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A comparison of the professional success of sorority members versus non-sorority members of Indiana State Teachers College

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A COMPARISON OF THE PROFESSIONAL SUCCESS
OF SORORITY MEMBERS VERSUS NON-SORORITY MEMBERS
OF INDIANA STATE TEACHERS COLLEGE

by
Ruth Krausbeck and Ruby McClain

Contributions of the Graduate School
Indiana State Teachers College
Number 2

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

1929

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Acknowledgments

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Finally, the writers make grateful recognition of the part played by a collaborator, Edward Fisher, whose critical judgment and encouragement have never failed them during the formation of this thesis.

Ruby McClain and Ruth Krausbeck

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Chapter I
THE PROBLEM
Introduction

"You the reader, are a member of many societies; you have had experience with strong societies and with weak societies, with old and with new societies, with societies that have helped, and with others that have hindered you. They have assured to you security, livelihood, justice, knowledge, and fellowship. You have given to them money, time, labor, devotion, perhaps blood. ¹ ----Man's social nature centers in small group relationships--that is those demanded by his filial, fraternal, parental, gang, clique, clan, partnership, chum, convivial company, and neighborhood groups.²" This study is not concerned with the filial, parental, gang, clique, etc., group relationships, but deals with fraternal group memberships.

Fraternities and sororities exist today in almost all the schools of higher learning. In Indiana State Teachers College

¹ Snedden, David, Educational Sociology, p. 39.

² Ibid, p. 17.

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sororities had their origin in 1896 or 1897, when Miss Mary Anderson of the faculty founded the Women's League.³ Since that time different chapters have been formed which have become a part of the social life of the college.

Oftentimes in the halls of this institution and others of a similar character, one might wonder at the idle throngs of Mu Zetas, Alphas, Kappas, Omega Sigma Chis, etc., in nooks, in corners, and in out-of-the-way places, conversing and evidently enjoying life. Sometimes the question has been raised, Are girls of these societies more successful professionally than their non-organized sisters?

It is our problem to compare the professional success of sorority graduates with non-sorority graduates of Indiana State Teachers College.

Need for the Study

Since the inclusion of social groups in school systems, school officials have been forced to face questions of the following nature:

1. Are social organizations beneficial enough to be embraced by school systems?
2. Are superintendents and trustees materially assisted in the selection of teachers from among the members of social orders?

³ Dean Charlotte Burford, (Personal interview), Indiana State Teachers College.

3. Are sororities profitable from an individualistic standpoint,--does the fact that a girl belongs to a sorority make her a better teacher?

4. Will a study of this kind aid an entering freshman in determining whether she is to become a member of one of the societies or not?

5. As a final issue, will a thesis of this nature help an organization to better itself?

Purposes of the Study

By means of such a theme we hope to show:

1. to what extent social organizations are beneficial to Indiana State Teachers College;

2. to what degree superintendents are assisted in selecting teachers from the college;

3. to what extent students are more effectively equipped to enter the profession;

4. how to assist matriculating freshmen in making their decisions concerning pledges to these societies; and

5. what standards the clubs might achieve.

Scope of the Investigation

This investigation is confined to the study of the graduates with degrees from Indiana State Teachers College. Only

white girl graduates are included, as there has been no organization of permanency among the colored students. A period of seventeen years, from 1909-1926, is covered by the problem. Only literary and social organizations, namely Alethenai, Philomathean, Eclectic, Alpha, Gamma, Lambda Delta Phi, Delta Sigma, Kappa, Pi Zeta, Epsilon Delta, Psi Theta, Mu Zeta, and Omega Sigma Chi are treated. Scholastic orders, Mathematics, Latin, Science Clubs, etc., are omitted.

Chapter II

COLLECTION AND TREATMENT OF DATA

The purpose of this chapter is to show how the data for this investigation were obtained and treated. The material was secured by means of questionnaires sent out through the Placement Bureau to six hundred fifty women graduates of the institution. The writers realize the extreme difficulty of analyzing the term "success". What determines a successful individual? Is it health, social, or professional standing, ethical or religious training? Is marriage a factor of success? It has been a problem to decide the success of women because many leave the teaching profession to marry and to become home makers. Women are as successful as men in the professional world, as the home is the foundation of American life and ideals. Objective measures are perhaps the only tangible means of determining success. In planning the questionnaire, it has been necessary to omit irrelevant factors which more or less detract from the professional education factor. For this reason, salary, tenure in profession, tenure in position, training, and publications, have been agreed upon, as they are not subjective but objective measures of professional success. By these means valid results are obtained.

The following is a sample copy of the questionnaire mailed to the women graduates of Indiana State Teachers College.

Officers of the Board

SANFORD M. KELTNER - PRESIDENT
HELEN C. BENBRIDGE - SECRETARY
JOHN T. BEASLEY - TREASURER

Indiana State Normal School

TERRE HAUTE, INDIANA

Officers of the Faculty 6.

LINNAEUS N. HINES - PRESIDENT
F. S. BOGARDUS - DEAN
CYRIL C. CONNELLY - BOOKKEEPER AND REGISTRAR

The Extension Division of the Indiana State Normal School desires the following information. Your co-operation will be greatly appreciated.

