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A COMPARATIVE STUDY OF CERTAIN PHASES OF THE HOME ECONOMICS
AND INDUSTRIAL EDUCATION GRADUATES WITH THE REGULAR
MEN AND WOMEN GRADUATES OF NORTH TEXAS STATE
TEACHERS COLLEGE FOR THE YEARS OF
1919, 1923, 1927, AND 1931

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Dedicated To

My Sons

HEZ HOUSTON RAY

and

REX RUSSELL RAY

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CHAPTER I

INTRODUCTION

During the last few years a number of investigations have been made concerning teachers colleges. A wealth of material may be found on the professional preparation of teachers for work in various branches of education. Very little investigation has been conducted, however, on the status of the North Texas State Teachers College graduates. Being one of the largest, if not the largest, professional teacher-training institutions in the United States, it seems pertinent and worthwhile to make a study of its regular graduates, Home Economics, and Industrial Education graduates.

From interested observers of this large army of teachers come these pertinent queries: How many and what percent are becoming professional teachers? and, What is a professional teacher?

For the purpose of this study professionalism is based on five years of teaching experience, five years

having been arbitrarily set up as a measure for rating professional teachers.

Purpose of Study

The purpose of this study is to determine the status of Industrial Education graduates and Home Economics graduates as compared with the status of all men and women graduates of North Texas State Teachers College, with reference to (1) background before entering college, (2) high school status, (3) college status, (4) college entrance and graduation ages, (5) number and percentage of transfers, (6) grades, (7) major fields, (8) amount of transiency, and (9) tenure.

Scope of Study

This investigation is limited to a study of the above-mentioned phases of the status of Industrial Education, Home Economics, and all men and women graduates who received their baccalaureate degrees from North Texas State Teachers College in 1919, 1923, 1927, and 1931.

This study includes all of the above-mentioned graduates who were experienced and inexperienced in the field of teaching at the time of graduation. This sampling of the professional careers of these graduates was traced from date of graduation through the school year

of 1935 and 1936.

Sources of Data

The data utilized in this investigation were taken from the following sources:

Permanent records filed in the office of the Registrar of North Texas State Teachers College, Denton, Texas.

Transcripts of undergraduate records, grades, and information cards filled out by students entering the college, as found in the same office.

Teaching major and minor, teaching combination, teacher turnover, home talent, marital status, tenure in present position, total tenure, etc., as found in the files of the Placement Bureau, North Texas State Teachers College.

Bulletins of North Texas State Teachers College.

Limitations

This study deals with information of the regular graduates, Home Economics graduates, and Industrial Education graduates of the North Texas State Teachers College. From 1919 to 1936 there are a total of 3966 graduates: two hundred forty-two Home Economics graduates, and one hundred thirty-seven Industrial Education graduates,

TABLE I

TOTAL NUMBER OF GRADUATES OF NORTH TEXAS STATE TEACHERS COLLEGE FROM 1919 TO 1936

Year	Men		Women		Total A. B.	Total B. S.	Grand Total
	AB	BS	AB	BS			
1919	2	1	2		4	1	5
1920	4	4	4	2	8	6	14
1921	8	4	6	9	14	13	27
1922	13	5	11	14	24	19	43
1923	10	19	7	13	17	32	49
1924	12	25	25	33	37	58	95
1925	31	48	34	37	65	85	150
1926	26	65	26	54	52	119	171
1927	30	74	50	69 ^a	80	143	223
1928	26	68	65	81	91	149	240
1929	22	77	76	221	98	298	396
1930	26	81	77	128	103	209	312
1931	23	82	75 ^b	149	98	231	329
1932	19	108	87	163	106	271	377
1933	18	117	77	145	95	262	357
1934	30	124	64	174	94	298	392
1935	42	193	60	306	102	499	601
1936 (May)	7	45	29	104	36	149	185
Total	349	1140	775	1702	1124	2842	3966

^aOne student has incomplete record.

^bOne student deceased.

a total as revealed in Table I. For the purpose of this study a sampling of the total number of graduates has been taken. This sampling consists of the total number of graduates, Home Economics, and Industrial Education graduates, for every fourth year, from the first year degrees were conferred, 1919, up to and including 1931. The records in the Registrar's office show the total number of graduates for the years 1919, 1923, 1927, and 1931, to be six hundred

six. but the total number of cases included in this study is six hundred four.¹

Definition of Terms

For the purpose of this investigation the terms used throughout are defined as follows:

A graduate is one who has received the Bachelor's degree from North Texas State Teachers College.

Tenure as used in this study means the number of years of teaching experience. It has been qualified in this study to distinguish three aspects of tenure:

Tenure in present position refers to the number of years in the present teaching position.

Tenure of elapsed years means the number of years from high school to, and including, college graduation.

Total tenure refers to the entire teaching span (or service) of a teacher.

Home talent refers to graduates who returned to the town or community to teach from which they came.

Transfer means a student who has at some time enrolled in some other college, but who has had a transfer of his credits to North Texas State Teachers College.

Turnover refers to the number, or percentage,

¹Two students do not warrant consideration. One is deceased, and the other's record is incomplete.

of teachers who changed teaching positions. It does not include those new in the profession.

Year levels as used in this study refer to the upper extreme, Q3, median, Q1, and to the lower extreme.

Entrance age levels refer to the ages at which students entered college.

Graduate age levels refer to the ages of students at college graduation.

The terms A student, B student, and C student refer to the graduates' average grades. By the use of percentage technique, graduates' grades will be presented in later chapters in support of the findings, through comparative study of professional and non-professional teachers. Grades at North Texas State Teachers College are in terms of A, B, C, D, and F, and it was necessary to transform them into numerical values which could be manipulated statistically. These values were arbitrarily set as follows:

A --- 4

B --- 3

C --- 2

D --- 1

F --- 0

Treatment of Data

The method is largely quantitative. An attempt has been made to present all data in tables in order that comparisons may be made. Medians and percents have been computed and used frequently throughout the study. Only a brief discussion of the facts presented by the tables has been considered necessary to make clear what the data mean.

CHAPTER II

COMPARISON BETWEEN GRADUATES ACCORDING TO THEIR BACKGROUND BEFORE ENTERING COLLEGE

1. Selection and Treatment of Data

This comparative study presents the data and records of the six hundred four graduates, twenty-one Industrial Education graduates, and thirty-seven Home Economics graduates of North Texas State Teachers College for the years 1919, 1923, 1927, and 1931, as a sampling of the 3966 graduates, one hundred twenty-seven Industrial Education graduates, and two hundred forty-two Home Economics graduates of the college from 1919 to 1936. 1931 is the last period a comparative study could be made, allowing five years of teaching to measure a professional teacher.

The records of the six hundred four graduates are further divided into four groups, as has been previously stated, according to four divisions. Commencing with 1919, the first year degrees were conferred, and allowing a lapse of four years between each group, we have:

1919 Group, representing the total number of graduates, Industrial Education graduates, and Home Econo-

mics graduates for that year, 1919.

1923 Group, representing all of the graduates, Industrial Education graduates, and Home Economics graduates for the year 1923.

1927 Group, representing largely all the graduates, Industrial Education graduates, and Home Economics graduates for the year 1927.

1931 Group, representing the total number of graduates, Industrial Education graduates, and Home Economics graduates for 1931.

Total Group, containing a total of all the four divisions in all the groups.

TABLE II
DISTRIBUTION OF THE SAMPLING OF NORTH TEXAS
STATE TEACHERS COLLEGE GRADUATES
INCLUDED IN THIS STUDY

Groups	MEN		WOMEN	
	All	I. Ed.	All	H. Eco.
1919	3	1	2	0
1923	29	1	20	3
1927	104	9	118	12
1931	105	10	223	22
Total	241	21	363	37

As seen on Table II, the first graduating class was composed of three men and two women. There was one Industrial Education graduate and no Home Economics gra-

duates. 60% of the graduates were men, and 40% were women. 33 1-3% of the men and 20% of the total number of graduates were Industrial Education graduates.

1923 year graduates consisted of twenty-nine men and twenty women, revealing some striking facts with regard to the progress of the school. These data show that there were forty-four more degrees conferred in 1923 than were conferred in 1919, or an increase of 980%. The men lacked one student maintaining their 20% margin over the total number of women graduates, as recorded in 1919, which revealed that there were 20% more men graduating that year than women. The Industrial Education graduates did not increase in number with the class, but kept their record of one graduate. There were three Home Economics graduates in this group, while there was none in the first group.

1927 year graduates are composed of one hundred four men and one hundred eighteen women, making a total of two hundred twenty-two. The total number of women graduates exceeded the number of men graduates by 11.8%. The total number of Industrial Education graduates was nine, an increase of 900% over 1923; while the Home Economics women numbered twelve, an increase of 400%.

1931 graduates consists of one hundred five men and two hundred twenty-three women, a total of three hundred twenty-eight, an increase of 14.55% over the num-

ber of graduates for the year 1927. There were ten Industrial Education graduates and twenty-two Home Economics graduates --- an increase of 10% in Industrial Education and 36.31% in Home Economics. There were 52.42% more women graduated than men in 1931.

