## A FORTY-TWO YEAR SURVEY OF

THE NEGRO GRADUATES FROM INDIANA STATE TEACHERS COILEGE

Contributions of the Graduate School Indiana State Teachers College



Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree in Education

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The thesis of $\qquad$ Verner Karl Howell ,

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## CHAPTER I

INTRODUCTI ON

There have never been any data gathered concerning the accomplishments of the Negro graduates of Indiana State Teachers College. Perhaps this fact is the reason why the college has never mentioned the Negro graduates in its anniversary programs. This survey covers the time from the year when the first Negrol met the requirements for graduation in 1888 up to and including the year 1929. Very few people know what the Negro graduates of this period have done with the training they received at the Indama State Teachers College. Thus, this thesis isioest understood as an attempt to enlighten the college and the conscientious reader concerning the Negro graduates.

Purpose of this Study. The purpose of this study, which covers a forty-two year period, is to give information about the Negro graduates of Indiana State Teachers College. It places special emphasis upon (a) the personal, social, and economic status of the graduates; (b) their professional training, teaching load, tenure, and experience; and (c) their cultural and avocational pursuits.

[^0]Justification This survey is an honest, careful, and faithful attempt on the part of the author to present the actual facts concerning the various kinds of employment in which these Negro students engaged in order to complete their college training, and to show the varied positions which they now hold as the result of their willingness to sacrifice the activities which are the expected right and privilege of every nomal college student's life.

Previous Studies. No other books, articles, or theses have been written about Negro graduates from a state teachers college.

The Value of this Survey. The information contained in this survey is of considerable statistical and historical Value to the college. The first Negro to complete the pres scribed work for graduation from the Indiana State Teachers College, then the Indiana State Nomal School, was J. R. Iytle, Terre Haute, Indiana, who was graduated in the elass of 1888. Since that time, the number of Negro graduates increased year by year until 1929, when fifteen Negro men and women were graduated from the college.

The information about the achievements of these graduates comes at an opportune time in the history of the Indiana State Teachers College. Nothing has been said by the college about these men and women in any of the college
publications or in any of its activities; the author hopes. therefore, to make a real contribution to the college. The accomplishments of these Negro graduates should encourage other studentw to make better records, to take a greater interest in college and in civic activities, and to make a place for themselves in the college and in the community. These graduates boast of having in their number one aviatrix, ${ }^{2}$ one meteorologist, ${ }^{3}$ one minister, ${ }^{4}$ three professional musicians, ${ }^{5}$ two authors, ${ }^{6}$ and many teachers who have held high positions in their professions not only in this state but also in twenty-nine other states.

The Method of Obtaining the Data. The methods used in collecting the data for this thesis were the questionnaire method and the personal interview. Three hundred questionnaires were mailed, and 165 replies were returned, including the personal returns from the teachers living in Terre Haute and from those attending the meeting of the Negro Historicai

[^1]Society at Indianapolis, Indiana, in 1939.
Since it was desired that the most recent graduates have time after graduation to achieve some degree of professional success and economic stability, graduates in the class of 1929 were the most recent ones included. The data obtained are given and explained in the succeeding chapters. The tables present it in statistical form.

PERSONAL, SOCIAL, AND ECONOMIC STATUS OF NEGRO GRADUATES

The following data are from the 165 men and women graduates of Indiana State Teachers College who returned the questionnaires for this forty-two-year survey of the Negro graduates between the years of 1888 and $19: 29$ inclusive. of this number 126 were women, and 39 were men; thus 76.4 per cent of the questionnaires returned were from women, and 23.6 percent were from men graduates.

Naturally most of the Negro graduates became teachers, but a number were attracted to other better-paying lines of work. Among these were salesmanship, insurance, medicine, dentistry, and electrical, civil, and rechanical engineering. As was to be expected, a considerable number of the women graduates married and did not continue teaching. Table I indicates all the occupations pursued by the 165 graduates and the number employed in each.

TABLE I .
OCCUPATIONS PURSUED BY THE 165 GRADUATES

| Occupations | Men | Women | Total |
| :--- | :---: | :---: | :---: |
| Teachers | 33 | 93 | 126 |
| Wives | 0 | 26 | 26 |
| Authors | 0 | 2 | 2 |
| Musicians | 2 | 0 | 2 |
| Secretaries | 0 | 2 | 2 |
| Aviatrix | 0 | 1 | 1 |
| Laborers | 1 | 0 | 1 |
| Mail carriers | 1 | 0 | 1 |
| Matrons (Orphanage) | 0 | 0 | 1 |
| Meteorologists | 1 | 1 | 1 |
| Ministers | 0 | 126 | 165 |
| Organists | 39 |  | 1 |

Age of Teachers. The ages of the teachers considered in this survey varied from twenty-two to fifty-eight years. This was a range of years at which teachers can do their best work. It was evident that there were many more years of teaching for a considerable number. The present average age was thirty-six years. The average for the women was
thirty-five and for the men thirty-seven.

Place of Birth. of the Negro graduates of Indiana State Teachers College considered in this survey, 101 were born in cities and 64 in rural districts. Those born in cities included 25 men and 76 women; those born in rural areas included 14 men and 50 women. The figures are given in more detail in Table II.

TABLE II
PLACE OF BIRTH OF THE 165 GRADUATES

|  | Rural | City | Total | Per Cent |
| :---: | :---: | :---: | :---: | :---: |
| Women | 50 | 76 | 126 | 76.36 |
| Men | 14 | 25 | 39 | 23.63 |
|  | 64 | 101 | 165 | 99.99 |

wase Native State. Indiana led in the number of Negro graduates with 101. Kentucky was second with 37. This fact is not surprising as Kentuckyhas no teachers' college forNegrostudents. The state, however, pays the tuition of all its Negro students who attend Indiana State Teachers College. Table III Indicates the native states of all the graduates.

TABIE III
NATIVE STATE OF THE 165 GRADUATES

| State | Men | Women $\begin{gathered}\text { Total } \\ \text { Graduates }\end{gathered}$ |  |
| :---: | :---: | :---: | :---: |
| Indiana | 36 | 65 | 101 |
| Kentucky | 2 | 35 | 37 |
| Alabama | 1 | 7 | 8 |
| Georgia | 0 | 6 | 6 |
| Illinois | 0 | 4 | 4 |
| Ohio | 0 | 3 | 3 |
| Virginia | 0 | 3 | 3 |
| South Carolina | 0 | 2 | 2 |
| Galifornia | 0 | 1 | 1 |
| Totals | 39 | 126 | 165 |

Marital Status and Family Statistics. The returns showed that 93 of the graduates were married and 72 were not. Eleven of the men had never married, and 61 of the women.

Thirty-seven of them had married more than once, 13 men and 24 women.

Thirty-three married graduates reported that they had 84 children, which was an average of 2.5 per family. Two women reported eight children each, and two men reported
six. One widow reported one child. The men surpassed the women two to one in the number of children reported. , Tables IV and $V$ give in more detail the marital status of the graduates and the data concerning their children.