Very respectfully yours,

V. R. MULLINS, Director Extension Division

1. Name of graduate Degree received
2. Present Address
3. Date of graduation from I.S.N.S. Weeks of training above I.S.N.S.
4. Master's Degree in Date Doctor's Degree in Date
5. Were you a member of any of the following organizations while in I.S.N.S.? If so, underscore properly below.
Member of: Forum, Daedalian, Ciceronian, Trojan, Philomathean, Alethenai, Eclectic, Alpha, Gamma, Lamda Delta Phi, Delta Sigma, Kappa, Pi Zeta, Psi Theta, Omega Sigma Chi, Epsilon Delta, Mu Zeta.
6. Teaching experience before and after graduation.

Year	*Kind of Position	**Name and Type of School	***Yearly Salary	Year	*Kind of Position	**Name and Type of School	***Yearly Salary
1909-10				1919-20			
1910-11				1920-21			
1911-12				1921-22			
1912-13				1922-23			
1913-14				1923-24			
1914-15				1924-25			
1915-16				1925-26			
1916-17				1926-27			
1917-18				1927-28			
1918-19				1928-29			

*List kind of position held as: Teacher, principal, superintendent, special teacher, or supervisor.

**Abbreviate type of school as: Elem., H.S., Col., Nor., Univ., etc., and write same above dotted line. Write name of school below dotted line.

***Do not include money received for any work above actual salary paid by school corporation for regular school work.

7. Note: List below or on reverse side of this sheet your publications since graduation, together with publisher and date of publication.

After the questionnaires were returned, they were classified according to three groups: non-sorority groups, sorority groups, and "bi-sorority" groups. By sorority members is meant those students who belonged to one social or literary order. A separate classification was devised for the graduates who belonged to a literary society and a Greek letter organization. For convenience, the latter will be called "bi-sorority" members.

Second, these sections were separated according to years of graduation and given code numbers designating the society, the number of the individual, and the year of graduation, as P 1 A, meaning Philomathean, first individual in that organization, and the year 1926.

As the data on some of the questionnaires were incomplete, an additional procedure was necessary. Those blanks with an incomplete list of salaries were supplied with a figure which was estimated by averaging the yearly salary of the elementary, or high school teacher in organized or non-organized groups, e.g., if a teacher was a member of an organization and had taught in an elementary school, she was given an estimated salary based on the amount obtained by averaging the salaries of elementary teachers of the organized group for that year which the teacher failed to report salary earned. A like procedure was followed in estimating the money earned by high school teachers in the organized or non-organized groups.

Junior High School teaching was classified as elementary

work because in this study it was found that there was very little difference in the salary earned by the teacher of the elementary school and by the teacher of the Junior High School. Elementary principals were called elementary teachers because in this problem very little difference was found in the salaries of the two groups, and due to the fact that sometimes there is not a wide differentiation in the type of work of the two. If weeks of training above normal were omitted, and a Master's Degree was held by the teacher, thirty-six weeks were accredited the graduate as an estimate of a year's work. Afterwards the information was transferred to a master sheet which included the following items:

1. Salary Schedule before graduation

- a. Code numbers
- b. Date of graduation
- c. Initial salary
- d. Just before graduation
- e. Increase
- f. Highest paid
- g. Decrease
- h. Total salary earned
- i. Years taught
- j. Average salary

2. Salary Schedule after Graduation

- a. Initial salary
- b. At close of teaching
- c. Increase

- d. Highest paid
 - e. Decrease
 - f. Total salary earned
 - g. Average salary
3. Training--Degrees earned
- a. B.S.
 - b. A.B.
 - c. M.A.
 - d. Ph.D.
 - e. Weeks of training above Indiana State Teachers College
4. Publications
- a. Books
 - b. Blank forms
 - c. Magazine articles
 - d. Chapters of books
 - e. Practice pads and drill sheets
5. Teaching Experience
- a. Total years experience
 - b. Average years in place
 - c. Greatest number of years in one place
 - d. Increase in salary in any one place
 - e. Decrease in salary in any one place
 - f. Years of grade teaching
 - g. Years of H.S. teaching
 - h. Years as H.S. principal
 - i. As special supervisor
 - j. As college teacher

k. As normal teacher

l. As university teacher

Chapter III

MEASURES OF SUCCESS: SALARIES

In order to solve the problem of the professional success of the graduates of Indiana State Teachers College, it was necessary to establish some tangible means of measuring success. Other fields of successful activities, such as business fields, marriage, etc., were considered, but it was decided that attention be confined to professional success in teaching. Success grades were omitted from the study, as they are not reliable factors in judging the results of teaching. Some objective measures in the teaching profession are: salaries, training, publications, tenure in position, and tenure in profession, or teaching experience.

Chapter III is concerned with the first tangible measurement. The salaries of non-members, members, and "bisorority" members will be compared before and after graduation.

TABLE I
MEAN SALARY SCHEDULE OF MEMBERS AND NON-MEMBERS
BEFORE GRADUATION

	Members	Non-Members
No. of Cases	187	90
Initial Salary	\$676.00	\$663.00
Just Before Graduation	1104.00	1238.00
Increase	530.00	692.00
Highest Paid	1112.00	1243.00
Decrease	163.00	169.00
Total Salary Earned	4886.00	5988.00

The above table indicates the mean salary schedule of members and non-members before graduation, and shows that in the case of the non-members the salary earned just previous to graduation was higher than that earned by members of organizations, and that the increase in salary, highest paid salary, and total salary earned were also greater. The fact which accounts for these differences is that non-members

have to their credit a greater number of years teaching experience, (see Table X). The majority of members began teaching at a later date, (see Table II). Some of the sororities, also, are of much more recent formation.

