

12-1-1945

A forty-two year survey of the Negro graduates from Indiana State Teachers College

Verner Karl Howell
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A FORTY-TWO YEAR SURVEY OF
THE NEGRO GRADUATES FROM INDIANA STATE TEACHERS COLLEGE

Contributions of the Graduate School
Indiana State Teachers College

INDIANA STATE
TEACHERS COLLEGE
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Submitted in Partial Fulfillment
of the Requirements for the
Master of Science Degree
in Education

Date of Acceptance

by

Verner Karl Howell

December 1945

The thesis of Verner Karl Howell,
Contribution of the Graduate School, Indiana State
Teachers College, Number 527, under the title
A Forty-Two Year Survey of the Negro Graduates
from Indiana State Teachers College

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

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Date of Acceptance _____

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training, teaching, and other professional and
their cultural and avocational pursuits.

W. B. Lytle, Terre Haute, Indiana

CHAPTER I

INTRODUCTION

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 Negro¹ 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 Indiana State Teachers College. Thus, this thesis is best 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.

¹J. R. Lytle, Terre Haute, Indiana

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 normal 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 prescribed work for graduation from the Indiana State Teachers College, then the Indiana State Normal School, was J. R. Lytle, Terre Haute, Indiana, who was graduated in the class 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 students 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 Historical

²Willie B. Brown, Chicago, Illinois

³Oscar Hammonds, Reno, Nevada

⁴H. A. Perry, Kokomo, Indiana

⁵B. Hendricks, L. Hendricks, and Helen Best, all from Evansville, Indiana

⁶Jane Shackelford and Evangeline H. Merriweather, Terre Haute, Indiana

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.

CHAPTER II.

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 1929 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 mechanical 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	1	1
Meteorologists	1	0	1
Ministers	1	0	1
Organists	0	1	1
Totals	39	126	165

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
Totals	64	101	165	99.99

Native State. Indiana led in the number of Negro graduates with 101. Kentucky was second with 37. This fact is not surprising as Kentucky has no teachers' college for Negro students. 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.

TABLE III

NATIVE STATE OF THE 165 GRADUATES

State	Men	Women	Total Graduates
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
California	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 Married	Men Number	Women Number	Total Number	Total 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
Totals	39	126	165	99.97

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	0	2	16
Totals	14	19	84

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 cent 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 Mammoth Insurance had 16.36 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 Gibraltar Company 3.03 per cent. The Mammoth, the Victory Life, and the Gibraltar 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 Life, Washington Annuities, National, Church Relief, Supreme Liberty Life, Gulf, Government, Teachers' Retirement, and United States Department of Agriculture (group insurance).

TABLE VI

LIFE INSURANCE POLICIES HELD BY 165 GRADUATES

Insurance Company	Men	Women	Total
Teachers Retirement	39	115	154
Metropolitan	26	80	106
Mammoth	2	25	27
Empire	3	14	17
Victory Life	7	8	15
Washington National	0	12	12
New York	4	2	6
Gibraltar	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 indicated in Table VII. They paid a total of \$6,652.96 a year 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 yearly 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