TABLE IV
MARITAL STATUS OF THE 165 GRADUATES

| Number of Times <br> Married | Men <br> Number | Women <br> Number | Total <br> Number | Total <br> Per Cent |
| :--- | :---: | :---: | :---: | :---: |
| Never | 11 | 61 | 72 | 43.63 |
| Once | 15 | 41 | 56 | 33.93 |
| Twice | 7 | 14 | 21 | 12.72 |
| More than twice | 6 | 10 | 16 | 9.69 |

TABLE V
NUMBER OF CHILDREN OF THE MARRIED GRADUATES

| Children | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 1 | 5 | 10 | 15 |
| 2 | 5 | 0 | 10 |
| 3 | 0 | 5 | 15 |
| 4 | 2 | 2 | 16 |
| 5 | 0 | 0 | 0 |
| 6 | 2 | 0 | 12 |
| 7 | 0 | 0 | 0 |
| 8 | 14 | 19 | 16 |
| Totals | 0 | 2 | 10 |

Life Insurance. All of the group reported that they had insurance, which was paid for either by themselves or by their parents. Thirty per cent of them did not give the name of the company in which they were insured or the amount of the premium. Three per eent reported that they were insured by their parents but did not know the amount of the premium paid.

The Metropolitan Insurance Company had the greatest amount of the business, which was 64.24 per cent. The Mammouth Insurance had 26.36 per cent of the business, and
the Empire Insurance Company 10.3 per cent. The Victory Life Insurance had 9.09 per cent; the Washington National' Company 7. 27 per cent: the New York Life 3.63 per cent, and the Gibralter Company 3.03 per cent. The Mammouth, the Vietory Life, and the Gibralter Companies are owned and operated by Negroes. The home offices of these companies are in the following cities respectively: Louisville, Chicago, and Indianapolis. The other companies reported in Table VI are Canada Iife, Washington Annuities, National, Church Relief, Supreme Liberty Life, Gulf, Govemment, Teachers! Retirement, and United States Department of Agriculture (group insurance).

## TABLE VI .

IIFE INSURANCE POLICIES HEID BY 165 GRADUATES ,

| Insurance Company | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| Teachers Retirement | 39 | 115 | 154 |
| Metropolitan | 26 | 80 | 106 |
| Mammouth | 2 | 25 | 27 |
| Empire | 3 | 14 | 17 |
| Victory Life | 7 | 8 | 15 |
| Washington National | 0 | 12 | 12 |
| New York | 4 | 2 | 6 |
| Gibralter | 0 | 5 | 5 |
| U.S. Mutual | 3 | 2 | 5 |
| Canada Life | 0 | 4 | 4 |
| Washington Annuities | 0 | 2 | 2 |
| National | 0 | 2 | 2 |
| Church Relief | 0 | 2 | 2 |
| Gulf | 2 | 0 | 2 |
| Government | 2 | 0 | 2 |
| U.S. Department of Agriculture (Group insurance) | 0 | 2 | 2 |
| Totals | 88 | 275 | 363 |

The insurance premiums paid by the group are indis cated in Table VII. They paid a total of $\$ 6,652.96$ a yeat for $\$ 209,891$ in insurance, an average premium of $\$ 40.32$ on an average policy claim of $\$ 1,272.06$. This premium was 2.61 per cent of the Jearly salaries - although most of the graduates failed to report the amounts they paid to the teachers retirement fund. It was higher than the average insurance premium for American citizens, but it was not as high as it should have been in view of the salaries which the group received.

TABLE VII
PREMIUNAS PAID BY THE 165 GRADUATES


Seventy-three of the graduates, twenty-one men and fifty-two women, reported that they were purchasing property. This undertaking was especially commendable since in most cases the salaries they recelved were not commensurate to their training. The state Board, however, remedied the situation somewhat when it adopted the minimum salary provided for by the Salary and License Law passed in 1923.

In addition to the seventy-three who were purchasing property, thirty-two of the graduates already owned property. Thus, 105 of the 165 were either purchasing property or already owned it. This number is high, in the face of educational requirements and the high standard of living which teachers must maintain.

More detailed data as to the ownership of property are given in Table VIII.

TABLE VIII
'NUMBER OF GRADUATES PURGHASING AND OWNING PROPERTY


Fiftymive of the graduates, fifteen men and forty women, lived with their parents and were not married. No ${ }^{\prime}$ doubt they helped their parents financially as they paid room and board. Ten women and six men reported their parents as living with them. This situation is commendable socially and ethically. The parents made a wise investment when they sacrificed everything to educate their children. Six men and five women reported that they lived with other relatives, as indicated in the following table.

TABLE IX
gRaduates who live with parents or retatives
$\left.\begin{array}{cccc} & \text { Yes Parents } & \text { No } & \text { Relatives } \\ \text { Yes }\end{array}\right]$

Eighty-three, twentymseven men and fifty-six women, reported that they owned automobiles. The automobile saves so much time that it is practically a necessity for a busy teacher. The cars they owned were in harmony with their financial status. See Table X. Thirtyofour had Buicks,

Studebakers, Dodges, and Oldsmobiles, but the other fiftynine had the less expensive cars.

TABLE X
AUTOMOBILE OVINERS

| Make | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| Ford | 4 | 20 | 24 |
| Buick | 7 | 6 | 13 |
| Dodge | 2 | 10 | 12 |
| Plymouth | 4 | 5 | 9 |
| Chevrolet | 5 | 4 | 9 |
| Oldsmobile | 0 | 6 | 6 |
| Pontiac | 0 | 5 | 5 |
| Studebaker | 3 | 0 | 2 |
| Terraplane | 2 | 56 | 83 |

One hundred twenty-five, thirty men and ninetyofive women, had savings accounts. It will be noted in Table XI that the percentage of men and women having savings accounts. is about the same. These figures seem to indicate that the graduates had profited from experience and had learned to save a part of their money. Certainly three four ths of the
citizens of America do not have savings accounts; they have not done as well as this Negro group.

TABLE XI
SAVINGS OF 165 GRADUATES

|  | Yes | Per Cent | No | Per Cent |
| :---: | :---: | :---: | :---: | :---: |
| Momen | 95 | 75.39 | 31 | 24.6 |
| Men | 30 | 76.9 | 9 | 23.07 |
| Totals | 125 | 75.75 | 40 | 24.24 |

## CHAPTER III.

## EDUCATIONAL AND PROFESSIONAL TRAINING

A hundred three of the graduates, twenty- $\theta$ ight men and seventy-five women, reported that they had done some kind of outside work while in college. See Table XII. The greatest number of men were employed as porters and waiters, and the greatest number of women for general housework and as cooks, teachers, and maids. More detailed statistics are given in Table XIII.

## TABLE XII

GRADUATES WHO WORKED WHILE ATTENDING COELEGE

|  | Men | Momen | Totel |
| :---: | :---: | :---: | :---: | :---: |
| Yes 28 | Yes 75 | Yes 103 |  |
| No 11 | No 51 | No | 62 |

TABLE XIII.
KIND OF WORK DONE BY THE GRADUATES

| Occupation | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| General Housework | 3 | 38 | 41 |
| Cook | 0 | 35 | 35 |
| Teacher | 2 | 19 | 21 |
| Maid | 0 | 18 | 18 |
| Waiter | 10 | 4 | 14 |
| Porter | 12 | 0 | 12 |
| Beauty Work | 0 | 4 | 4 |
| Factory | 2 | 2 | 4 |
| Nurse | 0 | 3 | 3 |
| Jenitor | 0 | 2 | 2 |
| Preacher | 1 | 0 | 1 |
| Insurance | 0 | 1 | 1. |
| Landscaper | 1 | 0 | 1 |
| Chauffeur | 1 | 0 | 1 |
| Totels | 39 | 126 | 165 |

Seventy-seven of the women enrolled in courses in elementary education and only three of the men. The remainder of the group were, of course, enrolled in the regular college courses. It seems a notable fact that 92.2 per cent
of the men were graduates of the college courses but only 38.89 per cent of the women. See Table XIV.