Table I also shows that members excel in initial salary earned, and that there has been a slightly smaller decrease in salary. The greater initial salary is due to the time of entrance into the profession, that is, at the time when salaries for teachers were materially increased, and also because of the kinds of positions held. The smaller decrease is evidently due to the type of position held.

TABLE II
 MEDIAN DATES OF ENTRANCE INTO PROFESSION
 OF MEMBERS AND NON-MEMBERS

	EARLY EXTREME	FIRST QUARTILE	MEDIAN	THIRD QUARTILE	LATE EXTREME
Members (187)	1909	1914	1919	1924	1928
Non-Members (90)	1909	1912	1917	1922	1928

Table II shows that the median date for entrance into the profession by non-members was 1917, while the median date for members was 1919. The early extreme date for both members and non-members was 1909. The investigation did not include the date of entrance into the organization. The late extreme date for entering the profession was 1928 for both sections. This date appears instead of 1926, the late extreme year of graduation covered in the study, as some women did not teach immediately following graduation.

TABLE III
SALARY SCHEDULE OF MEMBERS AND NON-MEMBERS
AFTER GRADUATION

	Members	Non-Members
No. of cases	187	90
Increase in any one place	\$282.00	\$410.00
Initial salary	1340.00	1304.00
At close of teaching	1704.00	1638.00
Increase	452.00	435.00
Highest paid	1704.00	1650.00
Decrease	252.00	187.00
Total salary earned	7144.00	7710.00

The above table indicates the mean salary schedule of members and non-members after graduation. There is a slight advantage in the mean salary earned in favor of the members after graduation. In the beginning, the organized girls surpassed the non-organized girls in initial salary earned. At the close of teaching, that is, the year 1928, the soror-

ity girls excelled in the mean salary received. From the beginning until the close of teaching experience, the organized girls surpassed the non-organized in the mean increase of salary earned and in the highest salary obtained in the graduates' teaching experience. The non-organized girls have received a greater increase in salary in any one place, in the total amount of money made after graduation from the institution, and show a smaller decrease in salary. This slight difference is quite evidently due to training, (see Table IX), and type of position held, (see Table X). There were more M.A. and Ph.D. Degrees among the organized girls and a greater total number of years spent as high school principal and as university teacher--therefore there was a greater salary earned.

TABLE IV

COMPARISON OF MEAN YEARLY SALARIES OF ALL
ORGANIZED WOMEN WITH NON-ORGANIZED WOMEN
BEFORE AND AFTER GRADUATION

Year	Members Before (187)*	Non-Members Before (90)*	Members After (187)*	Non-Members After (90)*
1909-10	\$458.00	\$641.00	---	---
1910-11	547.00	635.00	\$599.00	\$1000.00
1911-12	553.00	659.00	539.00	1025.00
1912-13	554.00	583.00	559.00	993.00
1913-14	582.00	578.00	603.00	1003.00
1914-15	581.00	545.00	575.00	1026.00
1915-16	574.00	544.00	632.00	1146.00
1916-17	630.00	592.00	626.00	1099.00
1917-18	665.00	706.00	736.00	1035.00
1918-19	716.00	717.00	895.00	1158.00
1919-20	915.00	896.00	1037.00	1331.00
1920-21	1146.00	1132.00	1142.00	1435.00
1921-22	1187.00	1250.00	1349.00	1496.00
1922-23	1319.00	1344.00	1509.00	1508.00
1923-24	1394.00	1368.00	1538.00	1489.00
1924-25	1420.00	1458.00	1608.00	1609.00
1925-26	1434.00	1553.00	1574.00	1609.00
1926-27	----	----	1574.00	1612.00
1927-28	----	----	1712.00	1669.00
1928-29	----	----	1815.00	1713.00

*Note: Figures represent number of cases in each group.

It will be noted from this table that in salaries by years, the non-members show an increase over members both before and after graduation. Again, experience and training are apparently the reasons for this. In most cases, for both members and non-members, it was found that decreases in salaries were due to changes made in positions. The same material is shown graphically by Figures I and II.

