

A STUDY OF THE COMPARISON IN THE YEARLY FINANCIAL  
SUCCESS OF STUDENTS WHO ACHIEVED SCHOLASTIC  
HONORS WITH THOSE WHO PARTICIPATED IN  
MANY ACTIVITIES AND MADE HIGH  
GRADE AVERAGES

A THESIS

SUBMITTED TO THE DEPARTMENT OF  
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE  
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

By

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September, 1930

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### ACKNOWLEDGMENT

The writer acknowledges with intense appreciation the assistance of two individuals:

To Doctor Edwin J. Brown, who urged the making of this study and who read the manuscript, the writer is indebted for many useful criticisms.

She is also grateful to Doctor H. E. Schrammel for his helpful suggestions on the statistical compilations in this thesis.

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## CHAPTER I

## INTRODUCTION

## Reasons for this Study

Scholarship or activities? The older generation frequently complains that this is the question confronting the college student today. Along with the here-to-fore sole channel of attention---scholarship---there exists a wide strait of intense interest---activities. Some of the critics argue that the purpose for which the college was established is being thwarted. Others contend that the dual offering in the college provides a more life-like situation. For the "promoter" activities are provided; for the real student the goal is scholastic honors. The constructive critics believe that the two interests can be combined. "What prominent educators seek is a well rounded type of student---'a sound mind in a sound body'." <sup>1</sup> They point out many examples of those who take advantage of both opportunities. Thus the question is debated.

Emphasis upon activities has become exceedingly prevalent. The possibilities and the value of activities are expounded by some advocates to such an extent that activity takes precedence over the scholastic ideal. The question is being faced with frankness.

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1 Ed. "College Athletics and Scholarship" REVIEW OF REVIEWS, LXXIII (April, 1926), p. 424.

The feeling has developed that all these interests may be so restricted and directed as to secure a fuller realization of the student's possibilities as a scholar, as a leader, as a citizen, and as a man. That these are valuable elements of training to be found in class-room work, everyone recognizes. . . . .

Just lately in a weekly discussion group, such sentiments as these were expressed. The class work is not practical they said. A year or so ago one of our seniors in industrial chemistry wrote to ten or fifteen firms asking for a position. Not one of these firms asked for a record of his grades, but inquired about his general standing in the college community. At "Georgia Tech" it is well known that a certain large industrial firm asks not for the best students in the class, but for those who have been leaders in student activities.<sup>2</sup>

. . . many individual students neglect the courses of study prescribed or chosen in the curriculum, but are engaged very strenuously in other lines of work, sometimes of a more important kind, for which they neither obtain nor seek credit toward a degree, but which are tests of the qualities. . . perhaps even more valuable. . . There are a considerable number of men of low scholarship standing, whose showing in college is due rather to the engrossments in other interests of student life than to lack of intellectual vigor, and these interests have fostered initiative and leadership and have proved particularly in business, an admirable introduction into a highly successful career.<sup>3</sup>

For many years attempts have been made to measure the success of college graduates, particularly of those with scholastic honors. Later when the importance of leadership became known, similar measurements were taken of the success of the

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<sup>2</sup> Paul P. Boyd, "Extra-Curricular Activities and Scholarship," SCHOOL AND SOCIETY, XIII (Feb. 5, 1926), pp. 158-162.

<sup>3</sup> Louis Bevier, "College Grades and Success in Life," EDUCATIONAL REVIEW, LIV (Nov. 1917), p. 336.

so-called leaders. The arguments did not cease with the results of measurements, for success is difficult to define as very many uncontrollable factors exist. The results, consequently, are not absolute; they are only indicative.

That this dual problem of scholarship and activities is a very pertinent matter in the schools of education is proved by the attitude of superintendents in their search for prospective teachers. The employees in the Appointment Office of the Kansas State Teachers College of Emporia say that the superintendents most frequently demand a teacher who has had adequate participation in activities. The papers for each student reveal the recommendations of a few instructors, a general statement of the subjects studied, and a list of the activities pursued. Such an analysis satisfies the majority of superintendents. Some say that they prefer a teacher with average scholarship and many activities. Others insist that upon seeing the transcript of credit. This is an indication that some of the superintendents desire to know either the student's scholastic ranking or his entire course of study. Scholarship, then, is not altogether a thing of the past.

This following study was made because the question regarding scholarship and activities is constantly argued. The results of the debates and the studies on this matter have not been wholly decisive. Enthusiastic support is given to both sides; the discussions increase in vehemence, but no absolute conclusions have been established. The old inquiry, therefore, still exists. Which shall it be--- scholarship or activities?

### Similar Studies

Success has often been measured by whether or not an individual has his name in Who's Who in America. This is only one phase of success; but such a criterion proved to be significant in at least one respect--- the results of several studies were comparable.

