of nearby migrants.

Table 45. The functional religious affiliation of the nearby migrants.*

Church Group	:	Males	:	Females	:	Total
None		1		5		6
Christian (Disciples of Christ)		2		2		4
Community		1		0		1
Methodist		1		1		2
Presbyterian		0		1		1
Lutheran		0		1		1
Evangelical		0		1		1
Church of God in Christ		1		1		2
Baptist		0		1		1

* Source of information: The questionnaires.

This tabular summary showed two distinct differences from the summary of Bluestone's non-migrants. First, it indicated that a higher percentage of those in the nearby communities were not functionally associated with church groups than those who remained in the home community: 23 per cent in Bluestone; 31 per cent nearby. Second, there was a wider variety of denominational groups represented in nearby communities. This resulted from marriage into other church groups and from opportunities to attend other churches. It was noteworthy that the migrants to nearby communities retained the basic Protestantism of the home community.

Table 46. The classification of the active and passive participation in church activities by nearby migrants.*

Sex	Active	Number of Participations	Passive	Number of Participations
Male	3	9	4	14
Female	6	15	6	23
Totals	9	24	10	37

* Source of information: The questionnaires.

The activities among those who did participate showed little or no differentiation according to sex. The ratio of participation in nearby communities was similar to the participation by the non-migrants.

Four of the women who listed no church affiliation also did not list any other social interest group participation. One man who gave a church name preference but did not list any activities in which he participated was one of the two men who had no other social interest group activities. Evidently these persons did not discriminate against the church in their social participations; they did not participate in any social interest groups.

Occupations

Classified. There was a greater variety of occupations among the nearby migrants than among the non-migrants. Three of the six males were farmers. However, each of them listed part-time work that he did in addition to his farming. One operated an elevator

in a small town during slack seasons on the farm. One worked for the Army Corps of Engineers as an inspector when the farm work was not pressing. Another worked for the county A. S. C. office measuring land for crop allotments. One man lived in a small town and drove to the urban center to work in a wholesale grocery warehouse. Another lived in a small town and drove into the urban center to work in the beef casing department of a packing house. Another owned and operated a cafe and bus depot 10 miles south of Bluestone.

One of the nearby migrant women was a school teacher. The other 12 were housewives. However, five of these 12 stated that they did part-time work to supplement the family income. One was a house-to-house cosmetic sales lady. Another clerked in a grocery store. One had experience in social case work and continued to make case interviews for the county social welfare department. One worked with her husband operating the cafe and bus depot. One woman did domestic service work in addition to her own house work.

Those nearby had more diverse occupational opportunities than those who stayed in Bluestone. The women also were able to use some of their time to supplement the family budget. This was in striking contrast with the non-migrants.

Stability. The nearby migrants were less stable than those who stayed in Bluestone. One man had lived in five different towns during the past five years. Three of the six had lived in one location for the past five years. The average number of places they had lived was 2.5.

Five of the women had lived in only one place in the past five years. One of them had lived in four different communities in that time. The average number of places where the women had lived was 2.0.

There was, therefore, a greater tendency on the part of those who migrated to nearby communities to move more often than there had been on the part of those who were Bluestone's non-migrants. They had not been tied to a locale as were the non-migrants.

Status Position. The person with the highest status position was the county school teacher with position 35 on the scale of 45. No one in this group of nearby migrants rose higher on the general occupations scale than those in the non-migrant group. The man who worked in the packing house as a laborer had the lowest status on the occupational scale. He was two positions lower than any man who remained in Bluestone.

The status positions of the nearby migrants tended to be more diversified. None was higher than the non-migrants but one was lower.

Choices

Person Responsible. The list of those who helped the male nearby migrants make their choices was similar to the one for the non-migrants.

Table 47. The indication by the nearby male migrants concerning who was responsible for their choices of a life's work.*

Person Responsible for Choice of A Life's Work	:	Number of Persons Responding
Father		2
Father-in-law		1
Wife and Self		1
No One Listed		2

* Source of information: The questionnaires.

The father of one and the father-in-law of another helped to make it possible for two of these men to begin work as farmers by furnishing money, equipment and land. The father of one urged and advised his son to accept the job in the city as clerk in the warehouse; the son had come to like the occupation quite well. The one who answered that his wife helped him had some money available to invest in some business for himself; his wife helped him choose the cafe they bought.

Table 48. The indication by the female nearby migrants concerning who was responsible for their choice of a life's work.*

Person Responsible for Choice of A Life's Work	Number of Persons Responding
Mother	3
Husband	1
High School Teachers	1
Eldest Daughter	1
No One Listed	7

* Source of information: The questionnaires.

Two of those who listed their mothers spoke of how their mothers had encouraged them to get a junior college education and prepare to enter the teaching field. Both said their mothers gave the little opportunity for making a living in Bluestone as the reason for their encouragement. The woman who answered that her husband helped her make her choice was the wife of the cafe owner. The woman who listed high school teachers wrote of their kindness and understanding toward her; this was especially significant when it was noted that she graduated in 1936. The eldest daughter was given as a reason for seeking employment because the woman felt that her husband's occupation did not pay enough to support the family adequately after the child was born. She did part-time social work.

Why They Chose to Migrate. Three of the six men gave lack of economic opportunity as the reason they did not stay in the home community. One mentioned that he left when his parents moved

to another town. One mentioned farming some land owned by his father in a nearby community. One had no comment.

The women offered a greater variety of reasons. Six told of migrating because of their husbands' work. Two mentioned their husbands' work and better living conditions. One felt there were too many inconveniences and too few opportunities in Bluestone. One plainly said, "To make a decent living". The parents of one girl moved away at the time of her graduation so she moved with them. One gave no comment. Economic opportunity seemed to be the greatest reason why the nearby migrants moved from Bluestone. Several of the answers also implied unsatisfactory environmental conditions in addition to the poor economic opportunity.

Job Satisfaction. Two of the men said that they were satisfied with their tasks. Two did not choose to express themselves. One said he was satisfied with farming but that if he were not married he would be in the Navy; he had two years experience in the Navy in World War II. The other, a Negro, said that he was not satisfied with his packing house job. He had wanted to be a chemical engineer but had no money for an advanced education. His grade point average was 6.7, a high B; he was in the upper third of the total high school graduates.

Among the females, five did not choose to answer. Six said they were satisfied with their position or lot in life. One said she was looking for some part-time work outside the home. One said: "At present I am doing the only thing available. No matter of choice. I'd rather work at a job connected with children." She was married and had one child. She did housework

and domestic service part-time to supplement the family income. She was a Negro.

Thus the men were either satisfied or unwilling to express dissatisfaction, with one exception. The women also were satisfied or were unwilling to express dissatisfaction, with one exception. The two who were dissatisfied were the two Negroes who migrated to nearby communities.

Summary Concerning the Migrants to Nearby Communities

These were the graduates who went away, but not far. They lived in an environment similar to the one they left. Most of them were a little closer to the urban center. They worked at tasks not available to them in Bluestone. Their loyalties had moved with them but they were not quite as well rooted in the new home environment. However, a large majority were satisfied with their migration to the nearby communities.

MIGRANTS TO THE URBAN CENTER AND BEYOND

Many of the graduates chose to leave the community and its environment to make their homes in the nearest urban center 40 miles away and beyond. Thirty-nine males and 55 females made this choice. This was 54.3 per cent of the total number of graduates. They will hereafter be termed "migrants away".

This percentage of migrants did not remain constant for each time period in the 21 years of the study.

Table 49. The comparison of the number of graduates with the number that migrated to the urban center and beyond in the successive five-year periods beginning in 1935.*

Years :	Number of Graduates :	Percentage of All Graduates :	Number of Migrants Away :	Percentage of Migrants Away :
35-39	54	31.2	34	62.9
40-44	65	37.5	31	47.7
45-49	23	13.5	17	73.9
50-55	31	17.8	12	38.7
Totals	173	100.0	94	54.3

* Source of information: A comparison of the high school transcripts and the mailing list as of September 1, 1956.

The figure 38.7 per cent of the 1950-1955 graduates who migrated away was low because five of the graduates of that period were in the Armed Forces and were not counted as migrants for they did not plan to make the service permanent careers. If the number in the Armed Forces were subtracted from the total number of graduates, 31, the migrants away would be 46 per cent of those who had opportunity to make a choice. Each of the 21 graduating classes had at least one of its members in this migrant group.

Ninety-four graduates chose to migrate to the urban center and beyond. Their percentage distribution was indicated by Table 50.

