THE PROFESSIONAL HISTORY OF TEACHERS
WHO RECEIVED THEIR TRAINING AT O. A. M. C.
from
1932 to 1937 INCLUSIVE

THE PROFESSIONAL HISTORY OF TEACHERS WHO RECEIVED THEIR TRAINING AT O. A. M. C. FROM 1932 TO 1937 INCLUSIVE

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Joseph Collins Caperton

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CHAPTER I

INTRODUCTION

This study covers a period of five years, beginning with the Fall of 1932 and ending with the Spring of 1937. Eleven hundred and ninety-eight individuals have been dealt with in this thesis, which is the number of students who were issued 1876 certificates during the five year period. In one case one student was issued six certificates during the period covered.

Questionnaires, with stamped return envelopes, were sent to these 1198 individuals, and of the number sent 603 were filled out and returned; 157 were returned by the post office department because the persons had moved and had left no forwarding addresses, and 438 who presumably received the questionnaire did not answer.

The percentage return on the total number of questionnaires sent out was slightly over fifty; but by deducting the number not received by the subjects and returned by the post office department the per cent return on those actually reaching the addresses was fifty-eight, which is considered a fair response.

This study will therefore deal with the 603 reports, 236 males and 367 females, which were returned.

The procedure in making the study may be described a little more fully. To begin with, the writer obtained from the office of the registrar at the Oklahoma A and M

College the list of students who had been granted certificates from 1932 to 1937 inclusive. A total of 1876 certificates had been issued to 1198 individuals. This number of certificates was divided into thirty-four different kinds. Many of them were renewals, but only original types of certificate was used in the study. In some cases two or more original certificates were issued. In such cases the one issued last was the one on which the study was made.

Slips of paper size two inches by three inches were used in arranging a mailing list. On each slip was written the name of a teacher who had been issued a certificate, the date of issuance, and the type of certificate. These 1876 slips were then arranged in alphabetical order, and all slips, except the one showing the date of issuance of the last certificate, were eliminated. This left the eleven hundred ninety-eight subjects of the study, and this list also became the mailing list.

As the next step in the progress of the study, a form was arranged which was to be used in tabulating certain information concerning each individual of the 1198. The names were typed on these forms and then taken to the files in the registrar's office where the information desired was copied from the student's permanent record card. Approximately seventy-five points of information were asked by the forms.

It was a slight disappointment to the writer to find that a few students did not state the truth in filling in their enrollment cards. The dates of birth in some cases, where the student had enrolled two or more time in A and M were not the same. Three students who are well known to the writer gave their ages as being several years less than they actually were. In one case the enrollee gave his parent's occupation as that of a banker, whereas the writer personally knows the student and his father, and has seen both father and son diligently tilling the soil through many a long hot day. Still other students said they lived in town or city of certain size, whereas they actually lived on farms or in small rural communities. The total number of such discrepancies however was not large and should have little bearing on the general conclusions in the study.

From this form containing information obtained from the permanent record card the data was coded in cipher on coding sheets. From these sheets Hollerith cards were punched, one card for each individual, containing all the information obtained from the permanent record, so that it would be possible to make any of the tabulations needed in this study.

A brief questionnaire containing four questions for each of the five years covered in the study was mailed to each of the 1198 individuals. Codings were made from the 603 returned questionnaires as were done in the case of the

first form, and a Hollerith card for each year taught by each individual was punched. It was necessary to punch a card for each year taught because the information could not all be placed on one card, and certain tabulations were needed to be made for each year concerning only those teachers who were actually engaged in teaching.

After all these Hollerith cards were punched they were taken to the machines in Whitehurst Hall and the various tabulations made.

The master cards used for coding the data, the questionnaire sent out to the students, and the form used in gathering data from the records in the registrar's office are inserted as appendixes in the back of this thesis.

CHAPTER II

DATA TAKEN FROM REGISTRAR'S OFFICE

TABLE I

NUMBER EACH SEX WITH REFERENCE TO YEAR GRADUATED FROM HIGH SCHOOL

Year Graduated	Male	Female
1905	0	1
1906	1	0
1907	0	0
1908	0	0
1909	0	0
1910	2	2
1911	0	0
1912	2	0
1913	0	1
1914	4	0
1915	2	2
1916	0	3
1917	0	0
1918	1	0
1919	4	3
1920	10	3
1921	2	5
1922	10	7
1923	16	7
1924	13	17
1925	18	22
1926	30	29
1927	26	48
1928	34	75
1929	29	69
1930	17	46
1931	6	13
1932	5	7
1933	2	4
1934	1	1
1935	1	1
Total	236	367

Of the group of teachers considered in this study none was graduated from high school prior to 1905. The year which had the largest number of graduates for both male and female was 1928.

TABLE II

NUMBER OF MALES AND FEMALES IN EACH AGE GROUP

Age (1937)	Male	Female
18	0	1
19	0	1
20	0	1
21	6	11
22	6	24
23	22	51
24	19	69
25	20	55
26	28	30
27	29	26
28	17	22
29	11	14
30	10	9
31	15	6
32	12	2
33	12	4
34	2	5
35	1	3
36	1	2
37	6	2
38	1	1
39	0	2
40	1	3
41	1	1
42	1	0
43	1	1
44	0	0
45	0	0
46	0	0
47	1	1
48	0	1
49	2	0
50	2	0
51	0	0
52	0	0
53	0	1
No data	9	18
Totals	236	367

There were nine men and eighteen women who did not give their ages. It is significant that only twenty men

of the two hundred twenty-seven who gave their ages were past the age of 33 years. The median age for men was 27 years.

The age at which the most prominent break occurred was thirty years for the women, and there were only 44 who were above that age. The median age for the women was 25 years.

TABLE III

NUMBER OF EACH SEX BORN IN THE VARIOUS COUNTIES OF OKLAHOMA

Code No.	County	No. of Males	No. of Females	Code No.	County	No.of Males	No. of Females
01	Adair	1	0	40	LeFlore	3	0
02	Alfalfa	8	2	41	Lincoln	3	14
03	Atoka	2	1	42	Logan	6	7
04	Beaver	0	3	43	Love	1	1
05	Beckhm.	2	3	44	Major	1	3
06	Blaine	3	2	45	Marshall	0	1
07	Bryan	1	3	46	Mayes	0	3
08	Caddo	1	3	47	McClain	0	1
09	Canadian	4	3	48	McCurtain	4	1
10	Carter	1	3	49	McIntire	2	4
11	Chroke.	0	1	50	Murray	0	1
12	Choctaw	0	1	51	Musk.	3	8
13	Cim.	1	0	52	Noble	4	4
14	Clev.	1	0	53	Nowata	1	4
15	Coal	0	0	54	Okfsk.	1	0
16	Coman.	1	4	55	Oklahoma	2	4
17	Cotton	0	3	56	Okmulgee	0	4
18	Craig	1	5	57	Osage	3	3
19	Creek	3	7	58	Ottawa	0	6
20	Custer	0	3	59	Pawnee	7	17
21	Del.	1	0	60	Payne	23	41
22	Dewey	2	2	61	Pitts.	2	3
23	Ellis	4	4	62	Pont.	0	0
24	Garfield	10	18	63	Pott.	1	5
25	Garvin	4	2	64	Push.	1	0
26	Grady	2	4	65.	R. Mil.	0	1
27	Grant	2	3	66	Rogers	2	5
28	Greer	2	2	67	Sem.	1	1
29	Harmon	0	2	68	Seq.	2	0
30	Harper	0	2	69	Steph.	1	3
31	Haskell	1	0	70	Texas	3	0
32	Hughes	0	2	71	Till.	4	4
33	Jackson	5	5	72	Tulsa	4	9
34	Jefferson	0	1	73	Wag.	0	2
35	Johnson	2	1	74	Wash.	1	1
36	Kay	1	4	75	Wshta.	1	4
37	Kingfisher	5	5	76	Woods	0	0
38	Kiowa	0	6	77	Wdard.	1	3
39	Latimer	0	0	Totals		159	278

TABLE IV

NUMBER OF EACH SEX BORN IN OKLAHOMA AND IN OTHER STATES AND SECTIONS OF THE UNITED STATES

Code No.	State or Section	Male	Female
0	Oklahoma	159	278
1	Texas	14	7
2	Arkansas	16	14
3	Missouri	12	15
4	Kansas	12	10
5	Colorado	4	4
6	New Mexico	2	1
7	Western States	2	9
8	Southeastern States	5	5
9	Northeastern States	10	14
		236	367

This table shows the states in which the members of the group of teachers covered in this study were born. Sixty-seven per cent of the male teachers were born in Oklahoma, 33 per cent having been born in other states. Seventy-six per cent of the females were born in Oklahoma and 24 per cent were born outside the state.

The states which bound Oklahoma were taken separately in showing the number of teachers coming from them. The remainder of the United States was divided into three sections for convenience.

The Western States are those west of the 96th meridian, except Oklahoma and those bounding it on the north, west and south, including a total of twelve states. The northwestern States are those east of the 96th meridian, and north of the 37th parallel, except Missouri, including 21 states. The Southeastern States are those south of the

37th parallel and east of the east boundary of Texas, except Arkansas, including eight states.

TABLE V

NUMBER OF EACH SEX WITH REFERENCE TO MARITAL STATUS

Code No.	Marital Status	Male	Female
1	Married	64	35
2	Single	161	312
3	Divorced	7	12
4	Widowed	4	8
		236	367

Twenty-seven per cent of the male teachers were married, while only nine per cent of the women teachers had this same status. This is significant in that it shows that only a third as many women as men, in proportion, continue in the profession after marriage.