A comparison of men and women graduates in 1931 shows 1% increase for men compared to a 47.08% for women. From these data one might predict that women teachers would soon supplant men teachers in the teaching profession. However, further study of the records will reveal that a larger percentage of men than women become professional teachers. More women are teaching, but far more of them quit teaching before becoming professional teachers.

2. Counties Represented by the 21 Industrial Educationa Graduates, the 37 Home Economics Graduates, and the 604 Men and Women Graduates.

For the years 1919, 1923, 1927, and 1931, one hundred forty-five counties were represented by graduates of North Texas State Teachers College. The larger percent was within a radius of two hundred miles of the college, while many came as far as five hundred miles. Denton Country ranks first --- Tarrant, Dallas, Rockwall, Gregg, Ellis, Cooke, and Wise counties furnishing more than twenty students each. The counties

represented by the graduates are shown in Table III.

TABLE III
145 COUNTIES WHERE 604 GRADUATES CAME FROM

Counties	No. G	IE	HE	Counties	No. G	IE	HE
Anderson	3			Denton	100	4	8
Andrews	1			Dewitt	1		
Angelina	1			Dickens	1		
Archer	2			Donelly	1		
Bandera	1			Eastland	6		
Bastrop	1			Ellis	12		
1 Baylor	1			El Paso	2		
Bell	2		1	Erath	5		
Bexar	1			Falls	3		
Bosque	11	2		Fannin	10	2	
Bowie	1			Floyd	1		
Brazoria	1			Ford	1		
Briscoe	1			Fort Bend	1		
Brown	2			Freestone	4		
Burleson	1	1	1	Frio	1		
Burnet	1			Gaines	1		
Caldwell	1			Galveston	1		
Calhoun	3			Garza	1		
Cameron	2			Gonzales	1		
Camp	1			Grey	1		
Carson	1			Grayson	1		1
Bass	2			Gregg	15		
Cherokee	1			Hale	1		
Chiodress	3			Hall	1	1	
Clark	11			Hamilton	4		
Calena	2			Hardeman	1		
Concho	1			Harris	1		
Coryell	10			Harrison	3		
Cooke	21	1	2	Haskell	2		
Crosby	1			Henderson	11		
Collin	24	1	1	Hidalgo	1		
Comanche	4			Hill	8		1
Collinsworth	1			Huckley	1		
Dallas	23		1	Hood	5		
Dawson	1			Hopkins	1		1
Deaf Smith	1			Houston	1		
Delta	1			Howard	1		
Denton	100	4	8	Hunt	2		

Counties	No. G.	IE	HE	Counties	No. G.	IE	HE
Jack	7			Rusk	3	1	
Jefferson	1			San Saba	1		
Johnson	10	1	2	Scurry	1		
Jones	4		1	Shackleford	1		
Kaufman	10		2	Shelby	1		
Kent	1			Smith	4		
Kerr	1			Somerville	1		
King	1			Stephens	2		
Klegburg	1			Stonewall	1		
Knox	5			Swisher	1		
Lamar	2			Tarrant	26	2	1
Lamb	1			Taylor	2		
Lampasas	1		1	Titus	1		1
Leon	2			Travis	1		
Limestone	4			Upshur	2		
Ilano	1	1		Upton	1		
Lubbock	1			Vanzant	10		
Lynn	1			Wharton	1		
McCulloch	1			Wheeler	2		
McLennon	7		2	Wichita	10		
Matagorda	1		1	Wilbarger	6		1
Madison	1			Winkler	1		
Marion	1			Wise	15	2	2
Milam	1			Wood	4		
Mills	1			Young	8		
Mitchell	1						
Montague	10	2					
Motley	1						
Nacogdoches	1						
Navarro	1		2				
Newton	1	1					
Nolan	2						
Nueces	2						
Ochiltree	1						
Orange	1						
Palo Pinto	10		1				
Panola	1						
Parker	10						
Pecos	1						
Potter	1						
Parmer	1						
Raines	1						
Red River	1						
Robertson	1						
Rockwall	3						
Runnels	2						

TABLE IV

OCCUPATIONS OF THE PARENTS OF 21 INDUSTRIAL EDUCATION GRADUATES, 37 HOME ECONOMICS GRADUATES, 241 MEN, AND 363 WOMEN GRADUATES

OCCUPATION	GROUPS												Totals									
	1919			1923			1927			1931			MEN	WOMEN	ALL							
	Men	Women		Men	Women		Men	Women		Men	Women											
All	IE	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE					
Farmer.....	1		1		1		55	4	52	10		45	5	81	13	115	10	145	24			
Not given..							17		20	1		27	1	52	2	48	1	74	3			
Merchant...	1		1		1		6		16	1		8		27	4	18		45	6			
Laborer....							5	1	16			7	2	24	2	14	3	40	2			
Salesman...							1	2	16			2	2	4	1	3	4	14	1			
Teacher....							5	1	3			8		10		17	1	14				
Banker.....	1						1					1				3	1					
Engineer...							1					1		1		1		1				
Rancher....							1		1			1		1		2		2				
Government Employee.							1					2		6		3		8	2			
Doctor.....							5		1			1		1		3		4	1			
Minister...							1		2			1		2		5		3				
Lawyer.....							1	1	1			1		1		2		4				
Contractor.							1	1	1			1		6		1		3				
Skilled Laborer..							3		3			3		7		7		12				
Cases	3	1	2				29	1	20	3	104	9	118	12	105	10	223	22	241	21	363	37

TABLE V

PERCENT OF OCCUPATIONS OF PARENTS OF 21 INDUSTRIAL EDUCATION, 37 HOME ECONOMICS, AND 604 GRADUATES

OCCUPATION	GROUPS												Totals			
	1919			1923			1927			1931			MEN	WOMEN	All	
	Men	Women		Men	Women		Men	Women		Men	Women					
All	IE	HE	All	IE	HE	All	IE	HE	All	IE	HE	All	IE	HE		
Farmer....	33		50	45	33	54	44	45	33	43	50	59	47	48	40	65
Not given.				7	16	17	27	15	33	26	10	9	20	48	20	33
Merchant..	33		50	10	33	6	14	14	33	8	12	7	7	12	16	16
Laborer...				7		5	11	14		17	16		5	10	10	
Salesman..					1	4	11	2	1	2	16		1	15	1	
Teacher...				17		1	1	1		8		7	5	5	3	15
Banker....	33	100				1				1			1	5	1	5
Engineer..						1								5	3	1
Rancher...						.9										
Government Employee					17	.9				2			.4			.3
Doctor....						5	2	2		2		7	2	2	4	4
Minister..				10		.9	2	2		.9		7	2	.8	2.7	
Lawyer....						.9		.8		.9			.8	.8		
Contractor						.9	11	.8		.9			.4	.5	2	
Skilled Laborer.				4		3				3			3	2		
Cases	3	1	2	29	3	104	9	118	12	105	10	223	241	21	363	37

Table IV shows the six hundred four graduates, twenty-one Industrial Education, and thirty-seven Home Economics graduates on the basis of the occupations of the parents.

The data given in Table V show that 47.7% of all the men and Industrial Education graduates came from the farm, 40% of all the women, and 65% of the Home Economics graduates were from the country. 19.9% of all the men, 4.8% of the Industrial Education graduates, 20% of all the women, and 8.1% of the Home Economics graduates did not give their parents' occupations. These data show that by far the largest percentage of the North Texas State Teachers College graduates are coming from families of small incomes.

TABLE VI

CHURCH MEMBERSHIP OF THE 21 INDUSTRIAL EDUCATION, 37 HOME ECONOMICS, AND 604 MEN AND WOMEN GRADUATES

Church	GROUPS														
	1919			1923			1927			1931			Total		
	All	IE	HE	All	IE	HE	All	IE	HE	All	IE	HE	All	IE	HE
Baptist.	2			13			56	6	5	123	4	10	194	10	15
Methodist	1	1		22	1	2	61	1	1	103	4	5	187	7	8
Christ- ian...	1			4			26	1	5	45	1	3	76	2	8
Presby- terian	1			4		1	17	1	1	27		2	49	1	4
Catholic							2			1			3		
Lutheran										1			1		
Episco- pal...										1			1		
No church affil- iation				6			60			27	1	2	93	1	2
Cases	5	1		49	1	3	222	9	12	328	10	22	604	21	37

The data in Table VI show the six hundred four graduates on the basis of church membership.

84.6% of all graduates were members of some church or affiliated with some religious denomination, upon their enrollment in the college. 84.01% were members of Protestant churches, while .59% were affiliated with the Catholic church. 15.4% were not affiliated with any church or religious denomination. 95.24% of the Industrial Education graduates were members of Protestant churches, while only one was not a member of any church. 94.6% of the Home Economics graduates were members of Protestant churches and 5.4% were not affiliated with any church.