Frank W. Nicholson of Wesleyan University made a study of "Success in College and After Life".<sup>4</sup> He used the living alumni of Wesleyan University. In the group of graduates for the period of 1860 to 1889, he found that fifty per cent of the men who had graduated with honors had a place in Who's Who. In the group of graduates from 1890 to 1899, sixty per cent of the men who held highest honors and thirty per cent of those elected to Phi Beta Kappa were in Who's Who, while only eleven per cent of those who had not ranked high in scholarship achieved this recognition.

B.G.Dexter<sup>5</sup> made a study which measured in a similar manner success as indicated by Who's Who. He "investigated the records of the living graduates of twenty-two colleges and found that 5.9% of the honor scholars and only 2% of all graduates were listed in Who's Who. Furthermore, 56% of the Yale valedictorians were found in Who's Who. Their chances were, there-

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4 Frank W. Nicholson, "Success in College and After Life," SCHOOL AND SOCIETY, II (August 14, 1915), pp. 230-231.

5 Daniel Starch, Educational Psychology, New York: Macmillan Co., 1921. P. 178.

fore, more than twenty-five times as great as other graduates. The records of 13,705 living graduates of two New England colleges revealed the fact that 5.4% of those who constituted the highest tenth were listed in Who's Who, while but 1.8% of those in the fourth tenth were listed."

In his study, "Honors and Success in Life",<sup>6</sup> John S.P. Tatlock displays a more conservative attitude toward honor students and their success in life. He warns the reader against the fallacy of thinking that the industry of students in college is all that made them successful. The statistics reveal facts similar to those in the studies of Dexter and Nicholson.

Of 76 men who graduated with honors at Pennsylvania between 1893 and 1898, 18 are in Who's Who in America for 1918-19, 24 per cent. Of 79 who graduated with high honors at Yale, 1896-8, 19 or 25 per cent are in Who's Who. Of 75 who took highest honors at Harvard, 1891-1900, 30 (that is 40 per cent) are in Who's Who. It will be noted that the more select the group, the higher is the percentage.<sup>7</sup>

<sup>8</sup> Starch mentions two studies which were made by Foster in 1916. The Harvard College Class of 1894 were the subjects of the first study. Foster asked the dean of the college, the secretary of the alumni association, and a member of the class, each to name the men whom he considered the most successful. Twenty-three men were agreed upon by the judges. Foster selected at random twenty-three men from the same class. He com-

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6 John S.P. Tatlock, "College Honors and Success in Life," SCHOOL AND SOCIETY, XV (June 10, 1922) p. 647.

7 Ibid., p. 647.

8 Daniel Starch, Op. Cit., p. 327.



pared the college records of the two groups. "The former had nearly four times as many highest grades as the latter . . . . By a similar plan the judges selected the most successful men among the graduates of the University of Oregon for the period of 1878 to 1901. Of the graduates designated as successful, 53% had been good students. Of the graduates designated as unsuccessful, 15% had been good students and 52% had been weak students."

Louis Bevier<sup>9</sup> of Rutgers College published a study made on the graduates from that college. The alumni, 1862-1905, were put into two lists by four men who knew these graduates. The first group were composed of those who were considered eminent; the second, of those who were highly successful.

More than one-fifth of the men who graduated with highest honors are found among the small number of men who are selected as eminent either in their various professions, which is more than double the percentage of those who graduated in the second rank, and more than three times the percentage of those in any other rank including all who made a lower place than second in their respective ranks.

About one-half of those who graduated with highest honors are found in the larger lists of highly successful men, which contrasts sharply with the forty percent or thereabouts of the men who had graduated in the second rank. . . . .

It is quite clear that undergraduate scholarship has a very important relation to future success not necessarily in regard to an individual, but unmistakably when the whole membership of the class is considered. A man who graduates in the lowest third of his class has little likelihood of attaining the highest success that we call eminence, and less than one-half the expectation of reaching what we have called success, than one who graduated in the first third.<sup>10</sup>

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9 Louis Bevier, Op. Cit., p. 327

10 Ibid., pp. 332-333.

An analysis of success by the criteria of activities and scholarship is presented by R.E. Thornhill and Carney Landis,<sup>11</sup> both of Wesleyan University. The following are the most significant findings:

Those men comprising the Who's Who group had a higher average scholastic grade than the index classes (1900;1910) 2.00 as compared to 2.368 and 2.443.

The total amount of extra-curricular activities engaging the college student is no criteria of the success which he may or may not gain in later life. Those men comprising the Who's Who group took part in slightly fewer activities than did the average man

The sixty-eight teachers (including college, public and private instructors and administrative officers) closely approximate the average of the entire Who's Who group in extra-curricular points and grades.

Mr. Bevier in his study, "Student Activities and Success in Life", states the following as a fundamental principle:

Any selected group of young men, where the principle of selection is based on qualities of mind or body or both which have value in society will show a higher percentage of success than the entire body from which the selection is made.<sup>12</sup>

Three studies have been made regarding success in the teaching profession. In Whitney's study the criterion of success was advancement in the profession. This he concluded resulted from the knowledge and use of scientific practice.<sup>13</sup>

11 R.E. Thornhill and Carney Landis, "Extra-Curricular Activity and Success," SCHOOL AND SOCIETY, XXVIII (July 28, 1928, pp 118-119.