Table 50. The number of the migrants away in four successive time periods and the percentage of the total number of migrants away.*

Years	Number of Migrants Away	Percentage of the Total Migrants Away
1935-1939	34	36.1
1940-1944	31	33.0
1945-1949	17	18.0
1950-1955	12	12.9
Totals	94	100.0

* Source of information: A comparison of the high school transcripts and the mailing list as of September 1, 1956.

The percentage of graduates who migrated away from the nearby areas in each of the time periods represented a rather even percentage of the total percentage of all the graduates in each period. Decreasing enrollments and resulting decreases in class sizes were reflected in the dwindling percentages of the totals since 1945.

Educational Levels

High School Accomplishments. The high school transcripts showed the same grade average disparity between male and female accomplishments. However, the difference was not as great as it was for the total number of grades. The male migrant away averaged 4.5; the average grade for all male graduates was 4.4. The average female migrant away grade was 5.6; the average for all females

was 5.7. The median grade for all graduates was 4.8. Fifty of the migrants away were below this median; 44 were above it. The median grade for the males who went away was 4.3; the median grade of the females who went away was 5.3.

Five of the 10 graduates with grades averaging 3.0 and below were in this group (the other five were non-migrants). Eight of the 16 who made grades of 7.7 and above were in this group of migrants away.

College Education. There were nine college graduates among the 173 high school graduates. Seven of these were among the migrants away. One had a master's degree. Three of the college graduates were males; four were females. Two of the females were sisters and the daughters of a widowed school teacher who taught seven years in Bluestone high school. They had seen the value of a woman having training by which she could support herself.

The fields chosen for college study were diversified.

Table 51. The fields of study and the institutions attended by the Bluestone graduates who also graduated from college and chose to live away from Bluestone.*

Sex	Field of Study	Institution
Male	Education	Kansas University
	Business Administration	Kansas University
	Electrical Engineering	Kansas University
Female	Home Demonstration Agent	Kansas State College
	Medical Records Technician	Colorado University
	Journalism	Kansas University
	Education	Wichita University

* Source of information: The questionnaires.

The male education major was continuing his study at the University of Kansas. The business administration major was office manager for a large concession concern. The electrical engineer was employed by a major aircraft manufacturer.

The home demonstration agent took a position in a western Kansas county, married after one year of work, and lived with her husband who was a military career man on a foreign military reservation. The medical records technician had a responsible position in a large hospital in a midwestern metropolitan area. The journalism major was married and did not use her skill professionally. The education major was recently widowed. Intervening circumstances made it impossible for her to teach in public schools. She was taking college training to become a dental hygienist.

In addition to the college graduates just described there were five males and five females among the migrants away who had some college training but not enough to qualify for a college degree. Most of their work was taken in the nearby town's junior college.

Specialized Training. The specialized training of the migrants away is also quite diversified.

Table 52. A tabulation of the specialized training beyond high school other than college by the migrants away.*

Sex	Type of Training	Number of Trainees
Male	Barber College	2
	Radio and Television Repair	2
	Salesmanship	2
	Business College	1
	Surveying	1
	Banking and Business	1
	Tractor Maintenance	1
	Correspondence Courses in Welding, Blueprint Reading and Metallurgy	1
	Correspondence Course in Physics	1
	Cooking	1
	Female	Business College
Cosmetology		3
Nursing		2
Medical Technician		1
Surgical Technician		1
Total		24

* Source of information: The questionnaires.

The extent to which this specialized training had been put to use in the trainees' lives indicated that some of the training was most valuable to the migrants away while other training was seldom used by these migrants away. One man who went to barber college was a switchman for a railroad. The other who finished barber college training was a hay wagon driver in a metropolitan stock yards. One man who took radio and television repair work was an electrical engineer for a large aircraft manufacturing company. The other man who took radio and television repair training was injured while in the Armed Forces; he was advised to

take a certain type of work as a result of this injury. He was a mess attendant in an army hospital. The two men who took courses in salesmanship were both engaged in sales work. One was a wholesale meat salesman while the other operated his own insurance sales agency. The man who went to business college was also a salesman. The man who took banking training held a responsible position in a metropolitan area bank. The man who studied tractor maintenance was a full-time truck mechanic for an oil drilling company. The man who took the correspondence work in many subjects was a construction foreman for a construction company. It was necessary for him to have a specialized knowledge of various subjects to be eligible for his promotion to the position he now holds. The man who studied physics by correspondence was a postal clerk in a metropolitan area terminal.

The four women who took business college training were married. Two of them did not mention any use of the training. The other two told of using the training before they were married to hold secretarial positions; they also indicated that they felt more capable of providing for their families if anything should happen to their husbands because of their college training. The three women who were registered nurses were married and were the mothers of children. Each of them indicated that she worked part-time on special cases. Two of the three who took cosmetology were Negroes. One worked in Chicago in a beauty salon. The other two were not making professional use of the training. The medical technician was married but worked in a hospital part time. The surgical technician no longer used her training in hospital work.

Thus, 11 of the 24 who took specialized training were not making use of it in their work. Four more were part-time employees in their developed skills. Nine were using their technical training to make a living.

Armed Service. The military service record of the migrants away was more inclusive of the group than among the non-migrants or the nearby migrants. This record was indicated on Table 53. The average length of service for the males was four years. The three females each averaged two years and four months of military duty. The graduating males had little or no reason to claim exemption from the military services as did the ones who stayed on the farm. Thus, a greater percentage of them were in the armed forces.

Table 53. The armed service record of the Bluestone migrants away.*

Sex	Army	Navy	Air Force	Coast Guard	Total in Service	Total Reply
Male	10	8	6	1	25	35
Female	1	2	0	0	3	47

* Source of information: The questionnaires.

Veterans' Training. Seven of the males with armed service records availed themselves of the opportunity for advanced training provided under the G. I. Bill. Two of these finished college work. One finished barber college. Another took courses in seeds, nursery work and fertilizers; he was a car cleaner for the

railroad. Another took a course in jet engine construction; he was the manager of a cosmetics firm. Another took general radio operator training; he was an airways operations specialist with the Civil Aeronautics Authority. Another took a course in culinary arts; he was a culinary supervisor in a large federal prison. Four migrants away have used their government provided training to equip themselves for lifetime occupations. Three did not use the training they took.

None of the three female migrants away took any post service training offered to them by the Veterans Administration.

Marital Status

Twenty-eight of the male migrants away who replied to the questionnaire were married; seven were not married. Five of those who were married had no living children. The largest family was four children. The families averaged 1.7 children per family. The total number of children was 49.

Table 54. An evaluation of the time lapse between graduation and marriage for Bluestone's 35 male migrants away.*

Time Lapse After Graduation	Number Married	Per Cent Married
Less Than One Year	1	3.5
1 Year	1	3.5
2 Years	3	10.7
3 Years	6	21.4
4 Years	11	39.2
5 Years	14	49.9
6 Years	20	71.4
7 Years	20	71.4
8 Years	21	74.9
9 Years	25	89.3
10 Years	26	92.8
12 Years	27	96.3
17 Years	28	100.0

* Source of information: The questionnaires.

Half of the male migrants away who were married were married within five years of their high school graduation. The average time interval was six years.

The time lapse between graduation and marriage was not as great for the female migrants away as it was for the males in the same category.

Table 55. An evaluation of the time lapse between graduation and marriage for Bluestone's 44 married female migrants away.*

Time Lapse After Graduation :	Number Married :	Per Cent Married
Less Than One Year	6	13.6
1 Year	14	31.7
2 Years	20	45.4
3 Years	22	50.0
4 Years	27	61.3
5 Years	30	68.1
6 Years	36	81.7
7 Years	38	86.2
8 Years	40	90.8
9 Years	43	97.8
10 Years	44	100.0

* Source of information: The questionnaires.

One half the females who married were married within three years of graduation from high school. The average time lapse was 3.7 years. Six of the women were not mothers of living children. The largest family had six children. The average number of children was two.

Political Affiliation

There was a rather high percentage of politically passive persons among the migrants away.

Table 56. The voting record of the eligible voters in the 1954 general election among Bluestone's migrants away.*

Sex :	Eligible Voters :	Number Voting :	Per Cent
Male	32	21	65.6
Female	40	26	65.0
Totals	72	47	65.2

* Source of information: The questionnaires.

Two-thirds of the migrants away were active on this lowest measurement of political activity in a non-presidential election year. There was substantially no difference in the political passivity of males and females.

