

## Greek Research -- Annotated Bibliography

Ackerman, R. (1990). The survival of Greek life: Concerns and solutions. *NASPA Journal* 28(1), 78-81.

Abstract -- Suggested that the popular "Animal House" image of Greek letter organizations has prevailed because key constituents have lost sight of why fraternities and sororities were founded -- including the claim to hold academic accomplishment as a central objective. Noted that national conclaves have conducted workshops on how to raise the chapter grade point average to the all-campus average. Mentioned that criticism included Greek-sponsored events have lowered academic performance. Commented that the needs of young adults today are markedly different "than when 19<sup>th</sup> century idealists developed the canons of Greek life" (p. 79). Suggested various approaches that might be utilized to reform Greek letter organizations through commitment to "agreed-upon ideals, be they newly developed ones, time-tested originals, or some updated combination" (p.79). Believed that without a concerted effort to reform, Greek letter organizations may need to disband. [KRH]

Baier, J. L., & Whipple, E. G. (1990). Greek values and attitudes: A comparison with independents. *NASPA Journal*, 28(1), 43-53.

Abstract -- Studied the values and attitudes of 904 Greek and Independent students at a large, southeastern university. Findings revealed key intellectual value and attitude differences between Greeks and Independents. This study demonstrated that "Greek affiliation does not assist in the development of positive values among its members," and reinforces that "Greek affiliated students share a set of values and attitudes antithetical to the values of the academy" (p. 52). Suggested we must find ways to redirect the value systems of fraternities or perhaps they should be disbanded.

Unfortunately, academic grade performance was not solicited in this study so comparisons could not be made. However, the authors noted that both Greeks and Independents reported spending approximately the same amounts of time studying each week, and that no significant differences were found on study habits or motivation for grades. As such, any differences in academic achievement (if they existed) would be associated with factors not measured in this study. [KRH]

Baird, J. S., Jr. (1980). Current trends in college cheating. *Psychology in the Schools*, 17(4), 515-522.

Abstract – Investigated the frequency, methods and correlates of college cheating through administration of a questionnaire, measuring 7 subject variables and 33 specific behaviors, to 200 students at Bloomsburg State College (PA). About 75% of those surveyed had cheated in college. Sex, year in school, grade point average, academic major, Greek membership, and extra-curricular participation were all significantly related to cheating. Members of fraternities and sororities admitted to cheating more frequently and in more of their courses than non-members. These differences reflected a greater probability of cheating on more types of tests

and utilizing different methods of cheating. Greek members were more likely to engage in cooperative cheating techniques (copying tests and assignments, taking tests for other people) than were independents. [KRH]

Baird, L. L. (1969). The effects of college residence groups on students' self-concepts, goals and achievement. *Personnel and Guidance Journal*, 47(10), 1015-1021.  
Abstract -- A sample of 2,295 men and 2,834 women attending 29 colleges (part of a larger group of 12,000 students who completed the American College Survey upon beginning their first year of college) completed a follow-up questionnaire during their sophomore year. The study compared self-rated traits and achievements of students living in various groups. Students in fraternities and sororities were more socially oriented and had more college social achievements than students living in other residence groups. However, they were not superior in grades or other areas of non-academic achievement. The results were interpreted that the effects of living groups are small and that the students and their organizations are generally congruent, very probably reinforcing each other. [KRH]

Barger, B. and Hall, E. (1965). Relation of expected college activities to ability and achievement. *The Journal of College Student Personnel*, 6(5), 300-304.  
Abstract -- All entering lower division students at the University of Florida in 1962 completed questionnaires in which they described their family background and indicated those activities they planned to become involved in at the university. For those students completing two trimesters (1544 males, 917 females), the study compared the relationship between grades and activities selected with aptitude roughly controlled based on their School and College Ability (SCAT) scores. Students were divided into thirds by aptitude and labeled upper, middle and low ability groups. It was found that low-ability men expected to be involved in fraternities, athletics, and religious activities, while upper-ability men expected to be involved in pre-professional and political activities. Men in the low and middle ability thirds who planned to join a fraternity achieved lower grades than those who did not plan to join. No activity was statistically significantly related to grades achieved for the upper ability men. For women, the low ability group who planned to join a sorority also achieved lower grades than those who did not plan to join. The authors interpreted that fraternity, sorority, and athletic activities may make university life more satisfying for many students such that it provides motivation for them to do well enough to stay in college. [KRH]

Becker, H. S., Gear, B., & Hughes, E. C. (1968). *Making the grade: The academic side of college life*. New York: John Wiley & Sons.  
Abstract -- Data for this study of the perspectives students develop toward academic work consist of the field notes of four participant observers who spent one or two years working with students at the University Of Kansas. Many quotations from these field notes are provided in the study. The influence of different types of living groups, including fraternities, on students' attitudes toward the academic side of college life is discussed. Noted that to the degree that reputations of living-

groups depended on members' academic performance, pressure toward academic performance came into existence. The pressure for Greek houses to meet financial obligations may impact the recruitment of students with lower academic ability in order to "keep the house full." Because Greek houses are more capable of sustaining collective action than independent living groups, it is easier for them to demand desired academic performance and create conditions to achieve its standards. Examined actions fraternities take in order to get higher grades for their members including tutoring, study groups and mandatory study hours. [KRH]

Beil, C., & Shope, J. H. (1990). *No exit: predicting student persistence*. Paper presented at the Annual Forum of the Association for Institutional Research. Educational Reproduction Services Number ED 321669.

Abstract -- A longitudinal study of 367 students conducted at a private, urban university in the Mid-Atlantic United States examined factors influencing college student persistence after the first year and four years after enrollment. Several key variables were identified as cogent predictors of persistence after the first year. Membership in a fraternity or sorority was one of six variables that affected a student's persistence four years after enrollment. Membership in a Greek community was found to be an important component of social integration that affected students' persistence. [KRH]

Biggs, D. A. and Biggs, S. K. (1961). A look at fraternity scholarship. *The Journal of College Student Personnel*, 2(3), 16-18.

Abstract -- To ascertain the effectiveness of fraternity scholarship improvement programs, the scholarship ranks of 61 national social fraternities at the University of Minnesota were compared over a five-year period, 1952 to 1957. The fraternities were divided into five groups according to percentage of scholarship rank improvement. It was found that smaller fraternities, those with 35 or fewer chapters, improved approximately 50% more in scholarship than did larger fraternities, those with 36 or more chapters. There was also more variability in the rank improvement of larger fraternities. It was suggested that scholarship programs of smaller fraternities should be studied since they brought about more significant improvement. [KRH]

Binder, R. S. (1997). *The environmental influences on academic achievement in fraternities*. Doctoral dissertation – University of Georgia. Dissertation Abstracts International, \_\_\_\_\_.

Abstract -- Examined environmental influences on achievement for students joining fraternities. Utilizing first-year grade point average (GPA) as the dependent variable, multiple regression analysis was used to sort through sixteen identified variables that constructed a factor model of background and environmental characteristics. Results confirmed this model with approximately one-third of the variance being explained by the model.

Three factors emerged as significant to first-year GPA: the background characteristic of SAT score, the fraternity chapter GPA, and the background characteristic of educational aspiration level. Implications include: 1) collaboration

of fraternities and colleges to increase academic achievement as a desired outcome for fraternity members, 2) fraternities utilization of SAT scores and educational aspirations of potential members for recruitment of students with academic potential, 3) the need for potential members to know chapter GPAs prior to selection, and 4) chapters need to know individual members' term and cumulative GPAs to monitor and increase achievement within the chapter.