12 Louis Bevier, "Student Activities and Success in Life", EDUCATIONAL REVIEW, LVIII (June, 1919), p. 5.

13 Frederick Lamson Whitney, The Prediction of Teaching Success. Journal of Educational Research Monograph, No. 6. Edited by B.R. Buckingham. Bloomington, Ill.; Public School Publishing Co., 1924. Pp. 74-77.

Dr. Frederick Butterfield Knight in his detailed study, Qualities Related to Success in Teaching,<sup>14</sup> says that the general factor of interest in one's work becomes the dominant fact in determining one's success in teaching. He reached this conclusion after he found that only three correlations indicated any positive relationship. Teaching ability correlated slightly with each of three factors---with ability to pass a professional test, with normal school scholarship, and with intelligence.

Probably the most recent study in the filed discloses a conclusion almost contrary to the results of the studies which have been mentioned. Ransom Bramblett made a study entitled "A Correlation Between the Scholastic Record of Graduates of Indiana State Teachers College And Their Yearly Financial Success After Graduation". He reached the following conclusions:

1. The correlation is not very high between grades and salary for the men or women or for all of them put together . . . . .
2. The correlation between grades in the major subject and financial success is very low.
3. The highest correlation is between the grades in professional work and the average yearly salary.
4. The fact that salary and grades do not correlate very well seems to prove that other factors which cannot be measured so readily enter into the financial success of teachers. Some of these may be personality, politics, luck, ability to maintain discipline, sympathy, etc.

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14 Frederick Butterfield Knight, Qualities Related to Success in Teaching. Teachers College Contributions to Education, No. 120. New York: Teachers College, Columbia University, 1922. Pp. viii-ix.

5. It seems that the thing that is stressed in college is not the factor that draws the salary.<sup>15</sup>

A summary of the results of these studies indicates:

- 1. That high grades or scholastic honors are apparently indices of success as measured either by recognition in Who's Who or by the judgment of competent individuals.
- 2. That the effect of participation in college activities upon success in later life is not definitely known.
- 3. That there is no agreement regarding the factors of success in the teaching profession.

15. Ransom Bramblett, "A Correlation Between the Scholastic Record of Graduates of Indiana State Teachers College and Their Yearly Financial Success After Graduation." Unpublished Master's Thesis, Indiana State Teachers College, Terre Haute, 1929. P.22.

### Subject Matter of This Study

1. Because the measurement of success of college graduates has been attempted for a long time but has obtained only partial and tentative results, the writer of this study aims:

- a. To measure another phase of success--  
the financial.
- b. To limit the measurement to the pro-  
fession of teaching.

2. Because scholarship and activities tend to become rival forces in the college, the purpose of this study is to measure comparatively the financial value of the two interests.

In order that the two-fold intention be accomplished, a statistical comparison is made between the yearly financial success in teaching after graduation from the Kansas State Teachers of Emporia of Kappa Delta Pi members (honor students) and of students with many activities and high grade averages but not honor students.

## CHAPTER II

### METHOD OF PROCEDURE

The first step was to secure the subjects for this study. The general prerequisite for the whole group was that they had been or still are in the teaching profession. Only those who were graduated from the Kansas State Teachers College of Emporia, in the years 1925 to 1929 inclusive were used. This time limit was made because the recency of the data is important. Economic conditions could not cause great variations in salaries. The subjects were selected from the Kansas State Teachers College of Emporia, for data could be secured most conveniently and desirable uniformity existed in the training and the records of the individuals.

Kappa Delta Pi is the national honorary scholastic fraternity in teachers' colleges and schools of education. "Student membership in active chapters can include only juniors and seniors, and election is based on scholarship, leadership, social qualities and promise of achievement. Not more than 15 per cent of any graduating class can be elected and election must be made from the 25 per cent of the class ranking highest in scholarship." <sup>1</sup>

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<sup>1</sup> The Sunflower, Kansas State Teachers College of Emporia; The Annual, 1926. P.246.

The representatives of scholastic honors for this study come from such a selected group. Those persons initiated into the Iota chapter of the fraternity. Ninety-seven members were elected into this chapter of Kappa Delta Pi from the classes 1925-1929.

The individuals were selected for the activity group if they met at least one of two requirements. Those persons who had been elected into Xi Phi were included. Xi Phi is the honorary leadership fraternity at the Kansas State Teachers College of Emporia. Election is based on an activity requirement. The candidate for election must be, or have been, a directing official of an active campus organization and must have demonstrated his ability as being an outstanding leader by his participation in campus activities.