There can be several interpretations put upon this fact, two of the most important of which are: first, when a woman teacher marries she stops teaching to become a housewife; second, many school boards do not hire married women teachers.

The fact that 68 per cent of the men teachers were single and 85 per cent of the women were single tends to support the above statements, since the ratio of single women teachers as compared to the number of married ones is 9:1, while the ratio of single men teachers as compared to married ones is less than 3:2.

Three per cent of the male teachers were divorced and 3 per cent of the women teachers. Less than 2 per cent of the men teachers were divorced, while slightly over 2 per

cent of the women had a like status.

TABLE VI

NUMBER OF EACH SEX WITH REFERENCE TO TYPES OF OCCUPATION FOLLOWED BY PARENTS

Code No.	Occupation	Male	Female	Code No.	Occupation	Male	Female
52	Army Officer	0	1	90	Laborer	10	13
59	Artist	1	0	80	Launderer	0	1
39	Auto Sales	0	2	67	Lawyer	1	3
03	Baker	0	1	48	Lumber	1	5
40	Banker	4	13	15	Machinist	2	8
04	Blacksmith	1	1	28	Mail Carrier	5	8
83	Bookkeeper	1	1	91	Mgr.-Exec.	2	13
05	Bricklayer	1	0	16	Manufacturer	0	1
41	Butcher	1	1	68	Mech. Engr.	0	1
42	Bus. or Trade	11	28	02	Miner	1	1
06	Carpenter	8	5	19	Painter	0	1
61	Chemist	0	2	71	Physician	2	5
62	Civ. Engr.	1	1	20	Plasterer	0	1
53	City, County State Off.	0	5	21	Plumber	0	1
63	Clergyman	3	3	56	Policeman	1	1
85	Clerk-Sales	7	8	22	Printer	0	2
07	Contractor	1	7	30	R. R. Brkm.	3	0
77	Cook	0	2	31	R. R. Condr.	0	1
64	Dentist	1	0	32	R. R. Engr.	1	2
43	Druggist	0	2	49	Real Estate	1	5
09	Electrician	3	0	93	Cafe-Restnt.	1	4
66	Elec. Engr.	0	1	72	Teacher, below college	4	10
10	Engineer	2	2	73	Teacher, coll.	3	5
01	Farmer	141	179	25	Tailor	0	1
87	Foreman	0	3	37	Telegraph	1	0
27	Garage	2	3	51	Undertaker	0	1
44	Grocer	1	0	96	Transportn.	1	2
46	Insurance	2	1	98	Prof. Service	2	0
79	Janitor	1	0		Totals	236	367
14	Jeweler	1	0				

Sixty per cent of the male teachers and 49 per cent of the female teachers come from farm homes, leaving only forty per cent for the men and fifty-one per cent for the women to come from all other listed occupations. The next most important occupation so far as numbers is concerned is business, or trade, from which 4.6 per cent of the male teachers, and 7.6 per cent of the female teachers come.

The third in importance is that of common laborer, which has a smaller percentage than that of business and trade.

TABLE VII

NUMBER OF EACH SEX WHOSE HOMES WERE IN THE VARIOUS COUNTIES OF OKLAHOMA

Code No.	County	No. of Males	No. of Females	Code No.	County	No.of Males	No.of Females
01	Adair	1	0	40	LeFlore	3	3
02	Alfalfa	4	5	41	Lincoln	7	11
03	Atoka	2	1	42	Logan	4	7
04	Beaver	0	3	43	Love	0	0
05	Beckham	2	3	44	Major	1	5
06	Blaine	2	2	45	Marshall	0	0
07	Bryan	2	1	46	Mayes	0	2
08	Caddo	1	5	47	McClain	0	1
09	Canadian	2	3	48	McCurtain	3	1
10	Carter	3	1	49	McIntosh	3	3
11	Cherokee	0	1	50	Murray	0	0
12	Choctaw	0	1	51	Muskogee	4	5
13	Cimarron	2	0	52	Noble	5	6
14	Cleveland	1	0	53	Nowata	1	5
15	Coal	0	0	54	Okfuskee	1	0
16	Comanche	0	5	55	Oklahoma	5	9
17	Cotton	0	3	56	Okmulgee	0	4
18	Craig	0	4	57	Osage	7	4
19	Creek	9	19	58	Ottawa	2	8
20	Custer	0	4	59	Pawnee	9	22
21	Delaware	1	0	60	Payne	51	86
22	Dewey	3	1	61	Pittsburg	1	2
23	Ellis	3	5	62	Pontotoc	1	1
24	Garfield	13	17	63	Pottawatomie	2	5
25	Garvin	2	1	64	Pushmataha	3	0
26	Grady	3	2	65	Roger Mills	0	1
27	Grant	3	2	66	Rogers	5	5
28	Greer	4	6	67	Seminole	3	3
29	Harmon	1	0	68	Sequoyah	3	0
30	Harper	0	3	69	Stephens	2	2
31	Haskell	2	0	70	Texas	4	0
32	Hughes	0	2	71	Tillman	1	3
33	Jackson	5	5	72	Tulsa	11	14
34	Jefferson	0	1	73	Wagoner	0	1
35	Johnston	2	1	74	Washington	0	3
36	Kay	2	10	75	Washita	2	3
37	Kingfisher	3	6	76	Woods	1	0
38	Kiowa	1	6	77	Woodward	2	1
39	Latimer	1	1		Totals	227	356

Twenty-two and five-tenths per cent of all men teachers whose homes were in Oklahoma came from Payne County. Twenty-four per cent of the women teachers also came from Payne County.

TABLE VIII

NUMBER OF EACH SEX WHOSE HOMES WERE IN OKLAHOMA AND THE OTHER STATES AND SECTIONS OF THE UNITED STATES

Code No.	State or Section	Male	Female
0	Oklahoma	227	356
1	Texas	1	5
2	Arkansas	2	2
3	Missouri	0	0
4	Kansas	0	1
5	Colorado	0	1
6	New Mexico	0	1
7	Western States	0	0
8	Southeastern States	1	0
9	Northeastern States	5	1
	Totals	236	367

Ninety-six per cent of the male teachers and ninety-seven per cent of the female teachers came from homes in Oklahoma, leaving only nine men, or four per cent, and seven women, or three per cent, coming from other states.

The states bounding Oklahoma were taken singly in showing the number of teachers coming from outside the state. The Western States comprise all those west of the ninety-sixth meridian, except Oklahoma and those bounding it on the north, west and south. There are twelve states in this group. The Northeastern States are those east of the ninety-sixth meridian and north of the 37th parallel, except Missouri, and include 21 states. The Southeastern States are those south of the 37th parallel and east of the east boundary of Texas, except Arkansas. There are eight states in this group.

TABLE IX

NUMBER OF EACH SEX WITH REFERENCE TO PLACE OF RESIDENCE (FARM OR TOWN)

Code No.	Farm (size)	Male	Female
1	1-40 A.	11	15
2	41-160 A.	53	88
3	161-640 A.	25	32
4	641 A. up	6	5
	Town (pop.)		
5	1-500	23	31
6	501-1000	11	20
7	1001-2000	21	24
8	2001-5000	17	40
9	5001 up	69	112
		236	367

Forty per cent of the male teachers and 38 per cent of the female teachers come from farm homes, leaving 60 per cent for the men and 62 per cent for the women who come from homes in town.

If we were to include the first two groups of towns, 1-500 and 501-1000, we would find that 54.6 per cent of the men and 52.4 per cent of the women come from farm homes or farming communities; because a vast majority of the citizens of the small towns of Oklahoma are engaged in agricultural pursuits.

TABLE X

NUMBER OF EACH SEX WITH REFERENCE TO YEARS SPENT ON FARM

No. Years Spent	Male	Female
None	91	129
1-5	3	7
6-10	12	30
11-15	47	87
16-20	56	92
21-25	23	20
26-30	3	1
31-35	1	1
Totals	236	367

Those who spent from 11 to 35 years on the farm amount to 55.0 per cent of the total number of male students and 54.7 per cent for the female students. If we include those also who spent 6 to 10 years we have 60.2 per cent for the men and 63.0 per cent for the women. Thus we find that a large portion of the teacher product of A and M College spend all or a greater part of their lives, before they entered college or started teaching, on the farms.

Twenty-seven men and twenty-two women spent 21 to 35 years on the farm. This number of teachers likely taught in small rural schools, and lived in farm homes either with their own parents or other relatives, or boarded in a farmer patron's home.

TABLE XI

NUMBER OF EACH SEX WITH REFERENCE TO NUMBER OF YEARS SPENT IN TOWN

No. Years Spent	Male	Female
1-5	13	20
6-10	11	21
11-15	39	89
16-20	52	88
21-25	87	116
26-30	19	24
31-35	15	9
Totals	236	367

These figures do not have too great a significance because of the fact that a great many students whose enrollment cards showed that they lived on farms also stated that they had spent a greater portion of their lives in town. It is assumed that they considered the years during which they attended school in town, although their homes were on the farm, as years spent in town.

TABLE XII

NUMBER EACH SEX WITH REFERENCE TO FRATERNITY MEMBERSHIP

	Male	Female
Social Fraternity	12	34
Honorary Fraternity	4	11
	16	45

Only five per cent of the male teachers were members of a social fraternity, and 1.7 per cent were shown by the records as being members of an honorary fraternity.

Of the 367 women teachers in this study 9.2 per cent were members of a social sorority, and 3 per cent were members of an honorary sorority.