Just two of the males participated in any political group activity. One was a member of the Young Democrats Club. The other was a member of the National Association for the Advancement of Colored People. Two of the females were members of the Young Republicans Club. Political activity other than voting had little appeal for the migrants away.

One of the women was elected precinct committeewoman. This was the only elective or appointive political position held by any of the graduates who went away.

The political preferences of those who went away were not as traditional or as static as those who stayed.

Table 57. The political preferences as compared and contrasted with the parents of the Bluestone migrants away.*

Sex	Republican	Democrat	Not Stated	Same As Parents	Changed
Male	12	20	3	23	4
Female	26	15	6	25	8
Totals	38	35	9	48	12

* Source of information: The questionnaires.

The males showed the greatest deviation from the traditional pattern. Although there was an imbalance among the political

preference of the females it was not as great as among the non-migrants. Among the males, two shifted from Republican parents to Democratic personal preference; the other two shifted the other way. Among the females six shifted from Republican parents to a personal choice of Democratic party preference. Two changed from a Democratic background to the Republican personal choice.

Interest Groups

The migrants away moved into communities with many differing formal and informal groups. Although it might take some time for the ones coming in to be accepted, it would be expected that a much larger number of interest group opportunities would be open to them in their environment. Also, many would be expected to become part of occupational groups and new neighborhoods in urban areas. Occupations and neighborhoods often foster interest group activities peculiar to themselves.

Once again political groups exhibited very low membership figures when compared to other interest groups. This was the only group of graduates where community betterment had a greater number of participants than any other interest group class.

Table 58. The summary of interest group participation of Blue-stone's migrants away.*

Type of Organization	Males Who Belong	Females Who Belong	Total
Veterans Groups			
American Legion	5	2	
American Legion Auxiliary		0	
Veterans of Foreign Wars	3		
V. F. W. Auxiliary		2	
Disabled American Veterans	1		
College Veterans Club	1		14
Community Betterment			
P. T. A.	8	21	
Civic Club	1		
Boy Scout Leadership	3		
Girl Scout Leadership		2	
Gub Scout Leadership		2	
Booster Club	1		
4-H Leadership		2	
Study Club		1	
Garden Club		1	
Extension Club		1	
Brownie Leader		1	
Child Guidance Group		1	
Junior 20th Century		1	46
Political Groups			
National Association for the Advancement of Colored People	1		
Young Democrats	1		
Young Republicans		2	4
Social and Friendly Groups			
Hobby Club		8	
Bridge Club	2	4	
Pinochle Club		1	
Sports Club	4	2	
Bowling		2	
Dance Club	1		
K. U. Graduate Club	1		
Student Christian Association	1		
Welcome Wagon	1		
Prison Employees Club	1		
Daughters American Revolution		1	
Pitch Club		1	
Girl's Club		1	

Table 58 (concl.).

Type of Organization	Males Who Belong	Females Who Belong	Total
Social and Friendly Groups			
(continued)			
Women's Club		1	
Mariners		1	
Insurance Women's Club		1	
Officer's Wives Club		1	
Air Forces Association Auxiliary		1	36
Economic Groups			
Professional Groups	8	7	
Labor Union	5	2	
Farm Bureau		2	
American Institute of Banking	1		
Dairy Wives Association		1	
Girl's Extension Club		1	27
Lodges and Fraternities			
Masons	12		
Order of Eastern Star		6	
Sorority		6	
Rebecca Lodge		2	
Elks Lodge	2		
Fraternities	2		
Knights of Columbus	1		
Scottish Rite Shrine	1		
American Association of University Women		1	33
Totals	68	92	160

* Source of information: The questionnaires.

The average would indicate two interest group memberships per person for this category of migrants. But as before, this did not fully reveal the situation as regards participation in interest group activities. Table 59 provides data regarding the range of participation of the migrants from Bluestone to the urban area and beyond.

Table 59. The maximum number of organizations in which the migrants away participated.*

Maximum Number of Organizations A Person Belongs To	Males	Females	Total
None	10	11	21
1	4	9	13
2	10	13	23
3	5	7	12
4	3	3	6
5	2	1	3
6	0	3	3
7	1	0	1

* Source of information: The questionnaires.

It may be noted that 25 per cent of this group of graduates belonged to no interest group. Also, 40 per cent of them belonged to one group or less and 70 per cent belonged to two or fewer interest groups.

Eleven of the females held offices in the interest groups in which they participated. Five of the males held offices in their organizations. In no case was an office holder a member of fewer than two organizations.

Religious Affiliations

Bluestone presented these graduates little opportunity for a variety of religious choice before they migrated from the community. The four active congregations were Protestant. One had to travel at least 10 miles to attend a congregation of a different denomination other than those represented in Bluestone. There was little religious diversity among the home community citizens. This picture was radically altered after migration as evidenced by the following table of religious affiliations of the migrants to the urban center.

Table 60. The functional religious affiliations of the Bluestone migrants away.*

Church Group	:	Males	:	Females	:	Total
None		12		8		20
Christian (Disciples)		5		10		15
Methodist		2		8		10
Baptist		7		2		9
Presbyterian		3		6		9
Church of God in Christ		2		2		4
Roman Catholic		1		2		3
Community		1		1		2
Lutheran		0		2		2
Nazarene		1		1		1
Church of Christ		0		1		1
Congregational		0		1		1
Central Bible Hall		1		0		1
Holy Ghost		0		1		1
Non-Denominational		0		1		1
Post Chapel		0		1		1

* Source of information: The questionnaires.

It was significant that 24 per cent of the migrants away are not associated with any religious group. The Christian Church (Disciples of Christ) which was the largest congregation in the nuclear village ranked first in affiliations among this category of migrants; 18 per cent continued to attend it. The Methodist Church was the largest church in the community of Bluestone; it retained 12 per cent of the migrants away. This category of migrants contained persons no longer Protestant. Three of its members became Roman Catholic.

Several reasons were advanced for this diversity. First, it was possible that some moved into communities where there was no church organization similar to the one they left at Bluestone. Second, people often made their religious practice one of convenience by attending a nearby church rather than driving some distance to attend the denomination they attended at home. Third, there was often conflict in expectations when one moved from one congregation to another.¹ Fourth, marriage often caused one to

¹For instance, suppose that a graduate attended the Christian Church in Bluestone; it had an average attendance of 75. He moves to a metropolitan area where the nearest Christian Church had 2,500 members and an attendance of 1,100. All would be different to the migrant. The order of service would be unfamiliar; the people would be new and imagined to be unfriendly; the minister or ministers would be able to spend little time with this one new person. Suppose there is a church of another denomination in the same community where he lives that has 75 members. It would be more like the home church even though it was sponsored by a different denomination. The migrant would be welcomed; perhaps he could have a position of leadership like he had at home. Soon this would be more like home than the large congregation of his own previous denominational preference. Requests for church letters have come to the author with this very reason given for changing.

move from one denomination to another. Three of the persons who listed Roman Catholic preference had married into the church.

The degree of participation in the activities of the religious groups was measured by the active and passive standards explained previously.

Table 61. The classification of the active and the passive participation in church activities by Bluestone's migrants away.*

Sex	Active	Number of Participations	Passive	Number of Participations
Male	9	25	16	41
Female	20	44	29	75
Totals	29	69	45	116

* Source of information: The questionnaires.

This analysis indicated that 25.6 per cent of the males took active part in the leadership of religious activities. It revealed that 42.0 per cent of the females were active. An additional 20 per cent of the males took part passively in church activity by at least attending services or social functions. An additional 19 per cent of the women also participated in these passive enterprises.

Five males and eight females who replied that they did not participate in church activities also replied that they did not take part in any other interest group activity either. The doctrinal position of the Church of God in Christ (Negro) which

prohibited much social participation outside the church organizations was evident in this group of migrants. The only interest group activity listed by any of the four who gave this as a preference was a compulsory labor union membership she must have in order for her to hold her job in a clothing factory.

Occupations

The occupations among the migrants away displayed much diversity and range. Table 62 indicates this diversity by classifying the graduates into the general occupational group classification similar to the census reports and used by Cecil North and Paul Hatt.¹

Table 62. The occupations of the male migrants away classified according to an occupational scale similar to the one used by the Bureau of the Census.*

Classification of Occupation	Number of Graduates
Government Officials	
Airways Operations Specialist	1
Professional and Semi-Professional	
Electrical Engineer, Aircraft	1
Proprietors, Managers and Officials	
Construction Company Superintendent	1
Cosmetic Company Manager	1
Loan Department Manager in Large Bank	1
Office Manager of Concession Company	1
Owner of Weather Stripping Company	1
Ready Mix Company Warehouse Manager	1
Truck Line Operator	1

¹Op. cit., pp. 464-474.