If an individual was not a member of Xi Phi, but if he was active in at least four campus organizations, he was considered for this study. The writer, however, had to discriminate between major and minor activities in selecting this group. Those individuals having more major activities were chosen. The major activities were determined by the student body of this college in a survey conducted by Xi Phi. The twenty activities which were considered most important by more than 800 students of K.S.T.C. who made selections by popular vote were as follows:

1. Kappa Delta Pi (excluded from the activity group in this study)
2. Editor of THE BULLETIN
3. Editor of The Sunflower
4. Xi Phi (included with the activity group in this study)
5. Captain of the Football Team

6. Pi Kappa Delta
7. Class President
8. Gilson Players
9. Debate Team
10. Student Council
11. Captain of the Basketball Team
12. President of the Y. M. C. A. or the Y. W. C. A.
13. President of a social fraternity or sorority
14. Business Manager of The Sunflower
15. Business Manager of THE BULLETIN
16. Glee Club
17. Cheer Leader
18. Captain of the Track Team
19. Advertising Manager of THE BULLETIN
20. "K" Club

The grade averages were figured according to the plan which is used by the Registrar at the Kansas State Teachers College of Emporia. For each hour's work, the grades receive assigned values:

A	-----	1
B	-----	2
C	-----	3
D	-----	4
F	-----	5

If an individual had three hours of "B", the grade value would be two times three, or six. The total grade value was figured in this manner. Because one hundred twenty hours, exclusive of physical education practice, are required for graduation, every subject possessed at least that much credit. In many cases the total number of hours exceeded this amount. The total hours of grade values were divided by the number of hours of credit in order to obtain the grade average. For instance, if a subject had a total grade value of 250 and possessed 125 hours of credit, the grade value, 250, divided by the number of hours, 125, would yield a quotient or grade average of two. This then, from the assigned value, would be a "B" average.



"B-" or "C+" was considered a high grade average. The activity group was limited to those possessing this average. Exceptions were made of thirteen individuals who exceeded the 2.5 average by no more than .75. These thirteen, the writer knows, had slightly lower grades because they had been ill, or they had failed to do average work in some one specialized field. These exceptional cases were such marked leaders that the writer feels justified in including them in the study.

Of the one hundred twenty-one individuals who met the activity requirement only seventy, including the exceptions, reached the required average. A high grade was required in order that there would not be a very great difference between the grades of the scholarship and the activity group. To include poor students in this study would be to compare a poorly prepared teacher with a well prepared one. Such is not the purpose of this study.

A letter asking the annual salary was sent to each individual in the two groups. A copy of the letter follows;

1416 West Street  
Emporia, Kansas  
June 19, 1930

(Inside address)

My dear \_\_\_\_\_

For my master's thesis I am comparing the success of Kappa Delta Pi members from the Kansas State Teachers College of Emporia, with that of high average students with many activities. This correlation can be best made on the basis of salary. I am, therefore, asking you to tell me your annual salary.

No names will be used in this study. If you desire them, the results will be sent to you.

If you have left the teaching profession, indicate this and state your last salary. If you have not taught recently but are going to teach next year, give your salary for the ensuing year. Please return at once.

Need I tell you that your help is appreciated and that any information you give me will be treated as strictly confidential as far as you personally are concerned?

Respectfully,

Salary: Yearly basis \_\_\_\_\_

Fifty-one of the fifty-five replies received from the scholarship group and thirty-seven of the thirty-nine replies from the activity group were usable. That is, eighty-eight persons who had taught since 1925 gave the information for this study. After the replies were checked, the writer found that the activity group contained only seven of the thirteen exceptional cases (those with a lower grade average than 2.5).

## CHAPTER III

### PRESENTATION OF DATA

The purpose of this chapter is to present the data obtained from the statistical compilation of the annual salaries. This information was given by eighty-eight teachers, fifty-one who had achieved scholastic honors, and thirty-seven who had high grade averages and who had been prominent in activities. Although the latter group is somewhat smaller than the former, both represent the same percentage of the whole group from which each is taken - - - 53 per cent. There were ninety-seven in the scholarship group and seventy in the activity group.

The fact that the whole activity group is smaller than the entire scholarship group is easily explained. Those who were used in the scholarship group were excluded from the activity group. The writer finds that many who were members of Kappa Delta Pi were, also, members of Xi Phi or active participants in many campus organizations. Forty-six of the whole scholarship group could have been put into the activity group if the writer were not trying to avoid the duplication of figures.

This overlapping of groups confirms the findings in two recent studies. One study,<sup>1</sup> based upon "250 young women of

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<sup>1</sup> F. Stuart Chapin, "Extra-Curricular Activities of College Students; A Study in College Leadership," *SCHOOL AND SOCIETY*, XXIII (February 13, 1926), p. 213.

the senior class of Smith College", and the other,<sup>2</sup> made on a large group of high school pupils in Kansas City, Missouri, contains this conclusion: The better students are generally the more active students.

2 A. M. Swanson, "The Effect on High School Scholarship of Pupil Participation in Extra-Curricular Activities," THE SCHOOL REVIEW, XXXII (October, 1924), p. 626.