The sample for the study was limited to first-year students, enrolled at the University of Georgia in the fall of 1992, who pledged a fraternity. The University of Georgia is a large land-grant institution in the southeast United States classified as a Research I institution by the Carnegie Foundation at the time of the study. The Greek community at the institution is large and well established, dating back to 1865. The sample was further limited to students who persisted in the university and a significant size fraternity for at least one academic year. This resulted in a sample size of 203.

Recommendations for further study include: 1) examining relationships between housing and academic achievement, 2) the efficacy of individual fraternity practices to determine effect on achievement, and 3) the efficacy of minimum GPA requirements by colleges or national organizations for chapters to remain in good standing. Includes 30 pages of literature review relevant to academic achievement of Greek letter organizations and 38 references (80+ pages). [KRH]

Bonjean, C. M., & McGee, R. (1965). Scholastic dishonesty among undergraduates in differing systems of social control. *Sociology of Education*, 38(2), 127-137.

Abstract – Scholastic dishonesty was investigated utilizing random samples of undergraduates from two large, state-supported universities in the Southern United States (N=392; 200 and 192 respectively). One university used an honors system while they other proctored student exams. Questionnaires asked for background information, perceptions of situational characteristics (fear of sanctions, perceptions of formal norms regarding academic dishonesty, etc.) and each student's evaluation of six hypothetical situations involving scholastic dishonesty. Fraternity-sorority membership was the personal background characteristic most closely associated with violation of norms defining scholastic honesty, 78% of Greeks noted they would engage in at least one of the scholastically dishonest behaviors compared to 65% of independents. The data lend support to the generalization that situational characteristics (properties of the group or campus culture) were more closely negatively related with scholastic dishonesty than were personal background characteristics (properties of individuals or members of the group). [KRH]

Bowker, R. G. (1994). Correlates of pledging and academic performance in an introductory biology course. *NASPA Journal*, 31(4), 263-70.

Abstract -- Examined correlates of pledging fraternities or sororities and academic performance in one introductory biology course over a nine-year period. Data from 1,147 students at a small liberal arts college in the Great Lakes area, 243 of whom were pledges and 904 of whom were non-pledges, revealed that non-pledges performed significantly better than pledges on biology tests. The

academic costs of pledging were greatest to the best students, particularly males. One sorority's significant positive academic performance indicated the possibility that students can reap academic as well as social benefits from Greek letter organizations. [Author/KRH]

Bryan, W. A., & Schwartz, W. A. (Eds.). (1983). *The eighties: Challenges for fraternities and sororities*. Alexandria, VA: American College Personnel Association. 170 pages.

Abstract – The editors and authors from a variety of backgrounds offer perspectives and opinions of the Greek world with a view toward challenges for fraternities and sororities on campuses throughout the country. The monograph, divided into three sections, deals with: a) research, evaluation and programs designed for the education and stimulation of the individual; b) issues facing Greek organizations, specifically areas of crucial importance to a strong Greek Chapter; and c) a look at the future through identifying expectations, challenges, predictions and recommendations for action. Shaffer's chapter on research includes good information on academic research regarding Greek organizations and is abstracted separately in this bibliography. [KRH]

Bryson, F. W. (1965 ). An investigation of the effects of deferred rush and pledging on group of freshmen at Southern Methodist University. Ann Arbor, Michigan, University Microfilms Inc., 1965, Doctoral dissertation, North Texas State University, 1964. Abstracted in *Dissertation Abstracts*, 25(8), 4487.

Abstract -- This study examined the effects of deferred rush and pledging on a group of freshmen at Southern Methodist University. Two Samples of 125 freshmen from 1962 and 1963 were selected with 60 males and 65 females in each sample. The sample groups were matched in terms of SAT scores, converted high school rank, sex, and general course of study. They were then analyzed comparing academic performance to drop out rate, incidence of psychosomatic illness and extent of personal counseling. There were no statistically significant differences in dropout rates. The early rush group performed better academically than the deferred rush group. Concluded that the subjects experiencing early rush were more highly motivated in their studies than were there match-mates who experienced deferred rush and pledging. In this case, it was concluded that the deferred rush plan was disruptive to the students' academic performance. One should note that 1963 was the first year of change from early to deferred rush at Southern Methodist.

Carney, M. (1980). *Persistence and graduation rates of Greek, independent, commuter and residence hall students: A nine semester study*. Office of Student Affairs Research, 1979-1980 Report No. 45. Norman: University of Oklahoma. 3 pp.

Abstract -- The results of this study support the positive socialization function that on-campus living offers students, particularly those with Greek affiliation. The fact that Greek students have lower academic ability as measured by standardized entrance tests, than residence hall non-Greek students, but yet have higher retention and graduation rates further supports the value of group living. {Single

Institution study prior to 1990} [Abstract from Center for the Study of the College Fraternity, Annotated Bibliography, Research Studies and Articles 1980-1985]

Carney, M. (1980). *Utilizing ACT data for predicting scholarship of fraternity and sorority pledge classes*. Office of Student Affairs Research, 1979-1980 Report No. 32. Norman: University of Oklahoma. 8 pp.

Abstract -- The results of this study indicate that individual chapters vary greatly in the selection of potential academic achievers. High achieving sororities and fraternities select better students as pledges as measured by test data than do the low achieving organizations. The results of this study indicate the individual fraternity and sorority environment is an important factor affecting scholastic achievement of pledges. {Single Institution study prior to 1990} [Abstract from Center for the Study of the College Fraternity, Annotated Bibliography, Research Studies and Articles 1980-1985]

Carter, T. M. (1934). The effect of college fraternities on scholarship. *Journal of Applied Psychology*, 18, 393-401.

Abstract -- This dated study, compared the academic achievement (measured by college grade point average) between 114 fraternity men and 65 non-fraternity men over their four years they spent at Albion College, a small liberal arts school in Michigan. An “index of promise” was created by averaging students’ high school grades and a mental test taken for entrance to Albion. This index was then used to compare students’ actual college grade point average (GPA) to the index in an effort to determine if students had achieved up to their level of promise. Initial analysis revealed that indices of promise were not significantly different for Greeks compared to non-Greeks, and that college achievement was very near the same for both groups. Further analysis showed that students having indices of promise higher than average were more likely to achieve higher than their indices of promise if they were non-Greek, while students with indices of promise below the average were more likely to achieve higher than their indices of promise if they joined fraternities. In general, students with low indices of promise, regardless if they joined a fraternity, were more likely to “achieve more” than students with high indices of promise. [KRH]

Crookston, Burns B. (1961). Selectivity as a factor in fraternity scholastic achievement. *The Personnel and Guidance Journal*, 40(4), 355-357.

Abstract -- A study at the University of Utah compared scholastic achievement in two high achieving and two low-achieving fraternities, with predicted achievement controlled. Data from 1956, 1957, and 1958 were obtained from university records. High achieving fraternity pledges were better potential achievers, but these higher ability pledges also achieved better in relation to prediction than did low achieving fraternity pledges. [KRH]

Cufaude, J. (1990). Strategies from a Greek advisor: Maximizing the Greek co-curriculum's potential. *NASPA Journal*, 28(1), 82-90.

Abstract -- Addressed Greek letter organizations at their potential best and worst. Focused on issues that confront traditional fraternities and sororities. Highlighted developmental theory and research that included direct implications for the Greek experience. Noted research conducted on academic achievement. Mentioned the potential of Greek letter organizations to have a positive impact exists, but is largely unrealized. Challenged student affairs professionals to harness the potential “to achieve positive growth and development outcomes for Greek-affiliated students and the student body overall” (p. 85). Offered practical suggestions for student personnel generalists who work with fraternities and sororities. Included 26 references. [Author/ KRH]

Dickstein, G. G. (1998). *The impact of Greek affiliation on academic success during the quarter pledged at Wright State University*. Dayton, OH: Unpublished master's thesis.