The facts that many teachers are privileged to attend school only through the summer sessions, that the sororities and fraternities are usually inactive during this period of the year, and that most teachers draw too small salaries to afford membership in these organizations, are probably the most important reasons for their not belonging.

TABLE XIII

NUMBER EACH SEX WITH REFERENCE TO SCHOOL IN WHICH ENROLLED AT O. A. M. C. 1932-37

	Male	Female
Number enrolled in one school only	140	233
Number enrolled in two schools	77	116
Number enrolled in three schools	19	18
Total	236	367

Distributions to Schools

School	Male	Female
Agriculture	59	3
Commerce	16	25
Education	115	235
Engineering	29	0
Home Economics	0	90
Science and Literature	105	151
Graduate	27	15
Total	351	519

The school of education received 32.8 per cent of the enrollees of the men's group and 45.3 per cent of the women's group. The school of Science and Literature was second in number of students with 30 per cent for the men and 29.1 per cent for the women enrolled during the five years of this study. Only three, or .5 of one per cent, of the women enrolled for Agriculture, while the school of Engineering had no women students of this group of teachers, and the school of Home Economics had no male students during the five years.

TABLE XIV

NUMBER EACH SEX WITH REFERENCE TO TYPE OF DEGREE HELD

Type of Degree	Male	Female
Bachelor of Arts	12	18
Bachelor of Science	175	218
Bachelor of Fine Arts	4	6
None	45	125
Total	236	367

Type of Degree	Male	Female
Master of Arts	6	5
Master of Science	17	5
None	213	357
Total	236	367

Nineteen per cent of the men teachers had no degree of any kind, while 34 per cent of the women teachers had none. Eighty-one per cent of the men and 66 per cent of the women held Bachelor's degrees.

Nine and seven-tenths of the men held Master's degrees while only 2.7 per cent of the women held the same type of degree.

TABLE XV

DISTRIBUTION OF TYPES OF CERTIFICATES ISSUED

Code No.	Type of Certificate	Male	Female
01	Life High School	74	98
02	Five Year High School	8	5
03	Two Year High School	21	14
04	One Year High School	9	4
05	Temporary High School	1	1
06	Life Elementary	6	40
07	Five Year Elementary	14	59
08	Two Year Elementary	19	52
09	One Year (Temporary) Elementary	5	12
10	County (One Year)	0	1
11	Vocational Agriculture, Five Year	21	1
12	Vocational Agriculture, Two Year	2	0
13	Vocational Agriculture, Temporary	4	0
14	Commercial, Life	3	12
15	Commercial, Five Year	3	5
16	Commercial, Two Year	1	0
17	Commercial, One Year	0	1
18	Home Economics, Life	0	33
19	Home Economics, Five Year	0	9
20	Home Economics, Two Year	0	4
21	Home Economics, One Year	0	4
22	Industrial Arts, Life	17	0
23	Industrial Arts, Five Year	2	0
24	Industrial Arts, Two Year	1	0
25	Industrial Arts, One Year	1	0
26	Manual Training, Two Year	2	0
27	Manual Training, One Year	2	0
28	Music, Life	6	4
29	Music, Five Year	1	1
30	Music, One Year	0	1
31	Physical Education, Life	6	2
32	Physical Education, Five Year	4	3
33	Physical Education, Two Year	2	1
34	Physical Education, One Year	1	0
	Totals	236	367

TABLE XVI

NUMBER EACH SEX WITH REFERENCE TO TEACHING FIELDS

	Male	Female
Number Teaching in Same Field in Which Prepared	154	226
Number Teaching in Same Field and in Other Field Than in Which Prepared	42	55
Number Teaching in Different Field Than One in Which Prepared	10	49
Number Who Did Not Teach after Being Certificated	30	37
Total	236	367

By far the largest number of teachers worked in the fields for which they prepared themselves, there being 65.2 per cent of the men and 61.6 per cent of the women thus placed.

The next largest number were those who were teaching in the same field for which they were prepared and in some other field in which they had not had definite training, but were teaching those subjects because that particular situation demanded that they take that extra work. Seventeen and eight-tenths per cent of the men and 15 per cent of the women came under this classification.

Ten male teachers, or 4.2 per cent of their group, and forty-nine women teachers, or 13.4 per cent of their group, were teaching in fields for which they were not prepared. In a large majority of these cases the teachers had gone out to take rural school positions or places in the smaller

elementary schools when they had taken as their major in college Home Economics, Agriculture, Speech, English, Mathematics, Science, or a combination of these and other subjects, and had not qualified themselves for the job they had accepted.

The last group are those individuals who did not teach after they had been certificated. A small number of each sex stated that they had not been able to find positions, but an overwhelming majority of the women married, while a majority of the men accepted positions in other fields of endeavor, stating in several instances that such positions were more lucrative.

Seven of the men teachers were superintendents, two of these during the five years covered by this study having been advanced from the high school principalship to the superintendency. Another had been advanced directly from the grade school principalship to that of superintendent. Twenty men were high school principals, one was a junior high school principal, and seventeen were elementary school principals.

Only one woman of the group studied listed herself as a high school principal, and three were elementary school principals.

TABLE XVII

NUMBER EACH SEX WITH REFERENCE TO NUMBER OF UNDERGRADUATE HOURS OF CREDIT

No. of Hours	Male	Female
0-9	0	0
10-19	0	1
20-29	0	1
30-39	0	0
40-49	1	6
50-59	3	10
60-69	7	16
70-79	6	25
80-89	10	18
90-99	8	20
100-109	7	14
110-119	9	12
120-129	11	16
130-139	77	119
140-149	60	71
150-159	24	27
160-169	7	6
170-179	2	4
180-189	2	0
190-199	0	0
200-209	2	1
Total	236	367

The median number of hours of undergraduate credit for the men teachers is 137, while the median for the women teachers is 134 hours.

TABLE XVIII

NUMBER OF EACH SEX WITH REFERENCE TO NUMBER OF GRADUATE HOURS OF CREDIT

No. of Hours	Male	Female
None	117	257
1-2	0	0
3-4	13	3
5-6	7	5
7-8	11	13
9-10	9	11
11-12	8	7
13-14	4	6
15-16	6	8
17-18	7	5
19-20	9	13
21-22	5	8
23-24	7	6
25-26	3	4
27-28	5	2
29-30	13	7
31-32	4	6
33-34	4	3
35-36	1	0
37-38	1	0
39-40	1	3
41-42	1	0
Total	236	367

The median number of graduate hours of credit for the men teachers in this study was 17.4; the median number for women teachers was 17.8 hours.

Forty-nine and five-tenths per cent of the male teachers had no hours of graduate credit, while 70 per cent of the women teachers had none.

CHAPTER III

DATA SECURED FROM TEACHERS THROUGH QUESTIONNAIRE

TABLE XIX

NUMBER OF MALE TEACHERS BY OKLAHOMA COUNTIES IN WHICH TEACHING, 1932-37

County	'32 '33	'33 '34	'34 '35	'35 '36	'36 '37	County	'32 '33	'33 '34	'34 '35	'35 '36	'36 '37
Adair		1	1	1	1	Lincoln	1	1	1	4	5
Alfalfa			1	3	1	Logan	1	1	3	3	3
Atoka						Love					
Beaver		1	1	1	1	Major	2	1	2	1	2
Beckham	1	1	2	3	1	Marshall					
Blaine	1	1	2	4	2	Mayes	1	1	3	1	1
Bryan						McClain		1	1	2	1
Caddo	1	2	5	5	4	McCurtain			1		
Canadian			1		2	McIntosh	1	1			1
Carter	1	1	2	3	2	Murray		1	1	1	
Cherokee						Muskogee	2	2	3	2	2
Choctaw			1	1		Noble	1	4	3	3	3
Cimarron	1	1			1	Nowata	1	1	1	1	1
Cleveland			1	2	2	Okfuskee	1			3	1
Coal						Oklahoma	1	1	3	3	5
Comanche		1	1	2	2	Okmulgee		1	2		
Cotton	1	1	2	3	2	Osage	2	3	4	6	6
Craig		1	1			Ottawa	1	1	2	2	2
Creek	3	4	4	7	9	Pawnee	1	5	6	6	8
Custer				1	2	Payne	6	9	9	14	11
Delaware						Pittsburg			1	2	3
Dewey			1		1	Pontotoc		1			1
Ellis						Pottawatomie		1	2	3	2
Garfield	2	2	3	4	3	Pushmataha	1	1	1	2	1
Garvin		1				Roger Mills			1	1	2
Grady		1	1			Rogers	3	3	4	4	4
Grant	2	1	2	3	3	Seminole	2	2	3	4	5
Greer	1	2	1	1	3	Sequoyah	1	1	1	3	3
Harmon						Stephens		1		2	2
Harper			1	1	1	Texas	1			2	2
Haskell		1	3	2	1	Tillman	2	2	2	2	2
Hughes			1			Tulsa	7	8	9	9	11
Jackson	1	1	2	2	3	Wagoner					
Jefferson					1	Washington	1	1	2	2	2
Johnston				2	2	Washita	1	1	3	1	2
Kay	2	2	3	5	6	Woods				1	1
Kingfisher		1	2	2	2	Woodward	1	2	3	2	2
Kiowa	2	2	3	3		Out of St.	1	2	2	4	9
Latimer		1	2	1	2	No. not Teaching	5	8	4	6	15
							67	98	134	164	181

Payne county had the largest number of teacher years of any Oklahoma county with 49, or 7.6 per cent of the total, 644 years. Tulsa county was second with 46 years, or 7.1 per cent of the total.