TABLE VII

DISTRIBUTION OF 21 INDUSTRIAL EDUCATION, 37 HOME ECONOMICS, AND 604 MEN AND WOMEN GRADUATES ON THE BASIS OF YEARS SPENT IN HIGH SCHOOL

Years	GROUPS												Total	
	1919		1923		1927		1931		1931		Total		MEN	WOMEN
	ALL	IE	ALL	HE	ALL	HE	ALL	HE	ALL	HE	ALL	HE		
10 or more....	1	1	3	7	2	1	4	6	3	1	17	3	2	3
5-9.....	2	2	2	29	1	48	4	43	9	13	76	10	6	10
4.....			8	15	1	22	1	16	106	4	39	165	4	23
3.....			3	18	1	12	5	7	36	4	28	60	3	3
2.....			5	11	1	15	1	27	17	3	54	33	6	8
1.....			8	24	4	20	1	6	27	1	27	43	6	1
Not Given....														
Cases	3	1	29	3	1	9	12	105	10	22	241	21	363	37

TABLE VIII

DISTRIBUTION OF 604 GRADUATES ON THE BASIS OF GRADES COMPLETED IN HIGH SCHOOL

Grades	GROUPS												Total	
	1919		1923		1927		1931		1931		Total		MEN	WOMEN
	ALL	IE	ALL	HE	ALL	HE	ALL	HE	ALL	HE	ALL	HE		
12.....	3	1	13	3	2	2	6	3	1	3	1	6	1	
11.....		2	4	52	1	64	8	107	18	14	174	26		
10.....			2	37	2	19	1	63	1	3	104	2		
9.....			1	26	1	13	1	41	2	1	69	6		
8.....			1	2	2	7	2	9	2	2	10	2		

High School Record

Table VII shows the distribution of the six hundred four graduates on the basis of years spent in high school.

The data in Table VII show there is not enough difference in the median years spent in high school by the Industrial Education graduates and regular men graduates to discuss. The medians for the women and Home Economics graduates reveal a slight difference, but one of no significance.

Table VIII shows the distribution of the six hundred four graduates on the basis of grades completed in high school. The data in this table reveal that the median of the grades completed in high school by all the men and Industrial Education graduates was the eleventh grade, but the median for the women and Home Economics graduates for 1927 and 1931 was below the eleventh grade --- causing the median for the total women to be 10.98 and the Home Economics median to be 11.33.

TABLE IX

DISTRIBUTION OF 21 INDUSTRIAL EDUCATION GRADUATES, 37 HOME ECONOMICS GRADUATES, AND 604 MEN AND WOMEN GRADUATES ON THE BASIS OF UNITS COMPLETED IN HIGH SCHOOL

Units	GROUPS												Total			
	1919		1923		1927		1931		1931		Total					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women				
	All	IE	All	IE	All	IE	All	IE	All	IE	All	IE	All	IE	All	IE
15-19...	3	1	4	1	85	8	71	7	67	6	149	17	159	16	232	25
10-14...		2	6	5	12	1	9	1	11	3	18	3	29	3	32	5
5-9.....					3	1		4		1	2		3	2	2	5
0-4.....																
Not Given.			19	5	4		38		27		54	2	50		97	2
Cases	3	1	29	1	104	9	118	12	105	10	223	22	241	21	363	37

Table IX shows the distribution of the six hundred four graduates on the basis of units or credits received while in high school. The data here are in keeping with those in Table VIII, showing that the median for all groups is nearer seventeen units. The men and Home Economics women in 1923 fell to 14 and 12.5. The frequency of other groups brought this up in Group V to sixteen or more credits.

Summary

The data presented in this study relative to the background of the six hundred four graduates show that the number of graduates has grown from five in 1919 to three hundred twenty-eight in 1931 --- that the large majority of graduates coming are from the homes of laborers and farmers. These data also show that 84.6% of all graduates were affiliated with some church when they entered college. Tables VIII and IX reveal that more than half of the graduates spent four years in high school and entered North Texas State Teachers College with sixteen or more units.

CHAPTER III

COMPARISON OF COLLEGE STATUS

The purpose of this chapter is to present data relative to (1) classification upon entering North Texas State Teachers College, (2) entrance ages, (3) elapsed years, (4) graduation ages, and (5) comparison of regular graduates with Home Economics and Industrial Education graduates.

Classification

TABLE X

DISTRIBUTION OF 604 GRADUATES ON THE BASIS OF
CLASSIFICATION UPON ENTERING COLLEGE

Classifi- cation	GROUPS										TOTAL
	1919		1923		1927		1931		Total		
	MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM	MEN	WOM	
Freshman...	3	2	10	6	71	74	67	157	151	239	390
Sophomore..			6	6	12	22	16	34	34	62	96
Junior.....			9	8	15	11	15	25	39	44	83
Senior.....			4		2	8	2	3	8	11	19
Special....					4	3	5	4	9	7	16
Cases	3	2	29	20	104	118	105	223	241	363	604

In this study classification is measured by the class in which each student entered North Texas State Teachers College.

Table X shows the distribution of six hundred four graduates on the basis of their classification upon entering North Texas State Teachers College.

390, or 64.6%, of the total six hundred four graduates entered North Texas State Teachers College as Freshmen; 96, or 15.8%, were classified as Sophomores; 83, or 13.5%, entered the Junior class; 19, or 3.1%, were classified as Seniors; and 16, or 2.6%, were enrolled as special students. In a later division a more specific study will be made on the transfers to the college.

TABLE XI
 DISTRIBUTION OF 37 HOME ECONOMICS GRADUATES AND
 363 WOMEN GRADUATES ON THE BASIS OF COLLEGE
 ENTRANCE AGES

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Women		Women		Women		Women		Women	
	W	HE	W	HE	W	HE	W	HE	W	HE
50-54.....							2		2	
45-49.....										
40-44.....							4		4	
35-39.....					3	2	7		10	2
30-34.....			3		10		6		19	
25-29.....			3		14		21	1	38	1
20-24.....			5		27	3	67	4	99	7
15-19.....	2		9	3	62	7	115	17	188	29
10-14.....					2		1		3	
Cases	2		20	3	118	12	223	22	363	37

Entrance Ages

Table XI gives the data relative to recorded entrance ages of three hundred sixty-three women and thirty-seven Home Economics graduates included in this study.

The data here show the entrance range of years for all women to be fourteen to fifty years. The median for all women was 19.64 and the Home Economics median was 18.56 --- a difference of 1.08 years. This difference will affect the graduate ages, as will be shown in later tables.

TABLE XII
 DISTRIBUTION OF 21 INDUSTRIAL EDUCATION AND 241
 MEN GRADUATES ON THE BASIS OF COLLEGE
 ENTRANCE AGES

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Men		Men		Men		Men		Men	
	All	IE	All	IE	All	IE	All	IE	All	IE
50-54.....										
45-49.....					2				2	
40-44.....			2		4		2		8	
35-39.....			2		3		3		8	
30-34.....			2		3		2		7	
25-29.....			7		7		6		20	
20-24.....			4	1	26	5	46	4	79	10
15-19.....	3	1	12		57	4	46	6	115	11
10-14.....					2				2	
Cases	3	1	29	1	104	9	105	10	241	21

Table XII gives the distribution of two hundred forty-one men and twenty-one Industrial Education graduates on the basis of college entrance ages. The data show that the entrance age for all men is slightly higher than that of the women in Table XI, a difference in the median of .36 year. The median for the total group of Industrial Education graduates is 19.67 years, while that of the Home Economics graduates is 18.56 years. The range of entrance ages for all men ran from fourteen to forty-eight.

Table XIII gives the distribution of six hundred four graduates in all divisions of the five groups on the basis of college entrance ages.

The data in Table XIII show that the youngest group to enter was in 1919, at the age of seventeen. The median for total group men was twenty years; for Industrial Education men, 19.67; for all women, 19.6; and for Home Economics women, 18.56 years. Five students entered at fourteen years and two at fifty. The lowest extreme for the Industrial Education group is sixteen, and the upper extreme is twenty-four years; while of the Home Economics group the lowest extreme is sixteen and the upper extreme, thirty-five years.

Table XIV gives the data relative to entrance ages of the fourteen Industrial Education graduates, the nine Home Economics graduates, and the three hundred seventy-two men and women becoming professional teachers. For this study, five years of teaching experience have been set up as the measure of a professional teacher.

Table XIV shows the distribution of all men and women, Industrial Education, and Home Economics graduates who became professional teachers, on the basis of college entrance ages. The data in this table show that the entrance of professional men, Industrial Education men, and women occurs at a higher age than for the regular groups. The professional men's ages are .4 year higher than all men; professional Industrial Education graduates, 1.43 years higher than all Industrial Education graduates; while the median for professional women is .8 year higher than all women. The Home Economics professional graduates' median is .36 year lower than the regular Home Economics graduate group. Only one of the five who entered at fourteen years is a professional teacher, while the four who were forty-five and above are professional teachers.

Elapsed Years From High School to College Graduation

Any reference to age logically suggests the question: Does the matter of time elapsed between school experiences have any effect on the students and on their success as teachers? Naturally, those students who allowed some years to elapse between high school and college graduation are somewhat older than those who continued immediately with their college work.