Abstract: This study determined the effects on level of academic success attained by individuals during the quarter they joined a Greek letter organization. Utilizing the university's computerized student information system, the researcher identified all 410 students who affiliated with a Greek letter organization from Fall quarter of 1993 to the end of spring quarter 1997, and which quarter they first affiliated. After creating a matched sample of non-Greek students, ACT scores were utilized to control for students' ability. Students without ACT scores were dropped from the study leaving 348 Greek students and 330 non-Greek students for mean group grade point average (GPA) comparisons after adjusting for ACT score differences. Study findings include: 1) the GPA of Greek students during the quarter they affiliate is not significantly different from non-Greeks; 2) Greek women attained a statistically significantly higher GPA than Greek men during the quarter they pledged; 3) For the quarter pledged, men who joined a national fraternity did not achieve a statistically significantly higher GPA than men who joined local fraternities; 4) Greeks who waited until after their first year to pledge did not have a significantly higher GPA the quarter they pledged compared to Greeks who pledged during their first year; 5) Greek students who lived on campus during the quarter they pledged achieved a significantly higher GPA than Greeks who lived off campus during the quarter they pledged (although there was no indication of what constituted on- campus or off-campus housing, e.g. – Residence Halls, Greek Houses, apartments, other); 6) Greek GPA was statistically significantly lower the quarter after completion of the new member program as compared to the quarter they pledged. Noted other findings regarding non-Greek comparisons, but results are suspect due to loss of matched samples when discarding those without ACT scores. Recommended that higher education administrators conduct similar studies on their individual campuses to determine the true effects of Greek life on academic achievement at their institution.

Diener, Charles, L. (1957). A comparison of over-achieving and under-achieving students at the University of Arkansas. Ann Arbor, Michigan, University Microfilms Inc., 67 pp. Doctoral dissertation University of Arkansas. Abstracted in *Dissertation Abstracts*, 17(8), 1692.

Abstract -- Studied 74 over-achieving and 64 under-achieving sophomores, juniors, and seniors at the University of Arkansas in an attempt to identify significantly different characteristics in certain areas. Only one female student was identified in the underachieving group, so no gender differences were examined. Over-achievers tended to reside in dormitories while under-achievers tended to reside in fraternities. Other differences between the two groups were examined.

Dollar, R. (1966). Student characteristics in choice of housing. *Journal of College Student Personnel*, 7, 147-150.

Abstract -- A representative random sample of 48 men from each of three housing categories (fraternity house, dormitory off-campus) at Oklahoma State University completed selected standardized tests and a short questionnaire for characteristic comparisons. Main findings regarding academic achievement included: 1) no significant differences among the groups on first semester grade point average, and 2) fraternity group members had greater potential for academic success and persistence than other two groups based on composite ACT scores (significantly higher than both other groups) and socio-economic background. However, other characteristics indicated that the fraternity members might achieve less than their potential. Since the three different types of housing attracted different types of men, it would be desirable to offer a diversity of types of living arrangements to first-year males. However, additional objective research is needed to support the types of diverse housing. [KRH]

Doman, E. F. (1982). Perceived reasons for poor academic performance in a fraternity system. *CSCF Update*, 1982 4:1, 1-2.

Abstract -- The fraternity members in this study at S.W. Missouri State University perceived that much responsibility for their low grades came from lack of aptitude, inability to adjust to college, being unprepared in math and having poor study habits. Over one third of the respondents indicated that they spent too much time in the chapter house where they perceived poor study conditions. A number of the men strongly defended their fraternity but admitted to a lack of commitment to academic pursuits. [CSCF]

Eberly, C. G. (1970). *Critical thinking, attitudes and values associated with fraternity membership*. Doctoral dissertation, Michigan State University. Dissertation Abstracts International, 31(8-A), p. 3897.

Abstract --Examined differences in critical thinking, attitudes and values among four groups of Michigan State University male students defined by degree of association with social fraternities. The groups were (1) Greeks: men who joined and remained in fraternities, (2) Dropouts: men who joined and later dropped out of fraternities' (3) Pledgeouts: men who pledged but never formally joined fraternities' and (4) Stayouts: men who never formally associated with fraternities. Groups were compared at the beginning of the freshmen year, the end of the freshmen year, and the end of the senior year. Greeks were lower on critical thinking and higher on measures of stereotypy and other-directedness than



stayouts, however the results appeared to demonstrate an instance where input determines output. Study includes data on instruments used. [KRH]

Eckland, Bruce K. (1964). A source of error in college attrition studies. *Sociology of Education*, 38(1), 60-72.

Abstract -- Questionnaires returned by 1,180 former University of Illinois students were utilized to study predictors of college graduation. Academic careers of students over a ten-year period were examined. The general finding was that factors associated with a student's early attrition from college have little connection with his or her later academic career. Students who resided in a fraternity were much less likely than others to dropout of the university, however dropouts who did not reside in a fraternity were more likely to return to college and graduate. [KRH]

Ellis, D. (1989). Setting new goals for the Greek system. *Educational Record*, 70(3/4), 49-52.

Abstract -- Lafayette College (Pennsylvania) set academic, intellectual, and social goals for the Greek system within the context of their institution. This included chapters providing an atmosphere for learning and intellectual curiosity through required grade point averages and through demonstrating other forms of educational commitment. [KRH]

Eurich, A. C. (1927). The relation of achievement between college fraternity and non-fraternity groups. *School and Society*, 26, 624-630.

Abstract -- Records of 2, 817 male students over 11 years of cohorts (1909-1924) at the University of Maine were examined for differences in academic achievement. No essential differences were found to exist between the academic marks of fraternity and non-fraternity men. [KRH]

Foubert, J. D. (1995). A review of research on fraternities: On balance, they're worth having. *Synthesis: Law and Policy in Higher Education*, 7(2), 514, 523.

Note: All academic achievement research reviewed in this article is annotated in this bibliography.

Gardner, K. L. (1991). *Academic achievement of national social fraternity pledges compared to non-fraternity students*. Doctoral dissertation, University of North Texas, 1990. Dissertation Abstracts International, 51 (09), 2993.

Abstract -- This study examined the academic achievement of national social fraternity pledges compared to non-fraternity students at the University of Texas at Arlington. It was done to determine whether significant differences existed between the grade point averages of pledges of social fraternities and those of students who did not pledge a social fraternity, and to determine whether significant differences existed among fraternities when compared with each other with respect to academic achievement. This study was meant to provide a research design that could be used by other colleges and universities with fraternities to conduct the same comparison of academic performance. In the fall semester of 1989, 164 pledges were selected as the population for the study to be matched with non-fraternity students based on Scholastic Aptitude Test (SAT)

scores, age, sex, classification, academic major, and number of hours attempted. A T-test of like groups was performed on the entire population with no significant difference found at the .05 level between all the fraternity pledges and all the matched pairs. A T-test of like groups was performed on the pledges from each separate organization and there was a significant difference among three of the fraternities. Two of the fraternities had significantly higher grade point averages than those of their matched pairs, and one group of matched pairs had a significantly higher grade point average than the fraternity. Of the 17 fraternities, 12 had higher grade point averages than their matched pairs and five of the matched pairs had higher grade point averages than the fraternities. The results of this study show that objective data can be collected to address the issue of academic excellence comparing fraternity and non-fraternity populations. It is recommended that further study be conducted in this area to establish longitudinal data, with specific examination of the scholarship programs of the individual groups that showed significant differences in academic performance. [Author]

Garni, Kenneth, Comp. (1994). *An insider's guide to surviving freshman year*. Boston, MA: Suffolk University. Educational Reproduction Services Number ED38107. {Not specifically Greek related. Does discuss academic success and balancing academics with social activities}

Abstract -- Good generic brochure of tips for successfully completing the freshman year at college. Particularly aimed at the student reader regarding situations and problems likely to arise during the first weeks and months at school. Suggestions are grouped by month and include at least one reminder per month about items such as deadlines for course changes or financial aid applications. The suggestions focus on ensuring academic success through study habits, knowing when to go for assistance, managing final exams, time management, and becoming socially involved. Also included comments on how to balance social and academic activities. [KRH]

Gibson, I. Jr. (1995). *The relationship between graduation and selected variables among community college transfer students at Mississippi State University*. Doctoral dissertation, Mississippi State University. Dissertation Abstracts International, 56 (6), 2089.