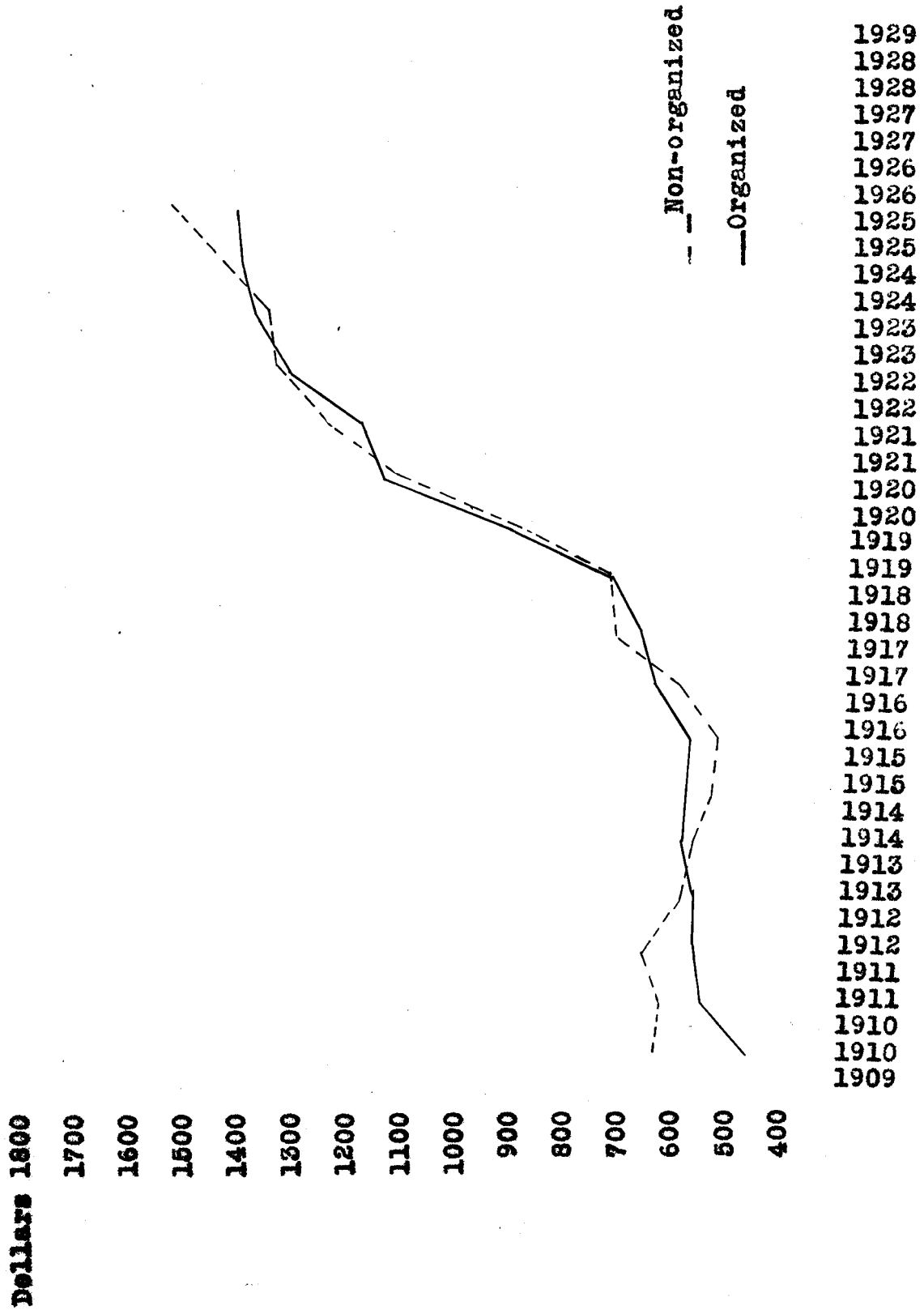


Figure 1.--A Comparison of Mean Annual Salaries of Organized

And Non-Organized Groups Before Graduation

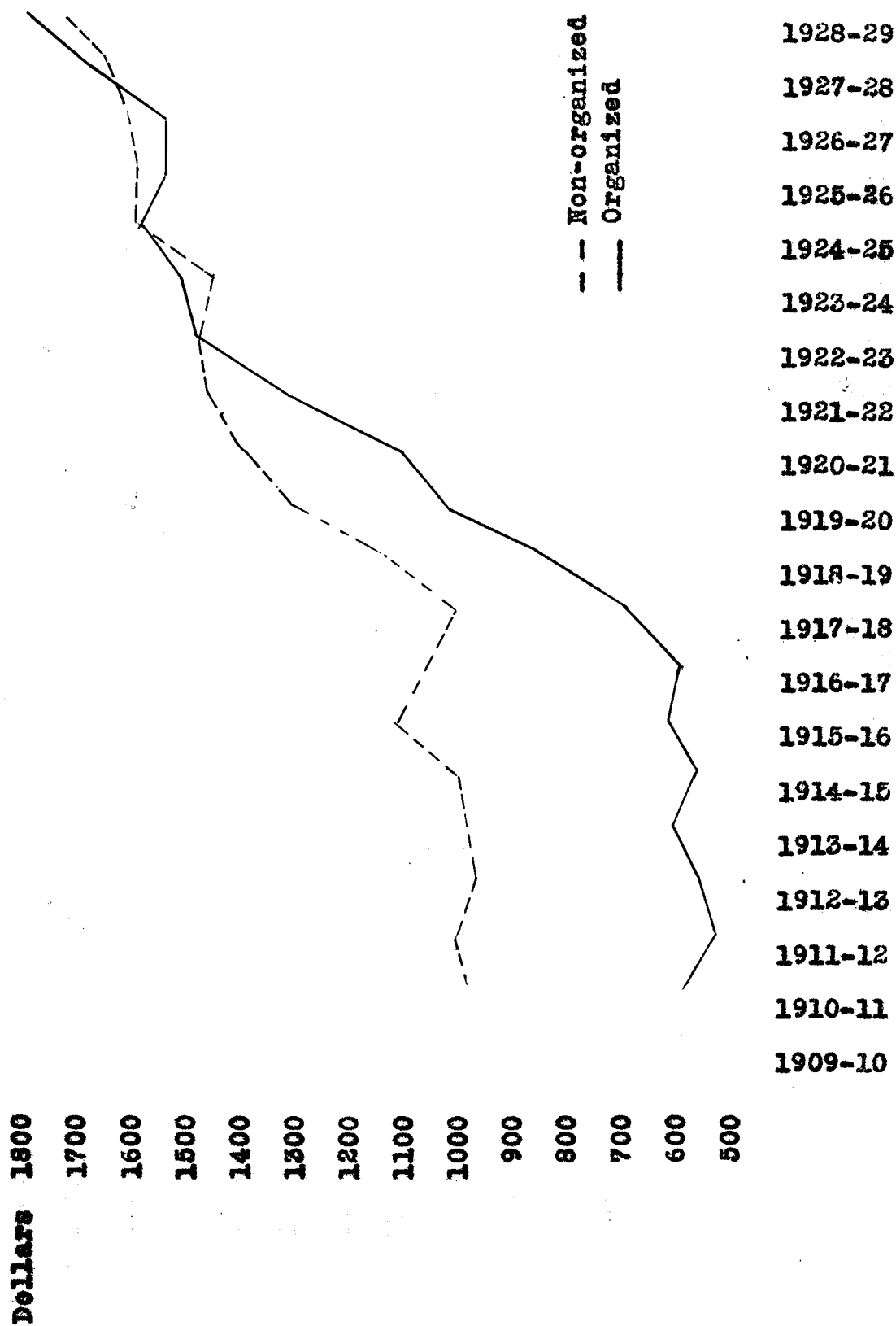


Figure 2.--A Comparison of Mean Yearly Salaries of Organized and Non-organized Groups After Graduation

In Figure II the wide difference in yearly salary after graduation is due to the greater number of years of experience of non-members after graduation and to the greater increase in salary in any one place, (see Table III). It is possible that members of organizations are chosen for some reason other than scholastic standing.

TABLE V
COMPARISON OF MEAN YEARLY SALARIES OF ONE-
SORORITY GROUP WITH "BI-SORORITY" GROUP

YEARS	BEFORE GRADUATION		AFTER GRADUATION	
	ONE-SORORITY (118)*	BI-SORORITY (69)*	ONE-SORORITY (118)*	BI-SORORITY (69)*
1909-10	\$458.00	\$357.00	----	----
1910-11	547.00	515.00	\$599.00	----
1911-12	553.00	518.00	539.00	----
1912-13	554.00	457.00	559.00	----
1913-14	582.00	551.00	603.00	----
1914-15	581.00	550.00	575.00	\$680.00
1915-16	574.00	625.00	632.00	683.00
1916-17	630.00	590.00	626.00	656.00
1917-18	665.00	563.00	736.00	760.00
1918-19	716.00	704.00	895.00	963.00
1919-20	915.00	840.00	1037.00	1058.00
1920-21	1146.00	1100.00	1142.00	1341.00
1921-22	1187.00	1175.00	1349.00	1382.00
1922-23	1319.00	1251.00	1509.00	1516.00
1923-24	1394.00	1395.00	1538.00	1555.00
1924-25	1420.00	1255.00	1608.00	1625.00
1925-26	1434.00	1485.00	1574.00	1573.00
1926-27	----	----	1574.00	1572.00