TABLE XX

NUMBER OF FEMALE TEACHERS BY OKLAHOMA COUNTIES IN WHICH TEACHING 1932-37

County	'32 '33	'33 '34	'34 '35	'35 '36	'36 '37
Adair		1		1	2
Alfalfa	1	1	2	1	2
Atoka			1	1	1
Beaver	1	1	2	2	1
Beckham			2	4	1
Blaine	1		2	3	3
Bryan	1	1		1	1
Caddo	1	1	2	5	4
Canadian				3	4
Carter			1	2	3
Cherokee					
Choctaw			1		
Cimarron					
Cleveland				1	2
Coal					
Comanche				2	3
Cotton	1	2	3	3	2
Craig	2	2	1	2	1
Creek	3	9	12	12	15
Custer	1	1		1	2
Delaware	2	2	1	1	1
Dewey	2	2	2	2	1
Ellis	1	2	2	2	1
Garfield	2	7	8	12	8
Garvin					1
Grady					
Grant	2	2	2	2	2
Greer	2	1		1	1
Harmon					
Harper	1	1	1	2	3
Haskell					1
Hughes		2	3	2	3
Jackson	2	3	3	3	3
Jefferson	1	2	2	3	4
Johnston					
Kay	2	3	4	8	9
Kingfisher		1	2	3	3
Kiowa			1	2	4
Latimer				1	
LeFlore	1	2	2	2	2
Lincoln	3	3	3	5	8
Logan	1		2	2	5
Love				1	
Major	1	2	2	3	2
Marshall					
Mayes	1		3	1	2
McClain		1	1	1	1
McCurtain	1	1	1	1	2
McIntosh	2	2	1	2	3
Murray		2	1	2	
Muskogee				2	2
Noble	2	5	6	10	12
Nowata	1	3	3	4	4
Okfuskee				1	2
Oklahoma	2	2	2	3	6
Okmulgee	1	1	1	5	5
Osage		2	4	6	7
Ottawa	2	3	3	6	6
Pawnee	6	9	14	15	8
Payne	9	12	28	22	26
Pittsburg	1	2	3	2	3
Pontotoc					1
Pottawatomie	1	1	1	3	3
Pushmataha					
Roger Mills		1	1	1	1
Rogers		2	3	5	4
Seminole	1	1	2	3	4
Sequoyah					
Stephens					1
Texas					
Tillman		1	2	1	1
Tulsa	3	2	4	11	11
Wagoner	1	1	1	2	2
Washington		2	2	3	3
Washita	1	1		2	1
Woods	1				
Woodward	3	3			
Out of State	4	2	3	5	5
No. not Teaching	6	6	9	11	14
Total	84	122	168	231	249

Payne county had the largest number of teacher years

with 97, or 6.5 per cent of the total, 1498 years. Creek and Pawnee counties each had 3.4 per cent of the total years taught.

TABLE XXI

NUMBER EACH SEX WITH REFERENCE TO TYPE OF SCHOOL SYSTEM IN WHICH WORKING, 1932-33

	1932-33 Male	1932-33 Female
Number Teaching in Same System from which Graduated	15	11
Number Teaching in Smaller System than the one from which Graduated	28	56
Number Teaching in Larger System than the one from which Graduated	10	4
Number Teaching in Same Type of System as the one from which Graduated, but not the Same One	9	7
Number who did not Teach	5	6
Total	67	84

Twenty-two and four-tenths per cent of the men teachers and 13.1 per cent of the women teachers in 1932-33 were employed in the same school system from which they graduated.

Forty-one and eight-tenths per cent of the men teaching in 1932-33 and 66.7 per cent of the women were working in smaller systems than the high school from which they graduated. This includes those who were teaching in rural schools also.

Fourteen and nine-tenths per cent of the men and 4.7 per cent of the women teaching in 1932-33 were employed in systems larger than the type from which they received their diploma.

Thirteen and four-tenths per cent of the men and 8.3 per cent of the women teaching in 1932-33 were working in the same type system as the one from which they graduated,

but not the same school.

Seven and five-tenths per cent of the men and 7.2 per cent of the women did not teach.

It can be plainly seen that a large percentage of the men and a much larger proportion of the women go out to smaller systems than they graduate from. It can also be seen that larger percentages of the men go to the other three classifications of schools than do the women.

TABLE XXII

NUMBER EACH SEX WITH REFERENCE TO TYPE OF SCHOOL SYSTEM IN WHICH WORKING, 1933-34

	1933-34 Male	1933-34 Female
Number Teaching in Same System from Which Graduated	22	11
Number Teaching in Smaller System than the One from Which Graduated	43	91
Number Teaching in Larger System than the One from Which Graduated	11	5
Number Teaching in Same Type of System as the One from Which Graduated, but not the Same One	14	9
Number who did not Teach	8	6
Total	98	122

In 1933-34 22.4 per cent of the men teachers and 9.0 per cent of the women were teaching in the same school system from which they graduated.

Forty-three and eight-tenths per cent of the men and 74.6 per cent of the women were employed in smaller systems than the one from which they received their diplomas.

Eleven and two-tenths per cent of the men and 4.1 per cent of the women had positions in larger systems than the ones from which they graduated.

Fourteen and four-tenths per cent of the men and 7.3 per cent of the women teaching in 1933-34 were employed in the same type system as the ones from which they graduated but not in the same schools.

Eight and two-tenths per cent of the men and 5.0 per cent of the women did not teach.

In the case of teachers being employed in smaller schools than the one from which they graduated the number of women teachers was three-fourths again as large as that of the men; while in all other types the number of men was from one-third again as many to more than twice as many.

TABLE XXIII

NUMBER EACH SEX WITH REFERENCE TO TYPE OF SCHOOL SYSTEMS IN WHICH WORKING 1934-35

	1934-35 Male	Female
Number Teaching in Same System from Which Graduated	24	15
Number Teaching in Smaller System than the One from Which Graduated	59	118
Number Teaching in Larger System than the One from Which Graduated	21	12
Number Teaching in Same Type of System as the One from Which Graduated, but Not the Same One	26	14
Number who did not Teach	4	9
Total	134	168

In 1934-35 17.8 per cent of the men teachers and 8.9 per cent of the women teachers were employed in the same school system where they were awarded their high school diplomas. This was a reduction of 24 per cent for male teachers and 10 per cent for female teachers over the previous year.

Those employed in smaller systems than from which they graduated amounted to 44.0 per cent for men and 70.2 per cent for women teachers for the year 1934-35. This was a reduction of 6 per cent and 5 per cent respectively.

Those teaching in larger systems than from which graduated were 16 per cent for men and 7.2 per cent for women, or an increase of 25 per cent and 100 per cent respectively over the previous year for this type school.

Nineteen and two-tenths per cent of the men and 8.4 per cent of the women teaching in this year were employed in the same type of school from which they graduated, which was an increase for this type of school, of 25 per cent and 10 per cent respectively over the year 1933-34.

Three per cent of the men and 5.3 per cent of the women did not teach.

TABLE XXIV

NUMBER EACH SEX WITH REFERENCE TO TYPE OF SCHOOL SYSTEMS IN WHICH WORKING, 1935-36

	1935-36 Male	Female
Number Teaching in Same System from Which Graduated	32	19
Number Teaching in Smaller System than from Which Graduated	66	163
Number Teaching in Larger System than the One from Which Graduated	32	16
Number Teaching in Same Type of System as the One from Which Graduated, but not the Same One	28	22
Number who did not Teach	6	11
Total	164	231

In 1935-36 19.5 per cent of the men and 8.3 per cent of the women teachers were employed in the same school system from which they graduated. This was approximately the same proportion as for the previous year, 1934-35.

For those teaching in the smaller systems than from which graduating the percentages were 40.3 for the men and 70.5 for the women teachers, which was approximately the same as for 1934-35.

Those teaching in larger systems than from which graduating were 19.5 per cent of the men and 6.9 per cent of the women for 1935-36, a slight reduction in both sexes.

Those employed in the same type of school as from which graduating were 17.1 per cent for the men and 9.5 per cent for the women, or an increase over the number for this classification of school for 1934-35.

Three and six-tenths per cent of the men and 4.8 per cent of the women did not teach.

TABLE XXV

NUMBER EACH SEX WITH REFERENCE TO TYPE OF SCHOOL SYSTEM IN WHICH WORKING 1936-37

	1936-37 Male	Female
Number Teaching in Same System from Which Graduated	27	18
Number Teaching in Smaller System than from Which Graduated	72	171
Number Teaching in Larger System than the One from Which Graduated	36	19
Number Teaching in Same Type of System as the One from Which Graduated, but Not the Same One	31	27
Number who did not Teach	15	14
Total	181	249

For those who taught in 1936-37, 14.8 per cent of the men and 7.3 per cent of the women were employed in their home school systems. This was a reduction of 30 per cent for the men and 43 per cent for the women over the first year of this study, 1932-33. There was a gradual reduction in the employment of home talent in the teaching forces.

Those who were employed in smaller systems than from which receiving their diplomas were 40 per cent for the men and 68.7 per cent for the women teachers. These percentages have remained practically constant throughout the years covered in this study.

Twenty per cent of the men teachers and 7.6 per cent of the women teachers for the year 1936-37 were teaching in larger systems than from which they graduated. These larger

schools have gradually employed a larger percentage of the teachers since 1932-33.

Seventeen and one-tenth per cent of the men and 10.8 per cent of the women teachers were working in the same type schools as from which graduated. In this group of schools there has been a gradual increase from the first year of this study, 1932-33.

Eight and one-tenth per cent of the men and 5.6 per cent of the women did not teach.