Abstract -- The purpose of this study was to determine whether a relationship existed between graduation and selected variables among community college students who transferred to Mississippi State University (MSU) during the fall semester of 1989. The selected variables were American College Test (ACT) score, chronological age, grade point average (GPA) prior to transferring, ethnicity (white or nonwhite), gender, credit hours transferred, Greek membership and living in a residence hall after transferring. Tinto's theory of persistence was selected as the theoretical perspective for understanding issues of students persisting to graduation in this study. A random sample of 200 subjects was selected from a population of 712 community college students who transferred to MSU. Data were collected from university records. Conclusions included: (1) The majority of the students who transferred to MSU from community colleges during the fall of 1989 graduated. The profile of community college students who

persisted to graduation based on total numbers was: (a) ACT scores of 18 or higher, (b) approximately 20 years of age, (c) 60 or more credit hours earned prior to transferring to MSU, (d) white, (e) male, (f) not a member of a Greek organization, and (g) did not live in a residence hall. (2) Proportionately, more transfer students who were members of Greek organizations than non-Greek graduated. (3) Credit hours, GPA, and chronological age were the only variables that had a statistically significant correlation with persisting to graduation. [Author/KRH]

Goldsen, R. K., Rosenberg, M., Williams, R. M., Jr., & Suchman, E. A. (1960). *What college students think*. Princeton, NJ: D. Van Nostrand Company.

Abstract -- Data for this book were obtained from a questionnaire survey of a six percent sample (n=2,975) of male students at eleven campuses (identified by the authors as influential types of universities) across the United States. One chapter in the book is devoted to the fraternity system. Extracurricular activities, social activities, certain demographic characteristics, and academic orientations of fraternity members and independents are compared. Noted that fraternity members are less likely than non-fraternity members to obtain high grades because the chapter norm is to maintain a respectable average but emphasizes other than academic forms of securing recognition. Cheating on campus is examined in some detail with fraternity men admitting to cheating more than their independent counterparts. The evidence also shows that it is probably the group norm, as opposed to a pre-selection factor of those pre-disposed to cheating, which accounts for cheating among fraternity men. [KRH]

Good, Carter V. (1999). Methods in teacher training. *Journal of Higher Education*, 70(5), 542-53.

Abstract -- In this "Special Anniversary Issue: A Look Back," this article reviewed research on teacher education. Note of interest is that data from 1929 noted that sorority groups stand above non-sorority groups in scholarship, but the opposite is true of fraternity groups. That data also indicated that the academic standing of women was uniformly higher than men. (Originally published in 1930) [KRH]

Goodwin, L. (1990). Social psychological bases for college alcohol consumption. *Journal of Alcohol and Drug Education*, 36(1), 83-95.

Abstract -- Although no causal relationships were represented by this study, some interesting findings regarding alcohol, academics and Greeks were noted. The study utilized a stratified sample of an engineering college in the northeast; 234 useable surveys were returned (78% of 300). The primary finding related to Greeks was a positive relationship between belonging to a fraternity or sorority and level of alcohol consumption: Greeks consumed more alcohol than non-Greeks. However, fraternity or sorority activities were not related to satisfaction of alcohol consumption.

Academic performance (as measured by grade point average) was a negative predictor of alcohol consumption: the higher the consumption, the lower the grades. Goodwin noted a possible feedback effect where low grades promote

drinking which leads to still lower grades. Satisfaction with academic standing was also positively related to drinking: if one was satisfied with his or her academic standing, even if that academic performance was low, he or she felt freer to drink. When students perceived partying as leading to academic trouble, their satisfaction with drinking went down although their consumption did not.

The results revealed multiple reasons for student drinking including belonging to a fraternity/sorority and low academic performance (as possibly a cause and an effect). Several findings are described including those described above regarding Greeks and academics. [KRH]

Grant, A. M. (1968). Student academic performance as influenced by on-campus and off-campus residence. Ann Arbor, Michigan, University Microfilms, Inc. Doctoral dissertation, Oregon State University. Abstracted in *Dissertation Abstracts*, 29(4), p. 1104-A.

Abstract -- To determine the relationship between university housing and academic achievement, data were obtained from university records on a sample of 164 students selected from four housing groups—fraternity- sorority, residence hall, cooperative and an off-campus group. No statistically significant relationship between academic achievement and housing was found. The relationship of age, previous year's grade-point average, and intelligence to academic achievement were discussed. [Author]

Heida, D. E. (1990). Greek affairs in higher education: Dilemmas in philosophy and practice. *NASPA Journal*, 28(1), 3-7.

Abstract -- Introduced the special edition of this journal on fraternities and sororities. Presented a series of questions for determining the future of fraternities and sororities on a campus and how these organizations should operate. Noted best approaches for creating solutions to the questions raised. Identified areas of needed research. Concluded that student affairs professionals will continue to be key figures in determining the future of fraternities and sororities. [Author/KRH]

Hirschorn, M. W. (1988). Behaviors of students in fraternities worsens on many campuses, as membership soars. *Chronicle of Higher Education*, March 16, A34-36.

Abstract -- Based on survey data polled in 1986 and issued from the Center for the Study of the College Fraternity in December of 1987, 37.1% of fraternity men claimed grade point averages (GPAs) lower than the national average for all male college students. Only 22.8% had averages exceeding the national norm. Overall, fraternity independent males GPAs were no better than independent males. 38.9% of sorority women, however, claimed averages exceeding the national norm for women, while only 19.1% had averages lower than the national norm. Also noted the studies of Wilder (annotated in this bibliography) and quoted him as saying, "Fraternity members tend to be somewhat less intellectual, somewhat less academically motivated, and somewhat less scholastically able . . . [but also appear to be] better socially and emotionally adjusted, more popular, [and] better regarded by peers" (p. A36). [KRH]

Hunt, S., & Rentz, A. (1994). Greek letter social group members' involvement and psychosocial development. *Journal of College Student Development*, 35, 289-295.  
 Abstract -- A random stratified sample of 321 sophomore, junior and senior fraternity and sorority members at a medium-sized, public, Midwestern university showed significant correlations between members' level of involvement and their psychosocial development as measured by the Student Development Task and Lifestyle Inventory (SDTLI). Greek-letter organization members' involvement in additional campus activities and organizations (outside the Greek system) assists in greater development of academic autonomy among other developmental tasks. [KRH]

Iffert, Robert E. (1958). *Retention and withdrawal of college students*. Department of Health Education, and Welfare, Office of Education, Bulletin series, No. 1. Washington, D.C.: U.S. Government Printing Office.