TABLE I

## ANNUAL SALARIES OF THOSE COMPRISING THE TWO GROUPS.

## Scholarship Group

Subject	Salary
1.	\$4000
2.	4000
3.	3300
4.	2700
5.	2510
6.	2400
7.	2400
8.	2300
9.	2250
10.	2250
11.	2200
12.	2200
13.	2100
14.	2080
15.	2000
16.	2000
17.	1950
18.	1950
19.	1800
20.	1800
21.	1800
22.	1800
23.	1800
24.	1800
25.	1800
26.	1775
27.	1700
28.	1700
29.	1665
30.	1665
31.	1650
32.	1650
33.	1620
34.	1600
35.	1600
36.	1600
37.	1600
38.	1575
39.	1575
40.	1500
41.	1485
42.	1485
43.	1485
44.	1485
45.	1450
46.	1440
47.	1400
48.	1350
49.	1225
50.	1215
51.	1215

## Activity Group

Subject	Salary
1.	\$2750
2.	2400
3.	2290
4.	2250
5.	2250
6.	2200
7.	2100
8.	2075
9.	2000
10.	2000
11.	1950
12.	1908
13.	1900
14.	1800
15.	1800
16.	1750
17.	1750
18.	1664
19.	1575
20.	1575
21.	1545
22.	1500
23.	1485
24.	1462
25.	1450
26.	1450
27.	1440
28.	1400
29.	1395
30.	1350
31.	1350
32.	1350
33.	1300
34.	1260
35.	1260
36.	1200
37.	1125

TABLE II

THE FREQUENCY DISTRIBUTION OF SCHOLARSHIP  
AND ACTIVITY GROUPS

Salaries	Scholar- ship Group	Activity Group
\$4000-4099.99	2	
3900-3999.99	0	
3800-3899.99	0	
3700-3799.99	0	
3600-3699.99	0	
3500-3599.99	0	
3400-3499.99	0	
3300-3399.99	1	
3200-3299.99	0	
3100-3199.99	0	
3000-3099.99	0	
2900-2999.99	0	
2800-2899.99	0	
2700-2799.99	1	
2600-2699.99	0	1
2500-2599.99	1	0
2400-2499.99	2	1
2300-2399.99	1	0
2200-2299.99	4	4
2100-2199.99	1	1
2000-2099.99	3	3
1900-1999.99	2	3
1800-1899.99	7	2
1700-1799.99	3	2
1600-1699.99	9	1
1500-1599.99	3	4
1400-1499.99	7	0
1300-1399.99	1	5
1200-1299.99	3	3
1100-1199.99	0	1
	<u>51</u>	<u>37</u>

Such arrangement of the data reveals the following information:

The range of salaries among those in the scholarship group is greater than that of the activity group; \$2,785 as compared with \$1,625.

The lowest salary in the scholarship group is almost one hundred dollars higher than the lowest salary in the activity group; \$1,215 as compared with \$1,125.

The highest salary of the scholarship group is \$1,250 more than the largest salary of the activity group; \$4,000 as compared with \$2,750.

It is quite apparent, however, that the spread among the salaries of the activity group is more gradual than in scholarship group. The last three salaries in the latter group, on the other hand, show a decided and abrupt trend upward. The activity group, in fact, is only 69 per cent as variable as the scholarship group.

The quartile deviation shows that the salaries are scattered in both groups. "Q<sub>1</sub>" and "Q<sub>3</sub>" mark off the limits within which fall the middle 50% of the measures in the distribution. 'Q' . . . measures the average distance of the two quartile points from the median . . . if the scores are scattered, the quartiles will be relatively far apart and 'Q' will be large .<sup>3</sup> "Q<sub>1</sub>" and

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<sup>3</sup> Henry E. Garrett, Statistics in Psychology and Education, New York; Longmans, Green and Co., 1926. P. 21



"Q5" of the scholarship group are \$1512.50 and \$2104.10, respectively. "Q" is \$325.80. "Q1" and "Q3" of the activity group are \$1401.68 and \$2002.50, respectively. "Q" is \$500.42.

TABLE III

## A COMPARISON BETWEEN THE MEASURES OF THE TWO GROUPS

Measures	Scholarship Group	Activity Group
Highest Salary	\$4000.00	\$2750.00
Lowest Salary	\$1215.00	1125.00
Range	2785.00	1625.00
First Quartile	1924.51	1401.65
Third Quartile	2164.10	2002.50
Quartile Deviation	325.80	300.42
Mode	1650.00	1450.00
Average	1924.51 $\sigma$ \$82.94	1695.94 $\sigma$ \$58.88
Median	1709.62 $\sigma$ 103.80	1515.42 $\sigma$ 76.10

The measures of central tendency reveal the most condensed and apparent results of this study.

The average of the scholarship group is \$1,925.51 with a standard error of \$82.94; the average of the activity group is \$1695.94 with a standard error of \$58.88. In spite of the fact that the standard error of each average is large because of the paucity of cases, the figures indicate a decided advantage with those in the scholarship group. To be more exact, these figures mean that there are 68 chances in 100 that the true average salary of the scholarship group lies between \$2007.49 and \$1831.57, and that the true average salary of the activity group lies between \$1754.82 and \$1647.06. The actual difference between the two averages is \$228.57. Because the cases are few in number, the standard error is large - - - \$101.71.