1927-28	----	----	1712.00	1740.00
1928-29	----	----	1815.00	1865.00

*Note: Numbers represent number of cases.

It seems apparent that membership in two organizations is more of an advantage in the life of an individual after graduation than before. It is accounted for, perhaps, by the inclusion of literary societies in the "bi-sorority" group. Public opinion has considered, without definite proof, however, that the literary society is more beneficial to the student of Indiana State Teachers College than the purely social order.

TABLE VI

COMPARISON OF MEAN YEARLY SALARIES OF NON-SORORITY
MEMBERS WITH "BI-SORORITY" MEMBERS

YEAR	BEFORE GRADUATION		AFTER GRADUATION	
	NON-SORORITY (90)*	BI-SORORITY (69)*	NON-SORORITY (90)*	BI-SORORITY (69)*
1909-10	\$641.00	\$357.00	---	---
1910-11	635.00	515.00	\$1000.00	---
1911-12	659.00	518.00	1025.00	---
1912-13	583.00	457.00	993.00	---
1913-14	578.00	551.00	1003.00	---
1914-15	545.00	550.00	1026.00	\$680.00
1915-16	544.00	625.00	1146.00	683.00
1916-17	592.00	592.00	1099.00	656.00
1917-18	706.00	563.00	1035.00	760.00
1918-19	717.00	704.00	1158.00	963.00
1919-20	896.00	840.00	1331.00	1058.00
1920-21	1132.00	1100.00	1436.00	1341.00
1921-22	1250.00	1175.00	1496.00	1382.00
1922-23	1344.00	1251.00	1508.00	1516.00
1923-24	1368.00	1395.00	1489.00	1555.00
1924-25	1458.00	1255.00	1609.00	1625.00
1925-26	1553.00	1485.00	1609.00	1573.00
1926-27	----	----	1612.00	1572.00
1927-28	----	----	1669.00	1740.00
1928-29	----	----	1713.00	1865.00

*Note: Numbers represent number of cases.