Abstract -- Investigated the extent and character of retention, transfer, and withdrawal of 8,000 undergraduate students from a representative group of post-secondary institutions. The study covered 147 institutions of higher education in 46 states and the District of Columbia. Members of social fraternities who graduated had slightly, but not significantly, lower grades than non-fraternity male graduates. Members of social sororities had significantly higher grades than non-sorority women graduates. Students who were members or pledges of fraternities or sororities had better persistence records and graduation rates in the institutions of first registration than did nonmembers. Similarly, institutions having local or national social fraternities and sororities also had lower withdrawal rates than institutions without Greek letter organizations. [Author/KRH]

Kaludis, G., & Zarkin, G. (1966). Anatomy of a pledge class. *Journal of College Student Personnel*, 7, 282-284 .

Abstract -- The objective of this study was to add to the data involving fraternity and non-fraternity comparisons and analyze fraternity membership trends at the University of Maryland. Samples of more than 300 Greek and 300 non-Greek males were utilized in various analyses. The two groups differed on socio-economic characteristics, but did not differ on academic ability (measured by ACT scores), or on first semester grade point averages. Additionally, fraternity pledging neither helped nor hindered first semester academic performance.

Kamens, D. H. (1967). *Fraternity membership and college dropout in different institutional settings*. Paper read at American Sociological Association. San Francisco, August 1967. [Abstracted in *College Student Personnel Abstracts*, 3(2), 1968, p. 218].

Abstract -- Data on 1,665 students at 99 colleges was utilized to study student dropout and fraternity membership as indications of fraternities' control over what is considered success or failure as a student. Student questionnaires and university records provided additional information on dropouts. A measure of the quality of each institution was also obtained. The following conclusions were reached: a)

high quality campuses tended to have greater numbers of fraternities and members; b) at high quality institutions fraternity members were less likely to dropout than non-members; c) fraternities attracted students whose high school grades were a little above the general student population's; d) fraternity members with good grades were more likely to dropout than members with low grades; e) fraternities tend to decrease the emphasis on good grades when defining college success; f) at small colleges where grades largely determine one's self-definition as a student, fraternity membership has the greatest effect on the meaning of good grades. [KRH].

Kuder, J. M. (1972). Differences among upperclassmen living in fraternities and residence halls. *Journal of Educational Research*, 65, 207-210.

Abstract -- Compared the college ability (high school grade point averages and SAT scores), academic achievement (college grade point averages), and attitudes of 86 upper-class residence hall men with 100 upper-class fraternity men at Oregon State University. No significant differences were found in either ability or achievement. Findings indicated no significant effects on overall college achievement due to prolonged, continued affiliation with a fraternity. [KRH]

Kuh, G. D., & Lyons, J. W. (1990). Fraternities and sororities: Lessons from the College Experiences Study. *NASPA Journal*, 28(1), 20-29.

Abstract -- Shared observations on the role of fraternities and sororities at colleges and universities that provide unusually rich out-of-class learning and personal development opportunities for undergraduate students. Examined information from the College Experiences Study, a 1988-89 study undertaken to identify institutional factors and conditions promoting student involvement in out-of-class experiences that complement the educational purposes of an institution. Noted that the values, purposes and practices of Greek letter organizations should be compared with an institution's mission and philosophy to determine if the Greek letter organizations make positive intellectual and social contributions to the particular campus. (Author/NB/KRH)

Kuh, G. D., Pacarella, E. T., & Wechsler, H. (1996). The questionable value of fraternities. *Chronicle of Higher Education*, 43(4), A68.

Abstract -- Research is cited regarding the negative influence fraternity membership has on intellectual development. While conceding some value to education by some fraternity chapters, a careful examination of the educational benefits provided by fraternities is needed. It is recommended that colleges and universities assess how fraternities impact the educational mission on each of their respective campuses and set appropriate academic and behavioral standards. [KRH]

Kunjufu, Jawanza (1997). *Black college student's survival guide*. Chicago, IL: African American Images.

Abstract -- Indicative of the title, this guide explores the college experience beginning with how to choose a college through how to find a job after college. Several chapters explore how to have a successful academic and social college career. In

the chapter about *Greek Life* it was noted “the major objective of African American fraternities and sororities is to aid their fellow brothers and sisters in achieving academic excellence and to ensure graduation” (p. 102-103). The author discusses several aspects of Greek life and how it has strayed from the historic mission of these societies. He challenges today’s Greeks to return to their roots of academic achievement. [KRH]

Lehman, H. C. (1935). Motivation: College marks and the fraternity pledge. *Journal of Applied Psychology*, 19, 9-29.

Abstract -- Dated, but interesting study that compared Greek and independent grade point averages (GPAs) at Ohio University. Suggested that the Greek initiation GPA requirement of a “C” average or better for 12 academic hours may act as a *temporary stimulus* to spur academic achievement, although other factors may be involved. Noted that once pledges were initiated, thus removing the stimulus, Greek members (as a group) never again achieved marks as high as their first semester for the next six semesters. Independent men, however, always performed higher than their first term GPAs for the next six semesters. Sorority and independent women showed similar patterns to their male counterparts for the four semesters they were noted in the study. The article noted various factors of potential influence Greek membership may have on academic achievement, although it draws no conclusions. [KRH]

Lemley, E. Y. (1991). *Effects of selected extra-curricular involvement on persistence in a church-related university*. Doctoral dissertation, Texas Tech University, 1990. Dissertation Abstracts International. 51 (09), 2996.

Abstract -- The purpose of this study was to investigate the effects of selected types of extracurricular involvement on an entire freshman class of 251 students over five semesters. These students were full-time, traditional freshmen entering a small, open-admission, liberal arts, and church-related university. Demographic, socio-economic, and academic variables were also analyzed for their possible impact on the retention of these students. Student involvement in the selected extracurricular activities was shown to be a significant factor in student persistence in each of the five semesters studied. When the selected extracurricular activities were analyzed by type and by the level of student participation, the student involvement in fraternity or sorority groups was the only factor that maintained significance in each of the five semesters.

Livengood, Janice M.(1992). Students' motivational goals and beliefs about effort and ability as they relate to college academic success. *Research in Higher Education*, 33(2), 247-61.

Abstract -- This study investigated psychological processes underlying college success based on 125 first-year students at Peabody College, Vanderbilt University (Tennessee). Results indicated students' rules of reasoning about effort and ability, motivational goals, and confidence in their intelligence were strongly related to types of participation in college and level of satisfaction. Specifically, satisfaction and participation are as crucial to college success as grades.

Relationships and implications were examined carefully and suggestions offered for higher education administrators and academicians. [Author/KRH]

Magoon, T. M., & Maxwell, M. J. (1965). Demographic differences between high and low achieving university students. *Journal of College Student Personnel*, 6, 367-373.

Abstract -- This study analyzed the responses of 512 University of Maryland students on 22 demographic and psychometric variables to determine which variables might differentiate between high- and low-achieving groups as per grade point average. Females were selected from the College of Arts and Science and the College of Education. Males were selected from the College of Arts and Science and the College of Engineering. Class levels were comparable for males, but could not be differentiated for females. Significantly more higher-achieving women noted sorority membership than did lower-achieving women, although this could be attributed to class differences. Fraternity membership was related to poor academic achievement for Arts and Science males. The same trend appeared for male Engineering students, however the difference was not statistically significant.

Malaney, G. D. (1990). Student attitudes toward fraternities and sororities. *NASPA Journal*, 28(1), 37-42.

Abstract -- A University of Massachusetts-Amherst study examined attitudes held by 310 college students toward fraternities and sororities. About 5% of the 18,000 undergraduates at this research-oriented university belonged to Greek letter organizations (GLOs). The sample was representative of the student body with responding percentages equaling 91.1 percent of students whom had never belonged to GLOs, 5.5% current members, and 3.4% former GLO members responding to the survey. Findings revealed that both members and nonmembers saw certain advantages in belonging to fraternities and sororities. A majority of students believed that Greeks performed community service, were involved in campus activities outside of the Greek system, and did not perform poorer academically than other students. Authors reported that the grade point averages for fraternity men were considerably lower than for all undergraduate men that year. Respondents recognized negative aspects of Greek life that focused on partying, a lack of cultural diversity, and irresponsible consumption of alcohol. [Author/KRH]

Marji, M. S. (1994). *The interrelationship between key demographic variables, involvement in extracurricular activities, development of interpersonal values and academic achievement*. Doctoral dissertation, University of Maryland College Park, 1993. Dissertation Abstracts International 1. 55, 1398.