TABLE XIV
GOURSES COMPLETED BY THE 165 GRADUATES

| Name of Classification | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| Normal: |  |  |  |
| - Two-year | 0 | 60 | 60 |
| - Three-year | 3 | 17 | 20 |
| College: |  |  |  |
| ma. S. | 18 | 31 | 49 |
| A. B. | 16 | 13 | 29 |
| M. S. | 2 | 5 | 7 |
| Totals | 39 | 126 | 165 |

Ifany of the group continued their education after their graduation. All of the men eventually finished the four-year college course, and eleven of them took the Mas ter's degree as indicated in Table XV. The women usually matriculated in the elementary courses, where they prepared themselves for teaching in the grammar grades, and they then remained there. Apparently a number of them did not see the
need for further stady and for degrees.
Some of the graduates earned their advanced degrees from other colleges and universities, namely, Ohio Jniversity, the University of Chicago, and the University of Michigan. One graduate had the degree of Doctor of Dental Surgery from Indiana University School of Dentistry, Indianapolis, Indiana.

After 1923, when the state of Indiana revised the re= quirements for earning teachers' licenses and passed other regulations pertaining to teachers, the majority of the graduates returned for advanced work, and many of them transferred to the college department. Many of them returned in summer terms to get the additional work which would enable them to hold their positions.

The total number of graduates with the Master's degree was twenty-six, eleven men and fifteen women, as inc dicated in Table XV. In other words, thirty per cent of the men survejed earned the degree and nine per cent of the women. Eighty-six earned only the Bachelor's degree, twenty-eight men and fiftymeight women. Nineteen of the women completed only the three-year course; and thirty-four. only the two-year course.

## TABLE XV

HIGHEST DEGREE OF TRAINING COMPLETED BY THE , 165 GRADUATES

| Course Completed | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| Two-year | 0 | 34 | 34 |
| Three-year | 0 | 19 | 19 |
| Four-year | 28 | 58 | 86 |
| Graduate | 11 | 15 | 26. |
| Totals | 39 | 126 | 165 |

The ages of the group at graduation ranged from eighteen to thirtymsix jears as shown in Table XVI. The average age reported was about twentyofive years with a difference of one and onewtenth years between the average ages of the men and the women. Obviously this average age was Iowered by the fact that in recent years graduates of high schools have been much younger.
: TABLE XVI.
AGE WHEN THE 165 GRADUATED

| 4. Age | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 50 | 4 | 0 | 4 |
| 36 | 0 | 5 | 5 |
| 35 | 0 | 6 | 6 |
| 33 | 3 | 0 | 3 |
| 31 | 0 | 5 | 5 |
| 30 | 0 | 12 | 12 |
| 29 | 2 | 0 | 2 |
| 28 | 8 | 0 | 2 |
| 27 | 2 | 0 | 2 |
| 26 | 5 | 15 | 20 |
| 25 | 4 | 15 | 19 |
| 24 | 2 | 10 | 12 |
| 23 | 3 | 4 | 7 |
| 22 | 5 | 12 | 17 |
| 21 | 6 | 12 | 18 |
| 20 | 0 | 10 | 10 |
| 19 | 1 | 12 | 13 |
| 18 | 0 | 8 | 8 |
| Totals | 39 | 126 | 165 |

The average age of the graduates when they began to teach was twenty-two and one-third jears. The median was: found to be twenty-four and five-tenths years for the men, and twenty-one and seven-tenths for the women, a difference of two and eight-tenths サears. The last ten years of the survey gave the average age for the completion of high school and the entrance into college as nineteen years for the men and eighteen for the women. Women began teaching earller then the men, since the women went to college long enough to get permits to teach. Students who entered college had to complete at least three years of work before they could get permits to teach. Many students completed their work for another year rather than enter the profession earlier. Complete data for the age at beginning teaching of the 165 graduates are given in Table XVII.
$\therefore$ TABLE XVII.
AGE AT BEGINNING OF TEAGHING EXPERIENGE

| $\therefore$ Age | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 36 | 0 | 4 | 4 |
| 32 | 1 | 0 | 2 |
| 30 | 1 | 2 | 3 |
| 29 | 0 | 1 | 1 |
| 28 | 2 | 5 | 7 |
| 27 | 3 | 1 | 4 |
| 26 | 6 | 2 | 8 |
| 25 | 0 | 12 | 12 |
| 24 | 7 | 10 | 17 |
| 23 | 7 | 11 | 18 |
| 22 | 6 | 9 | 15 |
| 21 | 4 | 27 | 31 |
| 4. 20 | 2 | 12 | 14 |
| +800 19 | 0 | 15 | 15 |
| 18 | 0 | 10 | 10 |
| 17 | 0 | 5 | 5 |
| Totals | 39 | 126 | 165 |

Seventy-nine, nine men and 70 women, reported that they had completed the two-year elementary course. Eightym six, 30 men and 56 vomen, pursued the regular college courses - - in other words, 79.48 per cent of the men and 44.44 per cent of the women.

The most popular college subject was English, which was reported as a major by 25 of the graduates. Social studies was second with 17 who completed its entire program. Science was third with nine, and physical education was next with four. Two of the group majored in Latin and two in industrial arts and one in Spanish. About the year 1930 the Director of Studies, influenced by the over-supply of social studies and English teachers, advised freshmen to major in departments in which public-school teachers were needed, especially in the departments of the special arts and sciences. The Negro group of students was influenced by this, advice. Nine of them majored in home economics, eight in comerce, four in music, four in chemistry, and one in educational administration and supervision.
These data can be more clearly seen in Table XVIII..

COURSES PURSUED BI THE 165 GRADUATES

| Subject | Men | Women | Total |
| :--- | :---: | :---: | :---: |
| Elementary | 9 | 70 | 79 |
| Social studies | 14 | 11 | 25 |
| English | 5 | 12 | 17 |
| Science | 3 | 6 | 9 |
| Home Economics | 0 | 9 | 9 |
| Commerce | 0 | 8 | 8 |
| Chemistry | 2 | 2 | 4 |
| Physical Education | 1 | 2 | 4 |
| Music | 2 | 0 | 2 |
| Industrial Arts | 2 | 0 | 1 |
| Latin | 1 | 1 | 1 |
| Education | 0 | 126 | 1 |
| Spanish | 39 | 1 | 1 |

The replies to the questionnaire showed that 145 attended summer school after they began teaching, thirtyfour men and 111 women. The women attended 47.27 per cent of the time, and the men 36 per cent. See Table XIX.

Teachers who attend sumer school deserve special credit and adequate economic retum. They are worn out after the year's teaching, and they have little opportunity to recuperate before another school year begins. Certainly the proportion of these Negro teachers who attended summer school speaks well for their professional interest.