Table 62 (concl.).

Classification of Occupation	Number of Graduates
Clerical and Sales	
Cheese Company Route Salesman	1
House to House Notions Salesman	1
Potato Chip Route Salesman	1
Tobacco Company Clerk	1
Wholesale Meat Company Salesman	1
Craftsmen and Foremen	
Construction Foreman, Kansas State College	1
Feed Mill Foreman	1
Gunpowder Factory Foreman	1
Rotary Rig Drilling Superintendent	1
Truckline Truck Mechanic	1
Farmers and Farm Managers	0
Protective Service Workers	
Federal Prison Culinary Superintendent	1
Federal Prison Mechanics Instructor	1
Operatives	0
Farm Laborers	0
Service Workers	
Postal Clerk in Mail Terminal	1
Common Laborers	
Battery Factory	1
Bridge Mechanic, Railroad	1
Railroad Car Cleaner	1
Cook in Army Hospital	1
Foundry Worker	1
Gasoline Service Station Worker	1
Grocery Deliveryman	1
Hay Wagon Driver in Stockyards	1
Ice Cream Factory Worker	1
Laundry Route Man	1
Railroad Switchman	1

* Source of information: The questionnaires.

One man did not list his occupation; another was still a student at Kansas University working on an advanced degree in the education department.

The diversity of occupations was apparent for no classification listed had more than two graduates working in it. The great contrast between this classification and the similar classification of the non-migrants was that while farming accounted for 17 of the 19 occupation positions of the non-migrants, farming did not account for any of the occupational positions of the migrants away. The occupational status positions among those who went away were both higher and lower than among the non-migrants.

The occupational pattern for the women also exhibited much diversity from the pattern of the non-migrant women.

Table 63. The occupations of the female migrants away.*

Classification of Occupations	Number of Graduates
Housewives	30
Housewives With Full-Time Occupation	
Aircraft Worker	1
Clothing Factory Worker	1
Comptometer Operator	1
Hospital Secretary	1
Paint Factory Worker	1
School Cafeteria Worker	1
Sears, Roebuck Teletype Operator	1
Secretary and Insurance Underwriter	1
Housewives With Part-Time Occupations	
Cafe Cashier and Hostess	1
Help Operate Family Owned Sand Company	1
Medical Technician	1
Private Duty Nurse	1
Secretary in Husband's Accounting Office	1
Unmarried Full-Time Occupations	
Beauty Salon Operator	1
Decorative Lights Factory Worker	1
Medical Records Librarian	1
Housewife and College Student	1

* Source of information: The questionnaires.

Thus, 29.0 per cent of the married women sought to supplement the family income by working part-time or full-time. Several helped in the businesses owned and operated by their husbands. The housewife who was a college student was recently widowed; she was taking additional college work to enable her to care for herself and her child.

Stability. Stability is best judged by the number of jobs a person has held in any given time and the number of places he has

lived in a given time. The time period set for this study was five years. It is possible that a person could have a position that would require him to make many moves in order to do his work. In this instance the many moves were not an example of instability. One man was a construction foreman for a large company. His task was to work on a building project until it was finished then move to the next contracted job. He had lived in eight towns in the past five years but his record of moves was not considered in the following table because of his reasons for moving.

Table 64. The maximum number of positions held and places lived in the past five years by both male and female migrants away from Bluestone.*

Maximum Number	Positions Held		Places Lived	
	Male	Female	Male	Female
1	17	22	17	19
2	8	18	4	14
3	4	3	6	7
4	4	1	4	1
5	2	1	2	3
6	0	0	0	1

* Source of information: The questionnaires.

Table 64 indicates that there were 17 male migrants away who had held a maximum number of one position in the past five years. These graduates must be relatively occupationally stable. Seventeen of the males had lived in just one place the past five years. This group must have been relatively immobile. Just two males

held a maximum number of five jobs in the past five years. To have five positions in five years was a high degree of occupational instability. By this criterion 45 per cent of the males were occupationally and vicinally stable. These figures do indicate that there was greater physical mobility and less occupational stability among the migrants away than among the non-migrants.

Status Position. Using the rating scale of occupational status established by Cecil North and Paul Hatt wherein they ranked specific occupations according to the status ascribed to them in modern American society,¹ it was indicated that the person with the highest status position was the banker. Bankers had a status position of 10 on the 45 point rating scale. The next was the electrical engineer with a rating of 44. The migrants away did not choose careers that tested or rated very high on this rating scale.

¹Ibid.

Choices

Person Responsible. The migrants away seemed most indecisive about answering the question concerning the person most responsible for their work choices.

Table 34. The indication by the male migrants away concerning who was responsible for their choice of a life's work.*

Person Responsible for Choice of A Life's Work	Number of Persons Responding
Brother	2
Wife	2
Father	1
Uncle	1
No Answer	29

* Source of information: The questionnaires.

One man answered that his brother was responsible because his brother had set a fine example for him and had helped him find a job with his company. The other replied that his brother had helped him when his mother died. His brother, who was the high school principal in Bluestone for three years, became his guardian. One man said that his wife was the cause of his choosing his work. She had always insisted that a civil service position held great security. He had a civil service job. The other man said that his wife insisted he would make a good salesman. He had been a door to door salesman for nine years. The man who said that his father helped him told of his father's advice and

financing. One man spoke of his uncle who was a highly educated man. His uncle helped him buy books and provided him with money for study. Also, the uncle planned with him and advised him in such a way that he has varied very little from the agreed upon plan for finishing his education.

Table 66. The indication by the female migrants away concerning who was responsible for their choice of a life's work.*

Person Responsible for Choice of A Life's Work	Number of Persons Responding
Husband	4
Mother	2
Aunt	2
Sister-in-law	1
High School Principal	1
No Answer	37

* Source of information: The questionnaires.

Those who listed husbands implied that they went where their husbands had work. Those who mentioned their mothers spoke of a good home background with urging from mother to advance in the world. The aunt of one was a registered nurse who made that occupation very attractive for her. The other told of living with a well educated aunt after her parents were divorced. This aunt constantly stressed the importance of a good education to her niece. The one who mentioned the high school principal told of the encouragement he gave her to do her work well. He also

advised her against taking a defense job in 1941 and encouraged her to go to college to learn to be a teacher. She was a public school teacher for six years before she married.

Although many could not adequately or accurately judge the person most responsible for their choices, those who did had definite reasons for doing so.

Why They Chose to Migrate. The reason for migration was well summed up in one phrase that appeared again and again throughout the returned questionnaires: lack of opportunity. Some stated no other reason than this. Some other reasons specified were: could not rent land, no future in the town, not enough offered in town, find a better place to live, find better schools and recreation.

Some offered more detailed reasons that bordered on indictments of social ills in Bluestone. Three spoke of the problems created by liquor in the town where there was little or no law enforcement. One mentioned that he felt he was disliked by the people in Bluestone. Another said that he felt that the older people who really controlled the town did not want Bluestone to advance. These reasons all implied a lack of opportunity for making a good living or living well in Bluestone.

Job Satisfaction. An attempt was made to discover the extent to which these migrants away were satisfied in their new work environments. Table 67 summarizes their answers.

Table 67. The response to the question concerning satisfaction with the present occupation by the male migrants away.*

Answer	Males	Per Cent of Total	Females	Per Cent of Total
Satisfied	16	45.7	21	44.7
Satisfied with qualifications	0	0.0	3	6.3
Dissatisfied	8	22.9	1	2.2
No Answer	11	31.4	22	46.8

* Source of information: The questionnaires.

Various reasons were given by those who were dissatisfied with their present work. One person wanted to farm but lacked the funds to do so; he was a car cleaner for the railroad. Another was undecided as to what he wanted to do but he was sure he did not want to be a service station attendant; this was the work he was doing. A third person wanted to be a mechanic but his health made inside, light work necessary; he was a mess attendant in an army hospital. A fourth person desired to teach music but lacked the necessary education; he was a mechanic in a federal prison. A fifth individual stated that he did not like his present work but that he recognized that it was a necessary step toward advancement in the company for which he worked; he was a route man selling potato chips to grocers and cafe operators. A sixth informant stated that he liked mechanical work but that it did not pay as much as the work he was doing; he was a laborer in an iron foundry. Another man wanted to find some

civil service position; he was employed as a deliveryman for a grocery company. The eighth individual wanted to be a lawyer but did not have the opportunity because of financial factors; he was a laborer in an ice cream factory.