Abstract -- The purpose of this study was to examine the relationship between a number of key demographic variables (i.e., gender, age, racial and ethnic background, class standing, marital status, student status, and place of residence), involvement in extracurricular activities (e.g., social fraternity/sorority, intramural sports team, performing group, academic honors), interpersonal values (i.e., support,



conformity, recognition, independence, benevolence, leadership), and academic achievement (GPA). The data for this study were collected from 149 undergraduate students randomly selected from seven Core fundamental Studies courses offered at The University of Maryland, College Park (UMCP) during Spring semester, 1993. The t-Test and Analysis of Variance resulted in significant differences (alpha .05) between student groups with respect to their intensity of involvement in extracurricular activities. Students living in a coed-college hall or in a fraternity/sorority house were significantly more involved than those who live with parent(s), with spouse, in a single-sex hall or in an apartment/trailer. Intensity of involvement in extracurricular activities was positively related to benevolence, leadership and academic achievement, and inversely, but moderately related to independence. Independence was found to be significantly, inversely related to academic achievement. Student status contributed significantly, inversely to academic achievement. Intensity of involvement contributed significantly, but indirectly to academic achievement via support, recognition, benevolence and leadership. Student status, support, conformity, recognition, independence, benevolence, and leadership were all found to be significant, direct, inverse contributors to academic achievement. Results of the study supported the relationships between age and involvement in extracurricular activities, age and academic achievement, and place of residence and involvement in extracurricular activities. [Author/ shortened by KRH]]

Marshall, T.A. (1972). *The effects of two uniquely different motivational approaches to a developmental reading program on university academic success of selected fraternity and sorority pledges*. Doctoral dissertation, University of Wyoming. Dissertation Abstracts International, 33(6-A), p. 2769.

Abstract -- This study investigated the effects of two uniquely different motivational approaches to a developmental reading program on university academic success of 67 selected fraternity and sorority pledges. Voluntary and forced participant pledges received instruction in developmental reading skills approximately two and one-half hours per week for ten weeks. They were compared to each other and a control group. The author concluded that fraternity and sorority members who participate (whether required or voluntary) in a developmental reading program may gain in academic achievement and in reading skills and recommended that Greek organizations should require their pledges to participate in a developmental reading program. [Author/KRH]

Maurais, R. L. (1968). *A statistical analysis of the effects of housing environment on grade point average*. State University of New York, Delhi. Agricultural and Technical College. Educational Reproduction Services Number ED 027874.

Abstract -- Examined the effect of class standing (first year/second year), room occupancy (double or triple), and room location (on campus, off campus, Greek house) on grade point average at a two-year Technical College in Delhi, New York. Seven groups of fifty students each were randomly selected and first term GPAs were recorded. First year students do not live in Greek housing at this college. Seniors living in on-campus double occupancy rooms achieved a higher

GPA than the other three senior groups: (1) seniors, three per group; (2) seniors off-campus; (3) seniors in Greek houses. Statistical formulas and computational printouts are appended. Suggestions for further research regarding other factors that may influence GPA are included. [KRH]

McCabe, D. L., & Bowers, W. J. (1996). The relationship between student cheating and college fraternity or sorority membership. *NASPA Journal*, 33(4), 280-91.

Abstract -- Examined and compared the self-reported cheating behaviors of fraternity and non-fraternity members and the relation between student cheating and the overall level of fraternity or sorority membership on campus. The influence of peer disapproval of cheating on the relationship between fraternity or sorority membership and self-reported cheating is also examined.

The data discussed was part of a larger study of academic dishonesty among undergraduate students conducted at 9 medium-to-large state universities located across the United States that did not have honor codes. Stratified random samples were distributed and 1,793 surveys were returned; information supplied by the schools indicated the responses were representative of their schools, although women seemed to be a little over represented and Greeks appeared to be a little under represented in the sample.

Analysis of the data revealed a positive significant relationship between academic dishonesty and fraternity/sorority membership. The frequency of cheating is significantly higher among men than women, however, the frequency of cheating by women has risen significantly since Stannard and Bowers' study in 1963, while cheating among men has remained about the same since then. A strong and consistent association exists such that students (both Greek and non-Greek) who perceive greater peer disapproval of cheating cheat less often. [Author/KRH]

McCabe, D. L., & Trevino, L. K. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in Higher Education*, 38(3), 379-96.

Abstract -- A survey of 1,793 students at nine medium to large state universities found cheating was influenced by a number of individual characteristics including grade point average, gender, and age, as well as contextual factors, including level of cheating among peers, peer disapproval of cheating, fraternity/sorority membership, and perceived severity of penalties for cheating. Peer disapproval was the strongest influential factor. The study results suggested that cheating behavior is more likely among Greek affiliated members, and more generally in environments where peer disapproval of cheating is low. [Author/KRH]

McGuire, J. J. (1993). *The effect of deferring fraternity and sorority rush upon scholastic achievement, satisfaction, and quality and quantity of involvement among students at a small, private liberal arts university*. Dissertation Abstracts International, 54 (02), 436.

Abstract -- The purpose of this study was to investigate the effect of deferring formal fraternity and sorority rush upon scholastic achievement, levels of satisfaction, and

quality and quantity of involvement among students at a small, private liberal arts university. Data obtained for the study were provided from the Registrar's Data File, the University of Puget Sound (Tacoma, WA), and two instruments constructed and administered by the University. Junior classes for the years 1987 and 1991 constituted the initial population for the study. Responses to a junior year survey were matched to responses from the same class to a corresponding freshman year survey. The junior class of 1987 participated in an early formal rush as freshmen in 1985, while the junior class of 1991 participated in a deferred rush as freshmen in 1988. Matched responses to the surveys were used to describe an adjusted, usable population. Scholastic achievement was measured by determination of differences between junior and freshman year cumulative GPAs for each year. The conclusions of the study were as follows: (1) A class by affiliation interaction was found for scholastic achievement. It was concluded that timing of rush impacted GPA. This was important since GPA is considered an important indicator of student success as well as a formal manifestation of academic integration. (2) Timing of rush did not impact satisfaction. However, main effect findings indicated that affiliated students were more satisfied with their co-curricular experience than independent students, yet were not satisfied with overall college life. (3) Timing of rush did not impact involvement, though affiliated students were more involved than independent students. (4) There was a positive correlation between satisfaction and involvement, and affiliated students were more involved and less satisfied than independent students. Recommendations for further study were provided.  
[Author/shortened by KRH]

McKenzie, A. (1990). Community service and social action: Using the past to guide the future of Black Greek-letter fraternities. *NASPA Journal*, 28(1), 30-36.  
Abstract -- Examined black fraternities from a historical perspective, focusing on their founding and the impact of social action and community service on their development. Recognized that education and service by black Greek letter organizations historically aided in dispelling notions of Blacks as inferior, and that these organizations have developed service endeavors that transcend the traditional character of college fraternities. Noted that black fraternities are at a critical juncture and must adapt to environmental changes to survive.  
[Author/KRH]