TABLE XIX •
SUMMER STUDY SINCE BEGINNING OF TEACHING EXPERIENCE BY TEE 165 GRADUATES

| Summers | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 15 | 2 | 0 | 2 |
| 14 | 2 | 2 | 4 |
| 13 | 0 | 5 | 5 |
| 12 | - 0 | 8 | 8 |
| 10 | 5 | 4 | 9 |
| 8 | 0 | 12 | 12 |
| 7 | 2 | 0 | 2 |
| 6 | 2 | 13 | 15 |
| 5 | 6 | 10 | 16 |
| 4 | 0 | 15 | 15 |
| 3 | 0 | 18 | 18 |
| 2 | 9 | 8 | 17 |
| 1 | 6 | 16 | 22 |
| Totals 100 | 34 | 111 | 145 |

From the survey it was evident that the Negro group did a considerable proportion of their work in summer terms. In all they attended 606 summers. Two men attended twelve summers, and meanwhile taught throughout the regular school
year. Twenty women attended eight summers, and eight attended seven. Further figures are given in Table KX . ,

TABLE XX
SUMMERS SPENT IN STUDY BEFORE GRADUATION BY THE 165 GRADUATES


CHAPTER IV .

EXPERIENGE, TEACHING LOAD, AND SALARIES

Of the 165 graduates, twenty taught only one or two years. One hundred and forty-five were teaching in 1929, the last year covered by this survey. The 145 graduates had taught a total of 1,391 years in the systems in which they were working at the time of the survey. This would be an aferage of 9.59 years for each graduate. Four men reported that they had taught twenty. Jears in their present positions, or 18.51 per cent of the total jears taught by the men and 5.75 per cent of the total years taught by the whole group. Six women had taught nineteen years in their present positions, or 11.88 per cent of the total years taught by the women, and 8.19 per cent of the grand total of years taught by the whole group. One. outstanding fact was that there was practically no turnover in the positions held by these graduates. More detailed data concerning the number of years taught in the present positions are given in Table XXI.

TABLE XXI
YEARS TAUGHT IN PRESENT SYSTEII

| Years | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 20 | 4 | 0 | 4 |
| 19 | 0 | 6 | 6 |
| 17 | 2 | 4 | 6 |
| 16 | 2 | 2 | 4 |
| 15 | 2 | 0 | 2 |
| 14 | 0 | 17 | 17 |
| 13 | 2 | 2 | 4 |
| 12 | 10 | 0 | 10 |
| 11 | 2 | 12 | 14 |
| 9 | 0 | 17 | 17 |
| 8.5 | 0 | 2 | 2 |
| 8 | 5 | 2 | 7 |
| 7 | 2 | 8 | 10 |
| 6 | 4 | 4 | 8 |
| 5 | 0 | 7 | 7 |
| 4 | 0 | 2 | 2 |
| 3 | 0 | 15 | 15 |
| 2.5 | 4 | 0 | 4 |
| 2 | 0 | 6 | 6 |
| Totals | 39 | 106 | 145 |

The graduates taught $1,942.5$ years or an average of 11.77 years for 165 teachers. Five wornen had taught 180 years, or thirty-six years each. The next highest number of years went to two men graduates who had taught thirtyfive years each, a total of seventy years for the two; and the third highest to two men who had taught thirty-one years each, a total of sixty-two years. Eight women had taught twenty-five years each or a total of 200 years, and fourteen women had taught eleven years each or a total of 154 years. For further figures see Table XXII.
$\therefore$ TABLE XXII.
NUNBER OF YEARS TAUGFT BY THE 165 GRADUATES

| Years | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 36 | 0 | 5 | 5 |
| 35 | 2 | 0 | 2 |
| 31 | 2 | 0 | 2 |
| 25 | 2 | - 8 | 10 |
| 23 | 2 | 4 | 6 |
| 20 | 0 | 2 | 2 |
| 19 | 2 | 0 | 2 |
| 18 | - 0 | 2 | 2 |
| 17 | 2 | 2 | 4 |
| 16 | 0 | 5 | 5 |
| 15 | 2 | 0 | 2 |
| 14 | 0 | 6 | 6 |
| 13 | 5 | 0 | 5 |
| 12 | 2 | 4 | 6 |
| 11.5 | 0 | 15 | 15 |
| 11 | 2 | 14 | 16 |
| 10 | 0 | 3 | 3 |
| 9 | 0 | 10 | 10 |
| 8 | 2 | 2 | 4 |
| 7 | 2 | 2 | 4 |
| 6 | 0 | 12 | 12 |
| 5 | 0 | 13 | 13 |
| 4 | 0 | 0 | 0 |
| 3 | 0 | 10 | 10 |
| 2.5 | 4 | 0 | 4 |
| 2 | 8 | 0 | 8 |
| 1.5 | 0 | 2 | 2 |
| 1 | 0 | 5 | 5 |
| Totals | 39 | 126 | 165 |

The number of periods a day taught by the graduates varied from two to twelve. Table XXIII gives the figures in detail. The median was six, which was more than the regular
teaching load. These teachers were required to carry too much work either because there was not enough money properly to support the schools or because the administrators had not hired enough teachers. The situation was unfortunate; an overburdened teacher cannot do her best work and cannot give pupils the care and the instruction which they need.

TABLE XXIII
PERIODS TAUGHT DAILY

| Periods | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 12 | 2 | 0 | 2 |
| 10 | 2 | 0 | 2 |
| 8 | 0 | 11 | 11 |
| 7 | 0 | 13 | 13 |
| 6 | 10 | 38 | 48 |
| 5 | 18 | 7 | 25 |
| 4 | 5 | 2 | 15 |
| 3 | 2 | 2 | 4 |

The 145 graduates reported the total number of pupils enrolled intheir classesin 1939 to be 5,091. See Table
XXIV. The median wass 35.11 students per class. This is considered an average-sized class.

TABLE XXIV
SIZE OF CLASS THIS YGAR

| Students | Men | Total |  |
| :---: | :---: | :---: | :---: |
|  | 0 | 8 | 8 |
| 75 | 0 | 2 | 8 |
| 50 | 0 | 18 | 2 |
| 46 | 0 | 4 | 18 |
| 42 | 0 | 2 | 4 |
| 41 | 0 | 20 | 2 |
| 40 | 10 | 8 | 20 |
| 35 | 8 | 0 | 18 |
| 32 | 4 | 3 | 8 |
| 30 | 5 | 0 | 7 |
| 29 | 0 | 0 | 2 |
| 25 | 0 | 0 | 5 |
| 24 | 0 | 10 | 4 |
| 21 | 2 | 0 | 8 |
| 20 | 0 | 16 | 10 |
| 18 | 0 | 4 | 5 |
| 17 |  | 106 | 16 |
| 12 |  |  | 4 |
| 10 |  |  |  |

The average length of the periods for recitation and study was reported to be forty-five minutes. See Table XXV. . According to the North Centrel Association, this period is not long enough. The length of the average period was Iowered, however, by the reports which came from the rural
schools and from those not affected 'by the rulings of the North Central Association. The states which reported unduly short periods were Texas, Florida, North and South Carolina, Maryland, Tennessee, and Kentucky.