TABLE XV

DISTRIBUTION OF THE 21 INDUSTRIAL EDUCATION AND 241 MEN GRADUATES ON THE BASIS OF ELAPSED YEARS BETWEEN HIGH SCHOOL AND COLLEGE GRADUATION

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Men		Men		Men		Men		Men	
	All	IE	All	IE	All	IE	All	IE	All	IE
30-34.....					1				1	
25-29.....			2		3		3		8	
20-24.....			1		5		7		13	
15-19.....			2		10		5		17	
10-14.....			5		13		12	2	30	2
5-9	1		15		45	6	55	6	116	12
0-4	2	1	4	1	27	3	23	2	56	7
Cases	3	1	29	1	104	9	105	10	241	21

Table XV shows the distribution of two hundred forty-one men and twenty-one Industrial Education graduates on the basis of elapsed years between high school and college graduation.

The data in Table XV show that the median of elapsed years for 1919 graduates is 3.7 and 2.5 years for all men and Industrial Education graduates; for 1923 it was 8.5 for all men and 2.5 for Industrial Education men; for 1927 graduates it was 7.78 for all men and 6.25 for Industrial Education men; for 1931, 7.73 for all men and 7.5 for all Industrial Education graduates. For the total group, the median is 7.80 for all men and 6.45 for Industrial Education graduates. The upper extreme for 1923 and 1927 is **29** and **34** years. This is probably due to the "back to college" movement after the World War, but one cannot definitely say that this is the reason.

TABLE XVI

DISTRIBUTION OF THE 363 WOMEN AND 37 HOME ECONOMICS GRADUATES ON THE BASIS OF ELAPSED YEARS BETWEEN HIGH SCHOOL AND COLLEGE GRADUATION

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Women		Women		Women		Women		Women	
	All	HE	All	HE	All	HE	All	HE	All	HE
30-34.....					1		5		6	
25-29.....					1		6		7	
20-24.....			1		3		12		16	
15-19.....			1		23	4	21	4	45	8
10-14.....			4		20	2	43	2	67	4
5-9			10	2	44	3	67	8	121	13
0-4	2		4	1	26	3	69	8	101	12
Cases	2		20	3	118	12	223	22	363	37

In Table XVI the median for the total group is 8.3 for all women and 7.5 for the Home Economics group. The medians for the years 1923 and 1927 are higher than those of the other groups.

Table XVII gives a combined study of the distribution of two hundred forty-one men, three hundred sixty-three women, twenty-one Industrial Education, and thirty-seven Home Economics graduates on the basis of elapsed years.

The data in Table XVII show that the elapsed years are greater in 1923 and 1927 than for 1919 and 1931. The median for the total men is 7.8 years; Industrial Education men, 7.08 years; total women, 8.39 years; and Home Economics graduates, 7.5 years. The extremes are 34 and 14 for the men and 32 and 18 for the women. This finding reveals that the extremes are less than the regular graduates', but the median is higher for the Industrial Education and Home Economics groups.

TABLE XVIII

DISTRIBUTION OF THE 14 INDUSTRIAL EDUCATION AND 155 MEN WHO BECAME PROFESSIONAL TEACHERS ON THE BASIS OF YEARS BETWEEN HIGH SCHOOL AND COLLEGE GRADUATION

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Men		Men		Men		Men		Men	
	All	IE	All	IE	All	IE	All	IE	All	IE
30-34.....					1				1	
25-29.....			1		3		3		7	
20-24.....			1		4		3		8	
15-19.....			2		9		2		13	
10-14.....			5		11		7		23	
5-9	1	1	9		32	5	32	3	74	9
0-4	1		3	1	19	3	6	1	29	5
Cases	2	1	21	1	79	8	53	4	155	14

Table XVIII shows the distribution of one hundred fifty-five men and fourteen Industrial Education graduates who became professional teachers on the basis of elapsed years.

In Table XVIII the findings show that the median of elapsed years of all professional men is 8.28, or .48 year longer than for the general group. The Industrial Education graduates' median is 6.1, or .98 year shorter than for the general group. The extremes for all professional men are the same; the lower extreme of professional Industrial Education men is the same, but the upper extreme is 8 years while that in Table XVII is 14 years.

TABLE XIX

DISTRIBUTION OF 9 HOME ECONOMICS AND 172 WOMEN GRADUATES
ON THE BASIS OF ELAPSED YEARS BETWEEN HIGH SCHOOL
AND COLLEGE GRADUATION

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Women		Women		Women		Women		Women	
	All	HE	All	HE	All	HE	All	HE	All	HE
30-34.....					1		2		3	
25-29.....					2		7		9	
20-24.....					4		11		15	
15-19.....			1		13	2	9	2	23	4
10-14.....			2		13		22		37	
5-9.....			3		25	1	27	1	55	2
0-4.....	1		4		9	1	16	2	30	3
Cases	1		10		67	4	94	5	172	9

Table XIX reveals some striking things in elapsed years for the women becoming professional teachers.

Here we find the median of elapsed years to be higher than that of the regular group. The median for professional women is 10.13, or 1.74 years higher than that for the regular women graduates. The median for the professional Home Economics women is 8.7 years, or one year higher than the total Home Economics graduates. The extremes of the professional groups are the same as for the regular groups.

TABLE XX
 DISTRIBUTION OF TOTAL GRADUATES WHO BECAME PROFESSIONAL TEACHERS ON THE BASIS
 OF ELAPSED YEARS BETWEEN HIGH SCHOOL AND COLLEGE GRADUATION

Years	GROUPS												Total				
	1919			1923			1927			1931			MEN	WOMEN	All		
	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All					
30-34..							1	1	2	3	2	1	3	1	3	1	3
25-29..							3	2	5	3	7	7	9	7	9	7	9
20-24..							4	4	8	3	11	8	15	8	15	8	15
15-19..					1		9	13	22	2	9	2	23	13	23	2	23
10-14..					2		11	13	24	7	22	7	37	23	37	7	37
5-9 ..	1				3		32	25	57	32	27	32	55	74	55	32	55
0-4 ..	1	1			4		19	9	28	6	16	1	30	29	30	1	30
Cases	2	1	1	21	1	10	79	8	67	4	53	4	172	155	14	172	9

Table XX shows the distribution of the total graduates who became professional teachers on the basis of elapsed years.

The data in this table show the Industrial Education professionals to be the lowest in elapsed years and the regular women group to^{be} the highest. The median for the total group is 8.28 years for all men, 6.1 years for Industrial Education graduates, 10.13 years for all women, and 7.5 years for Home Economics women. A striking difference of 2.65 years between the Industrial Education and Home Economics graduates is evident. The lower extremes are the same, while the upper extremes are 25, 8, 32, and 18 for all men, Industrial Education, all women, and Home Economics graduates, respectively.

TABLE XXI

DISTRIBUTION OF 21 INDUSTRIAL EDUCATION AND 241 MEN GRADUATES ON THE BASIS OF GRADUATE AGES

Years	GROUPS										
	1919		1923		1927		1931		Total		
	Men		Men		Men		Men		Men		
	All	IE	All	IE	All	IE	All	IE	All	IE	
50-54.....						1				1	
45-49.....			2		3		4			9	
40-44.....			1		6		5			12	
35-39.....			3		6		4			13	
30-34.....			2		12		10	1		24	1
25-29.....			13		29	6	37	3		79	9
20-24.....	3	1	7	1	45	3	41	6		96	11
15-19.....			1		2		4			7	
Cases	3	1	29	1	104	9	105	10		241	21

TABLE XXII

DISTRIBUTION OF 363 WOMEN ON THE BASIS OF COLLEGE GRADUATE AGES

Years	GROUPS										
	1919		1923		1927		1931		Total		
	Women		Women		Women		Women		Women		
	All	HE	All	HE	All	HE	All	HE	All	HE	
50-54.....						1		3		4	
45-49.....								3		3	
40-44.....			2		5		15			22	
35-39.....			1		13	3	17	1		31	4
30-34.....			4		22	1	38	3		64	4
25-29.....			4	1	27	3	47	6		78	10
20-24.....	2		8	2	49	4	91	10		150	16
15-19.....			1		1	1	9	2		11	3
Cases	2		20	3	118	12	223	22		363	37

Graduation Ages

Table XXI gives the data relative to graduation ages of the twenty-one Industrial Education and two hundred forty-one men included in this study.

The data in Table XXI show the median graduation age to be 22.5 years for all men and Industrial Education graduates in the 1919 group; 27.9 for all men and 22.5 for Industrial Education men in 1923; 25.76 for all men and 26.2 for Industrial Education graduates in 1927; 26.01 for all men and 24.8 for Industrial Education graduates in the 1931 group; and for the total men's group, 26.2 years, and for the Industrial Education group, 24.23 years. This shows a difference of 1.97 years for the Industrial Education graduates --- ranking younger in every group except in 1927. The extremes for all men are 18 and 54 years --- for Industrial Education men, 21 and 31 years.