TABLE XXVI

NUMBER EACH SEX WITH REFERENCE TO TYPE OF SCHOOL SYSTEM IN WHICH WORKING 1932-37

Year	No. Teaching in Same System from Which Graduated		No. Teaching in Smaller System than One from Which Graduated		No. Teaching in Larger System than One from Which Graduated		No. Teaching in Same Type System as One from which Graduated, but Not Same One		No. Not Teaching		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1932-33	15	11	28	56	10	4	9	7	5	6	151
1933-34	22	11	43	91	11	5	14	9	8	6	220
1934-35	24	15	59	118	21	12	26	14	4	9	302
1935-36	32	19	66	163	32	16	28	22	6	11	395
1936-37	27	18	72	171	36	19	31	27	15	14	430
Total	120	74	268	599	110	56	108	79	38	46	1498

This table is a recapitulation of Tables No. XXI, XXII, XXIII, XXIV, XXV.

TABLE XXVII

NUMBER OF MALE TEACHERS WITH REFERENCE TO SIZE OF SCHOOL IN WHICH TEACHING DURING THE YEARS 1932 to 1937 INCLUSIVE

Year	Number Not Teaching	Type of School in Which Teaching: One Room	Two Room	Three Room	Small Elem(100-199 enr)	Med.Elem.(200-999 enr)	Large Elem(1000 up)	Small H.S(1-99 enr)	Med.H.S(100-299 enr)	Large H.S.(300 up)	Out of State and (*) College Teachers	Total
1932-33	5	3	4	0	5	1	1	19	10	15	1 Arkansas *2 Connor Agri. *1 Panhandle Ag.	67
1933-34	8	7	7	0	7	3	2	22	20	18	1 Arkansas *2 Connor Agri. 1 Texas	98
1934-35	4	12	8	0	8	2	2	30	30	34	1 Arkansas *2 Connor Agri. 1 Wisconsin	134
1935-36	6	14	5	0	11	3	2	32	35	50	1 Arkansas *1 Connor Agri. 1 Florida 1 Missouri *1 Ok. Mil. Acad. 1 Wisconsin	164
1936-37	15	9	4	0	9	3	4	38	37	49	1 Arkansas *1 Cameron Agri. *1 Connor Agri. 1 Florida 1 Kentucky *1 Maryland 1 Missouri 1 New Mexico *1 O.A.M.C. *1 Ok.Mil.Acad. 1 Texas 1 West Virginia 1 Wyoming	181
Total	38	45	28	0	40	12	11	141	132	166	31	644

In 1932-33 7.5 per cent of the male teachers were not teaching; 10.4 per cent were teaching in rural schools; 10.4 per cent were teaching in elementary schools; 65.6 per cent were teaching in high schools; and 6.1 per cent were college teachers or were employed outside the state.

In 1933-34 8.2 per cent were not teaching; 14.2 per cent were employed in rural schools; 12.2 per cent were employed in elementary schools; 61.2 per cent were teaching in high schools; and 4.2 per cent were college and out of state teachers.

In 1934-35 3.0 per cent were not teaching; 15.0 per cent were employed in rural schools; 9.0 per cent were teaching in elementary schools; 70.0 per cent were teaching in high schools; and 3.0 per cent were employed in state colleges and in out of state schools.

For 1935-36 the per cent of male teachers not teaching was 3.6; for those teaching in rural schools the per cent was 11.6; 9.7 per cent were teaching in elementary schools; 71.3 per cent were teaching in high schools; and 3.8 per cent were teaching in state colleges or out of state schools.

In 1936-37 8.2 per cent of the male teachers were not teaching; 7.2 per cent were teaching in rural schools; 8.8 per cent were teaching in elementary schools; 68.6 per cent were teaching in high schools; and 7.2 per cent were teaching in state colleges and in outof state schools.

The average per cent for the five years was 5.8 per cent who were not teaching; 11.3 per cent employed in rural

schools; 9.8 per cent employed in elementary schools; 68.3 per cent teaching in high schools; and 4.8 per cent who were teaching in state colleges or in out of state schools.

TABLE XXVIII

NUMBER OF FEMALE TEACHERS WITH REFERENCE TO SIZE OF SCHOOL IN WHICH TEACHING DURING THE YEARS 1932 to 1937 INCLUSIVE

Year	Number Not Teaching	Type of School in Which Teaching: One Room	Two Room	Three Room	Small Elem(100-199 enr.)	Med.Elem(200-999 enr.)	Large Elem(1000 up enr.)	Small H.S. (1-99 enr.)	Med. H.S.(100-299 enr.)	Large H.S.(300 up enr.)	Out of State and (*) College Teachers	Total
1932-33	6	22	6	0	12	6	2	10	10	6	1 Colorado 1 Mississippi 2 Texas	84
1933-34	6	27	8	0	27	11	3	18	12	8	1 New Mexico 1 Texas	122
1934-35	9	36	9	0	32	18	5	19	21	13	*2 Catholic 1 Kansas 1 New Mexico 1 Texas *1 U. of Tulsa	168
1935-36	11	38	5	0	48	27	12	31	26	25	*2 Catholic 2 Kansas *1 N.E.Jr.,Miami 1 Pto. Rico 2 Texas	231
1936-37	14	34	5	1	47	25	18	32	37	26	*1 Catholic 1 Kansas 1 Missouri 1 New Mexico *1 N.E.Jr.,Miami *2 O.A.M.C. 1 Pto.Rico 1 Texas *1 U. of Tulsa	249
Total	46	157	33	1	166	87	40	110	106	78	30	854

In 1932-33 7.1 per cent of the women were not teaching; 33.3 per cent were teaching in rural schools; 23.9 per cent were teaching in elementary schools; 31.0 per cent were teaching in high schools; and 4.7 per cent were teaching outside of Oklahoma.

In 1933-34 4.9 per cent of the women teachers were not teaching; 28.7 per cent were teaching in rural schools; 33.6 per cent were teaching in elementary schools; 31.1 per cent were teaching in high schools; and 1.7 per cent were teaching outside of Oklahoma.

In 1934-35 5.3 per cent were not teaching; 26.8 per cent were teaching in rural schools; 32.7 per cent were teaching in elementary schools; 31.6 per cent were teaching in high schools; and 3.6 per cent were employed in state colleges and in out of state schools.

In 1935-36 4.7 per cent of the women teachers were not teaching; 18.6 per cent were teaching in rural schools; 37.5 per cent were teaching in elementary schools; 35.4 per cent were employed in high schools; and 3.8 per cent were teaching in state colleges and in out of state schools.

In the final year covered by this study, 1936-37, 5.6 per cent of the women teachers were not teaching; 16.1 per cent were employed in rural schools; 36.2 per cent were teaching in elementary schools; 38.1 per cent were teaching in high schools; and 4.0 per cent were teaching in Oklahoma colleges and in schools outside of Oklahoma.

The average per cent for the five years covered by this

study 1932-37, was 5.4 per cent not teaching; 22.3 per cent employed in rural schools; 34.3 per cent employed in elementary schools; 34.4 per cent teaching in high schools; and 3.6 per cent teaching in state colleges and in schools outside of Oklahoma.

It is interesting to note that there was a marked decrease in the proportionate number of female teachers employed in rural schools from 1932 to 1937 and an increase in the number employed in elementary and high schools.

TABLE XXIX

NUMBER EACH SEX WITH REFERENCE TO CLASSIFICATION (SIZE) OF SCHOOL IN WHICH WORKING, 1932-37

Classification (size) of School	Male					Female				
	1932-33	1933-34	1934-35	1935-36	1936-37	1932-33	1933-34	1934-35	1935-36	1936-37
One Room Rural	3	7	13	15	12	24	29	38	40	37
Two Room Rural	3	8	8	5	4	7	8	10	5	5
Three Room Rural	0	0	0	0	0	0	0	0	0	1
Small Elementary, (100-199 enr.)	6	6	8	12	12	13	29	34	49	49
Medium Elementary, (200-999 enr.)	1	3	2	3	3	6	11	19	29	26
Large Elementary, (1,000 up enr.)	1	2	2	2	4	2	3	5	12	19
Small High School, (1-99 enr.)	20	24	31	33	41	10	16	19	32	33
Medium High School, (100-299 enr.)	11	21	31	36	40	10	12	21	27	38
Large High School, (300 up enr.)	17	19	35	52	50	6	8	13	26	27
Number Who Did Not Teach	5	8	4	6	15	6	6	9	11	14
Totals	67	98	134	164	181	84	122	168	231	249

There are some differences which should be noted here. In 1932-33 only 4.5 per cent of the men teachers were employed in one room rural schools compared to 30.0 per cent of the women teachers for that year. The percentages ran

comparatively the same for the one room school for each of the remaining four years.

In the case of the two room rural school the percentages of men and women teachers were about the same, because of the fact that in most of the places a man was employed in a two room school as the head, or principal. In none of these tables, however, is he called an elementary school principal.

There were no men and only one woman teaching in a three teacher school, and that was for only one year, 1936-37.

In 1932-33, 9 per cent of the men teaching that year were working in the small elementary schools as compared to 15.4 per cent of the women for the same year. For the same classification of schools in 1932-37, 6.6 per cent of the men were teaching and 19.7 per cent of the women were teaching in those schools, which was a reduction of men in proportion to the number of women, as compared to five years earlier.

For the medium elementary schools, 1.5 per cent of the men teaching in 1932-33 and 7.1 per cent of the women were employed in those schools; 1.6 per cent of the men and 10.4 per cent of the women were teaching in the same type of school in 1932-37. These percentages were proportionately close together through the five years covered by this study.