PREMIUMS PAID BY THE 165 GRADUATES

Cost	Insured	Women	Men	Total Cost	Total Insured
\$250.00	\$6,500	1	0	\$250.00	\$6,500
212.76	3,500	1	0	212.76	3,500
210.00	5,000	0	1	210.00	5,000
110.00	3,000	0	1	110.00	3,000
108.00	3,000	3	0	324.00	9,000
105.00	5,000	0	1	105.00	5,000
75.00	1,500	7	0	525.00	10,500
75.00	3,000	1	0	75.00	3,000
72.00	5,000	12	0	864.00	60,000
72.00	2,500	0	3	216.00	7,500
71.00	3,000	0	2	142.00	6,000
60.00	2,000	3	0	180.00	6,000
60.00	2,500	0	1	60.00	2,500
60.00	1,500	0	6	360.00	9,000
58.00	2,500	0	5	290.00	12,500
52.00	1,000	7	0	364.00	7,000
50.00	2,000	7	0	735.00	14,000
50.00	1,500	0	3	200.00	4,500
48.00	1,000	0	3	144.00	3,000
47.00	1,500	3	0	141.00	4,500
46.80	1,000	0	2	93.60	2,000
45.00	1,500	0	4	180.00	6,000
44.00	2,700	0	5	220.00	13,500
40.00	1,000	20	0	800.00	20,000
35.00	1,000	2	0	70.00	2,000
34.00	1,000	2	0	68.00	2,000
30.00	1,000	2	0	60.00	2,000
30.00	536	6	0	180.00	3,216
28.00	2,100	1	0	28.00	2,100
25.00	1,206	5	0	125.00	6,030
25.00	400	0	1	25.00	400
18.00	500	3	0	54.00	1,500
17.00	1,000	1	0	17.00	1,000
17.00	500	11	0	187.00	5,500
15.00	800	2	0	30.00	1,600
15.00	500	1	0	15.00	500
13.00	345	1	0	13.00	345
12.00	500	4	0	48.00	2,000
10.40	250	9	0	93.60	2,250

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 received 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 PURCHASING AND OWNING PROPERTY

	Purchasing Property		Own Property
	Yes	No	Yes
Women	52	52	22
Men	21	8	10
Totals	73	60	32

Fifty-five of the graduates, fifteen men and forty women, lived with their parents and were not married. No 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 RELATIVES

	Parents Yes	No	Relatives Yes
Women	40	81	5
Men	15	18	6
Totals	55	99	11

Eighty-three, twenty-seven 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. Thirty-four had Buicks,

Studebakers, Dodges, and Oldsmobiles, but the other fifty-nine had the less expensive cars.

TABLE X
AUTOMOBILE OWNERS

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	3
Terraplane	2	0	2
Totals	27	56	83

One hundred twenty-five, thirty men and ninety-five 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-fourths 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
Women	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-eight 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 COLLEGE

Men		Women		Total	
Yes	28	Yes	75	Yes	103
No	11	No	51	No	62

Seventy-seven of the women enrolled in college 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 91.3 per cent

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
Janitor	0	2	2
Preacher	1	0	1
Insurance	0	1	1
Landscaper	1	0	1
Chauffeur	1	0	1
Totals	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
COURSES COMPLETED BY THE 165 GRADUATES

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

Many 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 Master'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 study and for degrees.

Some of the graduates earned their advanced degrees from other colleges and universities, namely, Ohio University, 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 requirements 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 indicated in Table XV. In other words, thirty per cent of the men surveyed earned the degree and nine per cent of the women. Eighty-six earned only the Bachelor's degree, twenty-eight men and fifty-eight 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 thirty-six years as shown in Table XVI. The average age reported was about twenty-five years with a difference of one and one-tenth years between the average ages of the men and the women. Obviously this average age was lowered by the fact that in recent years graduates of high schools have been much younger.

TABLE XVI

AGE WHEN THE 165 GRADUATED

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	2	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 years. 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 years. 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 earlier than 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.

23

21

20

19

18

17

Totals

86

100

165

TABLE XVII

AGE AT BEGINNING OF TEACHING EXPERIENCE

Age	Men	Women	Total
36	0	4	4
32	1	0	1
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
20	2	12	14
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. Eighty-six, 30 men and 56 women, 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 commerce, four in music, four in chemistry, and one in educational administration and supervision.

These data can be more clearly seen in Table XVIII.

The replies to the questionnaire showed that 141 attended summer school after they began teaching. A large four men and 111 women. The women attended 89.29 per cent of the time, and the men 55 per cent. See Table XIX.