Table XXII gives the data relative to graduation ages of the three hundred sixty-three women and thirty-seven Home Economics graduates included in this study. The table shows the median age for all women in 1919 to be 22.5; for 1923, 26.25 for all women and 23.75 for Home Economics women; for 1927, 26.67 for all women and the same for Home Economics graduates; for 1931, 26.22 for all women and 24.5 for Home Economics women; for the total group, 26.35 for all women and 24.7 for Home Economics women. The extremes for all women are 17 and 54 years ---

for the Home Economics graduates, 18 and 39 years. The 1923 and 1927 groups rank higher than the others, as they did in the entrance ages and elapsed years as shown in previous studies.

TABLE XXIII
 DISTRIBUTION OF THE TOTAL 604 GRADUATES ON THE BASIS OF GRADUATION
 AGES

Years	GROUPS																			
	1919			1923			1927			1931			Total							
	Men	Women		Men	Women		Men	Women		Men	Women		Men	Women						
All	IE	All	HE	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE					
50-54...								1					3			4				
45-49...								13					3			3				
35-39...								6					17			31				
40-44...								6					15			22				
50-54...								12					38			64				
25-29...								29					47			78				
20-24...								45					91			150				
15-19...								2					9			11				
Cases	3	1	2		29	1	20	3	104	9	118	12	105	10	223	22	241	21	363	37

Table XXIII gives the data relative to the combined graduation ages of two hundred forty-one men, twenty-one Industrial Education, three hundred sixty-three women, and thirty-seven Home Economics graduates.

Table XXIII shows the median graduate age in Group V of all men to be 26.2; Industrial Education, 24.23; all women, 26.35; and Home Economics graduates, 24.7 years. There is a difference of 1.97 years between the men groups in favor of the Industrial Education graduates. The Home Economics graduates are 1.65 years younger than all women when they receive their degrees. The Home Economics women are .5 year older than the Industrial Education graduates. The range of years for all men is 18 to 54; Industrial Education, 21 to 31; all women, 17 to 54; and Home Economics graduates, 18 to 39 years.

TABLE XXIV

DISTRIBUTION OF 155 MEN GRADUATES AND 14 INDUSTRIAL EDUCATION GRADUATES WHO BECAME PROFESSIONAL TEACHERS ON THE BASIS OF GRADUATE AGES

Years	GROUPS									
	1919		1923		1927		1931		Total	
	Men		Men		Men		Men		Men	
	All	IE	All	IE	All	IE	All	IE	All	IE
45-49.....			1		4		4		9	
40-44.....			2		4		2		8	
35-39.....			1		6		1		8	
30-34.....			5		8		5		18	
25-29.....			5		23	6	22	2	50	8
20-24.....	2	1	7	1	34	2	18	2	61	6
15-19.....							1		1	
Cases	2	1	21	1	79	8	53	4	155	14

Table XXIV shows the graduation ages of one hundred fifty-five men and fourteen Industrial Education graduates who became professional teachers. The data in the total group of Table XXIV show the median ages for all men to be 26.3 years, and 25.62 years for the Industrial Education graduates. The range of years for all men is 18 to 54 years --- for the Industrial Education group, 20 to 28 years.

TABLE XXV

DISTRIBUTION OF 172 WOMEN GRADUATES AND NINE HOME ECONOMICS GRADUATES WHO BECAME PROFESSIONAL TEACHERS ON THE BASIS OF GRADUATE AGES

Years	GROUPS									
	1919		1923		1927		1931 Total			
	Women		Women		Women		Women		Women	
	All	HE	All	HE	All	HE	All	HE	All	HE
50-54.....					1			2		3
45-49.....								5		5
40-44.....			1		5			11		17
35-39.....					10	1		9		19
30-34.....			2		11	1		18	1	31
25-29.....			2		16	1		18	1	36
20-24.....	1		5		24	1		27	2	57
15-19.....								4	1	4
Cases	1		10		67	4		94	5	172

Table XXV gives the graduates' ages for one hundred seventy-two women and nine Home Economics graduates who became professional teachers.

The data in Table XXV reveal a difference of two years in the median of the Home Economics and all women in the total group. Ages are 28.5 for all women and 26.25 for Home Economics graduates. The range of years for all women is 19 to 54 --- for Home Economics graduates, 19 to 39 years.

Table XXVI gives the combined data of graduate ages for twenty-one Industrial Education, one hundred fifty-five men, nineteen Home Economics, and one hundred seventy-two women who became professional teachers. This table shows the median graduate age to be 26.3 and 28.5 for all men and women, and 25.62 and 26.25 for Industrial Education and Home Economics graduates.

Comparison of Regular Graduates with Home
Economics and Industrial Education Graduates

The data in Table XXVII show that there are no graduates who transferred to North Texas State Teachers College in 1919. In 1923 there were 19 transfers; in 1927, 109; in 1931, 208; and 335 transfers in all. There are five Industrial Education transfers and twenty-two Home Economics transfers.

TABLE XXVIII
 PERCENT OF TRANSFERS AND TOTAL NUMBER OF STUDENTS COMPARED

	GROUPS														
	1919			1923			1927			1931			Total		
	Reg	IE	HE	Reg	IE	HE	Reg	IE	HE	Reg	IE	HE	Reg	IE	HE
Grad- uates...	5	i		49	1	3	222	9	12	328	10	22	604	21	37
No. of Trans- fers....				18		1	109	2	7	208	3	14	335	5	22
% of Trans- fers....				39		33	49	22	58	61	30	63	55	24	59

Table XXVIII shows that 55.5% of all the six hundred four graduates were transfers; 23.8% of the Industrial Education graduates, and 59.5% of the Home Economics graduates were transfers from other colleges.

TABLE XXIX

DISTRIBUTION OF 21 INDUSTRIAL EDUCATION AND 241
MEN ON THE BASIS OF GRADES MADE IN COLLEGE

Grades	GROUPS									
	1919		1923		1927		1931		Total	
	Men		Men		Men		Men		Men	
	All	IE	All	IE	All	IE	All	IE	All	IE
A.....			2		9		7		18	
B.....	2		11	1	28	2	19	2	60	5
C.....	1	1	16		67	7	79	8	163	16
Cases	3	1	29	1	104	9	105	10	241	21

TABLE XXX

DISTRIBUTION OF WOMEN ON THE BASIS OF GRADES MADE IN
COLLEGE

Grades	GROUPS									
	1919		1923		1927		1931		Total	
	Women		Women		Women		Women		Women	
	All	HE	All	HE	All	HE	All	HE	All	HE
A.....	1		2		13	3	17	3	33	6
B.....	1		7	1	42	2	77	7	127	10
C.....			11	2	63	7	129	12	203	21
Cases	2		20	3	118	12	223	22	363	37

TABLE XXXI

DISTRIBUTION OF 21 INDUSTRIAL EDUCATION, 37 HOME ECONOMICS, 241 MEN, AND 363 WOMEN GRADUATES ON THE BASIS OF GRADES MADE IN COLLEGE

Grades	GROUPS												Total						
	1919			1923			1929			1931			Total						
	MEN	WOMEN		MEN	WOMEN		MEN	WOMEN		MEN	WOMEN		MEN	WOMEN					
All	IE	HE	All	IE	HE	All	IE	HE	All	IE	HE	All	IE	HE					
A....			1			2			2			13	3	7	17	3	18	33	6
B....	2		1	1	7	11	1	1	7	28	2	42	2	19	77	7	60	5	10
C....	1	1			11	16		2	11	67	7	63	7	79	129	12	163	16	21
Cases	3	1	2	1	20	29	1	3	104	9	118	12	105	10	223	22	241	21	37

Tables XXIX, XXX, and XXXI give the distribution of graduates on the basis of grades made in college by all men, Industrial Education men, all women, and Home Economics women.

The data in Table XXXI show that 8.44% of all men and women graduates are "A" students. 16.23% of the Home Economics graduates are "A" students. 30.96% of the total graduates are "B" students, and 27.03% of the Home Economics graduates are "B" students. 23.8% of the Industrial Education graduates are "B" students. 60.6% of the total graduates are "C" students. 56.75% of the Home Economics graduates are "C" students, and 76.2% of the Industrial Education graduates are "C" students.

Summary

The data presented in this study relative to the college status of six hundred four graduates of North Texas State Teachers College reveal that 64.6% of the total graduates entered North Texas State Teachers College as Freshmen. The median entrance age for all men is 20 --- .36 year higher than that for all women. The median for the Industrial Education graduates is 19.67 years --- 1.11 years higher than Home Economics graduates. The range of entrance ages runs from 14 to 50 years for the several groups; 16 to 24 for the Industrial Education graduates, and 16 to 23 years for the Home Economics group.

The median of elapsed years is lower for the Industrial Education graduates and the Home Economics group than for the total men and women groups.

The data showing elapsed years between high school and college graduation for the three hundred twenty-seven professional men and women graduates reveal that the Industrial Education graduates are the lowest in elapsed years and the total women graduates are the highest. There is a difference of 2.65 years between the Industrial Education and Home Economics graduates.