The one female who was dissatisfied said she always wanted to teach school but lacked the means to train herself. The three women who qualified their answers told of desires to change jobs when their children matured. They were not dissatisfied with their household tasks but did plan to make some changes in their part-time work.

Three of the nine who expressed dissatisfaction were Negroes. The male who wanted to be a lawyer had an average score of 3.2 in high school which was rather low. The woman who would have liked to be a school teacher had a 6.6 average. The man who wanted the civil service job had an average of 6.6. A 6.0 was a B average. Evidently these latter two could have done satisfactory college work. All three Negroes were related.

SUMMARY

The fact of migration from Bluestone was evident. The effects upon the community resulting from this migration were obvious in the population pyramid presented earlier; the people who were in the productive age were disproportionately represented leaving an imbalance of the very young and the very old. The various reasons have been set forth showing why Bluestone was not an attractive place to many of the graduates. The town was non-progressive. It offered no occupational opportunity beyond farming. Farming had become a highly competitive and very expensive business. The size of the farms had been tending to grow larger thereby diminishing the number of family dwelling units in a given agricultural area. There were no opportunities for young women who graduated and who did not want to marry. The railroad had moved away; there was no boat dock. Businesses had been closing in Bluestone. There was no industry other than the soil. Thus, it was necessary for many of the high school graduates to look beyond the borders of the community if they desired to make a living.

There were other undesirable features within the community. Some were physical such as dilapidated buildings on main street, lack of water and sewage facilities, and lack of planning. There was an obvious lack of community pride in the way junk yards were allowed to exist one block from main street, domesticated animals were kept within the city limits, and the city park was left in a state of unkept wasteland.

There was a serious lack of services that were vital to the well being of the citizens such as medical and dental service. The community was isolated by an absence of public transportation. Many farm product markets that would draw farm trade into the community did not exist. In the past twenty years many services have been discontinued and few have begun.

There were also social problems within the community. The governmental units were weak. The councilmen of the village took an indifferent attitude to Bluestone's decline. Some were too busy with their own work to attend council meetings. Bluestone was at the extreme corner of the county so it received less attention from county officials than it might had it been nearer to the county seat. There was little law enforcement in the community itself. Although there were no liquor stores in Bluestone, the problem of drunk men roaming the streets was serious enough that a number of the migrants mentioned it as a reason why it was not socially desirable to live in Bluestone. The planned recreation for the youth of the community consisted of a two-hour teen town every two weeks during the school term sponsored by the American Legion. At other times the young people were responsible for their diversions themselves. There was a class and caste structure which some found objectionable.

The churches of the community had a limited ability to serve. Only one of the four had a full-time minister. The other three functioning congregations were visited only on week ends by ministers who had to supplement their preaching income by other means. These part-time ministers were not able to enter into the affairs

of the community except on a limited basis and were thereby unable to give dynamic leadership toward overcoming some of the social ills they recognized existed within the community.

The school in the community had exhibited both strong and weak characteristics. It had been strong in that it had remained fairly stable in direction and administration over a period of years when many undue stresses were put upon it. It had been weak in that it failed to stress certain basic areas of study that would challenge its students to seek higher education and higher status positions. It had also been weak in that it offered little or no guidance in home making, marriage and the family for either males or females among its students. Thus, its students were left to find for themselves the information they needed in the most predictable career for each of them, marriage.

These in brief are the sociological and economic conditions in the Bluestone environment that fostered the desire to migrate in the minds of three of the four high school graduates in the past 21 years.

Attention must be turned to the groups of persons represented, the non-migrants, the nearby migrants, and the migrants away. They were alike in that they had their high school graduation from Bluestone in common. Most of them attended all four years of Bluestone high school. They lived in the community and were thus exposed to its attitudes, its institutions, and its values. Those who migrated were put into new situations where attitudes, institutions and values differed. The migrants reacted to these new situations by new ways of behaviour and new patterns of

conduct. By this means certain contrasts developed between the non-migrants and both groups of nearby migrants and migrants away. The extent of these were, therefore, when measured, the guide to the sociological significance of the migration of the Bluestone high school graduates. The purpose of the rest of this general summation will be to chart these comparisons and contrasts and to generalize upon them.

Educational Levels

High School Accomplishments. The consideration at this point was to ascertain whether or not there was selectivity in any of the three groups to be studied. Selectivity means whether any groups had a disproportionate number of the better students or of the poorer students. An unfavorable selectivity would imply an overrepresentation of poor students; a favorable selectivity would imply an overrepresentation of good students. The extent which any group varied from the norm of the median or the average was the degree of selectivity that existed.

Table 68. A summary of the high school accomplishments of Blue-stone graduates classified into the three groups of non-migrants, nearby migrants and migrants away.*

Accomplishments	Total of All Grads.	Non-Migrants	Nearby Migrants	Migrants Away
Average Grade	5.1	4.8	6.0	5.1
Median Grade	4.8	4.7	6.6	5.0
Male Average	4.4	4.2	5.2	4.5
Male Median	4.3	4.3	5.2	4.3
Female Average	5.7	5.6	6.4	5.6
Female Median	5.8	5.2	6.5	5.3
Males Above Total Median (4.8)	24	10	3	11
Males Below Total Median (4.8)	46	15	3	28
Females Above Total Median (4.8)	56	10	12	34
Females Below Total Median (4.8)	31	7	3	21

* Source of information: A tabulation from the transcripts.

Several generalizations may be made from Table 68. First, there seemed to be a slightly unfavorable selectivity among the non-migrants. The comparison showed that they were just a little lower in each category of judging high school accomplishments. Another fact which suggests this same evaluation was that five of the 10 students with the lowest transcript average (3.0 and below) were non-migrants. Second, there was a highly favorable selectivity

among the nearby migrants for their high school accomplishments were almost consistently above the median for the total group of graduates. It was possible, however, that the limited number of instances among the nearby graduates might tend to nullify this conclusion. Third, the females definitely had higher high school accomplishments than did the males. This, as has been previously cited, was typical and was to be expected.

College Education. There were nine four-year college graduates among Bluestone's high school graduates. This was considerably below the national average of college graduates in proportion to high school graduates. Two of these college graduates studied agriculture and returned to farm on farms owned by their fathers in the Bluestone community. The other seven college graduates prepared themselves for urban careers and migrated to the urban center and beyond. The nearby migrants had an unfavorable selectivity in regard to college graduates for no college graduate was in this category.

The existence of an accredited junior college in the town just 10 miles from Bluestone enabled a number of Bluestone graduates to take some college work although not enough to qualify for a degree. Eight persons finished the two-year junior college course. Three of these were non-migrants. The other five were migrants nearby. This was significant for the five nearby migrants were women. They had migrated nearby because they had met and married residents of nearby communities while they were in junior college.

The junior college was the place where most of the 14 high school graduates who took less than two years of college training attended classes. Ten of these were migrants away, two were non-migrants; two were migrants to nearby communities.

Specialized Training. Specialized training may be of great value to a person in assisting him to find a suitable occupation. It may prove of incidental value as a person turns his interest to other pursuits. It may be taken and not used at all. The functional definition of use in making a living was the basis of the following evaluation of this type of training.

Table 69. An evaluation of the specialized training taken by Bluestone high school graduates.*

How Used	Total Graduates	Non-Migrants	Nearby Migrants	Migrants Away
Life's Work	9	0	0	9
Incidentally in Chosen Work	11	3	4	4
Not Used in Chosen Work	15	2	2	11

* Source of information: The questionnaires.

It will be observed that only one in four who took specialized training used it to make a life's work. It was also significant that all who did use their training for finding a career were among the migrants away. There were several possible explanations for this. First, several of the women who took specialized training were married before it was finished or shortly thereafter.

They used their training only incidentally or not at all. Second, there were some who took advertized correspondence courses hoping to find easy ways to success which did not materialize upon the completion of the course. At least two of the graduates had this experience. Third, at least one graduate became physically handicapped and could not continue in the work in which he had taken training. Fourth, at least one man took training in a barber college under his veteran's benefits but did not find the work to be congenial when he finished his training. Therefore, although 35 took special training, only nine put it to serious use in a chosen field of work. To the extent it is put to use, this training may be deemed valuable to the persons who completed their studies.