TABLE XXV
LENGTH OF PERIODS

| Minutes | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| 60 | 7 | 30 | 37 |
| 55 | 10 | 8 | 18 |
| 50 | 5 | 17 | 22 |
| 45 | 2 | 20 | 22 |
| 40 | 8 | 15 | 23 |
| 35 | 2 | 0 | 2 |
| 30 | 3 | 12 | 12 |
| 25 | 2 | 16 | 18 |
| 20 | 0 | 8 | 8 |
| Not answered | 39 | 126 | 165 |
| Totals |  |  |  |

Most of the teachers reported that they were teaching in the elementary grades. Had the data been collected after 1939, the reports would undoubtedly have been somewhat
different. One of the women, however, was teaching in a teachers: college. Attention should be called to the variety of subjects taught by those teaching on the junior high, school level, as indicated in Table XXVI.

1 Irene Turner, Professor of Home Economics, Cheyney Training School for Teachers, Cheyney, Pa.

TABLE XXVI.
SUBJECTS TAUGET

|  |  | Junior | High | Junior |
| :---: | :---: | :---: | :---: | :---: |
| Subject | College | College | School. | High School Total |
|  | Men Women | Men Women | Men Women | Men Women |


| Mathematics | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 12 | 18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Physical Education | 0 | 0 | 0 | 0 | 2 | 8 | 6 | 2 | 18 |
| English | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 12 | 16 |
| Elementary <br> Education | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Biology | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 7 |
| French | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 6 |
| Home <br> Economics | 0 | 1 | 0 | 5 | 0 | 0 | 0 | 0 | 6 |
| Science | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| $\begin{gathered} \text { Industrial } \\ \text { Arts } \end{gathered}$ | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 4 |
| Commerce | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| Art | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Latin | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Totals | 5 | 9 | 0 | 5 | 18 | 19 | 14 | 32 | 102 |

TABLE XXVII
GRADE TAUGHT

| Teacher of: | Women | Percent | Men | Per Cent Total |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Primary | 25 | 19.84 | 0 | 0 | 25 |
| Elementary | 21 | 16.66 | 0 | 0 | 21 |
| Intermediate | 15 | 11.90 | 0 | 0 | 15 |
| Totals | 61 | 48.40 | 0 | 0 | 61 |

Of the group, 163 reported that they began teaching an average year of eight and eight-tenths months at an average salary of $\$ 843.58$. Two men and two women did not report their beginning salary. The average beginning salary for the men was $\$ 941.83$, and for the women $\$ 827.87$, with a dif ference between the two of $\$ 113.96$. Such salaries are now considered rather small for beginners, but for the period covered by this survey, they were high. In the early nineties they would be considered large for teachers. In fact, few college teachers received that much. The cost of living was low, and naturally salaries were smaller. Some of the earlier teachers reported salaries as low as $\$ 200$ for ten months! work. Even now a beginning teacher in South Carolina is receiving only $\$ 630$ a year. Note Table XXVIII.

TABLE XXVIIT
SALARY RECEIVED AS A BEGINNING TEACHER

| Salary | Men | Women | Months | Total <br> Salary |
| :---: | :---: | :---: | :---: | :---: |
| \$1,400 | 0 | 2 | 10 | 霫2,800 |
| 1,350 | 3 | 1 | 10 | - 5,400 |
| 1,350 | 2 | 0 | 9 | 2,700 |
| 1,250 | 2 | 0 | 10 | 2,500 |
| 1,200 | 8 | 4 | 10 | 14,400 |
| 1,140 | 0 | 8 | 10 | 19,120 |
| 1,125 | 2 | 0 | 9 | 2,250 |
| 1,100 | 2 | 6 | 10 | 8,800 |
| 1,020 | 0 | 6 | 9 | 6,120 |
| 1,000 | 2 | 18 | 10 | 20,000 |
| 1,000 | 0 | 2 | 9.5 | 2,000 |
| 996 | 0 | 2 | 12 | 1,992 |
| 950 | 0 | 4 | 9.5 | 3,800 |
| 900 | 2 | 11 | 9 | 11,700 |
| 850 | 0 | 2 | 8 | 11,700 |
| 836 | 0 | 2 | 9.5 | 1,672 |
| 816 | 0 | 5 | 8 | 4,080 |
| 810 | 0 | 7 | 9 | 5,670 |
| 800 | 2 | 2 | 8 | 3,200 |
| 750 | 0 | 1 | 10 | , 750 |
| 720 | 0 | 9 | 9 | 6,480 |
| 630 | 4 | 4 | 9 | 5,040 |
| 584 | 2 | 0 | 8 | 1,168 |
| 540 | 2 | 0 | 9 | 1,1,080 |
| 524 | 0 | 2 | 8 | 1,048 |
| 520 | $\bigcirc$ | 2 | 8 | 1,040 |
| 480 | 0 | 2 | 8 | - 960 |
| 456 | 0 | 2 | 8 | - 912 |
| 440 | 0 | 2 | 8 | 880 |
| 360 | 2 | 0 | 8 | 720 |
| 352 | 0 | 1 | 8 | 352 |
| 330 | 2 | 0 | 6 | 660 |
| 301 | 0 | 10 | 7 | 3,010 |
| 200 | 0 | 7 | 5 | 1,400 |

The annual salaries of the 165 teachers, each with an average of twelve years' experience, amounted to $\$ 246,718$; which would be an average salary of $\$ 1494.04$. The median number of months in the teaching year was 9.76 , which was .96 longer year than that of the beginning teacher. The total salary of $\$ 246,718$ was $\$ 109,214$ more than that rem ceived by the teachers as beginnergt. This was an increase of $\$ 31,540$ for the men and 477,694 for the women. The increases in salary were the result of the teacher training law, advanced training for teachers, and the teacher tenure law. They did not, however, compensate for the increase in the cost of living and the high standards which teachers must meet. Table XXIX gives complete figures for the salardes of the teachers in 1039, the year of the survey.

PABLE KXIX.
PRESENT SALARY RECEIVED

| Salary | Men | Women | Months | Total |
| :---: | :---: | :---: | :---: | :---: |
| \$2,700 | 0 | 2 | 12 | \$ 5,400 |
| 2,600 | 3 | 0 | 10 | 7,800 |
| 2,400 | 2 | 2 | 9 | 9,600 |
| 2,400 | 3 | 0 | 12 | 7,200 |
| 2,173 | 0 | 3 | 10 | 6,519 |
| 2,100 | 0 | 3 | 10 | 6,300 |
| 2,050 | 2 | 0 | 10 | 4,100 |
| 1,950 | 2 | 0 | 9.5 | 3,900 |
| 1,900 | 2 | 3 | 9.5 | 9,500 |
| 1,900 | 0 | 2 | 9 | 3,800 |
| 1,900 | 0 | 6 | 10 | 11,400 |
| 1,800 | 0 | 4 | 10 | 7,200 |
| 1,800 | 7 | 0 | 9 | 12,600 |
| 1,770 | 0 | 5 | 10 | 8,850 |
| 1,700 | 0 | 10 | 9 | 17,000 |
| 1,600 | 4 | 14 | 10 | 28,800 |
| 1,567 | 2 | 5 | 9.5 | 10,969 |
| 1,550 | 0 | 3 | 10 | 14,650 |
| 1,550 | 0 | 3 | 9.5 | 4,650 |
| 1,460 | 4 | 0 | 10 | 5,840 |
| 1,350 | 0 | 2 | 10 | 2,700 |
| 1,215 | 0 | 7 | 10 | 8,505 |
| 1,200 | 2 | 0 | 9 | 2,400 |
| 1,200 | 0 | 3 | 12 | 3,600 |
| 1,128 | 0 | 7 | 12 | 7,896 |
| 1,125 | 0 | 6 | 9 | 6,750 |
| 1,100 | $\bigcirc$ | 5 | 10 | 5,500 |
| 1,080 | 0 | 4 | 10 | 4,320 |
| 1,035 | 0 | 5 | 9 | 5,175 |
| 980 | 0 | 5 | 8 | 4,900 |
| 920 | 2 | 0 | 8 | 1,840 |
| 900 | 0 | 10 | 10 | 9,000 |
| 720 | 0 | 3 | 9 | 2,160 |
| 657 | 2 | 0 | 9 | 1,314 |
| 630 | 2 | 0 | 9 | 1,260 |
| 360 | 0 | 2 | 9 | 720 |