The range of graduation ages for all men is 18 to 54; all women, 17 to 54; Industrial Education graduates, 21 to 31; and Home Economics graduates, 18 to 39 years. The Industrial Education median is 1.97 years lower than that of all the men. The Home Economics median is 1.65 years lower than all the women and .5 year than the Industrial Education graduates.

The median graduate age of the men and women becoming professional teachers is 26.3 for the men, and 28.5 for the women; 25.62 for the Industrial Education graduates, and 26.25 for the Home Economics graduates.

55.5% of all the six hundred four graduates are students who have done work in other colleges and have had part of their work transferred to North Texas State Teachers College. This is probably due to the fact that, having selected teaching as their life's work, they desire

training in a professional teachers college.

16.23% of Home Economics graduates are "A" students, with only 8.44% of the six hundred four graduates listed as "A" students. None of the Industrial Education graduates averaged "A".

30.96% of the total graduates are "B" students; 27.03% of the Home Economics graduates are "B" students, and 23.8% of the Industrial Education graduates are "B" students.

76.2% of the Industrial Education graduates are "C" students; 60.6% of the total graduates are "C" students; and 56.75% of the Home Economics graduates are "C" students.

CHAPTER IV

A STUDY OF MAJOR FIELDS, TRANSCIENCY, AND TENURE OF 21 INDUSTRIAL EDUCATION, 241 MEN, 37 HOME ECONOMICS, AND 363 WOMEN GRADUATES

The purpose of this chapter is to present data relative to (1) major fields, (2) tenure, and (3) transciency.

Major Fields

In this study will be presented the data resulting from the study of the six hundred four graduates with reference to major subjects. These majors are taken from the records in the office of the Placement Bureau at North Texas State Teachers College.

Table XXXII shows the distribution of the six hundred four graduates of North Texas State Teachers College on the basis of their major fields. These data show the majors by the kind of degrees and years that the students majored in that field. There are one hundred eighty-eight A. B. and four hundred sixteen B. S. degrees. One hundred thirty-one graduates majored in English, one hundred nine in history, forty-seven in economics, and fifty-six in education. Home Economics ranked fifth with thirty-seven graduates, and Industrial Education, ninth with twenty-one graduates. It is significant to note that no one majored in education until 1927. In 1931, forty-nine graduates majored in education, while forty-nine majored in English, and sixty-one majored in history.

TABLE XXXIII
MAJORS IN ORDER OF REPRESENTATION OF THE 604 GRADUATES

Department	Number	Percent
English	131	21.69
History	109	18.05
Education	56	7.45
Economics	47	7.78
Home Economics	37	6.13
Chemistry	34	5.63
Mathematics	31	5.13
Business Administration	30	4.97
Industrial Education	21	3.48
Physical Education	17	2.82
Biology	16	2.66
Geography, Government	15 each	2.49
Latin	14	2.32
Speech	9	1.49
Art	8	1.33
Physics	7	1.16
Spanish, Music	3 each	.50

(Table XXXIII, Continued)

Department	Number	Percent
Language	2	.34
Public School Music	1	.17

The data in Table XXXIII give the number and percentage of the total number **majoring** in each department. 21.69% of the six hundred four graduates **ma-** jored in English, 18.05% in history, 7.78% in economics, 7.45% in education, 6.13% in home economics, and 3.48% in industrial education.

TABLE XXXIV

DISTRIBUTION OF 21 INDUSTRIAL EDUCATION, 37 HOME ECONOMICS, 241 MEN, AND 363 WOMEN GRADUATES ON THE BASIS OF THEIR MINORS IN COLLEGE

Minors	GROUPS												Total						
	1919				1927				1931				MEN		WOMEN				
	AB	BS	AB	BS	AB	BS	AB	BS	AB	BS	AB	BS	AB	BS	AB	BS			
Art.....																	1	4	
Biology.....				1													8	6	
Business Ad- ministration				1													1	2	
Chemistry.....					1												3	5	
Economics.....	1			6		2											42	10	
Education.....																	1	3	
Elementary Edu																	42	3	
English.....	1			1		2											42	3	
Geography.....																	19	3	
Government.....																	1	3	
History.....																	14	9	
Home Economics																	29	8	
Industrial Edu																	20	3	
Latin.....																	3	1	
Mathematics...																	3	2	
Music.....																	14	9	
Physical Edu..																	29	3	
Physics.....																	2	1	
Public School																	3	3	
Music.....																	1	1	
Reading.....																	1	2	
Spanish.....																	1	2	
Speech.....																	11	3	
Cases	2	1	2	14	15	7	13	31	73	37	81	16	87	77	146	65	176	123	240

TABLE XXXV

MINORS OF 604 GRADUATES AS REPRESENTED IN DESCENDING ORDER

Department	Number	Per Cent
English	216	35.76
Economics	92	15.23
History	84	13.90
Mathematics	28	4.64
Government	28	4.64
Biology	21	3.48
Speech	16	2.66
Spanish	15	2.49
Physical Education	15	2.49
Business Administration	13	2.16
Latin	12	2.00
Chemistry	11	1.83
Physics	9	1.49
Education	9	1.49
Music	9	1.49
Art	8	1.33
Home Economics	6	1.00
Geography	6	1.00
Industrial Education	4	.66
Reading	3	.50
Public School Music	1	.17

TABLE XXXVI

MAJORS OF 327 GRADUATES WHO AFTER GRADUATION BECAME PROFESSIONAL TEACHERS

Department	Number	Per Cent
English	74	22.79
History	64	19.71
Economics	44	13.55
Education	23	7.08
Mathematics	21	6.47
Chemistry	18	5.54
Industrial Education	14	4.31
Business Administration	10	3.08
Home Economics	9	2.77
Geography	9	2.77
Biology	8	2.47

(Table XXXVI, Continued)

Department	Number	Per Cent
Physical Education	8	2.47
Latin	7	2.16
Government	6	1.85
Art	3	.92
Spanish	3	.92
Speech	2	.61
Public School Music	2	.61
Language	1	.31
Physics	1	.31

TABLE XXXVII

MINORS OF 327 GRADUATES WHO AFTER GRADUATION BECAME
PROFESSIONAL TEACHERS

Department	Number	Per Cent
English	101	30.89
Economics	54	16.39
History	54	16.39
Government	20	6.16
Mathematics	17	5.24
Spanish	13	4.10
Biology	9	2.77
Physical Education	9	2.77
Latin	7	2.16
Physics	7	2.16
Public School Music	7	2.16
Education	6	1.85
Business Administration	5	1.54
Art	4	1.23
Speech	4	1.23
Chemistry	3	.92
Home Economics	2	.61
Geography	2	.61
Industrial Education	2	.61
Reading	1	.31

Tables XXXIV and XXXV show the minors of six hundred and four graduates of North Texas State Teachers College.

Table XXXIV gives the distribution of the minors according to degrees and years minored in a given field. English leads with two hundred sixteen graduates; economics second with ninety-two; and history third with eighty-four. Education ranks eleventh with nine graduates. Home Economics is thirteenth with six graduates, and Industrial Education ranks fourteenth with four graduates.

The data in Table XXXV reveal that 35.76% of the total six hundred four graduates minored in English, 15.23% in economics, 13.9% in history, 1.49% in education, 1% in Home Economics, and .66% in Industrial Education.

Table XXXVI shows the majors of the three hundred twenty-seven graduates who, after college graduation, became professional teachers. 22.79% of the professional graduates majored in English, 19.71% in history, 13.55% in economics, 7.08% in education, and 4.31% in Industrial Education and 2.77% in Home Economics.

Table XXXVII shows that 30.89% of all professional teachers minored in English, 16.39% in economics, 16.39% in history, 1.85% in education, .61% in Home Economics, and .61% in Industrial Education.

TABLE XXXVIII

DISTRIBUTION OF MEN, WOMEN, HOME ECONOMICS, AND INDUSTRIAL EDUCATION GRADUATES WHO DID NO TEACHING, THOSE WHO TAUGHT BUT WERE NOT PROFESSIONALS, AND THOSE WHO BECAME PROFESSIONAL TEACHERS

Years Taught	GROUPS												Total			
	1919		1923		1927		1931		1931		Total		MEN	WOMEN		
	ALL	IE	ALL	IE	ALL	IE	ALL	IE	ALL	IE	ALL	IE				
0	1		5	3	1	14	1	24	1	11	1	43	8	51	2	70
1				1	1	4	1	7	1	11	2	22	2	15	2	30
2			1	1	1	3	1	7	1	12	1	20	2	16		28
3			2	3	1	3	1	10	5	8	1	25	3	13	1	38
4		1		1		1		3		10	2	19	2	11	2	24
5 or more.	2	1	21	11		79	8	67	4	53	4	94	5	155	14	173
Cases	3	1	29	1	20	104	9	118	12	105	10	223	22	241	21	363

TABLE XXXIX

PERCENT OF MEN, WOMEN, HOME ECONOMICS, AND INDUSTRIAL EDUCATION GRADUATES WHO DID NOT TEACH, PERCENT NOT BECOMING PROFESSIONALS, AND PERCENT OF PROFESSIONAL TEACHERS

Years Taught	GROUPS												Total			
	1919		1923		1927		1927		1931		1931		MEN	WOMEN		
	ALL	IE	ALL	IE	ALL	IE	ALL	IE	ALL	IE	ALL	IE				
0	33				15	33	13	11	19	8	11	10	20	36	13	10
1				5	5	4		6	8	8	10	20	10	9	6	10
2			3	3	3	3		8	11	9	9	9	9	9	7	8
3			7	15	33	3		8	38	9	9	10	11	14	5	11
4		50		5	.9		1		10	20	20	8	9	5	7	5
5, more.	67	100	72	55	76	78		55	33	50	50	40	42	23	64	66

Tables XXXVIII and XXXIX give the data relative to tenure of the twenty-one Industrial Education, thirty-seven Home Economics, two hundred forty-one men, and three hundred sixty-three women graduates of North Texas State Teachers College in this study. Total teaching tenure refers to the number of years actually taught. These tables show the number and percentage of the graduates who did no teaching, those who taught less than five years, and those who became professional teachers.