The non-sorority members surpass in yearly salary, tenure in profession, tenure in position, and training the entire organized group (those belonging to two), before and after graduation and the facts indicate that they surpass the "bi-sorority" group.

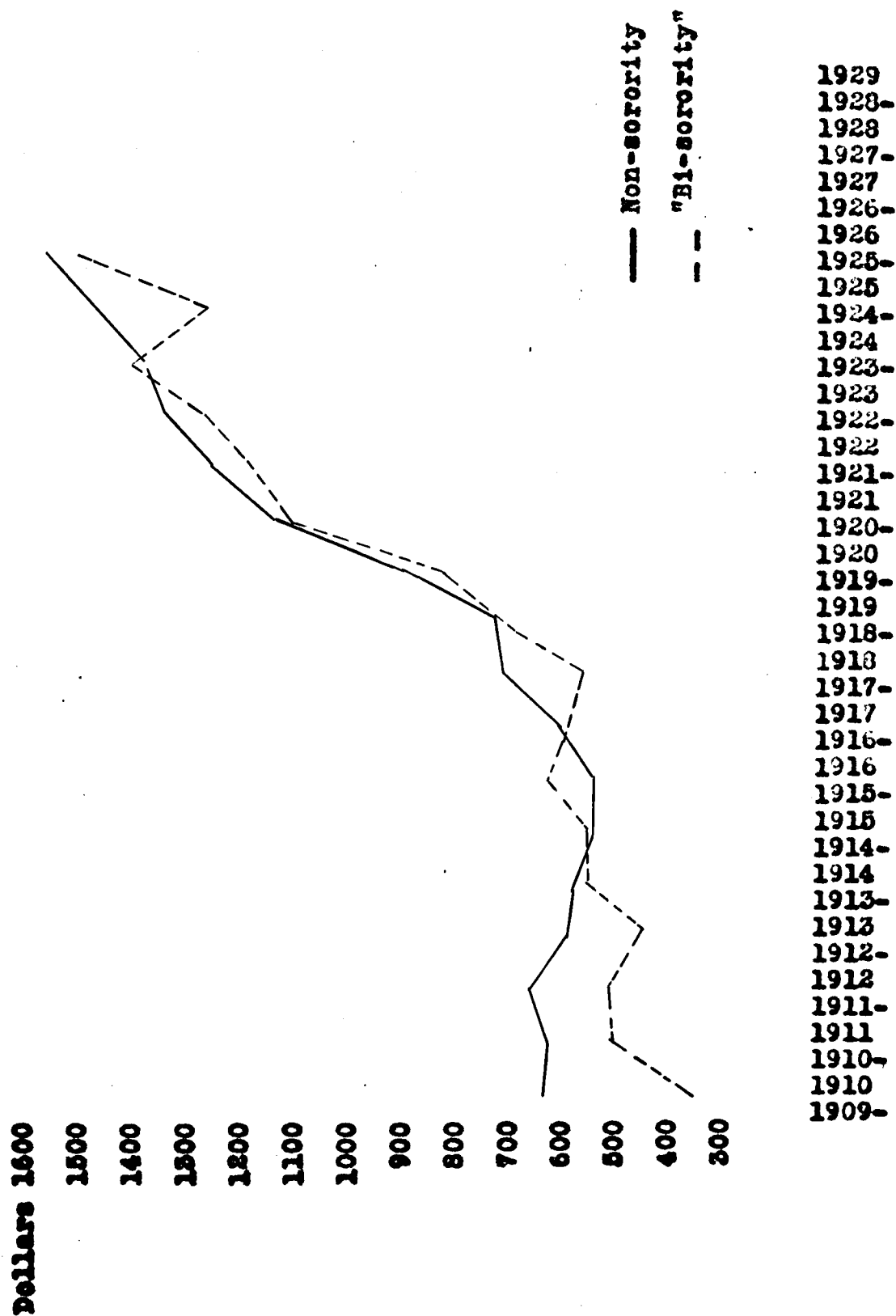


Figure 3.--Comparison of Mean Salaries Before Graduation
of Non-sorority Members with "Bi-sorority" Members

TABLE VII
COMPARISON OF MEAN YEARLY SALARIES BEFORE GRADUATION OF MEMBERS OF
VARIOUS WOMEN'S ORGANIZATIONS OF INDIANA STATE TEACHERS COLLEGE