Armed Services. There was a significant variation in the percentage of each group of graduates who were in the military service. The following percentages were observed: 42.1 per cent of the non-migrant males; 33.3 per cent of the nearby migrant males; and, 71.4 per cent of the migrants away who were males. Several reasons may account for this disparity of distribution. First, the low figure for the nearby male migrants resulted from many of them graduating and becoming established on farms before the draft law became effective; farmers were exempt from the draft to a large extent. Second, the comparatively low number of non-migrants who saw military service might have also resulted from many of them becoming established on farms even before they graduated from high school. Third, very few of the migrants away developed skills that were considered essential to the national

defense and thus they were eligible for induction into the armed services. Fourth, it was possible that the decision to migrate followed the military career rather than coming before it as a result of the military life and experiences. Fifth, military service did provide an opportunity to see many parts of the country and opened many migratory possibilities hitherto unknown to the graduate.

It was also significant that only three women graduates were in the armed services. Two were in the Navy; one was in the Army. All three were migrants away. Girls who stayed in Bluestone did not choose to serve in the armed forces. Or, possibly, the girls who chose to serve in the armed forces did not choose to return to Bluestone to live. The questionnaire was not designed to measure this cause and effect sequence.

Veterans' Training. Fifty per cent of the non-migrant veterans took training provided to them by the Veterans Administration. This training in each instance was on-the-farm experience centered education. The veterans who returned to the farm realized the benefit to themselves of practical experience, guided instruction and a monthly check as they re-established themselves. This training had aided them significantly in their life's work.

One of the two nearby graduates took flight training under the veterans training program. He was a farmer but was active in the state and national Flying Farmers Organization. His training was used indirectly in his work.

Just 28.0 per cent of the migrants away took training offered to them by the Veterans Administration; this was seven of the 25

veterans. Four of the seven used the schooling they received to make their living. The other three did not.

It would seem, therefore, that the non-migrants profited more from veterans training than any other group. A greater percentage of them took the training and all of them who took it were engaged in the work for which it equipped them.

Marital Status

The following table summarizes the percentages of the male and female graduates in each group who were married.

Table 70. The percentages of the male and female graduates who were married in each category of Bluestone graduates.*

Sex	Per Cent Married		
	Non-Migrants	Nearby Migrants	Migrants Away
Male	89.4	83.3	80.0
Female	93.3	92.3	93.4

* Source of information: The questionnaires.

The percentage of married females in each group was virtually equal. The greatest disparity comes in the class of migrants away who were males.

Of greater interest, however, was the comparison or the contrast in pattern of marriages. The composite table that follows provided the basis for specific generalizations.

Table 71. A composite summary of marriage data relative to the marriage pattern of the three categories of Bluestone high school graduates.*

Characteristic	Non-Migrants	Nearby Migrants	Migrants Away
Male Average Time Lapse Between Graduation and Marriage (in years)	6.3	3.6	6.0
Female Average Time Lapse Between Graduation and Marriage (in years)	1.7	2.0	3.7
Male Average Age at Marriage (in years)	24	21	24
Female Average Age at Marriage (in years)	19	19	20
Per Cent Married in Less Than One Year, Males	0.0	20.0	3.5
Per Cent Married in Less Than One Year, Female	28.5	33.3	13.6
Per Cent Married in One Year or Less, Male	11.0	40.0	3.5
Per Cent Married in One Year or Less, Female	57.0	50.0	31.7

* Source of information: Analysis of questionnaire data.

There seemed to be a difference in the time lapse between the nearby males and the other two categories of males. This might be a significant difference or it might be accounted for by one or both of the following explanations. First, there was one man in each of the other two categories who did not get married until 17 years after graduation. This would tend to lengthen the average time lapse to the point of distorting it. Second,

there were only five men in the nearby migrant category from whom to draw the average. This small number might not yield a reliable average.

The females certainly tended to marry younger than did the males in any of the categories.

Among the females there was a difference among the categories. The females who were non-migrants married at the youngest age, average 19, with a time lapse average of 1.7 years. The females who migrated to nearby communities had a time lapse that averaged two years. It has already been noted that several of them met and married classmates while attending junior college. This would account for a little longer time lapse. Those who were female migrants away had the longest time lapse, 3.7 years. Evidently it was true that marriage was virtually the only future for a female graduate in Bluestone. This same conclusion is sustained when the percentage of females married in one year or less after graduation is compared.

The disparity in the per cent of males married in one year or less was probably explained by the small number of examples in the second category.

The average number of living children per family showed some variation. The largest average number of children per family was among the non-migrant females; they averaged 2.9. The lowest number of children per family was 1.7 for the male migrants away. The remaining categories of both male and female averaged two children per family. Although this was not a very high average, it must be remembered that these people were still in the fertile

age. Subsequent studies in the future will undoubtedly alter this average upward.

Political Affiliation

There were some significant differences in the voting patterns of the various categories of graduates in the 1954 general election. Whether or not an eligible voter voted in this election was the criterion for judging elementary political activity or passivity. Eighty-four per cent of the non-migrants who were eligible voted in 1954. Fifty-three and eight-tenths per cent of the nearby migrants who were eligible voted. Sixty-five and two-tenths per cent of the eligible voters among the migrants away voted. Evidently there was less political interest or willingness to participate in this basic democratic process among the migrants than among the non-migrants. The low percentage among the nearby migrants was partly a result of only 33.3 per cent of the females eligible voting.

The only radical difference between the male and the female vote in any category was among the nearby migrants. In the other groups approximately the same percentage of males and females in each group voted.

The real significance of the political affiliations was to be seen in the difference in the ratios of party preferences among the three groups of graduates. The non-migrants were traditional to the point of 25 Republicans and five Democrats. This traditional pattern did not exist to this degree among the migrants. The nearby migrants gave as their preference eight

Republican and five Democrat. The migrants away were even less traditional; their preference was 38 Republican and 35 Democrat. Evidently, the migrants had more opportunity to form independent opinions about political preferences and were less influenced by tradition. Actually, in two categories the Democratic preference was numerically stronger than the Republican: among the nearby migrant females where the ratio was five to four and among the male migrants away where the ratio was 20 to 12.

The migrants were less static in their political preferences. If a person held the same political affiliations as his parents he was judged to be static in his political preference. Thirteen and three-tenths per cent of the non-migrants changed from the political opinions of their parents. Fifteen and four-tenths per cent of the nearby migrants changed from the preferences of their parents. Twenty and two-tenths per cent of the migrants away held differing political views than their parents. This was another indication that migration has a correlation with varying one's political position.

The shift in party preference from that of the parents was also significant. Among the non-migrants three shifted from Democratic parents to personal Republican choice; only one changed from Republican parents to Democratic personal choice. Among the nearby migrants one changed from Democratic parents to personal Republican choice and the other changed from Republican parents to personal Democratic choice. This was, therefore, a neutralizing shift, politically. Among the migrants away four with parents who favored the Democrats give the Republicans as their personal

preference and eight whose parents were Republican gave the Democrats as their personal choice. Once again, this indicated the trend away from a traditional position on the part of the graduates.

There was very little political party activity among the graduates. Two non-migrants were members of the Young Republicans and two of the migrants away were members of the same organization. One migrant away was a member of the Young Democrats. It was significant that each of these became members of these organizations while they were enrolled in college. One migrant away was a member of the National Association for the Advancement of Colored People. He became acquainted with this organization during his time in the armed forces. It seemed, therefore, that there was little effort or force in the community which is predominantly Republican to do much toward political organization. Only as the graduates made contacts outside the community did they become identified with active political organizations.

There had not been enough political appointments or elective offices held in any category to indicate a trend.

Interest Groups

Several generalizations were made about the interest group participation of the various groups of graduates. First, there was a decided heterogeneity of groups for the migrants as compared with the groups for the non-migrants. There were many group activities open to the migrants that were not available to the non-migrants. There were 22 interest groups in Bluestone

which had participants among the graduates. There were only 16 interest groups among the nearby migrants but six of these differed from the ones in Bluestone. There were 57 interest groups listed by the migrants away.

The interest group which showed the greatest increase in percentage of membership among the participants was the class of Community Betterment. In Bluestone 14.6 per cent of the interest groups were community betterment groups. In the nearby community community betterment participation represented 24.1 per cent of all interest group activities. Among the migrants away community betterment groups contained 28.7 per cent of the participations. Evidently, the migrants felt free to participate in organizations whose primary purpose was to offer a means of social expression for community welfare to their members. The Parent Teachers Organization was the most prominent of these organizations in each of the lists.

