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A comparison of the professional success of members and non-members of the men's societies in the Indiana State Teachers College

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**A COMPARISON OF THE PROFESSIONAL SUCCESS OF MEMBERS AND
NON-MEMBERS OF THE MEN'S SOCIETIES IN THE
INDIANA STATE TEACHERS COLLEGE**

By

W. Edward Fisher

**Contributions of the Graduate School
Indiana State Teachers College
Number 7**

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

1929

INDIANA STATE
NORMAL SCHOOL

ACKNOWLEDGMENTS

It has been the desire of the author to be as free and independent in the development of this study as possible, but we all realize that any investigation of a scientific nature will carry us beyond the confines of our own experiences. Life today is a cooperative endeavor. It reaches out until it involves many others. In fact, the success of any life as well as any great and important undertaking depends upon the marshalling of various human forces which may be more or less divergent in characteristics and interests. The individuals and groups of individuals to whom acknowledgments are due for assistance in this study are many. To Virgil R. Mullins and his office staff I owe more than I can ever repay for assistance in gathering and collecting data. Had not the graduates of the State Teachers College so generously responded to the questionnaire the project would have failed. I wish to thank them for the generous response. Many helpful suggestions and criticisms came from Ruth Krausbeck and Ruby McClain in the numerous conferences we held in consideration of the investigation. For this help I wish to thank Miss Krausbeck and Miss McClain. I owe Mrs. Lida Morris and my wife, Bessie Mae Fisher, a debt of gratitude for their painstaking effort in transferring and tabulating the data. Last, but not least, I express my appreciation for the help of the administrative officers and faculty of the State Teachers College and in particular, Dr. J. R. Shannon. It was he who made the investigation possible.

W. E. F.

EXPLANATIONS

1. The name of the Indiana State Normal School at Terre Haute, Indiana, has been changed by the Indiana General Assembly to the Indiana State Teachers College since the preparation of the questionnaire used in this study. In writing the thesis the author has used the name Indiana State Teachers College.

2. In order to save time and space in the thesis and in the tables the author has used but one number to designate a school year. In each and every case the calendar year in which the school year closed was used to designate the school year. Thus the school year of 1909-1910 is referred to in the body of the thesis and in the tables as the school year of 1910.

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I. THE PROBLEM

A. GENERAL STATEMENT

One of the oldest traits known to civilization is the desire to organize into more or less homogeneous groups for some conscious or unconscious purpose. Every community has its lodges, its churches and its societies. During recent years there has been a tremendous growth of societies in the colleges of America. Of what value are such organizations to college students? Are societies and fraternities in our colleges and universities worth the price paid for their up-keep, or are they a common social waste that should be discarded at the earliest opportunity?

Very likely the answer to the fore-going problem is beyond the scope of this investigation. The answer may be found only in the further development of human society throughout the ages. However, it is hoped that some light may be thrown upon the question by narrowing the scope of the research to some particular field. The field chosen for this investigation is restricted to a study of the men who have graduated from the Indiana State Teachers College at Terre Haute, Indiana, between the years of 1910 and 1926, inclusive. There are four men's societies in the State Teachers College which enroll slightly more than half of the male students in the school. This divides the male students into two groups of practically the same number, one group composed of members of societies, the other composed of non-members.

INDIANA STATE
NORMAL LIBRARY

The business of the State Teachers College is to prepare men and women to teach school. The school is chartered and maintained by the Indiana State General Assembly for that purpose. For this reason it is felt that in measuring the effectiveness of the school or any particular department of it, its graduates should be measured only in those activities which are strictly professional and in the field of teaching. The problem here undertaken is to estimate the value of that phase of the social life of the school which has to do with organized societies by determining the relative professional success of the member and non-member groups and comparing one with the other. In this way some light may be thrown upon the larger social problem stated in the beginning of this thesis.

B. GENESIS

The question of the value of societies in the State Teachers College and their influence on the students occurred to the author in trying to estimate the probable success of various applicants for teaching positions in his schools as he called year after year at the college for teachers. Two candidates with practically the same qualifications would be presented, one would be a member of a society, the other would not. Which one would be the more likely to succeed? How much importance, if any, should be given to membership in a society? If membership in a society was worth anything, was membership in one society worth any more than membership in any other? The school had ranked the various societies on basis of school marks for several years --

how would these societies rank if measured in terms of professional success? These questions gave rise to the investigation.

C. USES

The study is submitted with the hope that it may prove of interest to the following groups of people:

1. To school superintendents, trustees, and principals who have the responsibility of securing good teachers for their schools.

2. To officials of the State Teachers College, as well as other colleges, in attempting to evaluate the worth of school societies and to regulate their activities.

3. To freshmen entering college.

4. To the leaders in the various men's societies who are responsible for the rank of their own society and who are charged with the improvement of the same.

5. To the Teacher Placement Bureau in placing teachers.

D. LIMITS OF THE STUDY

The study is limited to the men graduates of Indiana State Teachers College at Terre Haute, Indiana, during the years from 1910 to 1926. It is probable that if the investigation were carried into other schools where other types of societies are organized, different results would be obtained. There will still be room for someone to study types of societies, activities and organizations and their effect on professional success. The author well knows that in the end the fact cannot be established that either membership or non-membership in a society caused a certain condition,

yet some measures can be taken, some comparisons made and some conclusions drawn, leaving the determination of the cause for someone else.

A study of this kind is further limited by the fact that we have no absolute measure of success in the teaching profession. It may be that some of the most important items of success in teaching, and items that could be accurately measured, have been left out, or it may be that the most important items of success in teaching can never be measured, but all the known items of success which can be measured in an objective manner have been included.

The past decade has witnessed great changes in the curricula of American schools. This change has reached from the kindergarten to the university. Teacher-training institutions¹ are beginning to realize that the demands made upon their products should in some way help determine the character and kind of training given to their students. Book knowledge alone does not make good teachers. There must be other activities besides the ordinary classroom instruction. Dr. Shannon says, "The data that are presented in this investigation show quite clearly that success in teaching, depends to a marked degree on their personal and social characteristics. Big business establishments have found the same thing to be true of their employees, and they have set about to improve them in the

¹Shannon, J.R. Personal And Social Traits Requisite For High Grade Teaching In Secondary Schools, p.1. See also, p. 88, Conclusions.

lines of greatest need. Some salesmen will get an order where others fail. The difference is largely due to the personal element; a salesman must sell himself before he can sell his goods. If business concerns find it profitable to stress and improve the personal traits of their employees, why ought not the schools profit by their experience?" In the conclusions of his treatise Dr. Shannon has made the following observations:

1. The primary traits that have most to do in influencing success in teaching in secondary schools are sympathy, judgment, self-control, enthusiasm, stimulative power, and earnestness.

2. A secondary list of important traits consists of affability, industriousness, voice, adaptability, forcefulness, cooperativeness, attentiveness to the use of English, accuracy, alertness, integrity, and reliableness.

Proportionate weights must be assigned to "scholastic efficiency, professional efficiency, pedagogic efficiency," as well as "personal efficiency of teachers". The organization of societies in colleges is to help balance the "weights" of training; they attempt to stimulate and train judgment, self-control, enthusiasm, voice, use of English, adaptability, reliability, and possibly all the other primary and secondary traits necessary for high grade teaching.

To measure and compare the success of members of such societies with non-members in a profession where those traits have so much bearing on success or failure, very probably measures the worth of the society in the most objective manner. But since other agencies of the school also help develop

the personal and social traits, this study measures not only the societies, but also the combined effectiveness of all the social agencies of the school. This over-lapping limits the study to an indirect rather than a direct measurement of the value of societies.

E. HOW HANDLED

In pursuing this investigation, one of the first questions presenting itself was the method of procedure to use in handling the problem. Should it be studied by the method of correlation, or by computing statistical measures representing, in the most reliable manner, the actual performance of each group in all the known phases of success, and comparing one group with the other? In the method of correlation, great importance is placed on the relation of a certain capacity to some other capacity within the same group. Garrett² says "Again, knowing the ability of an individual in one test, can we say anything about his ability in another and different test? Are certain abilities highly related, and others relatively independent? These questions, and others of the same general nature, are studied by the method of correlation." In this study, the important thing is not how a group measures up in regard to certain items of success within the same group, but how one group compares with another in regard to the same item. Comparisons will be made between the groups under study in each and every measure of success. The method of study, therefore, is one of comparison rather than one of correlation.

²Garrett, H.E. Statistics In Psychology And Education, p. 149.

II. THE DATA

A. HOW COLLECTED

The question of collecting the data for a study of the teaching success of four or five hundred graduates of the State Teachers College presented itself early in the investigation. It was hoped that the data could be collected without a questionnaire, but it was found that the desired information must come directly from the individuals. A questionnaire was mailed to four hundred twelve graduates of the school, starting with the class of 1910 and ending with the class of 1926. The list included all the white male graduates of the school between those years who had received the A.B. or B.S. degree. The questionnaires were mailed out December 10, 1928, and the latest date for accepting them for the thesis arbitrarily set at February 1, 1929. Those received after that date were discarded.