CULTURAL INTERESTS, AVOCATIONAL PURSUITS, AND RELIGION The group spent $\$ 805.50$ a year for subscriptions to sixty-elght professional magazines. See Table XxX. This was an average of .6 subscriptions a teacher and an average cost for each of $\$ 7.82$. This was only .35 per cent of the average annual salary. Ninetymfour of the women subscribed for 72 per cent of the purely cultural magazines. Thirtyfive of the men subscribed for 28 per cent of the profesm sional magazines. The men were more interested in this type as it kept them abreast of the professional news and achievements and of the writings and research in their own departments. The money spent for magazines was very small compared with the salaries the teachers received.

TABLE XXX.
PROFESSIONAL OR PEDAGOGICAL MAGAZINES RECEIVED BY GRADUATES

| Cost | Men | Women | Number |
| :---: | :---: | :---: | :---: | | Motal Cost |
| :---: |
| Per Year |

The reading of the group for the year of the survey included most of the best-sellers for 1939. The list is given in Table XXXI. The men had a tendency to read books. on international problems, history, and psychology, although in their reading were included also a great many novels. Six of the men had not read a single book during the year.

The women read only 13.7 per cent of the books read by the men. Apparently they preferred sentimental sex novels, ones which, in the main, did not seem to appeal to the men. The results of the question on reading were interesting because they revealed the tendency of the graduates to do some read. ing for relaxation, even though they had so many duties to perform. This was somewhat unusual as many professional people read few books except those which pertain to their profession.

TABLE XXXI

## BOOKS READ THIS YEAR



Table XXXII Gives the list of newspapers and magazines of general interest subscribed to by the Negro graduates of Indiana State Teachers College. They read especially the Pittsburgh Courier, the Chicago Defender, and the Afro-American, weekly Negro newspapers, for the current events and for the economic, political, fraternal, religious, and sport news that are vital to the average intelligent citizen of the Negro race. All of them read their local papers. A large proportion of them read extensively in the magazines and newspapers upon such subjects as food and nutrition, canning, dentistry, politics, history, biography, children, literature, aviation.

## $=$ TABLE XXXII

GENERAL READING DONE THIS YEAR

| Title | Men | Women | Total |
| :--- | ---: | ---: | ---: |
|  |  |  |  |
| Pittsburgh Courier | 39 | 126 | 165 |
| Afro-American | 39 | 126 | 165 |
| Chicago Defender | 39 | 126 | 165 |
| Literary Digest | 16 | 86 | 102 |
| Readers Digest | 25 | 26 | 51 |
| Collieris | 6 | 40 | 46 |
| The Crisis | 15 | 26 | 41 |
| History | 2 | 27 | 29 |
| Harpers | 0 | 28 | 28 |
| Youths Companion | 0 | 28 | 28 |
| Time | 22 | 2 | 24 |
| Ladies Home Journal | 1 | 20 | 21 |
| Current History | 6 | 12 | 18 |
| Esquire | 15 | 0 | 15 |
| Politics | 5 | 5 | 10 |
| Canning | 0 | 6 | 6 |
| Foodand Nutrition | 0 | 5 | 5 |
| Teaching Arithmetic | 0 | 2 | 2 |
| Study Courses | 0 | 2 | 2 |
| McCalls | 0 | 2 | 2 |
| Dental | 1 | 0 | 1 |
| Technical Aviation | 0 | 1 | 1 |

Sixty-eight of the group had incomes other than their salaries. It was significant that such a large percentage had such incomes. These included income from property, the sale of books (written by themselves), business, dentistry, private tutoring, lecturing, and the writing of articles for periodicals. The women had $\$ 28,160$ more outside income than
the men. Note Tabie XXXIII. Forty of the women had additional income, and twenty-eight of the men. The percentage of the men was higher, but as already indicated, their outside income was much less in proportion. It seems that the women had more business ability and more foresight than the men, or else they had developed these qualities.

TABLE XXXIII
INCOMES OTHER THAN SALARY

| Amount | Men | Women | Total |
| :---: | :---: | :---: | :---: |
| $\$ 2,160$ | 0 | 2 | 2 |
| 1,500 | 0 | 10 | 10 |
| 1,000 | 0 | 3 | 3 |
| 600 | 3 | 4 | 7 |
| 500 | 8 | 0 | 8 |
| 300 | 0 | 15 | 15 |
| 200 | 2 | 0 | 2 |
| 150 | 15 | 0 | 15 |
| 65 | 0 | 6 | 6 |

This survey showed that 152 graduates had twentyseven different hobbies. These are indicated in Table XXXIV. It was significant that 92.12 per cent of the teachers had some spare time to enjoy as they pleased.

Eighty-seven of the women, or 52.72 per cent, reported sewing as a hobby. Eighty-three, 14 men and 69 women, rea ported the raising of flowers. Sixty-six, six men and 60 women, reported gardening. Sixty-five, eight men and 57 women, reported reading. The most popular hobby among the men was athletics. Twenty men and 49 wromen reported it.

## TABIE XXXIV

HOBBIES


Of the group, 102, or 61.81-per cent, were members of a secret society; thirty-four of the men, 87.1 per cent, vere members of a fraternity. All of the graduates had become members of their organizations after graduation, not because they did not want to join secret organizations during their college days, but because there were none functioning on the campus. By a ruling of the college, national fraternities were not allowed to operate on the campus.

The secret society is a social outlet for socially minded teachers. It forms a medium through which they may have something in common with other people when they enter a new community. Kappa Alpha Psi was much popular among the men, and Sigma Gamma Rho among the women. Further data are given in Table XXXV.

TABLE XXXV
MEMBERSHIP IN FRATERNITIES

| Men |  | Women |  |
| :---: | :---: | :---: | :---: |
| Name | No. | Name | No. |
| Kappa Alpha Psi | 18 | Sigma Gamma Rho | 35 |
| F. end A. Masons | 12 | Alpha Kappa Alpha | 13 |
| Omega Psi Phi | 4 | Daughters of Eastern Star | 6 |
|  |  | Kappa Delta Psi <br> Zeta Phi Beta | 5 |
|  |  | Delta Sigma Theta | 4 |
| Totals | 34 |  | 68 |

One hundred forty-six graduates, thirty men and 116 women, said that they belonged to some religious denomination -- Table XXXVI. Of this number 119 reported that they took active part in their respective churches. Few groups, perhaps none, would have made a better showing. It is significant that these busy teachers found time to devote to the work of their community churches. Surely nothing could show a finer social spirit.