Third, the interest group that showed the greatest decline in participations from the non-migrants to the migrants was the class of veterans organizations. There were just eight veterans in Bluestone but veterans groups had 15 members including the wives in auxiliary organizations. In the nearby communities there were two veterans; both belonged to a veterans organization. However, among the migrants away there were 28 veterans but only a total of 14 participations.

Fourth, the membership in the various interest groups indicated that there were people in communities in significant numbers who had no interest group activities. Among the non-migrants

17.6 per cent belonged to no interest groups. Thirty-five and three-tenths per cent belonged to none or just one group. Among the nearby migrants 54.0 per cent did not belong to any interest groups. Sixty-three and two-tenths per cent belonged to just one group or none. Among the migrants away 25.0 per cent of them had no interest group activities. Forty per cent of them belonged to one group or none. Therefore, there were joiners and non-joiners among each group or category of graduates. There were many who apparently pursued their interests on an individual basis.

Fifth, political interest groups ran consistently low in participation among all three classes of graduates. This has been described earlier.

Sixth, there was a distinct skew distribution to be noted between the males and the females among the non-migrants. The males were members of more groups than were the females. This same skew distribution was to be noted, but not quite so distinctly, among the other two classes of graduates. Men who belonged tended to be members of more organizations than women.

Seventh, it was noted that although the women were not members of so many interest groups they held more offices or positions of responsibility in the groups.

Eighth, consistently the persons who held offices were members of several organizations rather than just one. This may indicate two things: the person who was a member of several organizations had a genuine social interest in his groups and wished to forward them and if a person wanted a task done asked the person who was the busiest to do it.

Ninth, the Negro graduates did not participate in any interest group activities in any category with the exception of the one veteran who was a member of the National Association for the Advancement of Colored People. A partial explanation of this lack of participation was to be explained by the sense of social aloofness taught by the doctrines of the predominant Negro Church. This church forbade its members to do many things that interest groups foster.

Religious Affiliation

There were some basic changes in the religious affiliation patterns of behaviour among the three categories of graduates and also between the sexes. First, the percentage of persons who had not attended any church in the six-month period before the questionnaire was answered varied slightly from group to group. Twenty-three per cent of the non-migrants were not affiliated with the church; 31 per cent of the nearby migrants were not; 24 per cent of the migrants away had no church connection.

Second, with the exception of the nearby migrants, more men than women did not participate in church attendance. This is the usually expected pattern.

Third, migration tended to diversify religious interests. In Bluestone there were only five different church preferences listed. Among the nearby migrants there were eight. Among the migrants away there were 15. Also, the interests spread from a basic Protestantism to include three migrants away who were Roman Catholic. Thus migration encouraged religious diversity.

Fourth, the Christian Church (Disciples) had the largest following among the non-migrants. It also had the largest following of any single group among the migrants of both categories. Evidently there was some denominational loyalty or basic conviction retained when migration took place.

Fifth, it was significant to note that three of the eight non-migrants who did not participate in church activities also did not participate in any interest group activities. Five of the six nearby migrants who did not participate in church activities also did not participate in other interest group activities. Thirteen of the 20 migrants away who listed no church activities also listed no interest group participations either. This indicated that these non-church attenders were not necessarily antagonistic to or indifferent toward the church; they just did not like any kind of social organization participation.

Sixth, in both active and passive participations in all categories the women had a greater number of participations in religious activity than did the men. The women were the more enthusiastic workers in the churches.

Occupations

The occupations tended to diversify among the migrants. Among the non-migrant males there were 19 men but only three different job classifications. Among the six nearby migrants there were four different job classifications (if one would allow the part-time activities there would be six different job classifications). Among the 34 migrants away there were 33 different job

classifications; one man did not list his occupation so there were possibly 34 classifications or one for each man. Evidently the migrants away did not want to farm for not one of them was engaged in agricultural pursuits.

The women among the migrant groups tended to work more at part-time or full-time employment. This probably resulted from opportunities for work in areas outside Bluestone.

The status positions of the migrants were both higher and lower than the status positions of the non-migrants. The greatest range of status positions occurred among the migrants away. Their highest status position was a government official; their lowest status positions were the 11 common laborers.

The greatest degree of occupational stability and physical immobility was observed among the non-migrants. Virtually all of them had lived in Bluestone for five years or more and had done just one thing, farm. Half of the nearby migrants and half of the migrants away had lived in just one place in the past five years and had held just one position. They were quite stable occupationally. The migrants, however, did move about considerably more than the non-migrants. One could attain a high degree of stability by living in Bluestone but at least half the migrants attained the same degree of stability in their migrations.

Choices

Person Responsible. These data were quite subjective and must be so considered. It was, therefore, not as reliable as the data heretofore. It did indicate some basic beliefs among the

respondents. In the matter of asking for the name of the person responsible for one's choice of a life's work it was observed that the non-migrants were either more able or were more willing to suggest the name of a person. Nine of the 19 non-migrant males named a definite person. Four of the six nearby migrant males listed a person. However, only six of the 34 migrants away who were males ventured a suggestion. Perhaps the migrants away were not so sure of their directing influences. Each of the males listed some member of his family who gave him direction. No male listed anyone outside the family as being primarily instrumental in his choice.

About the same ratio of response was noted among the females. Five of the 15 non-migrant females named a definite person who gave direction. Six of the 13 nearby migrant females listed some person. However, only 10 of the 47 migrants away who were females listed anyone as being responsible for their choices. One slight variation of response among the females was that they listed two persons other than relatives who were responsible for their choice of a life's work. One listed her high school principal and the other listed two high school teachers. Both of these examples were among the migrants.

Why They Chose As They Did. The most common answer among the non-migrants was that they had help from home that enabled them to stay in the community and begin to climb the agricultural ladder. Those who migrated mentioned uniformly the lack of opportunity. Evidently their families could not or would not help them make a start in Bluestone, or they did not wish to make a

start there.

Job Satisfaction. The highest degree of job satisfaction among the males was in the class of non-migrants. Sixty-seven per cent of them expressed their satisfaction in their work; another 11.0 per cent were satisfied with qualifications. The nearby male migrants indicated that 33.3 per cent of them were satisfied. Fifty per cent were satisfied with qualifications. Among the male migrants away 45.7 per cent were satisfied. There were none who qualified their answers.

Only 5.5 per cent of the non-migrants expressed any real dissatisfaction with their choices. Sixteen and six-tenths per cent of the nearby migrants were dissatisfied to the point of saying so. Twenty-two and nine-tenths per cent of the migrants away were openly dissatisfied with their present positions. This was an ascending order of percentage beginning with the non-migrants.

Only two women of all the graduates studied openly said that they were dissatisfied with their work choices. One was a nearby migrant, the other was a migrant away. The woman seemed to be a little more reluctant to answer the question of satisfaction with choice than did the men.

Places to Which the Migrants Went

The Nearby Migrants. The nearby migrants chose to live in towns or in the country near Bluestone. Four of them moved to the town just 10 miles south of Bluestone where the junior college was located. Four more of them moved to the adjoining county

seat town 24 miles to the southwest. Two of them moved to the county seat town for Bluestone. Others settled in the smaller communities nearby.

The Migrants Away. The greatest percentage of the migrants away chose to move to the nearest metropolitan center which was just 100 miles from Bluestone. Twenty-two moved there. Eight more chose to move to the urban center just 40 miles from Bluestone. Five more moved to an urban center 200 miles distant where much work was available. Six couples moved to six different urban centers to find work. The rest of the migrants away were distributed in forty-nine other areas in 16 states, Alaska, Germany and Washington, D. C. Most of the areas chosen by the migrants away were urban centers or metropolitan areas. The trend in migration beyond the nearby community was to locate in the urban and metropolitan areas where a diversity of work opportunities were available.

Conclusion

The community, its institutions, its attitudes, its values, displayed themselves to the high school students. Three out of four of the students were not attracted to make Bluestone a part of their plans for their life's work. Bluestone had within it much to make it unattractive to its developing youth and yet was tragically unaware of its own undesirability. Bluestone had invested a considerable sum in its high school graduates and had seen 75 per cent of its investment in its youth lost in potential force to the community by migration for somehow Bluestone never

found a way to offer its youth much after high school graduation.