B. THE QUESTIONNAIRE

The questionnaire, a copy of which is inserted in the thesis, was sent out in the name of the Extension Division of the Indiana State Teachers College because of the assistance the author could render that department in checking addresses of graduates of the school and securing information for a student record book which is being prepared by the department under the direction of Professor Virgil R. Mullins, Director of the Extension Division. The women's societies were included in the list of societies on the questionnaire because other students desired to use the same questionnaire in making a study of the women graduates of the college.

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

Indiana State Normal School

TERRE HAUTE, INDIANA

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.

The author also realized that a larger return would be obtained by using the name of the Extension Division of the Indiana State Teachers College.

C. RETURNS

Of the four hundred twelve (412) questionnaires sent out there were two hundred eighty-nine (289) returned. Twenty-one (21) questionnaires were thrown out because the salary schedule was omitted. Four (4) others were discarded because the individuals reporting had entered other professions, and one (1) because the individual was colored. No colored graduates were included in the study.* Five (5) were received after February 1, 1929, which was too late for use in the study. This left two hundred fifty-eight (258) questionnaires of which one hundred forty-nine (149) were members of a society and one hundred nine (109) were non-members.

D. HOW THE DATA WERE TREATED

The questionnaires were first separated into two major groups on the bases of membership and non-membership in a society. The members were separated into Trojans, Daedalians, Ciceronians, and Forum. Members of each group were arranged according to the year of graduation.

There were twenty-four (24) questionnaires on which a part of the salary schedule had been omitted. In order to render these of value the missing figures had to be inserted. The figures supplied were average yearly salaries obtained by

*Colored people were not included in the study because there were no colored societies in the school.

setting down, year by year, all the salaries reported for each type of work, as grade teaching, high school teaching, high school principal or superintendent, and college teaching, and dividing by the number of cases reporting in each year. In this way each group set its own schedule for each type of teaching.

Question No. 5 on the questionnaire was: "Did you belong to one of the societies listed below while in the Normal School? _____ If so, underscore the proper one below." (A list of the school societies was included here.) Forty-nine (49) people failed to answer the question or to underscore any society, thus leaving the author in doubt as to whether or not the individual had belonged to a society while a student in the Teachers College. The college annuals were examined and twenty (20) of the forty-nine (49) names were found listed as non-members; the remainder of the names could not be found listed in the books. Since nearly half of the forty-nine (49) people were listed as non-members, and in no case could any of the rest be found belonging to a society, it seemed right to assume that the individual regarded the question properly answered by leaving out the answer in the blank space. All the forty-nine (49) questionnaires were put in the non-member group.

There were fifty-three (53) people who omitted the name of the school in which they taught. This information was desired to determine the measure of tenure. The records in the office of the Extension Division of the school gave the desired information.

E. TABULATING THE DATA

In copying and tabulating the data, extreme care was taken that no mistakes be allowed to enter. The tables and tabulation sheets were checked and rechecked. An adding machine was used in every instance and cross adding and checking done where possible. Each society was tabulated and averaged separately and collectively. The non-members were tabulated and averaged as a group. The entire set of tabulation sheets as well as the questionnaires are kept on file for future reference.

III. MEASUREMENTS OF SUCCESS: SALARY

A. GENERAL STATEMENT

At the outset of the discussion on Measurements of Success it should be stated that various measures of success common to the teaching profession for years have been omitted. The time-worn custom of success grades, which even in this day of educational progress is required by law in Indiana, was discarded because of the total unreliability of the measure. There is not only a wide variation in the interpretation of the various items on the schedule, but there is also a wide variation in the subjective standards of the superintendents and supervisors who give the grades. Such measures cannot be used in a scientific investigation with profit.

There are many teachers who think that if they were properly measured they would rank higher in the profession. They claim that their influence on character training, their extra curricular activities, their community interest, and all those subjective, silent influences, have never been measured. Someday, someone may devise a plan whereby these moral influences of teachers can be measured directly, but for the present, that phase of teaching success can be measured only indirectly by measuring some item which has been directly influenced by it.

B. WHY SALARY WAS USED

Salary is real, tangible, exists in some quantity and can be measured objectively. It forms the basis of comparison of the two major groups under study in the first chapter on measurements of professional success.

C. FIRST SET OF RESULTS

Table I and Table II give a summary of the results obtained from the first tabulation sheets. On this set of sheets, in the section devoted to salaries, were columns for the initial salary paid, the salary received just before graduation, the increase of the highest received over the lowest received, the highest paid, the decrease in case the person had dropped to a lower figure, the number of years taught before and after graduation and the total salary earned for each period. The figures were copied from the questionnaires, the columns totaled, and the sums divided by the number of cases reporting in each column to get the averages, except in the column of total salary earned. In this column the grand total of all the salaries earned for each period was divided by the total number of years taught during each period. This gave the average years salary for each group in each period.

1. Period Before Graduation.

a. Increase in Salary. Table I shows that in the period before graduation the average yearly salary of the member group was \$591.87 as compared with \$603.06 for the non-member group. The mean yearly salary of the members just before graduation was \$1170.47, an average yearly increase of \$579.96. The non-member group received a mean yearly salary of \$1453.30 just before graduation with an average yearly increase of \$851.68. The table further shows that some teachers actually decreased in earning power

TABLE I

SALARY AVERAGES FOR THE PERIOD BEFORE GRADUATION

Average Salaries	Members	Non-Members
Initial	\$ 591.87	\$ 603.06
Just Before Graduation	\$ 1170.47	\$ 1453.30
Increase	\$ 579.96	\$ 851.68
Highest Paid	\$ 1179.61	\$ 1480.88
Decrease	\$ 9.13	\$ 15.02
Average Number of Years Taught	4.82	7.54
Average Yearly Salary	\$ 941.00	\$ 1077.31

TABLE II

SALARY AVERAGES FOR THE PERIOD AFTER GRADUATION

Average Salaries	Members	Non-Members
Initial	\$ 1533.35	\$ 1624.30
At Close of Teaching	\$ 2417.08	\$ 2207.35
Increase	\$ 878.65	\$ 586.33
Highest Paid	\$ 2435.49	\$ 2238.72
Decrease	\$ 23.20	\$ 23.07
Average Number of Years Taught	7.07	6.33
Average Yearly Salary	\$ 2031.81	\$ 1965.58

during the period. The average yearly decrease of members was \$9.13 as compared with \$15.02 for the non-members. The average yearly salary of members was \$941.00 compared with \$1077.31 for the non-members. Non-members taught longer before graduation than the members but slightly less after graduation.

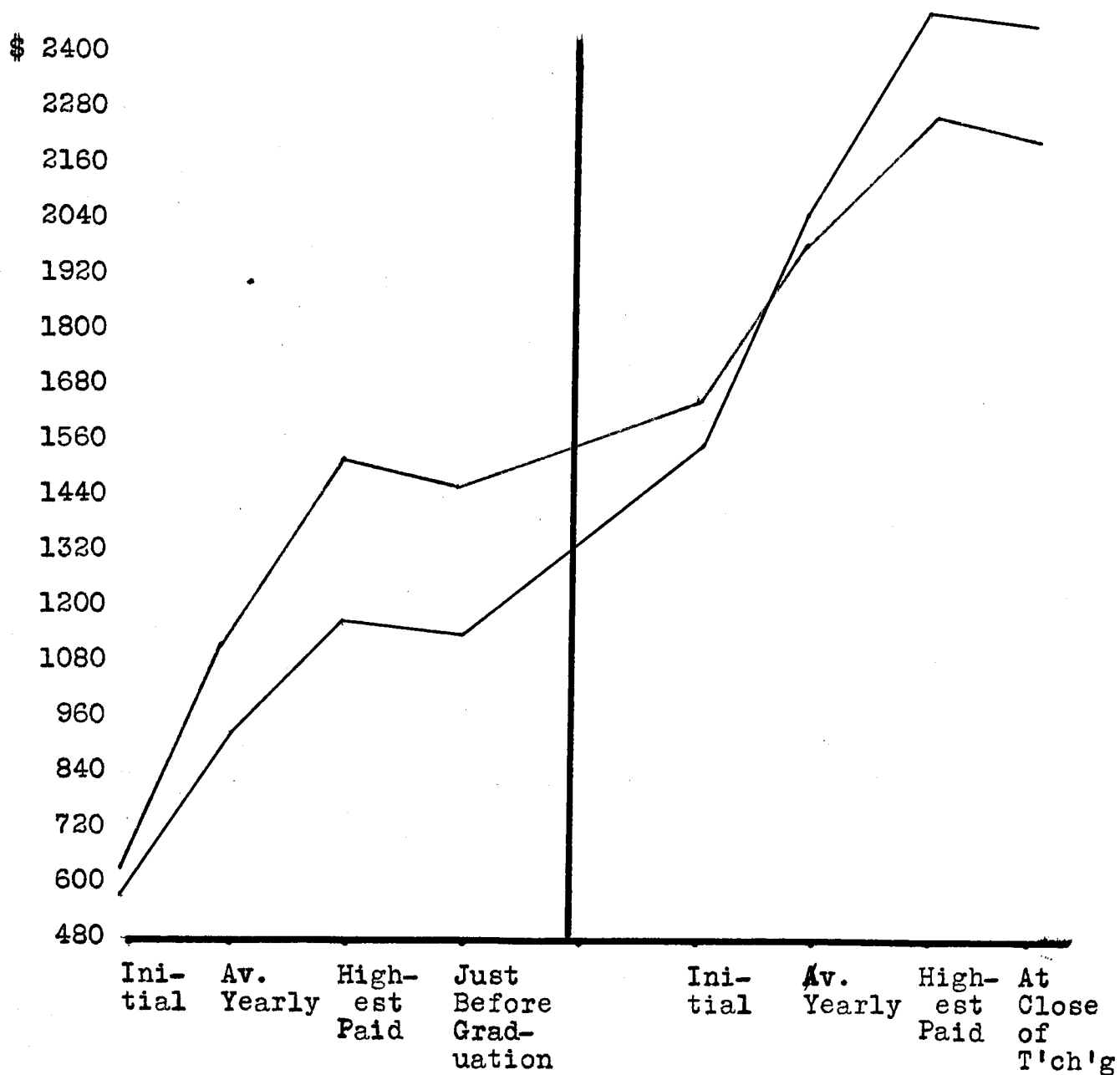
Table III is a combination of Table I and Table II. The average yearly salary increase and decrease, and the average number of years taught are omitted. These items will be treated separately. The items in the table are arranged in ascending numerical order that they may be translated into graph form.