TABLE XXXVI
REIIGIOUS PARTICIPATION

| Belonging to Church |  |  |  | Take an Active Part |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Men |  | Women | Total |  | en | Women | Total |
| Yes | 30 | 116 | 146 | Yes | 28 | 89 | 117 |
| No | 9 | 10 | 19 | No | 11 | 37 | 48 |

## SUMMARY AND CONCLUSIONS

This survey has show that a few of the graduates did not stay in the teaching profession, that 12 per cent of the men entered the vocations of dentistry, medicine, civil and mechanical engineering, salesmanship, pharmacy, meteorology, and agriculture. It has shown that the women graduates had the greater number of teachers, with only 6 per cent of them entering other vocations. These were secretarial work; in surance, aviation, beauty culture, writing, music, and marriage. Twenty per cent of the women reported that they had married. The ages of the graduates at the time they reo ported ranged from twenty-two to fifty-eight years; thus there were many more useful years of teaching for these teachers. It was found that the men on an average were three years older than the women, but the reason was that the men were older when they entered college. It was found. that the medien age for all the graduates was twenty-three years. This low median resulted from the fact that near the midpoint of the period covered by this survey, the graduates from the secondary schools began to complete their work at . the ages of sixteen to eighteen years. During the early years covered by the survey, the graduates from the secondary schools seldom completed the required work before the
ages of nineteen to twenty-one years.
It was found that the majority of the graduates, iol, were born in cities. Twenty-five of the men and seventy-six of the women made up this group. Fourteen of the men and fifty of the women were born in rural districts. Thus the proportion of women was greater than that of men.

A hundred one of the Negro graduates of Indiana state Teachers College came from Indiana, and thirty-seven came from Kentucky, the state which furnished the second largest number of graduates. Since this survey was made, a special committee appointed by the Governor of Kentucky approved the admittance of all Negro students to the state university for graduate and post-graduate work. The number of Negro graduates of Indiana State Teachers College may, therefore, be somewhat smaller in the future.

The survey disclosed that seventyothree of the graduates, twenty-one men and fifty-three women, either owned property or were purchasing it. This number seems large when one considers that during most of the time covered by the survey, the salaries received by the group were not. adequate to the training which they had received and to the demands made upon them by the communities in which they taught. With the adoption of the minimum standard for salaries and the passage of the License Law in 1923, the salaries have been better adjusted to the teachers training and
experience. Sincie then, it has naturally been easier for teachers to buy property. Since 47.6 per cent of the women were not married, it was natural that the percentage of the women buying property was smaller than that of the men. The survey showed that 93 of the 165 graduates were married. In many states the educational authorities had come to recognize marriage as desirable for both men and women teachers. Many large cities did not discriminate in any way against married women teachers; small towns and rural districts had been slow, however, to adopt this attitude. Thirty-seven of the teachers had married more then one time; this fact seemed to mean that one marriage in five had been a failure. The reason the teachers gave for separation was that they had married before completing their college training. Thirty-five of the married graduates had children; thus in every thirty-one families, eleven had children. To the married graduates there were born eightyfour children, an average of two and five tenths children for each family. This number was one third below the national norm for the period covered by this survey, but . probably any group of teachers would have fewer children than the national norm. Two women graduates had eight children, and two men graduates had six. These exceptionally large families belonged to graduates who had left the teaching profession. Their reports did not indicate that
they were financially successful."
Ninety graduates paid board while teaching; the ánount they paid averaged $\$ 32.10$ per month. The women paid an averm age of $\$ 12.45$ more a month than the men. This situation was not unusual because women, wherever they live, must pay more board than men.

Bighty-three of the graduates owned automobiles. Naturally, they considered them a necessity, not a luxury. Their automobiles furnished them an economical and sure means of travel to their schools and to the meetings which they had to attend in all kinds of weather. The graduates owned cars which were within their means. Forty-two owned Fords, Chevrolets, and Plymouths, and the rest owned Buicks, Dodges, Studebäkers, Oldsmobiles, and Terraplanes.

The two-year elementary course at Indiana State Teachers College had the greatest number of the 165 graduates, with the college department second, and the threem year course third. Sixty of the women selected the two year course, forty-four the college course, and seventeen the three-year course. More of them enrolled on the twoyear course because they could take a teaching position sooner and thus could more easily finence the remainder of their college careers. Thirty-six of the men enrolled in the college department, and only three of them on the shorter courses. Of the women graduates of the two-year
course 23.8 per cent did not continue their training, and 15 per cent reported the three-year course as their highest training. Fifty per cent of the graduates from the two-year course continued their college training, and 15 per cent of the women graduates on the three-jear course. Eleven of the men continued their training above the undergraduate level and 15 of the women.

The graduates in the earlier years of this survey enrolled in English, social studies, and Latin courses, which were considered the necessary courses at all colleges until the early part of the 1920's, when the industrial arts, the practical arts, and the special arts courses were introduced in the educational institutions of America. This change to a. "training of the hands as well as the mind" was a God's blessing to the adolescents who were unable to continue their training even through the secondary schools of the nation. Guite often adolescents had lost interest in their studies, which were hard to master, and they were not able to use what they did learn in the economic world after they left school. Indiana State Teachers College was one of the first teachers: colleges to recognize the value of the special arts in education and to include them in its curricula. The Home Economics Department had nine of the women graduates surveyed; the Industrial Arts Department had two; the Commerce and Mathematics Departments eight, and the Music Department four.

The recent interest in these fields has revolutionized the secondary schools and the colleges.

The Department of Administration and Supervision had one graduate. This department had been shunned by the Negro graduates until the last years of the period covered by the survey. It is safe to say that in the future more graduates will take administration and supervision, since the state licensing laws require a special course of study for this field of education...

The average age at graduation reported by the graduates was twenty-five years, which was not old according to the nom for the nation at that time. There was a difference of 1.I years between the ages of the men and the women. The range in ages was from eighteen to thirty-six years. This low age at graduation resulted from the lowered age of high school graduates after the special subjects were introm duced into the high school curriculum.

Before their graduation the group had attended col lege during the summer for a total of 606 summers, an average of three and sixty-seven hundredths summers for each. Two men went 12 sumers because they were teaching and could not attend during the regular college year. For the same reason, four women attended seven summer sessions. Another reason given by the graduates for their having attended summer terms was that they had to work outside of school
hours and the college would not allow them to carry a full sixteen-hour program. They attended summer terms in order to be graduated sooner.

The graduates had taught a total of 1,943 jears or an average of 12 for the 165 teachers. Five women in active service at the time of this survey had taught 180 years, 36 Jears each. This is a splendid record for any teacher. Two men had taught 35 years each, and eight women had taught 25 years each.

The average size of the classes in the year of the survey was 30.8 students, a number which is accepted by the North Central Association. Under good conditions excellent work can be done with a class of this size. The average length of the period for recitation and study was found to be forty-five minutes. This is not the median length recommended by the North Central Association. The report was lowered by the norms from Florida, North and South Carolina, Maryland, Tennessee, Texas, and Kentucky.