Read Tables XXXVIII and XXXIX, total group (down) thus: Of the two hundred and forty-one men graduates, 31, or 12.9%, never taught school; 15, or 6.2%, taught two years; 13, or 5.4%, taught three years; 11, or 4.6%, taught four years; 155, or 64.3%, taught five or more years and became professional teachers. The remainder of the table should be read in the same manner. It is significant to note that only two, or 9.5%, of the Industrial Education graduates never taught, while 10, or 27%, of the Home Economics graduates failed to teach. The only reason given for those leaving the profession was "married" and "entered business."¹

¹These reasons for leaving the teaching profession were found recorded in the office of the Placement Bureau of North Texas State Teachers College.

TABLE XL
 DISTRIBUTION OF 19 INDUSTRIAL EDUCATION, 27 HOME ECONOMICS, 210 MEN, AND 293
 WOMEN GRADUATES ON THE BASIS OF TOTAL YEARS TAUGHT

Years	GROUPS																			
	1919				1923				1927				1931				Total			
	MEN		WOMEN		MEN		WOMEN		MEN		WOMEN		MEN		WOMEN		MEN		WOMEN	
	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE
15-19....	1	1			1	1			2	2							4	1	19	9
10-14....	1		1		10		6		2		4		53	4	94	5	13	11	163	2
5-9.....					10		4		75	8			10	2	19	2	138	12	25	9
4.....							1		1				8	1	25	3	11	2	38	9
3.....					2		3	1	3				12	2	20	2	13	1	28	4
2.....					1		1		3				11	2	22	2	16	2	28	3
1.....							2		4								15	2	23	
Cases	2	1			24	1	17	2	90	8	94	10	94	9	180	14	210	19	293	27

The data in Table XI show the total number of years taught by the nineteen Industrial Education, twenty-seven Home Economics, two hundred ten men, and two hundred ninety-three women graduates of North Texas State Teachers College. Read Table XI, total group, (down) thus: Four men have taught fifteen to nineteen years; 13 have taught 10 to 14 years; one hundred thirty-eight have taught five to nine years; eleven have taught four years; thirteen have taught three years; seventeen have taught two years, and sixteen have taught one year. The median for the total group is 5.8 years for two hundred men; 5.9 years for nineteen Industrial Education men; 5.4 years for two hundred ninety-three women; and 3.6 years for Home Economics women. The lower extreme is one year, and the upper extreme is nineteen years. The upper quarter taught over 9.2 years for all men; 9.3 years for Industrial Education graduates; 6.3 years for all women; and 5.3 years for Home Economics graduates. The lower quarter taught below 4.8 years for all men; 4.9 years for Industrial Education men; 3.9 years for all women; and 2.8 years for Home Economics women.

TABLE XLI

DISTRIBUTION OF 14 INDUSTRIAL EDUCATION GRADUATES, 9 HOME ECONOMICS GRADUATES, 155 MEN, AND 172 WOMEN GRADUATES WHO BECAME PROFESSIONAL TEACHERS

Groups	MEN GRADUATES				WOMEN GRADUATES			
	Men Grads	Prof Men	IE Grads	IE Profs	Women Grads	Prof. Women	HE Grads	HE Profs
1919.....	3	2	1	1	2	1		
1923.....	29	21	1	1	20	10	3	
1927.....	104	79	9	8	118	67	12	4
1931.....	105	53	10	4	223	94	22	5
Total	241	155	21	14	363	172	37	9

The data in Table XLI show that one hundred fifty-five, or 64.3%, of all the men graduates became professional teachers; 14, or 66.7%, of the Industrial Education graduates; one hundred seventy-two, or 47.4%, of all women graduates; and only 24.3% of the Home Economics graduates became professional teachers. The 1927 year group ranks highest in professionalism with 75.92% of all men, 88.89% of Industrial Education graduates, 56.8% of all women, and 33.3% of the Home Economics graduates becoming professional teachers.¹ The 1931 group ranks lowest, with ranks of 50.4% for all men, 40% for Industrial Education men, 42.2% for all women, and 22.7% for Home Economics women.

¹The four County Home Demonstration Agents are not included in this study, as they are not considered as teachers, and their work is different from that of the public school teacher.

TABLE XLII

DISTRIBUTION OF TOTAL TRANSFERS AND GRADUATES ON THE BASIS OF TOTAL NUMBER AND PERCENT AND NUMBER AND PERCENT BECOMING PROFESSIONAL TEACHERS

	GROUPS																			
	1919				1923				1927				1931				Total			
	MEN		WOMEN		MEN		WOMEN		MEN		WOMEN		MEN		WOMEN		Total			
	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE	All	IE	All	HE	All	HE		
No. of Graduates	3	1	2		29	1	20	3	104	9	118	12	105	10	223	22	241	21	363	37
No. of Transfers					11		8	1	47	2	62	7	60	3	148	11	118	5	217	18
% of Transfers					38		40	33	45	22	53	58	57	30	66	50	49	24	60	49
No. of Professional Transfers					9		5		35	2	38	3	33	2	72	3	77	4	115	6
% of Professional Transfers					81		62		44	100	61	44	55	67	48	27	65	80	53	33

Table XLIII gives the data relative to the number and percentage of transfer graduates and the number and percentage of transfers becoming professional teachers.

There were no transfers to the college among the graduates in 1919. Read 1923 group table (down) thus: Of the twenty-nine men graduates in 1923, eleven, or 37.93%, are transfers; nine of these eleven transfers, or 81.81%, became professional teachers. Read the remainder of the table in the same manner. In the total group is shown that of the 241 men graduates, 100, or 48.96% were transfers; 77 of these 118 transfers, or 65.25%, became professional teachers. 80% of the Industrial Education graduates who have taken work in other colleges became professionals; 53.41% of all transfer women, and 33.33% of all the transfers in the Home Economics group became professional teachers.

It is significant to note that of the 172 professional women, 115, or 66.86%, have done work in other colleges; of the 155 men who are professionals, 77, or 49.68%, are transfers. Of the fourteen professional Industrial Education graduates, four, or 28.57%, are transfers; and six, or 66.67%, of the professional Home Economics graduates are transfers. This is complimentary to North Texas State Teachers College, for it is probably due to the fact that these transfers saw the need of train-

ing inaprofessional teachers college and came to North Texas State Teachers College for this training.

Summary

The data presented in this study relative to teaching tenure for twenty-one Industrial Education, thirty-seven Home Economics, two hundred forty-one men, and three hundred sixty-three women graduates show that 6.4% more women than the men never taught school; that 155 men became professional teachers and 172 women became professionals; that 66.7% of all Industrial Education graduates became professional teachers; that only 24.3% of the Home Economics graduates became professional teachers.

These data show that a larger percentage of the women becoming professional teachers are transfers who have at some time been enrolled in some other college; that a larger number of transfers are coming to North Texas State Teachers College each year, and this may be due to a felt need of training in a professional teachers college.