TABLE XVIII

COURSES PURSUED BY 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	3	4
Music	2	2	4
Industrial Arts	2	0	2
Latin	0	2	2
Education	1	0	1
Spanish	0	1	1
Totals	39	126	165

The replies to the questionnaire showed that 145 attended summer school after they began teaching, thirty-four 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 summer school deserve special credit and adequate economic return. 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 100

From the survey it was evident that the Negro teacher did a considerable proportion of his work in summer term. In all they attended 606 summers. Two men attended twice annually, and meanwhile taught throughout the regular school

TABLE XIX
SUMMER STUDY SINCE BEGINNING OF TEACHING
EXPERIENCE BY THE 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 XX.

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

Summers	Men	Women	Total
12	2	0	2
8	2	20	22
7	0	8	8
6	2	0	2
5	2	14	16
4	7	15	22
3.5	0	3	3
3	4	20	24
2	2	18	20
1.5	0	3	3
1	18	25	43
Totals	39	126	165

CHAPTER IV

EXPERIENCE, 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 average of 9.59 years for each graduate. Four men reported that they had taught twenty years in their present positions, or 18.51 per cent of the total years 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 SYSTEM

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 women had taught 180 years, or thirty-six years each. The next highest number of years went to two men graduates who had taught thirty-five 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.

TABLE XXII
NUMBER OF YEARS TAUGHT 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	10	15
3	0	2	2
2	2	2	4
Study Totals	39	83	122

The 145 graduates reported the total number of pupils enrolled in their classes in 1939 to be 5,091. See Table

XXIV. The median was 35.11 students per class. This is considered an average-sized class.

TABLE XXIV
SIZE OF CLASS THIS YEAR

Students	Men	Women	Total
100	0	8	8
75	0	2	2
50	0	18	18
46	0	2	2
42	0	4	4
41	0	2	2
40	0	20	20
35	10	8	18
32	8	0	8
30	4	3	7
29	2	0	2
25	5	0	5
24	0	4	4
21	8	0	8
20	0	10	10
18	0	5	5
17	2	0	2
12	0	16	16
10	0	4	4
Totals	39	106	145

The average length of the periods for recitation and study was reported to be forty-five minutes. See Table XXV. According to the North Central Association, this period is not long enough. The length of the average period was lowered, 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	0	12	12
25	3	0	3
20	2	16	18
Not answered	0	8	8
Totals	39	126	165

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.¹ Attention should be called to the variety of subjects taught by those teaching on the junior high school level, as indicated in Table XXVI.

Subject	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
English	1	1	1	1	1	1	6
Mathematics	1	1	1	1	1	1	6
Science	1	1	1	1	1	1	6
History	1	1	1	1	1	1	6
Physical Education	1	1	1	1	1	1	6
Art	1	1	1	1	1	1	6
Music	1	1	1	1	1	1	6
Home Economics	1	1	1	1	1	1	6
Foreign Languages	1	1	1	1	1	1	6
Other	1	1	1	1	1	1	6
Total	6	6	6	6	6	6	36

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

TABLE XXVI
SUBJECTS TAUGHT

Subject	College		Junior College		High School		Junior 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 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 Economics	0	1	0	5	0	0	0	0	6
Science	0	0	0	0	0	0	2	2	4
Industrial Arts	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	Per Cent	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 difference 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 XXVIII

SALARY RECEIVED AS A BEGINNING TEACHER

Salary	Men	Women	Months	Total Salary
\$1,400	0	2	10	\$ 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	9,120
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	1,700
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	1,080
524	0	2	8	1,048
520	0	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

TABLE XXIX

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	4,650
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	0	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

CHAPTER V

CULTURAL INTERESTS, AVOCATIONAL PURSUITS, AND RELIGION

The group spent \$805.50 a year for subscriptions to sixty-eight 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. Ninety-four of the women subscribed for 72 per cent of the purely cultural magazines. Thirty-five of the men subscribed for 28 per cent of the professional 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.

The reading of the group for the year was also very extensive. Most of the book-orders for 1931-32 are given in Table XXXI. The men had a tendency to read more of international problems, history, and psychology, although their reading was also a great many novels. Six of the men had not read a single book during the year.