Figure 1 shows graphically the information presented in Table III. It shows the higher earning power of the non-members before graduation, and the crossing of the lines on the right of the perpendicular line illustrates the reversed situation after graduation.

TABLE III

A COMBINATION TABLE DERIVED FROM TABLE I
AND TABLE II ON AVERAGE SALARIES

Before Graduation		
Average Salary	Members	Non-Members
Initial	\$ 591.87	\$ 603.06
Average Yearly Salary	\$ 941.00	\$ 1077.31
Highest Paid	\$ 1179.61	\$ 1480.88
Just Before Graduation	\$ 1170.47	\$ 1453.30
After Graduation		
Initial	\$ 1533.35	\$ 1624.30
Yearly Salary	\$ 2031.81	\$ 1965.58
Highest Paid	\$ 2435.49	\$ 2238.72
At End of Teaching	\$ 2417.08	\$ 2207.35



Legend ——— Members
 ——— Non-Members

Vertical solid line in middle divides
 period before graduation from period
 after graduation.

Figure 1. Graph of average salaries for member and non-member groups before and after graduation.

b. Decrease in Salary. From the foregoing tables, it seems safe to conclude that the non-members rank higher in every respect here considered in the period before graduation than the members, except in the average yearly decrease in salary. The non-member group has an average yearly decrease in salary of \$5.89 more per member than the member group. This decrease is obtained by subtracting \$9.13 from \$15.02. The fact gives the member group the higher rank in this item of success in the period before graduation.

c. Experience and Salary. The tables indicate, to a degree at least, that experience tends to increase the average yearly salary for teaching done before and after graduation up to a certain point. It also tends to increase the average loss in salary. It may mean that age increases the earning power of the good teacher but lowers the earning power of the poor.

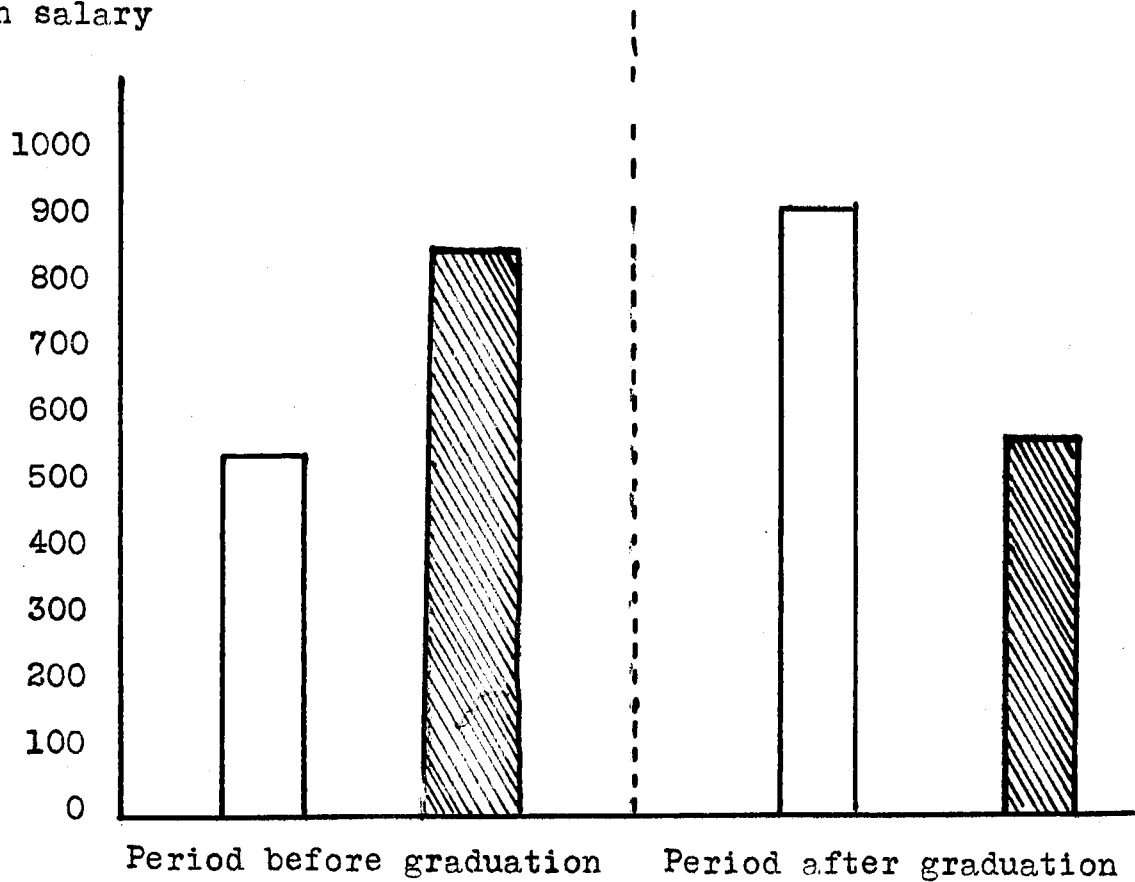
The tables further show that the non-members teach longer before graduation than members. Later on in the study of this problem the author prepared a second set of tabulation sheets, in which the salaries reported were copied year by year. A line was drawn diagonally across this tabulation sheet marking off the period before graduation from the period after graduation. A glance at the sheet showed that fewer salaries were reported as having been earned by members in the years just before graduation than the non-members. This observation coupled with the findings reported in Table I, Table II, and Table III, helped establish the fact that society members

tend to remain in school more regularly after entering and thus graduate younger than non-members. Just how much credit should be attributed to the societies for keeping students in school regularly until graduation probably cannot be determined, but however small the influence it is valuable to the students, for the data indicate that the point of diminishing returns for the influence of teaching experience on increases in salary before graduation is soon reached. The data tend to disprove the theory that great value comes to teachers from long periods of teaching experience in connection with their training.

The greater average yearly salary of the non-members over the members before graduation is probably due to the fact that they taught longer. This and other evidences indicate that the two groups are nearly equal in earning power before graduation, with a slight indication of an advantage in favor of the non-member group.

Figure 2 illustrates by means of the column diagram the average yearly increase and decrease in salary for the groups under study. It shows that the non-member group has a greater average yearly salary increase before graduation than the member group but that the reverse is true after graduation.

Average increase
in salary



Legend.



Members



Non-Members

Figure 2. Graph showing the average increase in salary reported in Table I.

2. Period After Graduation.

a. Salary. After graduation the picture is different. The members start at a lower average salary but make a remarkable increase. Their average increase for practically the same average number of years taught is \$292.32 per individual. They start at an average salary of \$1533.35 and climb to \$2435.49, while the non-members start at \$1624 and reach an average salary of \$2238.72. Figure 2 illustrates the average rise in salary for each group before and after graduation. It shows that the non-members have a greater average rise in salary before graduation, with the situation reversed after graduation. The findings indicate that the members were slow in getting started in the teaching profession but advanced by more rapid strides once the start was made.

The findings reported above caused the author to approach the question of salaries from a different angle. A second tabulation sheet was prepared which had a column for each year starting with 1910 and ending with 1929. By tabulating the salaries by year, adding and dividing by the number of entries in each column the average salary for each year was determined. Since the questionnaires were grouped according to the year of graduation, it was an easy matter to establish yearly averages for the periods before and after graduation as well as a combination of the two.

b. Experience. Table IV was compiled from the tabulation sheets mentioned above. It is a record of the teaching experience of each group after graduation year by year from 1910 to 1929. The figures were obtained by

dividing the total number of cases of salaries reported after graduation in each column by the total number of teachers in each group. The table gives the average per cent of the year each graduate taught after graduation in each school year. It should be read in the following manner: no one of the member group taught after graduation in 1910, while each of the non-members taught .018 of a year; in 1911 each member taught .006 of a year, while each non-member taught .018 of a year; reading on down the columns until the year 1929 when each one of the member group taught .892 of a year, while each of the non-members taught .909 of a year.