The median, the point above which and below which fifty per cent of the salaries fall, verifies these results. The median of the scholarship group is \$1709.62 with a standard error of \$103.80. The median of the activity group is \$1518.42 with a standard error of \$76.10.

The "crude mode" or midpoint of the interval in which the most frequencies occur is higher for the scholarship group than for the activity group; \$1650 as compared with \$1450.

When arranged according to deciles, the data displays the constant margin of superiority in the salaries of the scholarship group.

TABLE IV

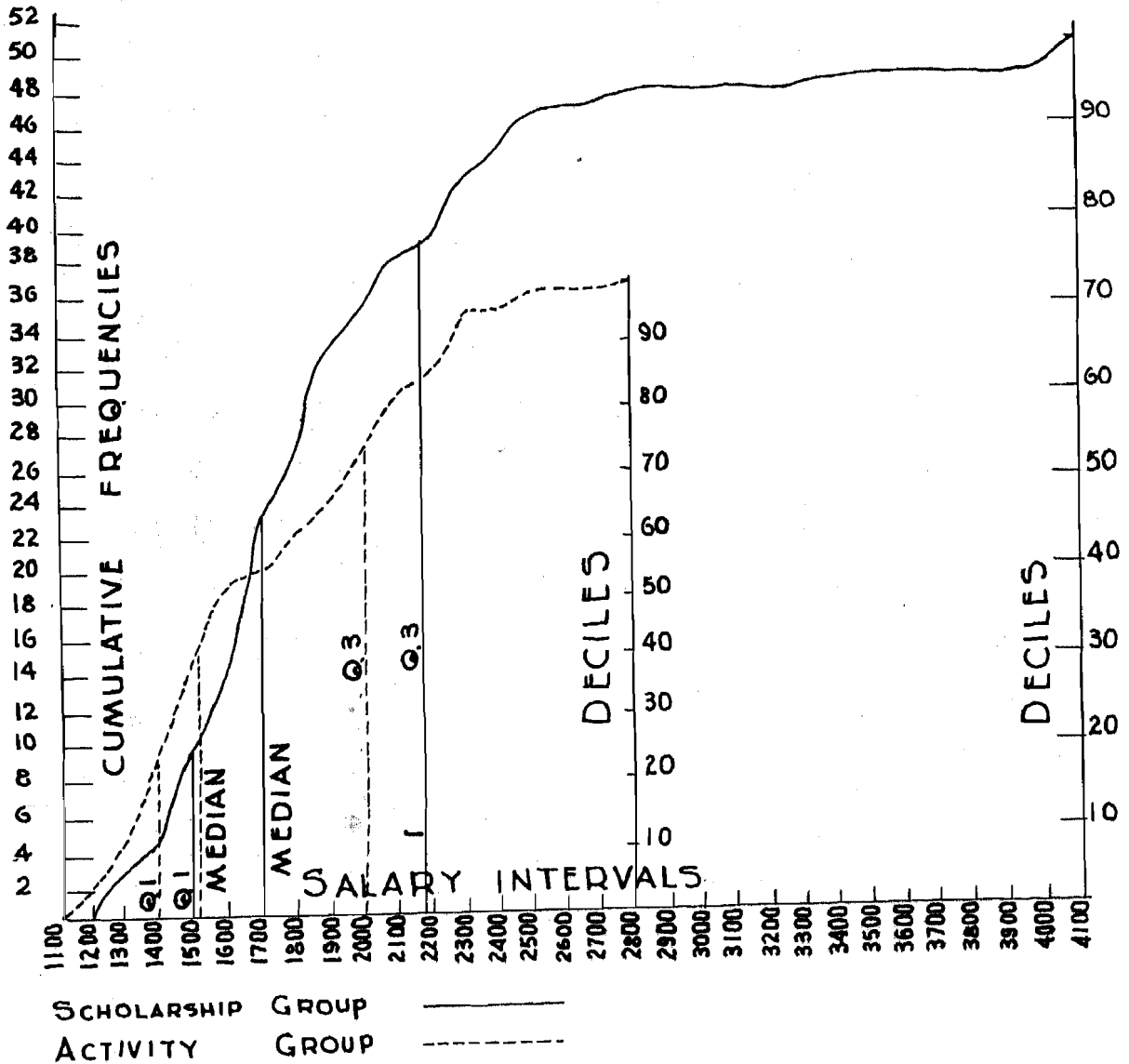
## A COMPARISON OF THE DECILES

Decile	Scholarship Group	No. in Decile	Activity Group	No. in Decile
10	\$4000	5	\$2750	5
9	2495	5	2258	4
8	2245	6	2087	3
7	2023	2	1963	5
6	1866	7	1801	5
5	1763	5	1587	4
4	1671	5	1496	5
3	1614	7	1435	2
2	1489	6	1368	6
1	1401	5	1209	2
	1215		1125	

N.B. This table should be considered with graph I on the following page.