YEAR	ALETHE- NAI	ALPHA	DELTA SIGMA	EC- LECTIC	EPSILON DELTA	GAM- MA	KAP- PA	LAMDA DELTA	MU ZETA	OMEGA SIGMA	PHILO- MATHEAN	PI ZETA	PSI THETA
1909-10	419	533	533	410	533	533	---	533	487	614	374	660	250
1910-11	489	549	---	599	545	---	---	478	850	638	405	899	455
1911-12	560	578	---	385	555	---	---	490	725	594	513	699	560
1912-13	553	607	---	361	396	---	---	503	757	623	535	753	520
1913-14	623	588	---	585	525	---	---	611	315	692	549	753	614
1914-15	524	546	---	461	562	---	---	699	1300	771	577	857	486
1915-16	581	714	---	525	557	---	---	730	740	745	724	930	556
1916-17	576	764	---	537	540	480	---	946	781	703	567	1177	554
1917-18	616	845	---	544	585	600	---	1144	750	822	728	900	565
1918-19	734	692	---	602	607	941	---	1218	952	995	851	917	540
1919-20	833	912	---	852	893	800	---	1225	852	1183	1060	982	856
1920-21	1018	1041	595	1076	1106	1280	900	1344	1247	1379	1211	1095	1243
1921-22	1088	1221	---	1194	1130	1190	900	---	1254	1436	1211	1380	1157
1922-23	1204	1369	---	1252	1350	1181	1016	---	1276	1557	1591	1529	1213
1923-24	1337	1398	---	1309	1087	---	---	---	1344	1667	1575	1460	1313
1924-25	1295	1410	1200	1369	1073	720	---	---	1375	1700	1575	1583	1655
1925-26	---	---	---	1250	---	---	---	---	1324	1750	---	1400	1431

Table VII shows the ranking of the organizations for mean yearly salaries before graduation to be:

1. Pi Zeta
2. Omega Sigma
3. Kappa
4. Mu Zeta
5. Delta Sigma
6. Philomathean
7. Alpha
8. Gamma
9. Lamba Delta
10. Psi Theta
11. Eclectic
12. Alethenai
13. Epsilon Delta

TABLE VIII
COMPARISON OF MEAN YEARLY SALARIES AFTER GRADUATION
OF MEMBERS OF VARIOUS WOMEN'S ORGANIZATIONS OF
INDIANA STATE TEACHERS COLLEGE

YEAR	ALETHE- NAI	ALPHA SIGMA	DELTA SIGMA	EC- LECTIC	EPSILON DELTA	GAM- MA	KAP- PA	LAMDA DELTA	MU ZETA	OMEGA SIGMA	PHILO- MATHEAN	PI ZETA	PSI THETA
1911-12	450	---	---	---	---	560	---	607	---	---	---	---	---
1912-13	450	---	---	---	---	620	---	607	---	---	---	---	---
1913-14	540	560	---	---	---	630	---	682	---	---	---	---	---
1914-15	665	---	---	---	---	680	680	680	546	---	---	810	---
1915-16	706	750	---	---	---	683	683	683	714	---	---	810	---
1916-17	677	725	---	---	675	---	---	625	764	---	---	617	---
1917-18	720	777	---	620	777	640	---	845	---	1250	760	---	720
1918-19	915	945	---	750	1170	781	---	690	945	1035	1096	---	821
1919-20	1013	904	975	880	1272	1130	---	810	1000	1340	1138	---	1177
1920-21	1325	1390	1512	1152	1390	1293	1200	1175	1440	1485	1362	1400	1306
1921-22	1409	1712	1565	1091	1140	1414	1250	1238	1375	1575	1444	1400	1418
1922-23	1377	1775	1355	1252	1682	1582	---	1478	1454	1575	1609	1500	1358
1923-24	1434	1665	1365	1368	1631	1732	1275	1562	1544	1550	1659	1575	1342
1924-25	1432	1874	1615	1454	1710	---	1439	1698	1580	1550	1772	1637	1397
1925-26	1438	1813	1397	1442	1577	1443	1502	1666	1781	1481	1794	2017	1485
1926-27	1450	1800	1301	1532	1549	1506	1575	1663	1537	1761	1887	1635	1510
1927-28	1650	1628	1591	1663	1609	1627	1662	1705	1669	1842	1845	1757	1658
1928-29	1673	2043	1661	1718	1764	1663	1800	1737	2014	1892	2004	1834	1715

Table VIII shows that after graduation the rank of the organizations for mean yearly salaries is:

1. Pi Zeta
2. Omega Sigma
3. Mu Zeta
4. Epsilon Delta
5. Delta Sigma
6. Philomathean
7. Alpha
8. Psi Theta
9. Kappa
10. Eclectic
11. Gamma
12. Lamda Delta
13. Alethenai

The above rankings of the various organizations in Indiana State Teachers College show a close similarity before and after graduation. The greatest dissimilarity is seen in the ranking of the Kappas and the Epsilon Deltas. By the use of the Spearman Footrule Formula, the coefficient of correlation was found to be .772. The high degree of correlation seems to indicate that membership in the societies is not conducive to ability in making money.

Chapter IV

MEASURES OF SUCCESS: TRAINING

The preparation of teachers for the teaching profession is measured by the amount of training they have had. In Chapter IV the second measurement of success--training--will be treated. As a factor in deciding the success of the graduate, training is the more apparent and the more immediate evidence of success. It is not subtle, intangible, and unmeasurable as are success grades which are based on personality, cooperation, teaching technique, etc.

In the following table comparison of the organized women with the non-organized as to the kinds of degrees received and the number of weeks training above graduation from Indiana State Teachers College is made.