TABLE XXX:
PROFESSIONAL OR PEDAGOGICAL MAGAZINES RECEIVED
BY GRADUATES

Cost	Men	Women	Number	Total Cost Per Year
\$12.00	2	9	6	\$ 24.00
12.00	3	0	5	36.00
12.00	7	0	4	84.00
12.00	0	6	3	36.00
12.00	0	2	1	24.00
10.00	2	0	2	20.00
10.00	2	14	4	160.00
9.00	0	2	3	18.00
8.50	0	8	3	70.00
7.50	0	2	4	15.00
7.00	0	2	3	14.00
6.50	2	0	3	13.00
6.00	0	6	5	36.00
6.00	0	4	3	24.00
6.00	0	3	4	18.00
5.00	4	4	3	40.00
5.00	2	15	2	85.00
5.00	0	4	1	20.00
4.00	2	0	3	8.00
4.00	0	10	2	40.00
2.50	2	4	1	15.00
2.00	5	2	1	14.00
1.50	0	6	1	9.00
1.25	2	0	1	2.50

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 reading 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.

Books read by men
 1. The Great Gatsby
 2. The Catcher in the Rye
 3. The Sun Also Rises
 4. The Sound and the Fury
 5. The Waste Land
 6. The Grapes of Wrath
 7. The Old Man and the Sea
 8. The Hobbit
 9. The Lord of the Rings
 10. The Hobbit
 11. The Lord of the Rings
 12. The Hobbit
 13. The Lord of the Rings
 14. The Hobbit
 15. The Lord of the Rings

Books read by women
 1. The Great Gatsby
 2. The Catcher in the Rye
 3. The Sun Also Rises
 4. The Sound and the Fury
 5. The Waste Land
 6. The Grapes of Wrath
 7. The Old Man and the Sea
 8. The Hobbit
 9. The Lord of the Rings
 10. The Hobbit
 11. The Lord of the Rings
 12. The Hobbit
 13. The Lord of the Rings
 14. The Hobbit
 15. The Lord of the Rings

Books

151 145 299

147 147

TABLE XXXI

BOOKS READ THIS YEAR

Title	M	W	Total	Title	M	W	Total
The Grapes of Wrath	20	35	55	Gone with the Wind	1	28	29
The Rains Came	20	35	55	Rebecca		26	26
Good Bye Mr. Chips	15	37	52	Anthony Adverse	1	23	24
My Son, My Son	13	25	38	Madame Curie		18	18
Wuthering Heights	6	25	31	Oil for the Lamps of China		18	18
Exile	11		11	Well of Loneliness		16	16
Patterns in Scarlet	10		10	All This and Heaven Too	12		12
Disputed Passage	8		8	As the Earth Turns		12	12
It Can't Happen Here	8		8	The Talisman		11	11
These Low Grounds	6		6	Return to Religion		10	10
Dynasty of Death	6		6	David Copperfield		10	10
Crippled Splendor	6		6	Forty Days of Musa Dagh		8	8
Inside Europe	3	2	5	The Yearling		6	6
Wind, Land and Stars	4		4	Thais		6	6
The Slavic Race	4		4	Tess of the D'Urbervilles		6	6
Stars Fell on Alabama	4		4	Listen to the Wind		9	9
O Cannon	3		3	The Ordeal		4	4
Inside the Cup	2		2	Springs		4	4
Fire and Sword	2		2	Yang and Yin		4	4
Tyranny of Words		1	1	Proud Heart		2	2
				Magic Mountain		2	2
				War of the World		2	2
				The Greatest of All		2	2
				The Black Camel		2	2
				Through Embassy Eyes		2	2
				Dodds		2	2
				A Child in Her Arms		2	2
				Valiant Is the Word for Carrie		2	2
Totals	151	145	296		2	147	149

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
Collier's	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
Food and 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
Totals	231	696	927

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 Table 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 twenty-seven 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, reported 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 women reported it.