The smallest number of men and women with the exception of the one and two room schools were employed in the large

elementary schools, but were proportionately much the same as in the medium elementary schools.

In the small, medium and large high schools the percentage of men teachers is larger than that of the women. In 1932-33, 30.0 per cent of the men were employed in the small high schools as compared to 12 per cent of the women for that year. In 1936-37 the percentages were 22.6 and 13.2 per cent respectively.

Fifteen per cent of the men and 12.0 per cent of the women were teaching in the medium high schools in 1932-33; 22.1 per cent of the men and 15.2 per cent of the women in 1936-37 were employed in the medium high school.

In 1932-33, 25.6 per cent of the men were teaching in the large high schools as compared to 7.1 per cent of the women teaching that same year; and 27.6 per cent and 10.8 per cent respectively were teaching in the same schools during the year 1936-37, relatively the same proportions.

For the year 1932-33, 7.4 per cent of the men did not teach. Seven and one-tenth per cent of the women were not employed. In 1936-37, 8.2 per cent of the men and 5.6 per cent of the women were not teaching. This was a slight increase in the number of men not teaching and a reduction in the number of unemployed women teachers. The fact that the economic condition of the country was gradually improving during the middle 1930's may have caused some of the men teachers to enter other occupations thereby leaving some of the teaching places open to the women. Particularly

was this the case with some of the students who had majored in the industrial arts or who had had some training in engineering

TABLE XXX

NUMBER OF EACH SEX WITH REFERENCE TO SIZE OF HIGH SCHOOL FROM WHICH GRADUATED

Male Teachers

Year	Size of School			
	Small	Medium	Large	Total
1932-33	15	16	10	41
1933-34	14	18	10	42
1934-35	16	20	8	44
1935-36	21	24	13	58
1936-37	19	20	12	51
Total	85	98	53	236

Female Teachers

Year	Size of School			
	Small	Medium	Large	Total
1932-33	16	12	8	36
1933-34	23	20	11	54
1934-35	27	23	19	69
1935-36	36	32	32	100
1936-37	37	34	37	108
Total	139	121	107	367

The small high schools are those with less than one hundred pupils. The medium schools are those with from one hundred to 299 pupils; and the large schools are those having three hundred and more pupils.

Thirty-six per cent of the male teachers graduated from high schools having less than 100 pupils; 41.5 per cent graduated from the medium high schools, or those which have 100 to 299 pupils; and 22.5 per cent are teachers who graduated from large high schools.

Thirty-seven and eight-tenths per cent of the female teachers graduated from small high schools; 33 per cent graduated from medium high schools; and 29.2 per cent graduated from large high schools.

The largest per cent of the male teachers graduated from the medium high schools, while the largest per cent of the female teachers came from the small high schools. In both cases the smallest per cent of teachers came from the large high schools.

TABLE XXXI

NUMBER OF MALE TEACHERS TEACHING, 1932 to 1937, WITH REFERENCE TO OKLAHOMA COUNTIES IN WHICH THEY GRADUATED FROM HIGH SCHOOL

	Year						Year				
	'32	'33	'34	'35	'36		'32	'33	'34	'35	'36
County	'33	'34	'35	'36	'37	County	'33	'34	'35	'36	'37
Adair		1				LeFlore					
Alfalfa			2	3	2	Lincoln	3	3	3	5	5
Atoka				2	1	Logan	1	1	2	2	3
Beaver					1	Love					
Beckham	1	1	1	1	1	Major		1	1	1	1
Blaine	1	1	2	2	2	Marshall					
Bryan		1	2	3	3	Mayes					
Caddo			1	1		McClain					
Canadian	1	1	2	2	3	McCurtain					
Carter	1	1	1	2	2	McIntosh	1	2	3	1	2
Cherokee						Murray	1				
Choctaw						Muskogee					1
Cimarron	1	2	2	2	2	Noble	3	4	4	3	3
Cleveland						Nowata				1	1
Coal						Okfuskee			1	2	1
Comanche	1	1	1	1	1	Oklahoma	1	1	1	3	3
Cotton		1			1	Okmulgee		1	1	1	2
Craig	2	2	3	4	4	Osage	1	1	2	1	1
Creek	2	2	3	6	6	Ottawa			2	2	2
Custer	1	1	1	1	2	Pawnee	3	6	9	9	8
Delaware	1	1	1	1	1	Payne	5	10	11	19	21
Dewey			1	1	1	Pittsburg					
Ellis		1	1	1	1	Pontotoc	1				
Garfield	2	3	9	11	10	Pottawatomie		1	1	2	2
Garvin		1	1	1	1	Pushmataha	1	1	2	2	2
Grady	1	1	1		1	Roger Mills					
Grant	2	3	2	3	3	Rogers	4	4	4	5	5
Greer	1	2	3	3	4	Seminole		1	1		1
Harmon	1	1	1	1	1	Sequoyah	1	1	1	2	3
Harper						Stephens		2	3	2	3
Haskell			2	2	2	Texas	1	1	1	2	2
Hughes	1	1	1			Tillman			1	1	2
Jackson	1	1	1	1	3	Tulsa	3	4	4	6	6
Jefferson						Wagoner					
Johnston				1	2	Washington					
Kay	1	1	1	1	1	Washita			1	2	3
Kingfisher	1	3	3	3	3	Woods				1	2
Kiowa	1	1	1	1		Woodward	1	1	1	1	1
Latimer		1	1	1	1	Total	55	82	112	139	152

TABLE XXXII

NUMBER OF MALE TEACHERS TEACHING, 1932 to 1937, WITH REFERENCE TO STATE IN WHICH THEY GRADUATED FROM HIGH SCHOOL

Year '32		Year '33		Year '34		Year '35		Year '36	
State	'33	State	'34	State	'35	State	'36	State	'37
Arkansas	4	Arkansas	4	Arkansas	5	Arkansas	5	Arkansas	5
Illinois	2	Illinois	2	Illinois	2	Illinois	2	Illinois	3
Kansas	4	Kansas	4	Kansas	4	Kansas	6	Kansas	6
Missouri	2	Missouri	2	Missouri	4	Missouri	5	Maryland	1
		Nebraska	1	Nebraska	1	Nebraska	1	Missouri	5
		Texas	3	New Mex.	1	New Mex.	1	Nebraska	2
				Tenn.	1	Tenn.	1	New Mex.	1
				Texas	4	Texas	4	Tenn.	1
								Texas	4
								West Va.	1
Totals	12		16		22		25		29
Totals from Oklahoma Counties	55		82		112		139		152
Total	67		98		134		164		181

Seventeen and nine-tenths of the men teachers who were teaching in 1932-33 graduated from high schools outside the state of Oklahoma; 16.3 per cent of those teaching in 1933-34 came from high schools outside the state; 16.4 per cent of those teaching in 1934-35 came from out of state high schools; 15.2 per cent of those teaching in 1935-36 graduated from out of state high schools; 16 per cent of those teaching in Oklahoma schools in 1936-37 were graduated from high schools outside the state.

TABLE XXXIII

NUMBER OF FEMALE TEACHERS TEACHING, 1932 to 1937, WITH REFERENCE TO OKLAHOMA COUNTIES IN WHICH THEY GRADUATED FROM HIGH SCHOOL

County	'32 '33	'33 '34	'34 '35	'35 '36	'36 '37
Adair					
Alfalfa	2	2	2	1	3
Atoka				1	1
Beaver	1	1	1	1	2
Beckham		1	1	1	
Blaine				1	1
Bryan	1	1	1	1	1
Caddo	1	2	2	4	3
Canadian		1	1	1	1
Carter	1	2	2	2	2
Cherokee					
Choctaw					1
Cimarron					
Cleveland					
Coal					
Comanche		1	2	2	3
Cotton	2	1	2	3	2
Craig	2	2	3	3	2
Creek	3	5	7	10	10
Custer	1	2	1	2	3
Delaware					
Dewey	1	1	1		1
Ellis	3	4	4	5	2
Garfield	3	8	9	13	15
Garvin					
Grady				1	3
Grant	1	1	4	3	3
Greer	3	1	1	3	3
Harmon					
Harper			1	1	1
Haskell					
Hughes	1	2	2	3	4
Jackson	2	4	4	4	6
Jefferson	1	1	1	1	1
Johnston				1	1
Kay	3	2	3	6	8
Kingfisher	1	1	2	3	2
Kiowa	1	2	2	4	4
Latimer					
LeFlore		3	3	4	3
Lincoln	1	2	5	8	10
Logan	1	2	2	3	5
Love					
Major		1		2	3
Marshall					
Mayes	1		1	1	2
McClain					
McCurtain	1	1	1	1	2
McIntosh	2	3	3	4	4
Murray		1		2	
Muskogee			1	3	4
Noble	3	4	5	6	8
Nowata		2	2	2	2
Okfuskee					
Oklahoma	1	1	3	6	4
Okmulgee	2	2	2	3	4
Osage		2	2	4	4
Ottawa	3	4	3	6	6
Pawnee	5	6	10	11	9
Payne	11	15	28	34	38
Pittsburg	1	1	1	1	2
Pontotoc	1	1		1	1
Pottawatomie	1	1	2	3	2
Pushmataha					
Roger Mills					1
Rogers		1	2	5	3
Seminole		1			2
Sequoyah					
Stephens					1
Texas					
Tillman	1	3	4	3	3
Tulsa	3	2	5	10	10
Wagoner					
Washington		3	2	1	1
Washita	1	1	2	2	2
Woods	1	1	2		
Woodward	1	1	2	3	2
Totals(Okla)	75	113	149	210	227

TABLE XXXIV

NUMBER OF FEMALE TEACHERS TEACHING, 1932 to 1937, WITH REFERENCE TO STATE IN WHICH THEY GRADUATED FROM HIGH SCHOOL

'32	'33	'34	'35	'36
State '33	State '34	State '35	State '36	State '37
Arkansas 1	Arkansas 3	Arkansas 5	Arkansas 6	Arkansas 5
Kansas 2	Kansas 2	Kansas 5	Kansas 5	Kansas 4
Missouri 4	Missouri 2	Missouri 4	Missouri 4	Michigan 1
Texas 2	Texas 2	New Mex. 2	New Mex. 2	Missouri 5
		Texas 3	Texas 4	New Mex. 2
				S. Car. 1
				Texas 4
Totals 9	9	19	21	22
Totals from Oklahoma Counties 75	113	149	210	227
Total 84	122	168	231	249

For the year 1932-33, 10.7 per cent of the female teachers of this group graduated from high schools in states other than Oklahoma. For 1933-34, 7.3 per cent came from high schools outside of the state. In 1934-35 there were 11.4 per cent who came from other states. In 1935-36, 9.1 per cent came in, and in 1936-37, 8.8 per cent of the female teachers came from out of state high schools.