TABLE IX
COMPARISON OF THE TRAINING OF MEMBERS AND NON-
MEMBERS OF INDIANA STATE TEACHERS COLLEGE

Degrees Earned	B.S.		A.B.		M.A.		Ph.D.		Average Weeks of Training Above Normal Graduation
	No.	%	No.	%	No.	%	No.	%	
Members (187)	59	32	131	61	25	13.3	3	1.5	15.1
Non-Members (90)	23	25.5	69	76.6	8	8.8	0	0	25

Table IX indicates that about two and a half times as many A.B. Degrees are issued to the students of Indiana State Teachers College as there are B.S. Degrees. Of the whole number (two hundred seventy-seven) five received both Bachelor Degrees--three members and two non-members. Furthermore, the preceding table shows that a larger per cent of members earned Master's Degrees, an average of 1.5 per cent for the group while there were no Doctor's Degrees earned by non-members. Facts indicate that, despite the fact that more members receive higher degrees than non-members, non-members exceed members of sororities in average number of weeks training above Normal graduation by almost ten weeks. This difference is due to the surprising amount of additional training that one non-member had after graduation from this institution.

Chapter V

MEASURES OF SUCCESS: TENURE IN POSITION AND IN PROFESSION

When a study of the professional success of the teacher is undertaken, tenure in position and tenure in place are thought of as evidence of success or non-success. Chapter V deals with experience. The problems center around the elementary or secondary schools or around the college because teaching experience is usually obtained in one or all of these institutions of learning. It is not the intention in this thesis to judge which type of position is the more preferable one. In fact, each contributes its service to humanity and makes for the happiness of the individual. The study has dealt with the teacher in the grades, in the high school, as high school principal, as special supervisor, as college, normal, or university professor. The relationship of the members and the non-members according to the teaching experience they have had in these fields of work is expressed by the following table.

TABLE X
COMPARISON OF MEAN YEARS OF TENURE IN POSITION AND IN
PROFESSION OF SORORITY AND NON-SORORITY MEMBERS

	TYPES OF POSITION	E.T. ¹	H.T. ²	H.P. ³	S.S. ⁴	C.T. ⁵	N.T. ⁶	U.T. ⁷	GREATEST NUMBER OF YEARS IN POSITION	YEARS IN PROFESSION
SORORITY	BEFORE	3.9	3.	3.6						
	AFTER	4.	4.	2.3						
	TOTAL	4.5	4.5	3.	3.7	3.	2.4	1.2	3.7	7.4
NON-SORORITY	BEFORE	6.	3.	1.						
	AFTER	5.	4.	3.5						
	TOTAL	7.	6.	2.5	9.	3.5	4.	0.	5.	10.

Note: 1. E.T. Elementary Teacher
2. H.T. High School Teacher
3. H.P. High School Principal
4. S.S. Special Supervisor
5. C.T. College Teacher
6. N.T. Normal Teacher
7. U.T. University Teacher

Table X shows that non-members have had more experience than members due to the fact that for some reason or other the non-organized girls remain in the profession for a longer period of time. It is more or less of a popular theory that the majority of sorority girls come from wealthier and more influential homes, and, if this is true, it may explain why they leave the profession at an earlier date. This may also be due to the fact that several of the sororities are of comparatively recent incorporation, (see also Table II).

Chapter VI

PUBLICATIONS

Types of materials submitted by teachers for publication are ordinarily of the following character: books, blank forms, magazine articles, chapters of books, practice pads, drill sheets, bulletins, plays, etc. In the investigation it was found that few articles have been published by teachers from Indiana State Teachers College and that these were topics in the teacher's major field of work. The writers were surprised at the scarcity of educational publications other than magazine articles.

Five women of the organized group produced eleven articles, an average of 5.9 per cent of publications per member. Of the non-organized group, three women wrote six articles, an average of 6.7 per cent of publications per person in the group. The per cent of sorority members publishing articles was 2.7, and the percent of non-organized women who published articles was 3.3. These averages show a difference of less than one per cent in each case in favor of the non-organized women.

SUMMARY

Deans of colleges and lecturers have given subjective opinions concerning the success of members of social organizations, and in an effort to provide adequate and objective answers to such a question, rather than subjective opinion, this study has been made.

In the opinion of the collaborators of this research, some objective evidences have been secured. The questionnaires treated point to the conclusion that both before and after graduation the non-organized alumnae of Indiana State Teachers College have been more successful than the organized alumnae in so far as the following tangible measures of success are concerned: yearly salary, tenure in position, tenure in profession, and training. Before graduation non-members were also more successful in : salary earned just before graduation, increase in salary, highest paid salary, and total salary earned.

Members were more successful before graduation in initial salary earned, and show a smaller decrease. More members received higher degrees than non-members.

Non-members have also to their credit a slightly greater per cent of publications per person, and a slightly greater per cent of persons publishing articles.

The writers conclude that:

(1) so far as the value of sororities to Indiana State Teachers College is concerned, no conclusion has been reached from the data;

(2) the degree in which superintendents are assisted in se-

lecting teachers from the college, non-members are favored;

(3) from the data studied, the fact that a girl belongs to a sorority does not make her a better teacher--non-members are favored;

(4) matriculating freshmen may be assisted in making decisions as to their pledges to the sororities as shown by the ranking of the society, but probably no sorority is just as satisfactory.

Finally, the writers hope that the sororities of Indiana State Teachers College will maintain a higher standard in fields other than social. They trust that the ideals of scholarship will be emphasized in selecting members to represent the organization, and that pledging will not be based on friendship, money, social position, personal appearance, and ability to get "dates".

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