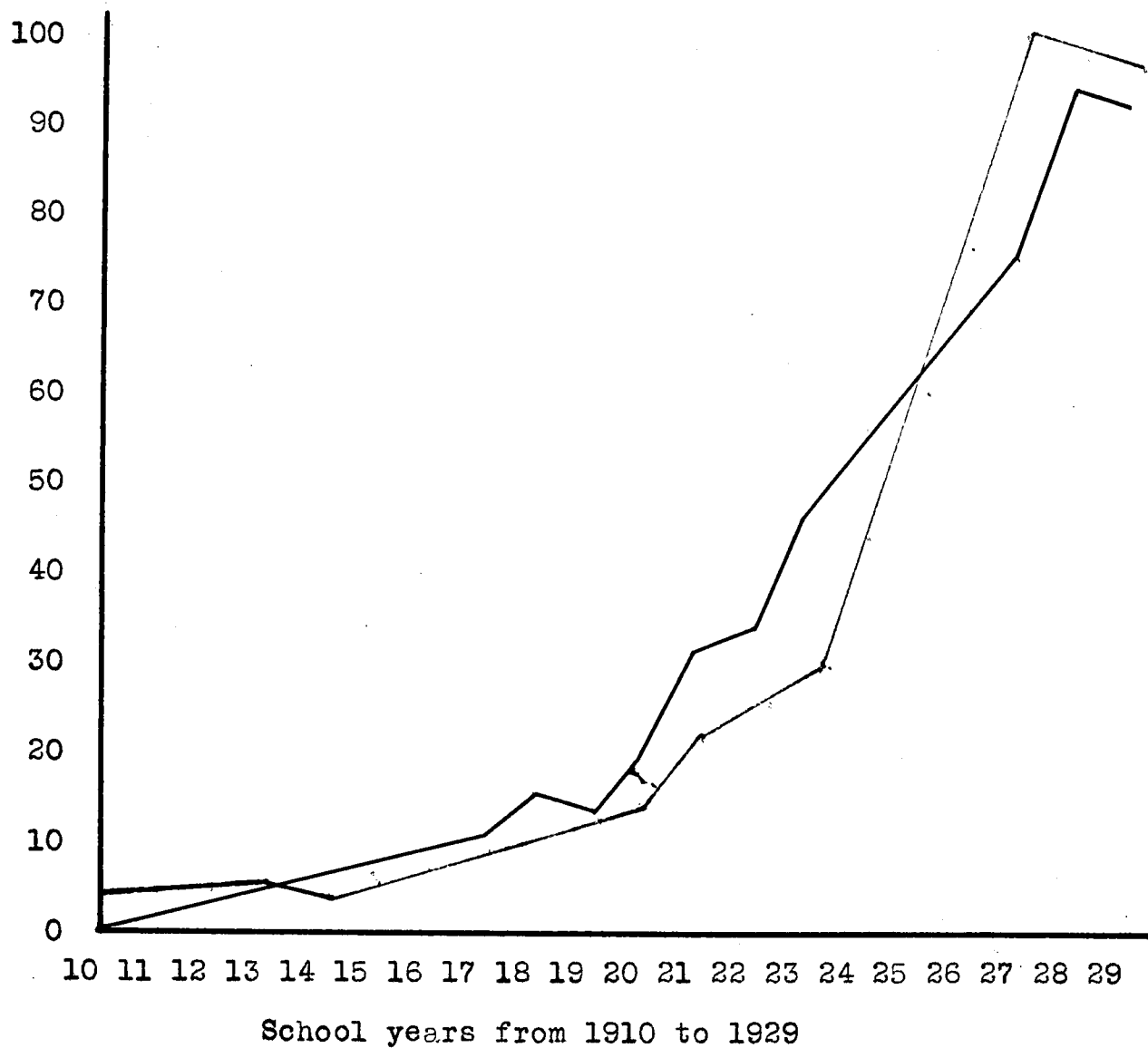
Figure 3 was made from Table IV. It shows graphically that the non-member group taught slightly more than the member group before 1914, slightly less from 1914 to 1926, and slightly more from 1926 to 1929. These figures show that the teaching experience of both groups was about equally distributed over the entire period of study. They show that the higher ranking of the member group after graduation was not due to more of their teaching having been done in a period of higher wages.

TABLE IV

AVERAGE PER CENT OF THE YEAR EACH GROUP TAUGHT
 AFTER GRADUATION FIGURED FOR EACH
 MAJOR GROUP BY YEARS

School Year	Members	Non-Members
1910	0.	.018
1911	.006	.018
1912	.012	.018
1913	.026	.028
1914	.060	.046
1915	.073	.064
1916	.134	.101
1917	.147	.129
1918	.188	.147
1919	.154	.156
1920	.208	.174
1921	.315	.229
1922	.382	.248
1923	.483	.330
1924	.563	.404
1925	.638	.633
1926	.718	.798
1927	.912	.963
1928	.933	.936
1929	.892	.909

Per cent of
year taught



Legend. ——— Members
————— Non-Members

Figure 3. Showing the per cent of the year each group taught after graduation taken from Table IV.

D. SECOND SET OF RESULTS

1. Combined Periods Before and After Graduation. The question of how the two groups under study would rank if average salaries were considered year by year caused the author to compile the second set of data sheets. Table V is a table of the average salaries in each school year figured for each group regardless of graduation. Reading down in the right-hand column, \$585 is the sum of all the salaries earned in 1910 by the non-member group, both before and after graduation, divided by the total number of cases reporting in that year, and so on down the column for each group. Figure 4, which illustrates the findings in Table V, shows a slight advantage for the non-member group until 1918 when the member group took the lead and held it until the end of the period under study. By combining the periods before and after graduation the ranking of the groups previously stated remains unchanged.

TABLE V

TOTAL AVERAGE GROUP SALARIES BY YEARS FROM
 1910 TO 1929 OBTAINED BY COMBINING
 PERIODS BEFORE AND AFTER
 GRADUATION

School Year	Members	Non-Members
1910	\$ 471	\$ 585
1911	522	626
1912	798	631
1913	588	738
1914	681	761
1915	767	719
1916	768	799
1917	856	835
1918	936	959
1919	1318	1183
1920	1309	1262
1921	1623	1549
1922	1748	1727
1923	1848	1841
1924	2223	1934
1925	2068	1888
1926	2367	1962
1927	2203	2089
1928	2311	2137
1929	2443	2245