# GRAPH I.

## THE COMPARATIVE MENSURATIONS OF THE SCHOLARSHIP AND THE ACTIVITY GROUPS



**NOTE:**  
 REFERENCE TO THE DATA PREVIOUSLY GIVEN IN THIS CHAPTER WILL ASSIST THE READER IN THE INTERPRETATION OF THIS GRAPH.

The graph shows in a crude but concrete manner most of the comparisons which are made in this study. It does not reveal to the casual observer the exact percentage of overlapping.

58 per cent of the activity group reaches or exceeds the first quartile of the scholarship group.

48 per cent of the activity group reaches or exceeds the median of the scholarship group.

16 per cent of the activity group reaches or exceeds the third quartile of the scholarship group.

All these data are apparently the most significant results which the material yields. The findings might have disclosed other facts had it been possible to analyze in detail the material used in this study. The writer was limited because of the meager number of cases. To divide the two groups according to age, sex, years of teaching experience, and the time out of school might reveal certain advantages with one group or the other.

For instance, it might be significant that the two highest salaries in the scholarship group are made by women. They each earn \$4000 annually through teaching. Both women have had many years of experience in their work. The lowest salaried individual in the same group, however, is a woman who has had practically as much experience as the two high salaried individuals. Perhaps the locality in which each one teaches causes this variation among salaries.

It is impossible to tell in what proportions these uncontrollable factors exist. Such information might assist in explaining why the variability exists and why the scholarship group is more variable than the activity group.

The groups are small. An increase in numbers, besides permitting a division according to the different controllable factors, might make a slight change in the results. Larger groups without restriction in time and uniformity of records would be valueless for such a study. In order to accomplish the purpose set forth earlier in this study the limited group was necessary.

## CHAPTER IV.

## SUMMARY AND CONCLUSIONS

The purpose of this study is to compare on the basis of annual salaries the success between teachers who achieved scholarship honors and those who were active participants in campus organizations. The subjects are selected by a two-fold prerequisite: First, they are teachers who were graduated from the Kansas State Teachers College of Emporia in 1925 to 1929, inclusive; second, they were either members of Kappa Delta Pi, the honorary scholastic fraternity, or high average students who participated in many campus activities. The data for this study are collected from the replies of the subjects to letters asking their annual salaries.

Scholarship was the center of attention in the colleges a generation ago; activities provide another form of response for the youth of today. Each policy is supported by ardent advocates. Occasionally someone upholds both modes of procedure, not as rival forces, but as parallel opportunities, a combination of which is highly desirable.

The measurement of success after graduation, with its many possibilities for research workers, has been a very popular subject for students in the last few years. The criterion for success has most frequently been recognition in Who's Who in America. After establishing such a criterion,



Nicholson,<sup>1</sup> Tatlock,<sup>2</sup> Dexter,<sup>3</sup> and Thornhill and Landis<sup>4</sup> concluded that those students who had achieved scholastic honors were more likely to have their names in Who's Who. Although opinion apparently favors activity as a more vital force than scholarship, fact has not disclosed to what extent this participation affects success after graduation. When limited to the teaching profession, similar studies reveal in the conclusions that subjective factors are probably determinants of success.

That the salaries of teachers who achieved scholastic honors are generally higher than those who belong to the activity group is shown in the measures of central tendency. The average, the median, and the mode for the salaries of the scholarship group are each approximately two hundred dollars more than for those of the activity group.

The groups overlap. The studies of Chapin<sup>5</sup> and Swanson<sup>6</sup> both verify the findings in this study----- about one-half of the scholastic group are, also, the more active students. This may be the explanation for the fact that the superintendents generally pay better salaries to honor students. A wise

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1 Nicholson, Op.Cit., pp.230-231

2 Tatlock, Op.Cit., p.647

3 Starch, Op.Cit., p.327

4 Thornhill and Landis, Op.Cit., pp.118-119

5 Chapin, Op.Cit., p.213

6 Swanson, Op.Cit., p.626

student would therefore, strive to achieve in both lines of endeavor. Such salaries may be an economy when a double value, scholarship and activities, is obtained for slightly more than the cost of the cheaper. On the other hand, this superiority in salary may mean that certain high salaries located at random throughout the group raise the average of the whole group.

The groups are quite variable - - the scholarship group being more variable than the activity group. The range among salaries of the activity group is smaller than in the scholarship group in spite of the fact that the lowest salary in the latter group is about one hundred dollars higher than the lowest salary in the former group. This wide range in the scholarship group is made by the few highest salaries which break abruptly from the even scatter of the remaining salaries in the group.

From these data the writer derives these conclusions. The limitations, however, are great. If the groups were larger an extensive investigation would be possible. . . . A group selected at random from the same classes would serve as a control for the other two. If those who were recognized both as honor students and leaders were put into one classification, another important comparison would be made. Larger groups would permit an analysis according to age, sex, experience, etc. Even subjective factors which influence such a study could be considered.