The average number of months taught for beginning teachers as reported was eight and eight-tenths for an average salary of $\$ 833.33$. The men had an average of $\$ 941.83$ and the women of $\$ 814.75$, a difference of ${ }^{(127.10}$. For the Jears covered by this survey, the salary for new teachers was good in comparison with the economic standards and the cost of living. In the generation before World War I our
country had its best period economically, but during the war everything went rocketing skyward except teachers! salaries.

The average salary of the teachers of the group in 1939 was $\$ 1,489.26$. The average experience was twelve years, and the average number of months in the school year was nine and eight-tenths. This salary was $\$ 664.13$ more than the average beginning salary, an increase of 80.5 per cent. However, in proportion to the educational requirements, the social demands, and the high cost of living, the salaries had in reality not increased. Prices of everything had increased more than 100 per cent over the period covered in this survey.

Sixty-eight graduates reported incomes besides their salaries from teaching. The sources of this income were rental property, the sale of books (written by themselves), private tutoring, lecturing, music, athletics, dentistry, and articles for periodicals. The women graduates reported 95.3 per cent of the extra income. Al though 28 of the men, or 71 per cent, reported additional income, the women reported 95.3 per cent of the grand total of outside income. Thus, it would seem that the women graduates surveyed had more business acumen than the men.

One hundred forty-six of the graduates, or 88.42 per cent, reported that they belonged to some church. This report is encouraging, for in the fall of 1939 there was much
internal strife in our own country. The fact that so many of the Negro teachers were interested in the church and in the ideals which it represents speaks well for their influence over the children under them.

This forty-two year survey of the Negro graduates of the Indiana State Teachers College would seem to be a measure of all the Negro graduates as to their personal differences, their economic status, their educational preparation, their salaries, their religious activities, etc. It, therefore, contains material which should be incorporated in the records of the college. It reveals the Negro student and graduate as ambitious, hardworking, willing to make any sacrifice for an education. It reveals him further as a successful teacher, progressive in his profession and economically competent.

It should be encouraging to all students, who, through no fault of their own, must earn their living while attending college. The Negro graduates surveyed had taught 1,378 years and in that time had contributed much towards the growth of Indlana State Teachers College and towards its standing in the state and in the country at large. As students they traveled along the hard road, where each foot of the way was paved with sacrifices, heartaches, bitter sarcasm, ridicule, discouragement, and clannishness. This difficult road attaacts many students, but only those with
an unconquerable purpose can follow it to the end. Always, however, the rewards to be gained repay the hard work and the sacrifices.

In the light of this survey, the writer would like to make to the college certain recommendations, some of which relate particularly to Negro students. They are as follows: 1. That the college get a better understanding of each student's economic status and secure for students who need help odd jobs which will give them a fair return for their labor.
2. That each student put his class work first, take part in some church activity and in some other community activity.
3. That the college provide housing facilities for the Negro in such a manner that those who must earn their room and board may do so without missing many meals.
4. That each instructor give every student a fair opportunity to participate in the recitations and in all class activities.
5. That the college instruct the field agents for the placement bureau to seek positions for the graduates of all race groups.
6. That all final examinations given be purely objective and that the grading of the examinations be placed in the hands of an exemining board appointed by the president of the college.

APPENDIX

## APPENDIX

Following is a copy of the letter which, accompanied by the questionnaire, was mailed to the graduates during this survey:

> 619 South 4th Street Terre Haute, Indiana September 30,1939

## Dear Alumnus,

I will appreciate your cooperation with me in writing my thesis on, "A Forty-two Year Survey of the Negro Graduates from Indiana State Teachers College." Please return immediately or at your earliest convenience.

Very truly yours,
(Signed) Verner K. Howell

A copy of the questionnaire may be found on the next page.

- QUESTIONNAIRE

1. Sex: M () ; F ()

Age $\qquad$
2. Type of occupation: $\qquad$
3. Place of birth: Rural (); City ( ); What State $\qquad$
$\qquad$
4. Are you buying a home? Yes ( ) No ( ). Do you own your home? Yes ( ) No ().
5. Do you live with your parents ( ) or relatives while teaching ( ) or board ()?
6. Do you pay board and room while teaching? Yes () No ()
7. How much per month? $\qquad$
8. Do you own a car? Yes () No (.). What make? $\qquad$
9. Do you have a savings account? Yes ( ) No ( ).
10. Are you married? Yes () No (). If so, how many children have you? $\qquad$
11. Have you married more then one time? Yes () No (); two times Yes ( ) No ( )?
12. Did you work while attending college? Yes ( ) No ( ). Kind of work done? $\qquad$
13. Which course did you take at college? Old three year (); Two year (); College A.B. () or B.S. () ; M.A. () or M.S. ()?
14. Check only the highest degree of training you have completed to date:
(a). Degree: Ph. D. ( ); Master ( ); Bachelor ().
(b). College training: Three years (); Two years (); One year ().
(c). H. S. training: Four years (); Three years (); or less ().
15. How old were you when you graduated from college? $\qquad$
16. How old were you when you began teaching? $\qquad$ major or minor
17. Course pursued by:
(a). Elementary teacher $\qquad$
(b). H. S. teacher
(c). College teacher
(d). University teacher $\qquad$
18. How many summers have you spent in study since you began teaching? $\qquad$
Total hours earned: (Check one) Semester hours () or Term hours ().
19. How many summers did you spend in study before you graduated? $\qquad$
20. How many years have you taught in your present school system? $\qquad$
21. How many periods do you teach a day? $\qquad$
22. How many years have you taught? $\qquad$
23. What is the average size of your classes this year?
24. Length of period?
25. What subjects or grades do you teach?
(a). University
(b). College
(c). Junior College
(d). Senior High School
(e). Junior High School
(f). Elementary
(g). Intermediate
(h) . Primary
(i). Others
26. What salary did you receive as a beginning teacher? ——_ For how many months? $\qquad$
27. What is your present salary? For how many months? $\qquad$
28. To how many professional or pedagogical magazines are you a subscriber? $\qquad$ Approximate cost per year?
29. What novels have you read this year? $\qquad$
$\qquad$
30. What general reading have Jou done this year? $\qquad$
$\qquad$
31. Do you have any other income besides your salary? Yes ( ) No ( ) If so, how much per year? $\qquad$
32. Do you carry life insurance? Yes ( ) No () What company? $\qquad$
33. Cost per year $\qquad$ ; Amount insurea
34. Do you have a hobby? Yes (.) No ( ). Cross word () Canera ( ) Collecting stamps () Hiking () Fishing () Hunting () Knitting ( ) Flowers ( ) Gardening ( ) Cards ( ) Athletics ( ) Reading ( ) Checkers ( ) or others
35. Do you belong to a fratemal order? Yes ( ) No ().
36. What sorority $\because \because \because \because \because \because \because O \quad$ or fraternity $\qquad$
37. Do you belong "to a church? Yes () No (). Do you take an active part in its activities? Yes () No (). Note: If you wish to make any comments, do so but sign your name.


[^0]:    IJ. R. Lytle, Terre Haute, Indiana

[^1]:    2Willa B. Brown, Chicago, Illinois
    3oscar Hammonds, Reno, Nevada
    ${ }^{4} \mathrm{H}$. A. Perry, Kokomo, Indiana
    5. Hendricks, Le Hendricks, and Helea Best, ail from Evansville, Indiana
    ${ }^{6}$ Jane Shackelford and Evangeline H. Merriweather, Terre Haute, Indiana