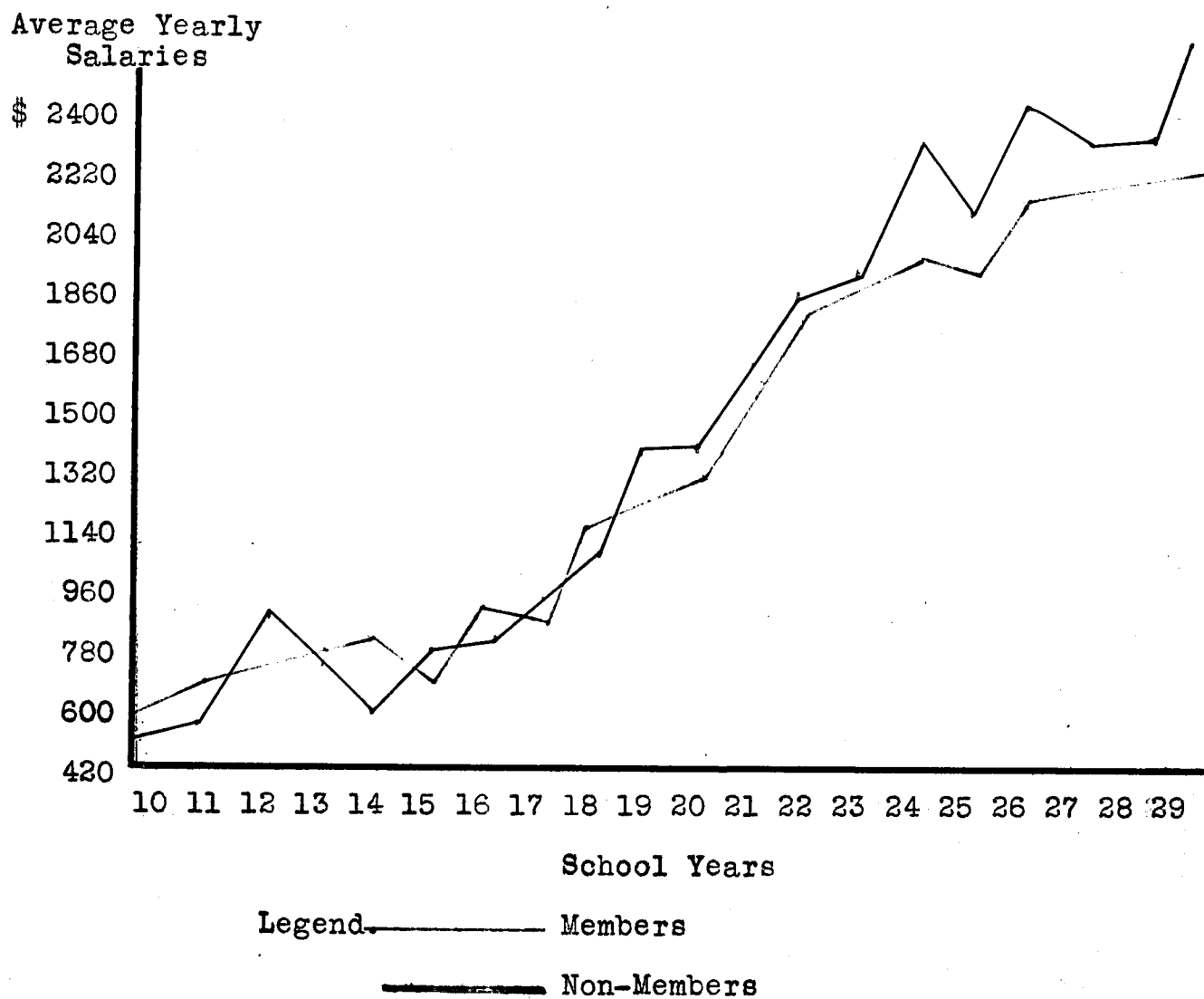


Figure 4. Shows graphically the findings reported in Table V.

2. Comparison of Periods Before and After Graduation.

The final treatment of the question of salaries as a measure of teaching success of the two groups under study consisted of figuring average group salaries by years for the teaching done before and after graduation. Table VI and Table VII are read the same as Table V. Since there was no teaching done before graduation after 1926, Table VI covers only the period from 1910 to 1926. Table VII extends to 1929.

Figure V represents the findings reported in Table VI and Table VII. It shows that with the exception of the year 1919 the non-member group ranked higher than the member group before graduation. The groups spread apart between 1921 and 1925 and came near together in 1926. The non-member group, which had a rapid rise in salary before graduation between the years 1921 and 1925, had only a slight rise during the same period for teaching done after graduation. The non-members are not consistent as a group in salary increase for the same chronological periods for teaching done before and after graduation. This can hardly be said to be true of the member group, as the graph will show.

TABLE VI

AVERAGE GROUP SALARIES BY YEARS FROM
1910 TO 1926 BEFORE GRADUATION

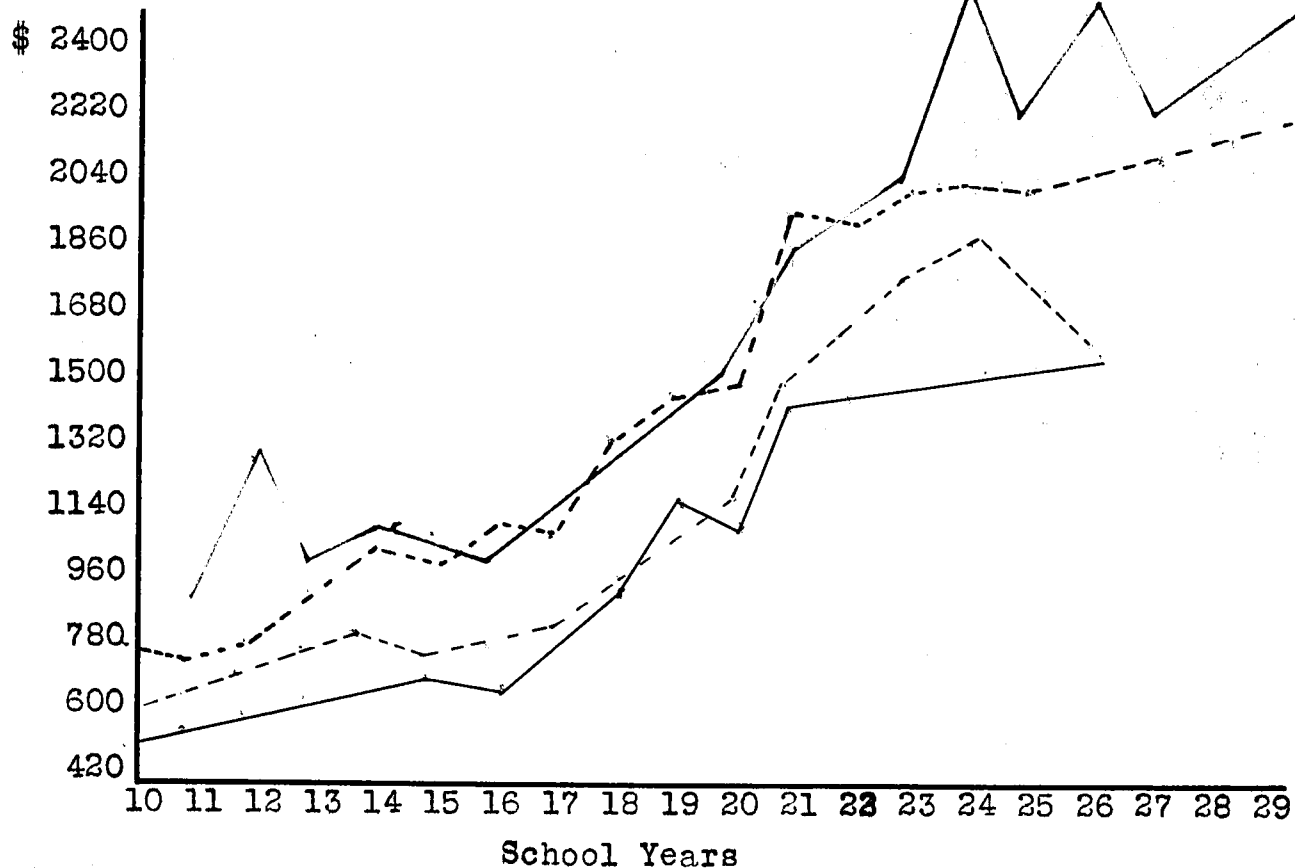
School Year	Members	Non-Members
1910	\$ 471	\$ 575
1911	508	623
1912	541	626
1913	547	729
1914	609	734
1915	694	687
1916	683	742
1917	761	769
1918	804	862
1919	1129	1066
1920	1073	1173
1921	1355	1409
1922	1429	1619
1923	1465	1735
1924	1485	1814
1925	1480	1681
1926	1518	1543

TABLE VII

AVERAGE GROUP SALARIES BY YEARS FROM
1910 TO 1929 AFTER GRADUATION

School Year	Members	Non-Members
1910	\$ 00	\$ 740
1911	840	675
1912	1150	742
1913	960	861
1914	1012	979
1915	1044	923
1916	970	1039
1917	1048	1042
1918	1152	1209
1919	1508	1451
1920	1534	1515
1921	1834	1844
1922	1997	1935
1923	2009	1986
1924	2454	2041
1925	2173	1970
1926	2430	2019
1927	2203	2089
1928	2311	2137
1929	2443	2245

Average group
salaries
by years



Legend. ———— Members before graduation
 - - - - - Non-members before graduation
 ———— Members after graduation
 - - - - - Non-members after graduation

Figure 5. A combined graph of Table VI and Table VII showing average group salaries by years from 1910 to 1929 before and after graduation.

In conclusion, the data as collected, treated, translated into tables and graphs, and interpreted by the author, show that the member group stand out ahead of the non-member group in earning power in the teaching profession after graduation during all the period from 1910 to 1929 except from 1916 to 1921, and even then ranked, at least, on a par with it. Since the groups were nearly equal before graduation, with evidence to show that the non-member group ranked even higher in earning power during the period, and the only difference in the training of the two groups, so far as the author discovered, being membership in a society, it seems reasonable to attribute at least a part of superior earning power of the member group to the effect of the societies in the preparation for the teaching profession.

IV. OTHER MEASUREMENTS OF TEACHING SUCCESS

A. TRAINING

In ranking the two groups on basis of training the matter of the degree earned and the number of weeks of training above the B.S. and A.B. degree in the State Teachers College were considered. The professional success of graduates of the State Teachers College cannot be measured by the kind of degree earned in graduating from the college but rather by the additional work done after graduation. It may be interesting, however, to know that 38 per cent of the non-members graduated with the B.S. degree and 62 per cent with the A.B. degree as compared with 21 per cent of the members graduating with the B.S. degree and 79 per cent with the A.B. The fact that a greater per cent of the group that ranked higher in salary graduated on the Bachelor of Arts course indicates that the course is worth more in earning power in the teaching profession than the Bachelor of Science course.

After graduation, the results as shown in Table VIII, reveal the fact that 15 per cent of the non-members earned the A.M. degree as compared with 30 per cent of the members earning that degree. It shows that 1 per cent of the non-member group earned the Ph. D. degree as compared with 9 per cent of the members. The non-members received 22.38 weeks of training per individual above the B.S. and A.B. degree in the State Teachers College as compared with 39.49 week for the member group. These measures of success show that the member group ranked first in each of the items of training after graduation from the State Teachers College

on the B.S. and A.B. degree courses.