Payne county furnished the largest number of women teachers for each of the years covered in this study, with 126 teacher years, or 8.4 per cent of the years taught. Garfield county furnished the next largest number with 48 teacher years, or 3.3 per cent.

TABLE XXXV

NUMBER EACH SEX TEACHING IN SAME COUNTY IN WHICH GRADUATED FROM HIGH SCHOOL

	Year 1932-33			Year 1933-34			Year 1934-35			Year 1935-36			Year 1936-37		
	Number Not Teaching	Total Number Teaching	No. Teaching in Same County	Number Not Teaching	Total Number Teaching	No. Teaching in Same County	Number Not Teaching	Total Number Teaching	No. Teaching in Same County	Number Not Teaching	Total Number Teaching	No. Teaching in Same County	Number Not Teaching	Total Number Teaching	No. Teaching in Same County
Male	5	62	24	8	90	39	4	130	41	6	158	45	15	166	49
Female	6	78	50	6	116	68	9	159	80	11	220	92	14	235	93

In 1932-33, 36 per cent of the male teachers teaching that year and 59.5 per cent of the women teachers were employed in the counties in which they graduated from high school.

In 1933-34, 40 per cent of the men and 55.7 per cent of the women were working in their home counties.

In 1934-35, 30.6 per cent of the men and 47.6 per cent of the women teachers were employed in schools in the same counties from which they graduated from high school.

In 1935-36, 27.4 per cent of the men and 39.8 per cent

of the women were teaching in home counties.

In 1936-37, 27 per cent of the men and 37.3 per cent of the women were employed in their home counties.

There was a gradual reduction in the percentage of teachers employed in their home counties from 1932 to 1937. Perhaps the period of depression in teachers salaries in the first two years covered by this study caused the large number of teachers to seek employment near home where the expenses would not be so great.

TABLE XXXVI

NUMBER OF MALE TEACHERS WITH REFERENCE TO SALARY RECEIVED, 1932-37

Salary	Year '32-'33 No.	'33-'34 No.	'34-'35 No.	'35-'36 No.	'36-'37 No.
$350-$399		1			
$400-$449		3	3	1	
$450-$499		2	2	1	1
$500-$549	1	2	4	1	
$550-$599	3	2	2	3	
$600-$649	3	7	5	8	5
$650-$699	4	5	6	1	4
$700-$749	3	4	5	7	5
$750-$799	3	6	7	12	5
$800-$849	2	4	11	7	7
$850-$899	4		6	3	6
$900-$949		10	13	20	18
$950-$999	1	3	1	4	4
$1000-$1059	1	2	2	6	6
$1050-$1099	1	3	6	8	4
$1100-$1149	4	3	6	9	6
$1150-$1199	2	1	2	1	8
$1200-$1249	6	6	4	6	16
$1250-$1299	4	3	4	5	4
$1300-$1349		3	4	6	6
$1350-$1399	3	4	2	7	5
$1400-$1449	2	1	4	1	4
$1450-$1499	1			4	2
$1500-$1549	1	3	1	3	3
$1550-$1599	1		3	1	3
$1600-$1649	1	2	5	2	3
$1650-$1699	1	2	4	2	3
$1700-$1749			1	4	3
$1750-$1799			2	2	1
$1800-$1849	4	3	6	7	8
$1850-$1899					
$1900-$1949	1		1	3	2
$1950-$1999	1				1
$2000-$2049	1	1	1	6	8
$2050-$2099					2
$2100-$2149	1			1	
$2150-$2199			2	1	5
$2200-$2249	1	3	1		
$2250-$2299					
$2300-$2349					
$2350-$2399				2	2
$2400-$2449			3	1	2
$2450-$2499					
$2500-$2549					1
$2550-$2599					
$2600-$2649				1	1
$2650-$2699					
$2700-$2749					1
$2750-$2799					
$2800-$2849	1	1			
$2850-$2899			1	1	1
Number Not Teaching	5	8	4	6	15
Total	67	98	134	164	181

The median salary for men for 1932-33 was $1,150-$1,199; 1933-34 was $950-$999; 1934-35 it was $1,000-$1,049; 1935-36 it was $1,050-$1,099; and in 1936-37 the median salary was $1,200-$1,249. The median salary for the five years was $1,200-$1,249.

The totals show the number of the 236 which taught each year from 1932 to 1937.

Practically all men receiving more than $1,850 were Vocational Agriculture teachers, Coaches, High School Principals, Superintendents, or combinations of these. The most of those receiving from $1,500 to $1,850 were coaches or high school principals.

TABLE XXXVII

NUMBER OF FEMALE TEACHERS WITH REFERENCE TO SALARY RECEIVED, 1932-37

Salary	Year '32 '33 No.	'33 '34 No.	'34 '35 No.	'35 '36 No.	'36 '37 No.
None			1	1	1
$250-$299				1	1
$300-$349		1		1	1
$350-$399	1	3	4		
$400-$449	1	7	6	4	1
$450-$499	4	8	10	6	1
$500-$549	6	7	8	12	8
$550-$599	5	8	9	5	6
$600-$649	13	11	13	15	18
$650-$699	11	16	15	18	16
$700-$749	5	14	19	32	23
$750-$799	5	12	25	30	28
$800-$849	5	7	9	23	27
$850-$899	1	4	6	4	14
$900-$949	7	6	18	25	36
$950-$999	3	3	3	7	6
$1000-$1049	1	2	2	8	9
$1050-$1099	2	3	2	6	6
$1100-$1149	3	1	3	6	5
$1150-$1199	1		1	3	7
$1200-$1249			1	3	6
$1250-$1299	1	1		3	4
$1300-$1349					2
$1350-$1399	1		1		
$1400-$1449				2	
$1450-$1499					2
$1500-$1549			1		1
$1550-$1599					
$1600-$1649				2	1
$1650-$1699	1	1	1	1	3
$1700-$1749					
$1750-$1799	1	1	1	1	1
$1800-$1849				1	
$1850-$1899					
$1900-$1949					
$1950-$1999					
$2000-$2049					1
No. Not Teaching	6	6	9	11	14
Total	84	122	168	231	249

The median salary for women teachers for each year from 1932 to 1937 was as follows: 1932-33, $650-$699; 1933-34, $650-$699; 1934-35, $700-$749; 1935-36, $750-$799; 1936-37, $800-$849. The median salary for the five years was $750-$799.

The totals show the number of the 367 women who taught each of the five years covered in this study.

The teacher who received no salary and the one who received $250-$299 were teachers in Catholic schools. Not all Sisters receive such small remuneration for their work, however, because others of that sect are included in this

study.

Some reasons for lower salary scale for women are: only 66 per cent of the women teachers held Bachelor's degrees; a much larger percentage of women were employed in rural and small elementary schools than were the men.

TABLE XXXVIII

NUMBER OF EACH SEX WITH REFERENCE TO TENURE

Periods of Tenure	Male	Per Cent	Female	Per Cent
Those who taught not more than one year in a district	60	29.3	109	33.1
Those who taught two years in one district and not more than one year in any other district	50	24.2	88	26.5
Those who taught two years in each of two districts and one year in another district	42	20.2	59	18.1
Those who taught three years in one district and two years in another district	25	12.3	36	11.0
Those who taught four years in one district and one year in another district	19	9.0	21	6.2
Those who taught five years in one district	10	5.0	17	5.1
Total number of teachers who taught after being issued a certificate	206	100.0%	330	100.0%
Number who did not teach after receiving certificates	30		37	
Total	236		367	

The percentages are figured on the basis of the number of teachers who actually taught after receiving certificates. Twelve and seven-tenths per cent of the male teachers who were certificated did not teach during the five years covered by this study, and 10.1 per cent of the women teachers did not use their certificates.

CHAPTER IV

SUMMARY

As a matter of summarizing the information brought out in the foregoing study the author gives here some of the most important conclusions.

It is remarkable that so few O.A.M.C. trained teachers were out of work when employment was scarce.

It is significant that 95.1 per cent of the men and 85.1 per cent of the women were teaching in the fields for which they were prepared; that 81 per cent of the men and 66 per cent of the women held Bachelor's degrees; that the number of hours of undergraduate credit was 137 for the men and 134 for the women; that the percentage of both men and women teachers employed in rural schools was gradually decreasing from year to year, while their employment in elementary and high schools was increasing; and that there was a gradual reduction in the percentage of teachers who were employed in their home communities and counties, i.e., in the communities and counties where they had graduated from high school.