But what of the future? Like causes will continue to produce like effects. Lack of occupational opportunity will continue to provide a powerful incentive for migration. Social deficiencies unnoticed by influential citizens or considered to be unimportant by those who have become accustomed to them will continue to foster discontent in the minds of the high school graduates as they have in the past. The trend in agriculture continues to be toward larger farms, greater capitalization, and fewer family dwelling units for each governmental division. This means that the only real occupational opportunity in Bluestone at the present time, agriculture, will diminish in years to come if the trend continues. Unless some careful planning is done to make Bluestone a better place to live and rear a family and to induce industry or commerce to locate in or very near the community to provide jobs, the migratory trends observed with their resultant loss of productive persons to the community will continue. They may even accelerate. The alternative to this possibility is dynamic, courageous, enlightened leadership arising within the Bluestone community.

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APPENDIX

The Questionnaire

_____ Name. Year Graduated _____.

I LIFE FROM GRADUATION FROM HIGH SCHOOL UNTIL NOW:

Years and months spent in the armed forces _____. Branch of service you were in _____. The work you did while you were in the armed forces _____.

Did you attend college? _____. If yes, what college? _____.

How much college work did you complete? _____.

Are you married? _____. If so, please complete the following statements: What year were you married? _____. How many living children have you? _____.

Many people take special schooling above high school that is not college work yet it helps them in their chosen careers. Such training as business school, nursing, veterans training are examples. List all such non-college schooling you have had since leaving high school.

II SOCIAL ACTIVITY:

If eligible, did you vote in the last election? _____. What political party do you now favor? _____. What political party did your parents favor when you were in high school? _____. Have you ever been elected or appointed to a political office? _____. If so, what was the office? _____.

Please check the organizations listed below to which you now belong:

Veterans Organizations

American Legion
 Legion Auxiliary
 V. F. W.
 V. F. W. Auxiliary
 D. A. V.

Community Betterment

P. T. A.
 Civic Club
 Study Group
 4-H Leadership
 League of Women Voters
 B. P. W.
 Garden Club

Political Groups

Young Democrats
 Young Republicans
 National Farmers Org.
 Citizens Councils

Social and Friendly Groups

Bridge Clubs
 Poker Clubs
 Sports Clubs
 Hobby Clubs or Groups

Economic Groups

Farm Bureau
 National Grange
 Labor Union
 Professional group as a part
of your profession or
occupation

Lodges and Orders

Fraternity or Sorority
 Masonic Lodge
 Eastern Star
 I. O. O. F.
 Rebecca
 P. E. O.
 Knights of Columbus

Of course, this does not list all the organizations in your community. Please list below any other organizations to which you now belong.

Veterans Organizations

Social and Friendly Groups

Community Betterment

Economic Groups

Political Groups

Lodges or Secret Orders

Please list any offices or committee jobs that you have had in the past six months in any organization that you have checked or listed.

What church have you attended the past six months? _____.

Please check the church activities you have done in the past six months.

<input type="checkbox"/> Sunday School attendance	<input type="checkbox"/> Attended class parties
<input type="checkbox"/> Sunday School teacher	<input type="checkbox"/> Attended church dinners
<input type="checkbox"/> Sunday worship service	<input type="checkbox"/> Helped in vacation church school
<input type="checkbox"/> Church board meetings	<input type="checkbox"/> Taking a Bible study class
<input type="checkbox"/> Prayer meetings	<input type="checkbox"/> Work on a church committee
<input type="checkbox"/> Youth sponsor	<input type="checkbox"/> Men's or women's fellowship
<input type="checkbox"/> Youth summer camp worker	<input type="checkbox"/> Ladies aid
<input type="checkbox"/> Ask others to attend church	<input type="checkbox"/> Quilting club

III OCCUPATION:

People have one job or two or more part-time jobs they work at to make a living for themselves and their families. Please list below the job or jobs you are now working at to make your living. Please give the name of the employer if you work for someone else.

My Job:

My Employer:

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

List all the places you have worked the past five years:

What person do you believe helped you most in choosing your life's work? _____. State briefly why this person was most responsible for your choice:

Are you doing the work you really want to do or is there some other line of work which you feel more fitted to do? Please explain why you are not doing what you would like to do if you are not. What would you then like to be doing?

If you are living in the Bluestone community, what made you decide to stay there? If you are not living in the Bluestone community, why did you decide to leave there?

List towns or communities where you have lived the past five years.

Some Chi Square Evaluations

Chi square was used to evaluate some of the differences existing between groups found in the tabulations of the data.

Political Party Choice. The variation between the political party choices of the non-migrants and the nearby migrants yielded a chi square value of 9.97. Allowing two degrees of freedom this is a significant variation at the one per cent level. The variation between the non-migrants and the migrants away yielded a chi square value of 51.85. This was a significant variation, allowing two degrees of freedom, on the 0.1 per cent level. It was therefore, reliably certain that there were significant differences in the political preference choices among the three differing groups of graduates.

Voting. The variations in the voting patterns among the three classes of graduates were measured. Accepting the non-migrant group as a norm there was a chi square value of 8.66 when the norm was compared with the nearby migrants. Allowing one

degree of freedom this yielded significance on the one per cent level. Comparing the voting record of the non-migrants with the migrants away yielded a chi square value of 18.48. Allowing one degree of freedom, this indicated significance on the 0.1 per cent level. There was, therefore, a significant difference in the voting pattern of the migrants in both classes when compared with the non-migrants.

Interest Group Participation. It was noted that not as high a percentage of the migrants took part in interest group activities as did the non-migrants. These figures were compared to determine significance. The comparison of the non-migrants with the nearby migrants yielded a chi square value of 16.37. Allowing one degree of freedom this was a significant result on the 0.1 per cent level. The comparison of the non-migrants with the migrants away yielded a chi square value of 3.84. Allowing one degree of freedom this was significant on the five per cent level. There was, therefore, a distinct difference between the non-migrants and the nearby migrants in their interest group participation. There was a probable significant difference between the non-migrants and the migrants away.

Job Satisfaction. Four answers were returned on the questionnaire concerning job satisfaction. The non-migrant group was accepted as the norm. The chi square value on the comparison with the nearby migrants was 8.25. Allowing three degrees of freedom, this was found to be significant on the five per cent level. The comparison of the non-migrants with the migrants away yielded a chi square value of 46.45. Allowing three degrees

of freedom this was found to be significant on the 0.1 per cent level. Therefore, there was a decided and distinct difference in the amount of job satisfaction exhibited between the non-migrants and the migrants away. There was a probable significance between the non-migrants and the nearby migrants.

A SOCIOLOGICAL STUDY OF THE MOBILITY OF HIGH SCHOOL GRADUATES
OF A SMALL NORTHEASTERN KANSAS COMMUNITY 1935 TO 1955

by

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A. B., Manhattan Bible College, 1943
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requirements for the degree

MASTER OF SCIENCE

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In a small Northeastern Kansas community, fictitiously known as Bluestone, it was noted that since 1935 three of each four high school graduates had migrated from the home community. There were 173 graduates so this represented a substantial migration.

The community itself was examined to see if there were causes inherent within it which motivated these migrants. Especially noted were the social institutions, the age and sex distribution of the inhabitants, and the socio-economic trends of the past quarter century. The school was examined in detail to ascertain the direction that it gave to those who were later to migrate or stay in the community.

The graduates were divided into six categories: the deceased and the ones not located were not considered; the persons in the armed forces were not counted as migrants or non-migrants because their service is temporary and their future uncertain. This left the non-migrants, the migrants to nearby communities and the migrants to the urban center and beyond. Each of these was studied separately to ascertain the characteristics peculiar to each group. They were then compared and contrasted to see what significant differences existed among them.

The material concerning the community was gathered by the participant observer method. The author has been associated with Bluestone for seventeen years. The material concerning the individual graduates was gathered by means of a comprehensive questionnaire which 85.4 per cent of the 165 graduates who could be contacted answered.

It was found that there were two general reasons given for migration. First, there was little opportunity for work in Blue-stone except in agriculture which became more and more specialized and expensive. Second, there were characteristics within the community which made it an undesirable place to live. The non-migrants were found to be traditional in their attitudes and activities, static in their political preferences and civic interests, stable in residence and occupation, agriculturally oriented and basically relatively homogeneous. The migrants were found to be less traditionally minded in their attitudes and interest group activities, less static in political preferences and civic interests, less stable in residence and occupation, more largely oriented in an urban technological society, and more heterogeneous.