B. PUBLICATIONS

The two groups are ranked on two items of measurement on basis of publications in Table VIII:

1. Per cent of people publishing books, magazine articles, and chapters of books.

2. Average number of each published by each person in the group.

The non-member group had one person publishing who published a book. This number divided by 109 gave .9 per cent of the group who published books. The member group had six people who published books, which number divided by 149 gave 4 per cent of the member group who published books. In this manner it was found that 3.6 per cent of the non-member group published magazine articles as compared with 11.4 per cent of the members. One and eight-tenths per cent of the non-members published chapters of books as compared with 2.6 per cent of the members.

It was found that one book had been published by the non-members, which number divided by 109 gave .009 of a book per person published by that group as compared to .03 books per person published by the member group. Six-hundredths of a magazine article was published per person by the non-members as compared to .38 for the member group. Five-hundredths of a chapter of a book was published per person by the non-members as compared to .61 for the members.

Ranking the two groups on basis of the above measurements on publications the member group ranks first in each

and every instance.

TABLE VIII

SHOWING THE TRAINING AND PUBLICATIONS OF
THE TWO GROUPS UNDER STUDY

Training						Publications					
B. S. degree	A. B. degree	A. M. degree	Ph. D. degree	Weeks of training above college		Books	Magazine Articles	Chapters of Books			
						Per cent of people publishing	Average number pub- lished per person	Per cent of people publishing	Average number pub- lished per person	Per cent of people publishing	Average number pub- lished per person
.38	.63	.15	.01	22.38	Non-members	.9	.009	3.6	.06	1.8	.05
.21	.79	.30	.09	39.49	Members	4.	.03	11.4	.38	2.6	.61
		2	2	2	Rank of Non-members	2	2	2	2	2	2
		1	1	1	Rank of Members	1	1	1	1	1	1

C. TEACHING EXPERIENCE

Table XI gives the results of the tabulation of data on the teaching experience as reported on the original questionnaires. It shows that the non-members taught nearly two years more than the members, on an average stayed longer in a place, and that the greatest average number of years of teaching in one place was 6.47 years for the non-members as compared with 5.44 for the members. The non-members did more elementary and high school teaching before and after graduation than the members. The two groups are more nearly equal in experience as high school principals, especially after graduation. The non-member group did more work as special supervisors than the member group, but the member group did more college, normal, and university teaching than the non-members.

Since the member group excel in the matter of earning power and since non-members show longer tenure in the teaching profession as well as longer tenure in place and position, it seems safe to conclude from this study that tenure in the profession and tenure in position have little or no bearing on salary schedules. Salary schedules seem to be directly effected by type of position and type and amount of training. Graduates with A.B. degrees show higher earning power, on an average, than those holding B.S. degrees.

TABLE IX

TABLE OF TEACHING EXPERIENCE FOR NON-MEMBER AND
MEMBER GROUPS GIVING THE AVERAGE YEARS
OF EXPERIENCE PER INDIVIDUAL
IN EACH GROUP

Teaching Experience	Members	Non-Members
Total Years Experience	10.61	12.58
Average Years in Place	3.3	3.94
Greatest Number in One Place	5.44	6.47
Years of Grade Teaching		
Before Graduation	1.61	1.93
After Graduation	.03	.07
Total	1.64	2.00
Years of High School Teaching		
Before Graduation	1.01	1.97
After Graduation	3.09	3.32
Total	4.10	5.29
Years as High School Principal		
Before Graduation	.97	1.88
After Graduation	2.88	2.89
Total	3.85	4.77
Years as Special Supervisor	.22	.31
College	.19	0
Normal	.33	.07
University	.26	.06

V. COMPARISON OF THE INDIVIDUAL SOCIETIES
TOGETHER WITH THE NON-MEMBER GROUP

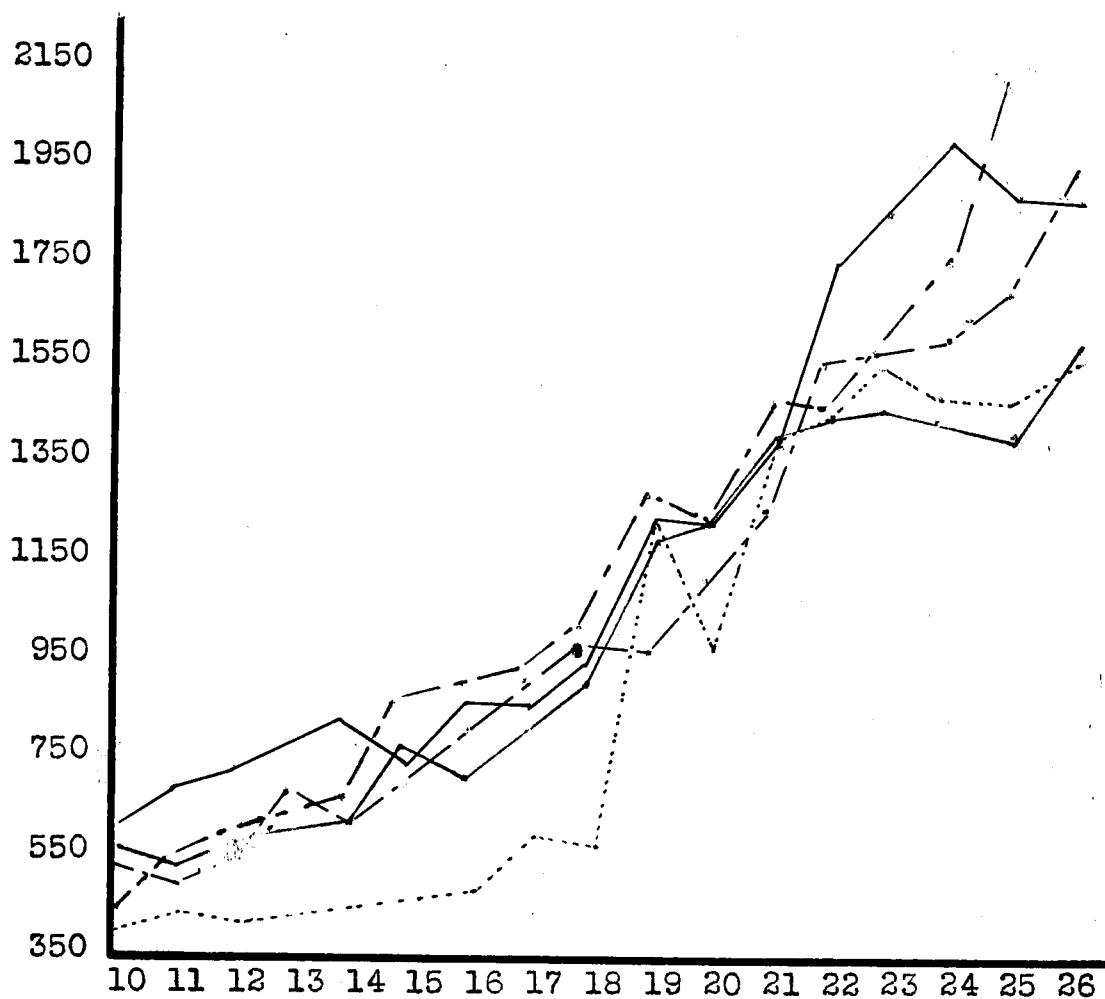
A. SALARIES BEFORE GRADUATION

A comparison of the individual societies, together with the non-member group, resulted in the compilation of Table X for the period before graduation. Figure 6 shows graphically the average yearly salaries figured in Table X. An outstanding feature of the graph is the low ranking of the Trojans until the year 1923 when they forged somewhat ahead of the Daedalians until 1926. The non-member group stands out as leading from 1910 to 1914 and again from 1922 to 1924. At that point they were surpassed by the Ciceronians and in 1926 by the Forum. The Ciceronians were consistently high throughout the period, with the highest average salary of all in 1925. No salaries were reported for the Ciceronians for the period before graduation in the year 1926. The table covers the period from 1910 to 1926. The range in salary for all the different groups was from \$366 to \$2080.

TABLE X

AVERAGE SALARIES OF EACH INDIVIDUAL SOCIETY WITH
 AVERAGES REPEATED FOR NON-MEMBER GROUP
 BEFORE GRADUATION

Year	Trojan	Ciceronian	Daedalian	Forum	Non-member
1910	366	418	550	405	575
1911	403	545	540	439	623
1912	399	582	552	493	626
1913	379	585	565	591	729
1914	423	698	626	623	734
1915	466	805	736	699	687
1916	482	827	685	749	742
1917	622	907	740	830	769
1918	610	957	796	894	862
1919	1200	1273	1191	817	1066
1920	911	1173	1173	1061	1173
1921	1307	1452	1421	1201	1409
1922	1372	1451	1422	1466	1619
1923	1464	1539	1373	1451	1735
1924	1408	1736	1334	1478	1814
1925	1424	2080	1313	1308	1681
1926	1468		1500	1560	1543



Legend. Trojan.
 --- Ciceronian
 — Daedalian
 - - - Forum
 — Non-members

Figure 6. Showing graphically average yearly salaries reported in Table X for period before graduation.