McQuilkin Paul R. (1970). Differential effects of group factors on fraternity pledge class allocation of time and academic achievement. Ann Arbor , Michigan, University Microfilms Inc. Doctoral dissertation, Iowa State University, 1969. Abstracted in *Dissertation Abstracts International*, 30(11), p. 4732-A.  
Abstract – A study of first quarter freshmen fraternity pledges at Iowa State University examined selected characteristics of pledges including differential affects of group environments on academic achievement. Data came from questionnaires administered to the pledges at the beginning and end of a ten-week period, and a self-reporting time allocation form kept by the pledges during the ten weeks. Pledges joined fraternities based on a perception of organizational strength and esprit de corps of the chapter and the chapter's apparent concern for academic environment. Findings of the study include how the fraternity experience affected

the pledge classes' grades. The author found that study time was not significantly related to academic achievement. The best predictor's of grade point average were items concerned with intra-group relations, spirit and enthusiasm, loyalty of members to each other, music and singing, and pledge/actives relationships. The differential effects of academic achievement among fraternity pledge groups was best explained by differences in peer group relationships and attitudes that exist within fraternity chapters. The differential effects of academic achievement among different fraternity groups resulted from differences in esprit de corps and organizational strength of the chapters. [KRH]

Moffatt, M. (1990). *Undergraduate cheating*. Educational Reproduction Services Number 334921.

Abstract -- Examined the phenomenon of undergraduate cheating as reported on a survey of 232 students at Rutgers University (New Jersey). Findings indicated 45 percent indicated they had cheated occasionally (in "one or two" courses), 33 percent admitted to "heavy cheating (in an average of eight courses to date), and only 22 percent of students said they had never cheated in college. Other findings included higher cheating by fraternity and sorority members; increased incidence of cheating by upper-class students; and a slight negative correlation between degrees of cheating and grade point average (the more one cheats, the lower the overall grade point average). A major reason for not cheating was the fear of getting caught. The cheating questionnaire is appended. [KRH]

Morris, G. M. (1970). *A study of psychological and social factors for sorority women and residence hall women at Oklahoma State University*. Final Report. Office of Education (DHEW), Washington, D. C. Bureau of Research. Educational Reproduction Services Number – ED 038952.

Abstract -- This study examined psychological and social differences between independent and sorority women groups at Oklahoma State University. A Fall term 1966 enrollment survey was utilized to investigate the academic aptitude, academic achievement (grade point average; honors and awards received), interpersonal values, open-mindedness, career-marriage plans, participation in extra-curricular activities, factors contributing to campus prestige, and socio-economic status of parents for 89 first year residence hall women, 96 first-year sorority pledges, 70 residence hall junior women, and 71 sorority juniors. Academic comparisons showed no significant differences between first-year and junior women within each group, however, significant differences existed between residence hall women and sorority women in both the first-year and junior women comparisons. Sorority pledges had significantly higher grades than non-pledges, and sorority juniors had significantly higher grades than independent junior women. This was expected because of the criteria sororities used for member selection. No significant differences were found between groups receiving honors and awards, and no discussion of this was included. [KRH]

National Association of Student Personnel Administrators, & National University Teleconferencing Network (1991). *The Greek system: Institutional asset or*

*liability?* [Video; Call Sign E-5283] Norman: Oklahoma State University: Educational Television Services.

Abstract -- Marsha Guenzler (University of Maryland-College Park) moderated a national teleconference that provided an excellent discussion of the pro's and con's of university Greek systems. Discussants included: George Kuh, faculty member (Indiana University); Thomas Goodale, Vice President of Student Affairs (Virginia Technological University); Hortense Canady, former Delta Sigma Theta National President; Maureen Syring, Past-President of Delta Gamma Fraternity; and Robert Frackelton, 1991-1992 Interfraternity Council President (University of California Los Angeles). Although the discussion covered many areas, some discussion focused on academic issues for Greeks. It was also pointed out that each campus and Greek system must be viewed within the context of its particular campus and university including mission, demographics, culture, and values in order to determine if the particular Greek system is an asset or liability to its university.

The video can be obtained from a number of universities that broadcast the two-hour teleconference. Unfortunately, the teleconference was affected by a solar sunspot that interfered with satellite transmission for several minutes of the program. A copy directly from the host site, Oklahoma State University, should not have been affected by the interference. [KRH]

Nelson, James C. (1960). Comparison of members and non-members of Greek letter social fraternities and sororities at Virginia State College. Ann Arbor, Michigan, University Microfilms, Inc. Doctoral dissertation, Indiana University 1959. Abstracted in *Dissertation Abstracts*, 20(9), p. 3579.

Abstract --The purpose of this study was to determine whether members of social fraternal organizations at Virginia State College differed significantly in selected characteristics from non-fraternal members. The sample selected included 55 fraternity members, 55 sorority members, 55 independent men, and 55 independent women. The following tests were administered to members of the samples: The Otis Quick Scoring Test of Mental Ability, the Iowa High School Content Examination, the Bell Adjustment Inventory, and the Nelson-Denny Reading Test. Academic grades and other data were obtained from university records. Members of the fraternal groups were found to have significantly higher levels of academic ability, experienced significantly higher levels of academic achievement and participated in more extracurricular activities than non-members. [Author/KRH]

Neuberger, C. G., & Hanson, G. S. (1997). The Greek life self-study: A powerful process for change on campus. *NASPA Journal*, 34(2), 91-100.

Abstract -- Describes the work, findings, and recommendations of a self-study team that examined Greek life at a small liberal arts college in south central Pennsylvania and the compatibility of its Greek organizations with the mission of the college. A review of changes at the college after five years suggests the efficacy of this type of self-study. One of the recommendations of the team was to strengthen the college's extra-curricular and residential programs to better match the caliber of

- its academic program. This suggests that the self-study can be utilized to examine a Greek systems relation to an institution's academic mission. [Author/KRH]
- Olivas, M. R. (1996). *Latina sororities and higher education: The ties that bind*. Paper presented at the Annual Convention of the American Educational Studies Association (Montreal, Quebec, Canada, November). Educational Reproduction Services Number ED 407194.
- Abstract -- This case study sought to identify the cultural behaviors and group norms that serve to enhance academic achievement and reinforce personal growth among members of a Latina sorority. Twelve members of a Latina sorority at a public university in the northwestern United States were interviewed in fall 1993. The primary questions focused on role identity in the formation of a Latina sorority, and if this particular sorority impacted student retention. This sorority supported the claim that maintenance of one's ethnic identification contributes to the academic success of Latina women. Contains 70 references. [Author/KRH]
- Pantages, T. J., & Creedon, C. F. (1978). Studies of college attrition: 1950-1975. *Review of Educational Research, 48*, 49-101.
- Abstract -- This article provided a methodological critique of college attrition studies. Briefly discussed Slocum's (1956) study regarding Greek housing having a positive influence on student retention.
- Parrino, S. L., & Gallup, T. (1988). Greek life on campus. How will a changing society affect it? *ACU-I Bulletin, 56*(1), 13-14,29. Educational Reproduction Services Number ED 297617.
- Abstract -- The future of Greek letter organizations on campus is examined in relation to potential effects of demographic trends and societal changes. Topics of concern included: academic aspects of student life; little sister/little brother organizations; gender education; and substance/alcohol abuse. Discussed academic trends on campuses and for future employment and encouraged Greek chapters to strengthen their ability to offer academic benefits as well as social, recreational, and cultural benefits to students. [KRH]
- Pascarella, E. T. (1980). Student-faculty informal contact and college outcomes. *Review of Educational Research, 50*, 545-595.
- Abstract -- This article provided a critical review and synthesis of research on student-faculty informal, non-class contact and college outcomes. Briefly discussed Wallace's (1967) work regarding student-faculty interaction of Greeks and independents. Noted that faculty influence on student academic values may be more pronounced if it is not in direct conflict with the powerful peer socialization influence associated with fraternity membership. [KRH]
- Pascarella, E. T., Edison, M., Whitt, E. J., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1994). *Cognitive effects of Greek affiliation during the first year of college*. University Park, PA: National Center on Postsecondary Teaching, Learning, and

Assessment. Washington, D.C.: Office of Educational Research and Improvement.