The median age for men teachers was 27 years, and for women teachers 25 years. Seventy-seven and two-tenths per cent and 84.3 per cent respectively were born in Oklahoma. Those whose homes were in Oklahoma amounted to 96.1 per cent for the men and 97.0 per cent for the women. Nine and seven-tenths per cent of the men and 2.7 per cent of the women held Master's degrees. Sixty-eight and five-tenths per cent of

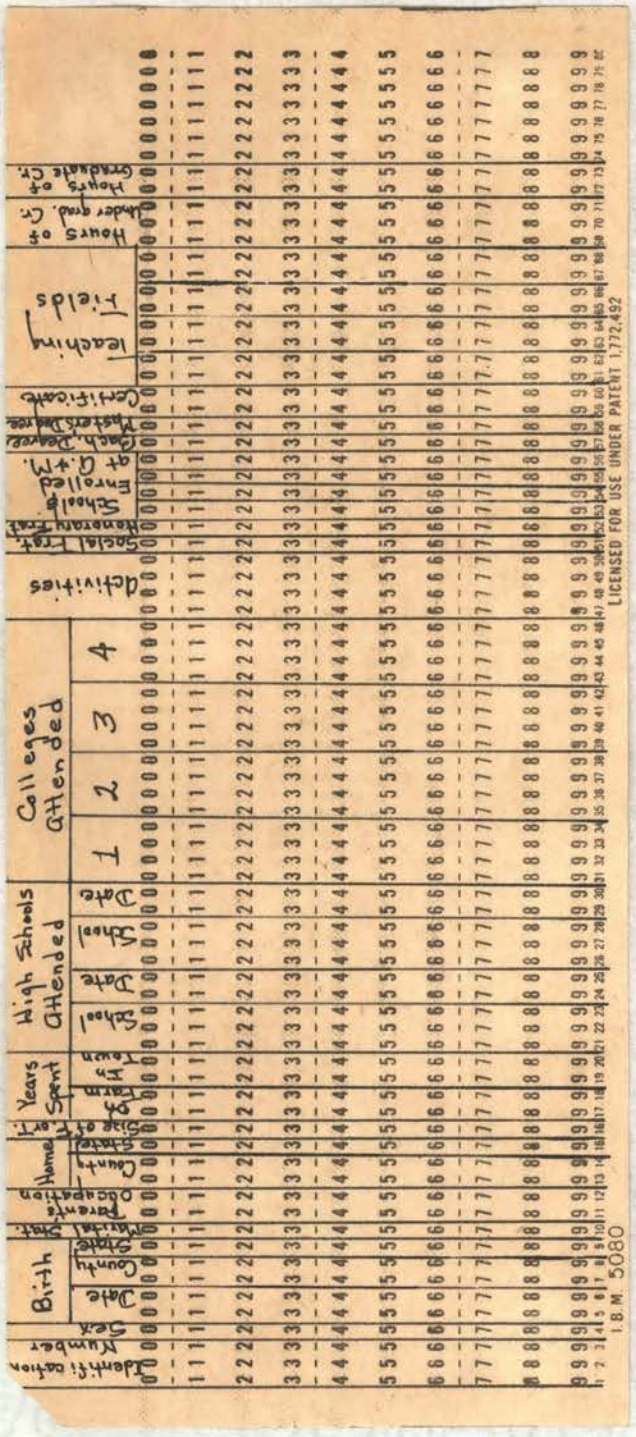
the men and 54.2 per cent of the women were reared in farm homes.

The salary schedule for the men teachers dropped abruptly from 1932-33 to 1933-34 then gradually climbed until 1936-37 when their salaries were the highest for the five year period. The median salary for the men was $1,200-$1,249. Women's salaries were lowest in 1932-33 and 1933-34 then gradually rose until the last year of the period covered by this study when they were $800-$849. The median salary for women was $750-$799.

The largest percentage of the men graduated from the medium sized high schools, and the largest percentage of the women graduated from the small high schools. In both cases the smallest percentages graduated from the large high schools.

As a final conclusion this study serves to point out that the state must continue to train vast numbers of teachers to replace both the women teachers who marry and are removed from the teaching profession, and the men teachers who, as the economic conditions of the country improve, enter other more remunerative occupations. It also serves to point out that this exodus into other professions may be retarded if salary schedules were such that they would attract those who are qualified to teach, thereby reducing the teacher turnover to a minimum.

APPENDIX A



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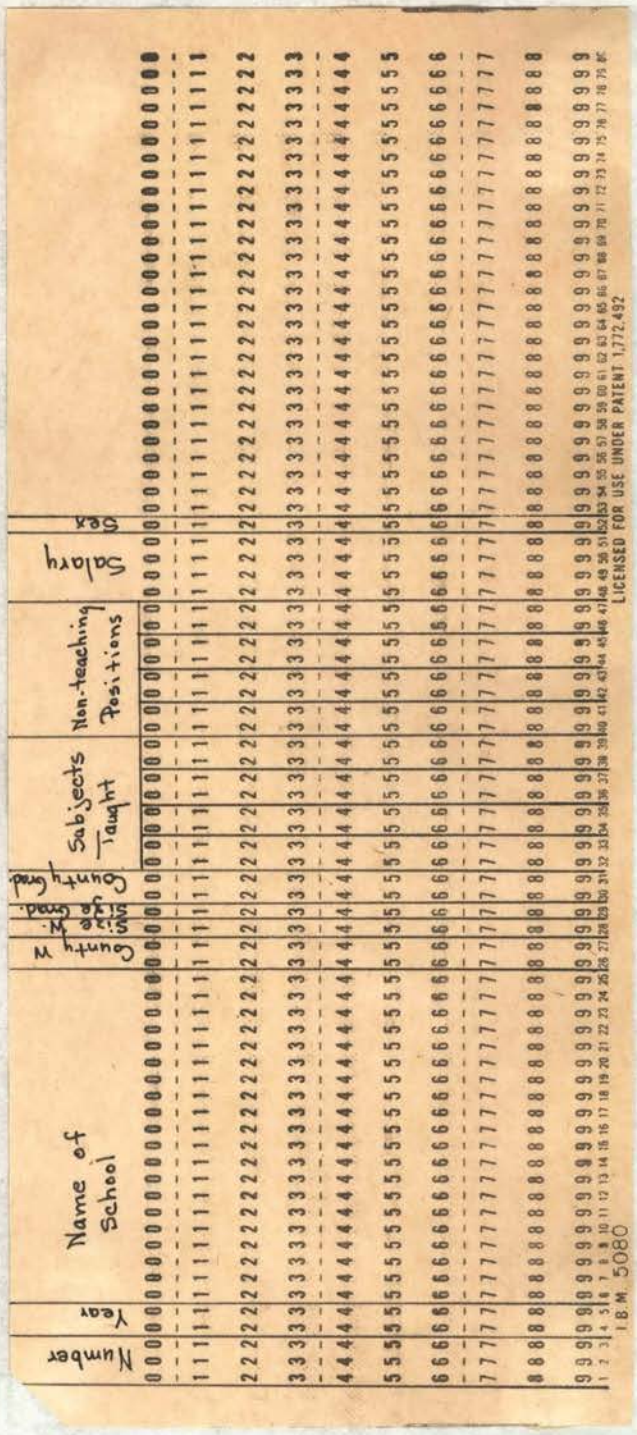

Card No. 2

These are the master cards which were used in analyzing the data which appears in this study.

APPENDIX B

M _____

_____

Dear M _____

We have certain policy changes under consideration here at A. and M. In deciding them we need some information about former students who were issued teachers' certificates. We are therefore sending this request for the desired information to all that were recommended for a certificate during the years 1932 to 1937 inclusive. We hope to make the report complete. It will only take a few minutes to fill out the blanks below; we will appreciate it if you will do it at once and return to me in the enclosed stamped envelope.

N. Conger
Dean of Education

Please answer the questions for each year, beginning with the one in which you received your certificate.

1932-33

A. Where did you teach? _____
B. What subjects or grades did you teach? _____
C. In what other capacity did you serve besides teaching? _____
_____
D. What was your annual salary? _____

1933-34

A. Where did you teach? _____
B. What subjects or grades did you teach?

Name_____ Sex_____ Date of Birth_____

Place of birth_____
Town County State

Legal resident of what state_____ Member of what church_____

Check one: Married____ Single_____ Divorced ____ Widowed ____

Parents' occupation (former occupation if deceased)_____

What is your home town?_____
County State

Do you live on a farm?_____ Size _____ Min to m? _____ Size _____

Years spent on farm _____ In town _____ What high schools did you attend?

School	Location	Year	School	Location	Year

Colleges attended before coming to A. and M.

College	Location	College	Location

Colleges attended since leaving A. and M.

College	Location	College	Location

Undergrad activities in which you have participated: 4-H Club F. F. A. DeMolay Boy Scouts H-Y Rainbow Girl Scouts Girl Reserves Campfire Girls Others_____

You are now, or have been, a member of what fraternities or sororities?_____

_____ List schools in which you enrolled while attending A. & M.

1. _____ 2. _____ 3. _____ 4. _____

Degrees you now hold _____ Type of certificate_____

What are your teaching fields? _____

Total semester hours undergraduate credit _____ Total hours graduate credit_____

Teaching experience:

Date	Institution	Location	In what capacity	Salary (yr.)
19.2-				
19..-4				
19..-5				
19.5-..				
19..-7				

(The information concerning teaching experience was not taken from the registrar's files, but was taken from the questionnaire returned by the teacher.)

Typist: Pauline Streeter