B. SALARIES AFTER GRADUATION

Table XI gives the average yearly salaries for the five groups, namely, the four societies and the non-member group, for the period after graduation. No salaries were reported for the Trojans in this period until the year 1918, for the Ciceronians until 1913, for the Daedalians until 1911, or for the Forum until 1914.

Figure 7 shows graphically the findings reported in Table XI. Since this study is concerned more with the success of the students of the State Teachers College after graduation than before, the findings reported in Table XI and graphed in Figure 7 are regarded as of more weight than data reported for the period before graduation as shown in Figure 6. The figure shows that the Ciceronians have the lowest line from 1915 to 1918 when they excel slightly the Trojans. From 1918 until 1922 the Trojans and Ciceronians are lowest but in 1922 the Ciceronians start upward only to be surpassed by the Forum in 1929 by a slight margin. The non-members and the Forum run almost parallel with the next highest lines until 1919 when the Forum take first place and hold it until the end of the study except for slight margins in 1927 and 1928. Taking the entire period from 1910 to 1929 the Daedalians show the best line. They hold highest rank from 1911 until 1919 when they are surpassed by the Forum. In 1926 the Daedalians surpass the Forum, only to lose the lead both to the Forum and Ciceronians during 1927, 1928, and 1929. The Trojans and the non-members rank lowest, with the Forum, Ciceronians, and

Daedalians ranking highest.

TABLE XI
AVERAGE YEARLY SALARIES FOR EACH INDIVIDUAL SOCIETY
WITH NON-MEMBER AVERAGES REPEATED FOR
PERIOD AFTER GRADUATION

Year	Trojan	Ciceronian	Daedalian	Forum	Non-member
1910					740
1911			840		675
1912			1150		742
1913		640	1066		861
1914		760	1132	800	979
1915		811	1145	925	923
1916		849	1046	1000	1029
1917		893	1113	1136	1042
1918	928	945	1304	1214	1209
1919	1200	1265	1581	1666	1451
1920	1275	1473	1519	1758	1515
1921	1713	1705	1896	1989	1844
1922	1845	1981	1994	2187	1935
1923	1855	1927	2065	2183	1986
1924	1833	2083	2166	2217	2041
1925	1916	2143	2342	2381	1970
1926	2045	2168	2338	2303	2019
1927	2001	2279	2235	2269	2089
1928	2139	2392	2308	2385	2137
1929	2214	2541	2429	2545	2245

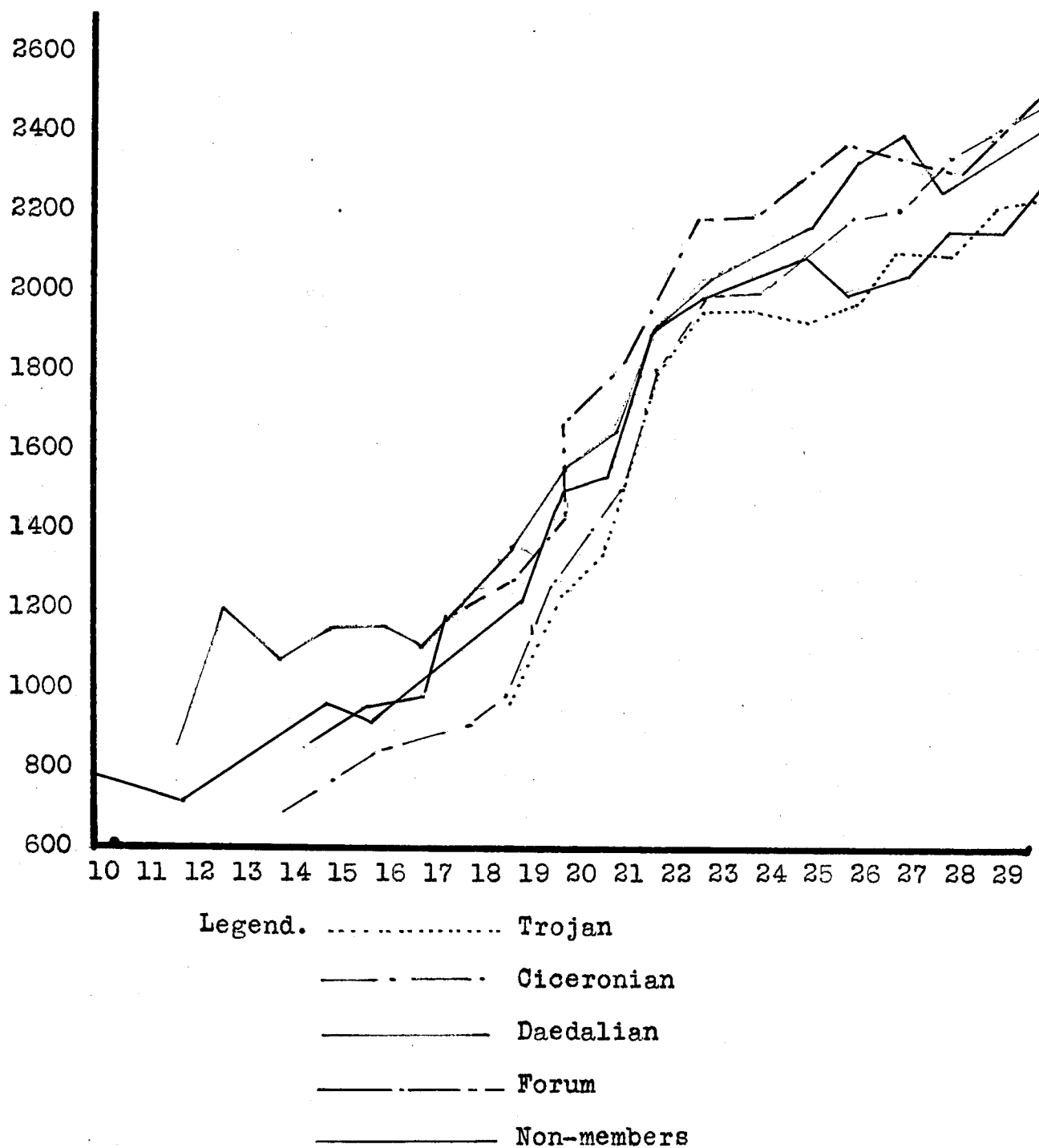


Figure 7. Showing graphically average yearly salaries reported in Table XI.

C. TRAINING

In ranking the five groups on basis of advanced training, averages were determined by dividing the total number of each kind of degree earned in each group by the total number of persons reporting in that group. In a similar manner averages were determined for the weeks of training above college. Table XII shows that the Daedalians rank first in M.A. degrees earned with .4 of the members earning that degree. The Ciceronians rank second with .31 of their members earning the M.A. degree, the Trojans third with .30, the non-members fourth with .15, and the Forum rank fifth with .13 of their members earning that degree. By adding the numbers representing the ranks of the groups on bases of the M.A. degree, the Ph. D. degree, and the weeks of training above college, total ranking scores were determined. The group with the lowest ranking score was given first place in this combined measure. The Daedalians ranked first with a total score of three, having first rank in each of the advanced degrees earned and the number of weeks training above the Indiana State Teachers College. The Ciceronians ranked second, the Trojans third, the Forum fourth, and the non-members fifth.

D. PUBLICATIONS

In establishing ranks for the groups on basis of publications, the plan used in establishing ranks for the member and non-member groups in Table VIII was followed. Table XIII gives the ranks of the groups on basis of per cent of people in each group publishing books, magazine articles, and

chapters of books as well as the average number of each published per person in the group.

It will be noticed that in the matter of publication of books the non-members, the Trojans, and the Ciceronians hold the same rank in the two measures on the item, but that the Daedalians and Forum exchange places. A greater per cent of the Forum members published books but the Daedalians averaged a greater number of books published per person than the Forum. This means that the Forum scattered their book publications out over the entire group while the Daedalians bunched their publications to fewer persons, but those few published enough books to make the average number per person greater than that for the Forum. For the same reasons the Trojans and the Ciceronians exchanged places on magazine articles, the Ciceronians and the Forum on chapters of books and the non-members and the Daedalians on the same measure.

The final ranking of the groups on basis of total scores for the three measures on publications, shows the Forum and Ciceronians tied for first place with a total score of twelve, the Daedalians ranked a close third with a score of fourteen, the non-members fourth, and the Trojans fifth.