TABLE XXXIV

HOBBIES

Hobby	Men	Women	Total
Sewing	0	87	87
Flowers	14	69	83
Athletics	20	49	69
Gardening	6	60	66
Reading	8	57	65
Cards	4	40	44
Camera	15	28	43
Piano	0	42	42
Crossword Puzzles	12	28	40
Hiking	8	29	37
Tennis	12	20	32
Checkers	0	24	24
Music	1	18	19
Quilting	0	15	15
Fishing	8	7	15
Chemistry	4	6	10
Swimming	2	6	8
Painting	0	5	5
Stamp Collecting	4	0	4
Hunting	4	0	4
Radio	1	2	3
Chickens	0	2	2
Barbering	2	0	2
Antiques	0	1	1
Flying	0	1	1

Of the group, 102, or 61.81 per cent, were members of a secret society; thirty-four of the men, 87.1 per cent, were 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. and A. Masons	12	Alpha Kappa Alpha	13
Omega Psi Phi	4	Daughters of Eastern Star	6
		Kappa Delta Psi	5
		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
RELIGIOUS PARTICIPATION

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

CHAPTER VI

SUMMARY AND CONCLUSIONS

This survey has shown 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, insurance, 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 reported 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 median 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, 101, 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 seventy-three 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. Since 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 than 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 eighty-four 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 amount they paid averaged \$31.10 per month. The women paid an average 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.

Eighty-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, Studebakers, 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 three-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 two-year course because they could take a teaching position sooner and thus could more easily finance 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-year 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. Quite 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 norm for the nation at that time. There was a difference of 1.1 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 introduced into the high school curriculum.

Before their graduation the group had attended college during the summer for a total of 606 summers, an average of three and sixty-seven hundredths summers for each. Two men went 12 summers 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 years 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 years 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 years 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. Although 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 Indiana 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 attracts 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 examining 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 _____
2. Type of occupation: _____
3. Place of birth: Rural (☐); City (☐); What State _____

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? _____
8. Do you own a car? Yes (☐) No (☐). What make? _____

9. Do you have a savings account? Yes (☐) No (☐).
10. Are you married? Yes (☐) No (☐). If so, how many children have you? _____
11. Have you married more than one time? Yes (☐) No (☐); two times Yes (☐) No (☐)?
12. Did you work while attending college? Yes (☐) No (☐). Kind of work done? _____

13. Which course did you take at college? Old three year (☐); Two year (☐); College A.B. (☐) or B.S. (☐); M.A. (☐) or M.S. (☐)? or were you taught? _____

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? _____
16. How old were you when you began teaching? _____
major or minor
17. Course pursued by:
- (a). Elementary teacher _____
- (b). H. S. teacher _____
- (c). College teacher _____
- (d). University teacher _____
18. How many summers have you spent in study since you began teaching? _____
- Total hours earned: (Check one) Semester hours () or
Term hours ().
19. How many summers did you spend in study before you graduated? _____
20. How many years have you taught in your present school system? _____
21. How many periods do you teach a day? _____
22. How many years have you taught? _____

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? _____

27. What is your present salary? _____ For how
many months? _____

28. To how many professional or pedagogical magazines are
you a subscriber? _____ Approximate cost per year?

29. What novels have you read this year? _____

30. What general reading have you done this year? _____

31. Do you have any other income besides your salary?
Yes () No (). If so, how much per year? _____
32. Do you carry life insurance? Yes () No (). What
company? _____
33. Cost per year _____; Amount insured

34. Do you have a hobby? Yes () No (). Cross word ()
Camera () Collecting stamps () Hiking () Fishing ()
Hunting () Knitting () Flowers () Gardening ()
Cards () Athletics () Reading () Checkers () or
others _____
35. Do you belong to a fraternal order? Yes () No ().
36. What sorority _____ or fraternity _____
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.