The measurement of success after graduation offers an abundance of opportunities for similar studies. In the teaching profession alone different criteria of success may be established. The other professions might serve as a basis for comparative studies. Extensive research in this field will either verify or disprove the present conclusion - - - scholastic honors provide a greater likelihood of financial success than any other factor.

1. Bevier, Louis. "College Grades and Success in Life," EDUCATIONAL REVIEW, LIV (November, 1917), pp. 325-333.

A detailed and excellent study showing the effect of scholarship upon success in later life.

2. Bevier, Louis. "Student Activities and Success in Life", EDUCATIONAL REVIEW, LVIII (June, 1919), pp. 1-7.

A study in which the success of athletes is compared with that of non-athletes.

3. Boyd, Paul P. "Extra-Curricular Activities and Scholarship; "SCHOOL AND SOCIETY, XIII (February 5, 1921), pp. 158-166.

This article presents the arguments for activities in colleges.

4. Bramblett, Ransom. "A Correlation Between the Scholastic Record of Graduates of Indiana State Teachers College and Their Yearly Financial Success After Graduation." Contributions of the Graduate School, Indiana State Teachers College, Terre Haute, Ind., 1929, (Unpublished), 25 pages.

An excellent study which reveals that there was no correlation between salary and grades. The subjective qualities which might mean success are considered.

5. Chapin, F. Stuart. "Extra-Curricular Activities of College Students; A study in College Leadership," SCHOOL and society, XXII, (February 15, 1926), pp. 212-216.

A study showing the relationship among extra-curricular activities, academic grades, and physical condition ratings of students.

6. Editorial. "College Athletics and Scholarship," REVIEW OF REVIEWS, LXII (April, 1926), pp. 423-424.

A discussion of the successful combination of scholarship and activities in the colleges today.

7. Garrett, Henry E. Statistics in Psychology and Education. New York: Longmans, Green and Co., 1926. 147 pages.

A clear and detailed explanation of the simple statistical processes.

8. "Kappa Delta Pi." The Sunflower, The Annual, 1926; Kansas State Teachers College of Emporia. P. 246.

A short historical sketch of Kappa Delta Pi.

9. "Kappa Delta Pi," in the BULLETIN, XXIX, Emporia, Kansas, Friday, July 11, 1930, p. 2.

A history of Kappa Delta Pi at the Kansas State Teachers College of Emporia. The requirements for membership are thoroughly explained.

10. Knight, Frederick Butterfield. Qualities Related to Success in Teaching. Teachers College Contributions to Education, No. 120. New York: Teachers College, Columbia University, 1922. 67 pages.

A thesis which deals with the measuring of qualities which produce effective teaching. An excellent explanation is given regarding the restrictions in making such a measurement.

11. Le Rossignol, J.E. "The Value of College Honors?" SCHOOL AND SOCIETY, II (November 27, 1913), pp. 762-765.

A study showing that many colleges recognize the value of scholastic honors.

12. Nicholson, Frank W. "Success in College and in After Life," SCHOOL AND SOCIETY, II (August 14, 1915), pp.228-232.

The graduates of Wesleyan are used as the subjects for this study on honor students and their success in life.

13. Starch, Daniel. Educational Psychology. New York: Macmillan Co., 1921. pp.177-179.

A resume of three students which were investigations regarding the success of honor students.

14. Steers, H. J. "The Effect of Character Traits on Scholastic Achievement," SCHOOL AND SOCIETY, XXIX (June 1, 1929), pp.707-708.

A study revealing the fact that scholarship and character ratings have a high positive correlation. The writer urges that a program for character development be put into the schools.

15. Swanson, A.M. "The Effect on High School Scholarship of Pupil Participation in Extra-Curricular Activities," THE SCHOOL REVIEW, XXXII (October, 1924) pp.613-626.

This is an account of a study made in the public schools of Kansas City, Missouri. The correlation among intelligence, participation, and scholastic records reveal the facts that better than average students take part in school activities and that this participation does not affect their scholastic standing to any great extent.

16. Tatlock, John S.P. "College Honors and Success in Life," SCHOOL AND SOCIETY, XV (June 10, 1922) pp.647-648.

A study based on the success of honor students of some of the leading colleges. Success is measured by recognition in Who's Who.

17. Thornhill, R.E. and Landis, Carney. "Extra-Curricular Activity and Success," SCHOOL AND SOCIETY, XXVIII (July 28, 1928), pp.117-120.

This study based on the students of Wesleyan University reveals the influence of participation in activities upon success in life.

18. Whitney, Frederick Lamson. The Prediction of Teaching Success. Journal of Education Research Monograph; No. 6, E.R. Buckingham, Ed. Public School Publishing Co., Bloomington, Ill., 1924.

A somewhat technical study of success in teaching as measured by placement after graduation.