TABLE XII

TABLE RANKING THE SOCIETIES AND THE NON-MEMBER GROUP
ON BASIS OF TRAINING AND PUBLICATIONS

Training-Advanced					Publications						
M.A. degree	Ph. D. degree	Weeks of training above college				Books		Magazine Articles		Chapters of books	
						Per cent of people publishing	Average number pub- lished per person	Per cent of people publishing	Average number pub- lished per person	Per cent of people publishing	Average number pub- lished per person
.15	.01	22.38			Non-members	.9	.009	3.6	.06	1.8	.05
.30	.06	48.54			Trojans	0.	.000	6.6	.30	0.	.00
.31	.07	31.75			Ciceronians	7.	.12	9.7	.21	4.8	.07
.40	.15	50.42			Daedalians	2.	.08	17.7	.64	2.2	.02
.13	.03	23.76			Forum	6.6	.06	10.	.33	3.3	2.93

Rank		Total	Combined Rank	Rank		Total						
4	5	5	14	5	Non-members	4	4	5	5	4	3	25
3	3	2	8	3	Trojans	5	5	4	3	5	5	27
2	2	3	7	2	Ciceronians	1	1	3	4	1	2	12
1	1	1	3	1	Daedalians	3	2	1	1	3	4	14
5	4	4	13	4	Forum	2	3	2	2	2	1	12

E. TEACHING EXPERIENCE

The final table prepared in ranking the five groups under study in the latter part of this thesis, is a compilation of data on teaching experience of the various groups. Table XIII gives the average total years of experience for each individual in each of the five groups in the various types of work, namely, elementary teaching, high school teaching, high school principalship, as a special supervisor, college, normal, and university teaching. Averages are given also for total years experience in the profession, average years in one place, and the greatest number of years in one place. These latter three, which come first on the table, are measures of tenure, and the last seven items on the table are types of position.

In the matter of tenure the non-members rank first in each instance and the Trojans last. The Ciceronians have two seconds and a third, the Forum have two thirds and a second, and the Daedalians rank fourth in each instance. The combined rank of the three measures of tenure shows the non-members first, the Ciceronians second, the Forum third, the Daedalians fourth, and the Trojans fifth. By combining the ranks of each group made on the seven types of positions the non-members and the Daedalians tied for first, the Forum ranked third, the Ciceronians fourth, and the Trojans fifth.

Figure 8 shows graphically the findings reported in Table XIII. The figure shows the comparative low ranking of the non-members in the matter of university, normal, and college teaching and the high ranking of the same group

in the matter of elementary and high school teaching, and in all the items of tenure. The Trojan line falls to the lowest position in tenure but runs highest in elementary teaching. Most of the lines cross between high school principalship and high school teaching. The Daedalians rank higher than the rest in university, normal, and college teaching, but drop to a low mark as special supervisor. The close paralleling of the lines throughout the figure is a striking feature.

TABLE XIII
TEACHING EXPERIENCE OF THE SOCIETIES AND THE
NON-MEMBER GROUP

Teaching Experience	Rank									
	Non-Members	Trojans	Ciceronians	Daedalian	Forum	Non-Members	Trojans	Ciceronians	Daedalian	Forum
Total years of experience	12.5	9.81	11.1	10.5	10.9	1	5	2	4	3
Average years in one place	3.94	2.97	3.28	3.2	3.5	1	5	2	4	3
Greatest number in one place	6.46	4.57	5.80	5.31	6.10	1	5	3	4	2
Total						3	15	7	12	8
Combined rank						1	5	2	4	3
Total years elementary teaching	2.	2.06	1.43	1.44	1.76	2	1	5	4	3
Total high school teaching	5.29	3.66	4.09	3.94	4.80	1	5	3	4	2
Total years high school principal	4.77	3.85	4.61	3.86	2.76	1	4	2	3	5
As special supervisor	.31	0.	.26	.08	.61	2	5	3	4	1
College	0.	.18	.04	.46	0.	5	2	3	1	5
Normal	.07	.06	.41	.42	.37	4	5	2	1	3
University	.06	0.	.19	.27	.63	4	5	3	2	1
Total						19	27	21	19	20
Combined rank						1	5	4	1	3

Note: The years of teaching experience are average years per individual in each and every case.

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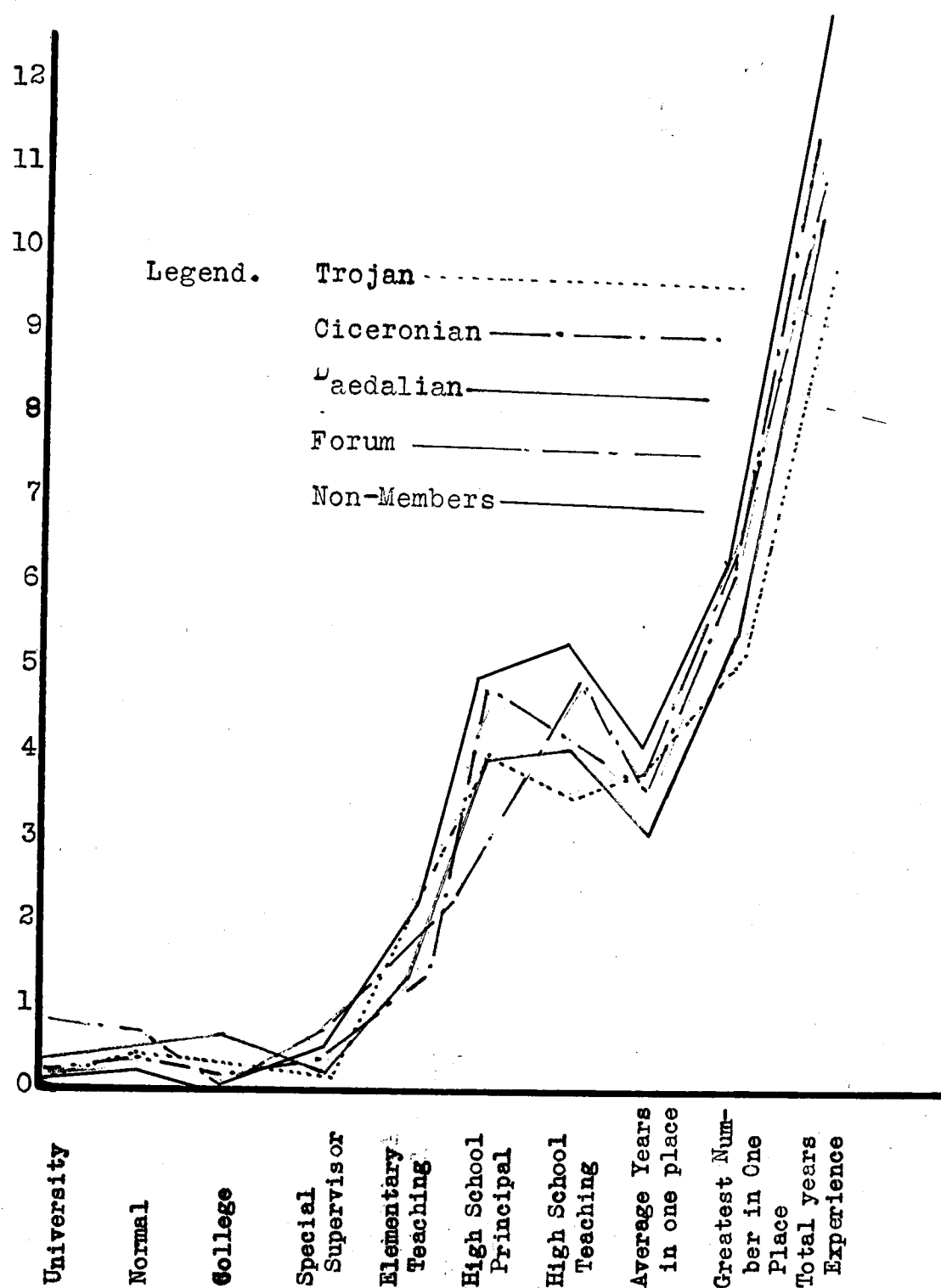


Figure 8. Showing the average years of teaching experience per individual in each of the societies and the non-member group as shown in Table XIII.

VI. CONCLUSIONS

In light of the procedures followed and the techniques used in developing them, several conclusions seem warranted. Like the conclusions of all investigations that aim to be sincere or scientific, these conclusions are not offered as final or absolutely accurate. Some of them are drawn from well defined tendencies that point in that direction. Other investigations may modify or eliminate some that are here included. Further investigation by those interested in the subject is invited.

1. The State Teachers College is justified in fostering the organization of men's societies in the school.

2. Affiliation with a society early in the college career should be encouraged, for there seems to be a relation between membership in a society and continuance of college work until graduation.

3. Length of life of a society, type and character of the organization, and personnel of the members of societies have a direct bearing upon the rank of the society.

4. According to this study the Trojans rank lower than either of the other three societies in most measures of success in the teaching profession considered by the author, and even lower than the non-member group except for the years 1926 and 1928. Their low ranking may be due partly to the fact that they were organized later than the others. The high ranking of the Forum in salaries after 1919 is outstanding. Another marked feature of salary distribution is

the comparative low ranking of the Ciceronians until 1923 and their high ranking after that date.

5. The member group ranked higher than the non-member group in all the measures of teaching success except tenure.

6. Experience in teaching before graduation from college does not effect higher salaries except for the first few years of experience.

7. Tenure in position is accompanied by an increase in the salary schedule. Tenure in the teaching profession is accompanied by a decrease in the salary schedule in public school teaching but for administrative work and college and university teaching it is accompanied by an increase in salary.

8. Advanced training is worth dollars and cents to men engaged in the teaching profession.

9. Superintendents and employing officials may safely give some value to membership in the men's societies in the State Teachers College.

10. The various societies may profitably consider the task of raising the rank of their group.

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