TABLE XLIII

DISTRIBUTION OF INDUSTRIAL EDUCATION, HOME ECONOMICS, ALL MEN AND WOMEN GRADUATES ON THE BASIS OF TRANSCIENCY, OR NUMBER OF TIMES ADDRESSES HAVE CHANGED

Number of Address Changes	GROUPS												Total				
	1919			1923			1927			1931			Total MEN	Total WOMEN			
	Men All	Men IE	Men HE	Men All	Men IE	Men HE	Men All	Men IE	Men HE	Men All	Men IE	Men HE					
5-9.....			1				9									10	2
4.....							9									12	7
3.....	1				4		17	1		1					11	32	23
2.....		1			2		25	1		1					22	51	36
1.....	1	1				1	10	3		2					33	39	52
0.....					11		20	3		7					114	66	173
Cases	2	1	2		17	2	90	8		11			94	180	210	19	293

TABLE XLIV

DISTRIBUTION OF 19 INDUSTRIAL EDUCATION, 27 HOME ECONOMICS, 210 MEN, AND 293 WOMEN GRADUATES ON THE BASIS ON CONTINUOUS YEARS TAUGHT IN THE SAME PLACE

Years in the Same Place	GROUPS												Total				
	1919			1923			1927			1931			Total MEN	Total WOMEN			
	Men All	Men IE	Men HE	Men All	Men IE	Men HE	Men All	Men IE	Men HE	Men All	Men IE	Men HE					
15 or more	1	1					1									2	1
10-14.....																4	1
5-9.....			1		5		51	7		48			25	1	58	89	109
4.....					2		7	1		8			12	1	13	21	23
3.....					2		14			13			15	2	27	32	45
2.....			1		1		4			15			28	3	42	35	59
1.....					2		13			10			14	2	48	27	52
Cases	2	1	2		17	2	90	8		94			94	180	210	19	293

Transciency

The data in Table XLIII show the transciency, or number of times the teaching addresses of nineteen Industrial Education, twenty-seven Home Economics, two hundred ten men, and two hundred ninety-three women graduates have changed. The median shows that the number of changes for the two hundred ten men graduates is 2; for nineteen Industrial Education men, 1.4; for two hundred ninety-three women and the twenty-seven Home Economics graduates no changes are recorded. The upper quarter for total group fell above 3.3 for all men, 2.5 for Industrial Education graduates, and 1.9 for all men and Home Economics graduates. The lower quarter for total group shows no changes in address, and the upper extreme is 7 for all men, 3 for Industrial Education men, 6 for all women, and 3 for Home Economics women. From these data is shown that women graduates made fewer changes in address than men --- which is probably due to the fact that women usually begin teaching the work that they are most interested in, while men work toward promotion as principals and superintendents.

The data in Table XLIV show that the median for continuous years taught in the same place for all men, in the total group, is 4.5 years; 5.1 for Industrial Education graduates, 3.8 for all women, and 31 for Home Economics graduates. The lower extreme is one year for all

graduates, and the upper extreme is 19 years for all men, 16 years for Industrial Education men, 12 years for all women, and 9 years for Home Economics women. These data show that Industrial Education graduates tend to teach longer in the same place than the other graduates.

TABLE XLV
 DISTRIBUTION OF 18 INDUSTRIAL EDUCATION, 10 HOME ECONOMICS, 171 MEN, AND
 185 WOMEN GRADUATES ON THE BASIS OF CONTINUOUS YEARS TAUGHT
 IN THEIR PRESENT POSITION

Years	GROUPS												Total	
	1919		1923		1927		1931		1931		Total			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
10 or more..	1	1	7	1	1	2	4	1	60	9	2	5		
5-9.....	1		9		30	1	23	1	7	69	3	90		
4.....			1		2	1	9			14	1	9		
3.....			2		5	1	11	2	6	17	2	11		
2.....			5	1	1	1	20	2	17	26	4	19		
1.....			3	7	12	1	18	4	32	36	6	51		
Cases	2	1	27	12	77	7	81	9	122	171	18	185		

The data in Table XLV show the tenure in the teaching profession of eighteen Industrial Education, ten Home Economics, one hundred seventy-two men, and one hundred eighty-five women in their present positions. The median for all men in the total group is 4.46 years; for Industrial Education men, 2.75 years; for all women, 5.03 years; and for Home Economics graduates, 2.3 years. The lower extreme is one year for all graduates. The upper extreme is 19 years for all men, 16 years for Industrial Education men, 12 years for all women, and nine years for Home Economics women. The number of years taught by the upper quarter is above 6.33 years for all men, 7 for Industrial Education graduates, 5.74 for all women, and 3.5 for Home Economics graduates. The median years for all women is .57 year longer than that of all men, 2.28 years higher than Industrial Education men, and 2.7 years higher than Home Economics graduates.

Summary

The data presented by this study relative to transiency tended to show that transiency of women graduates is less than that of men graduates. This is true of all women and Home Economics graduates. The only reasons given for leaving the profession were going into business and marrying.

CHAPTER V

SUMMARY AND CONCLUSIONS

1. Summary

This study has been an attempt to determine the status of Industrial Education graduates and Home Economics graduates as compared with the status of all men and women graduates of North Texas State Teachers College, with reference to (1) background before entering college, (2) high school status, (3) college status, (4) college entrance and graduation ages, (5) number and percentage of transfers, (6) grades, (7) major fields, (8) amount of transciency, and (9) tenure. The investigation included twenty-one Industrial Education graduates, thirty-seven Home Economics graduates, two hundred forty-one men, and three hundred sixty-three women graduates who received their baccalaureate degrees from North Texas State Teachers College in 1919, 1923, 1927, and 1931. These college graduates included those experienced and inexperienced in the field of teaching at the time of graduation. This sampling of the professional careers of these graduates was traced from date of graduation through the school year of 1935 and 1936. The data were presented in tables

in order that comparisons might be made. Medians and percentages were used throughout the study to aid in interpreting the facts presented.

The findings of this study may be summarized briefly as follows:

(1) Background before entering college.--A large majority of the graduates came from the homes of the laborers and farmers. 84.6% of all graduates were affiliated with some church.

(2) High school status.--More than half of the graduates spent four years in high school and entered North Texas State Teachers College with sixteen or more units.

(3) College status.--64.4% of the total graduates entered North Texas State Teachers College as Freshmen, 15.8% entered as Sophomores, 13.5% as Juniors, 3.1% as Seniors, and 2.6% as special students.

(4) College entrance and graduation ages.--The median entrance age for all men was 20 years --- .36 year higher than that for all women. The median for Industrial Education graduates was 19.67 years --- 1.08 years higher than Home Economics graduates. The range of entrance ages ran from 14 to 50 years for the several groups; 16 to 24 years for the Industrial Education graduates, and 16 to 35 years for the Home Economics group. The median

of elapsed years was lower for the Industrial Education and Home Economics groups than for the total men and women groups.

The professional Industrial Education graduates were the lowest in elapsed years and the total women group was the highest. There was a difference of 2.65 years between the Industrial Education and Home Economics graduates. The median graduate age for the men becoming professional teachers was 26.3, showing no significant difference from the regular men graduates; for the women, 25.62 --- 2.45 years older than the total women group; for the Industrial Education group, 28.75; for Home Economics women, 26.25 --- 1.55 years older than total Home Economics graduates. Professional Industrial Education men were 1.4 years older than regular Industrial Education graduates.

(5) Number and percentage of transfers.---Three hundred thirty-five, or 55.5% of the six hundred four graduates were students who had done work in others colleges.

(6) Grades.---16.23% of the Home Economics graduates were "A" students, 8.44% of the 604 graduates also, but none of the Industrial Education graduates averaged "A". 30.96% of the total graduates made "B"; 27.03% of the Home Economics group and 23.8% of the Industrial Education men had a "B" average. 76.2% of Industrial Education graduates were "C" students; 60.6% of the total graduates and 56.75%

of the Home Economics group made "C".

(7) Major fields.--English, history, education, economics, and home economics ranked in the order given among total graduates. Industrial Education ranked ninth in representation. The departments as represented by those graduates who became professional teachers were, English, history, economics, and education. Industrial Education ranked seventh and Home Economics, ninth.

(8) Amount of transciency.--The data presented by this study relative to transciency shows that transciency among women graduates is less than that among men. This is true for all women and Home Economics graduates. The only reasons given for leaving the teaching profession were marriage and entry into business.

(9) Tenure.--The tenure in the teaching profession is shown to be longer for men than for women. A larger percentage of men become professional teachers than women. More transfer women become professional teachers than those who did all of their work in North Texas State Teachers College. The percentage of Home Economics graduates becoming professional teachers was slightly below 25%.

2. Conclusion

The status of Industrial Education and Home Economics graduates of North Texas State Teachers College

as compared with the status of all men and women graduates is briefly as follows:

- (1) Larger percentages of the Industrial Education and Home Economics graduates were members of Protestant churches;
- (2) a larger percentage came from the country;
- (3) the entrance ages of Industrial Education and Home Economics graduates were lower than for the general group.
- (4) The median of elapsed years between high school and college graduation is lowest for the professional Industrial Education graduates, and highest for the total women graduates.
- (5) The Industrial and Home Economics groups were slightly younger than the total men and women when they graduated from North Texas State Teachers College --- two years younger than the total.
- (6) The grades of the Industrial Education graduates were lower than those of the regular groups, while the grades of the Home Economics group were higher.
- (7) A larger percentage of Industrial graduates became professional teachers; their transciency is less, their tenure is longer, than those of the total men graduates.
- (8) The percentage of the Home Economics graduates becoming professional teachers is lower; their tenure shorter, and their transciency the same as those for the total women graduates, but less than those of the Industrial Education and total men graduates.
- (9) It would seem from this study, in the fact that only 24.3% of all Home Economics graduates became professional

teachers, and due to the fact that the reason given for not teaching is "married," that by far the larger percentage of these majors in Home Economics chose that field with the expectation of using it in their homes and not in their classrooms.