Abstract -- This study of 2,293 first-year college students at 18 four-year institutions examined the cognitive effects of fraternity/sorority affiliation. While controlling for potentially confounding influences such as academic motivation and pre-college cognitive level, among others, it assessed the net affects of Greek affiliation on standardized measures of reading comprehension, mathematics, and critical thinking, and composite achievement. It also sought to determine if the cognitive effects of Greek affiliation differed for students with different characteristics or for students in different institutional contexts. The findings concluded: 1) Greek-affiliated white men had significantly lower end-of-first-year scores on standardized measures of reading comprehension, mathematics, critical thinking, and composite achievement than their non-Greek counterparts with the strongest negative correlation being critical thinking, 2) effects for women were similar but less dramatic and only the differences in reading comprehension and composite achievement were statistically significant, and 3) the impact of Greek affiliation on non-white males was modestly positive. The findings show evidence that Greek affiliation has a negative cognitive impact as early as the end of the first year of college. The authors suggested that first-year college students' involvement in Greek life could be antithetical to higher education's academic mission. (18 pages, 52 references) [KRH]

Pascarella, E. T., Edison, M., Whitt, E. J., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1996). Cognitive effects of Greek affiliation during the first year of college. *NASPA Journal*, 33(4), 242-59.

Abstract -- The NASPA Journal's special section on fraternities and sororities included the publication version of the 1994 NSSL study by the same title and authors. [KRH]

Pascarella, E. T., Flowers, L., & Whitt, E. J. (2001). Cognitive effects of Greek affiliation in college: Additional evidence. *NASPA Journal*, 38(3), 280-301.

Abstract -- Further analysis of data from the National Study of Student Learning (NSSL, 1992-1995) examined the cognitive effects of Greek affiliation for students at 18 four-year colleges and universities in 15 states. The data collection and complex statistical procedures are explained. The original analysis (Pascarella, et al., 1996, annotated in this bibliography) limited the cognitive impacts of Greek-affiliation to the first year of college. This study extended that analysis through the second and third years of college for students who participated in the NSSL follow-up surveys.

This study found that the effects of Greek affiliation were much less pronounced during the second or third years. Although the effects of Greek affiliation on objective, standardized measures of cognitive skills continued to be negative for both men and women, they were substantially smaller in magnitude. Only a negative effect for fraternity membership on end-of-the-third-year reading comprehension was statistically significant.

This study also included self-reported measures of students' cognitive growth. Again, fraternity membership continued to exert small negative effects in the second and third years, but only gains in understanding the arts and humanities after three years of college was significantly less as reported by fraternity men than by independent men. In contrast, sorority women reported significantly greater gains in understanding science for both the second and third years, and in writing and thinking skills after two years of college, than did independent women. In conjunction with the previous study, any major negative learning consequences of Greek affiliation occur primarily when students pledge a fraternity or sorority in the first year of college. [KRH].

Pavela, G. (Ed.). (1995a). Greek life: A foundation for the future. *Synthesis: Law and Policy in Higher Education*, 7(1), 500-502, 504-507.

Abstract -- This article refers to the foundation document authored and published by the University of Maryland that is cited in this bibliography. [KRH]

Pavela, G. (Ed.). (1995b). Rebuilding the foundations of fraternity life. *Synthesis: Law and Policy in Higher Education*, 7(1), 493.

Abstract -- This interview with Drury Bagwell, Student Affairs Administrator and former president of a national college fraternal organization, covers many positive and negative aspects of college fraternal organizations and areas in need of reformation. [KRH]

Pennington, D. C., Zvonkovic, A. M., & Wilson, S. L. (1989). Changes in college satisfaction across an academic term. *Journal of College Student Development*, 30(6), 528-35.

Abstract -- Examined changes in college satisfaction across an academic term among 180 students at a large, comprehensive university in the northwest United States. College satisfaction was influenced by student characteristics including Greek affiliation, grade point average, sex, and employment hours with students being least satisfied with college at midterm. Results suggested a positive correlation between student satisfaction and level of involvement in the college environment. Unfortunately the authors did not discuss potential implications of student satisfaction and academic achievement. [KRH]

Piehler, G. K. (1988). Phi Beta Kappa: The invention of an academic tradition. *History of Education Quarterly*, 28(2), 207-229.

Abstract -- An historical account of the faculty-directed Greek letter honor society based on high academic achievement.

Pike, G. R. (2000). The influence of fraternity or sorority membership on students' college experiences and cognitive development. *Research in Higher Education*, 41(1), 117-39.

Abstract -- A survey of 827 students at a large, Midwestern, research university found Greek students had higher levels of involvement and gains in general abilities than non-Greek students, with gains in cognitive development the result of social



involvement. Findings were contrary to earlier findings by the National Study of Student Learning, but major limitations to generalizability were noted: 1) this study utilized self-reported measures of gains; and 2) fraternities and sororities at this institution are noteworthy of their stress on the importance of student achievement and academic success. The conceptual model utilized indicated that when colleges experiences are viewed as a consequence of Greek affiliation, membership in a Greek letter organization had a significant indirect impact on the dimension of cognitive development associated with general learned abilities.  
[Author/KRH]

Pike, G. R., & Askew, J. W. (1990). The impact of fraternity or sorority membership on academic involvement and learning outcomes. *NASPA Journal*, 28(1), 13-19.  
Abstract -- Examined the effects of belonging to a Greek organization on students' academic experiences. Evaluated background characteristics, measures of academic involvement, and educational outcomes for 6,646 college seniors at a large public research university in the southeast United States. Approximately 15% of the sample was composed of fraternity or sorority members, 53% was male, and 93% was white, and the average age was 22.4 years. The study utilized a single measure of global cognitive growth (College Outcomes Measures Project total score). Concluded that although statistically significant differences between Greeks and independents on key learning outcomes do exist, differences in academic outcomes are not substantively meaningful. Thus, believed that criticisms of Greek organizations as antithetical to college and university missions are unfounded. Pascarella, et al. (1994) noted several limitations to this study.  
[Author/KRH]

Porta, A. D. (1991). *Independents, actives, and pledges: A comparison of academic achievement*. Educational Reproduction Services Number ED 332596.  
Abstract -- Investigated differences in academic achievement between Greek and independent undergraduate students. Subjects (N=593; 322 female; 271 male) were undergraduate students at Murray State University (Kentucky) in the fall semester of 1990, subdivided by sex, Greek status (independents, pledges, or actives), and college major. Results of the study indicated: (1) independents performed higher academically than pledges; (2) independents and Greek members were not significantly different in academic achievement; (3) Greek members were not significantly different than pledges in academic achievement; and (4) overall, females in the study did have a significantly higher GPA than males. Includes 22 references. [KRH]

Pridy, Sanford N. (1961). Comparison of certain qualities of fall "Rush" week participants at the University of Missouri, 1956-1959. Ann Arbor, Michigan, University Microfilms Inc. Doctoral dissertation, University of Missouri.  
Abstracted in *Dissertation Abstracts*, 22(10), p. 3473.  
Abstract -- The purpose of this study was to determine the educational consequences of a student's failure to pledge a sorority or fraternity. The sample in the study included matched groups of 237 pledged and 237 non-pledged students. More

pledged men than non-pledged men had been placed on scholastic probation upon entering or leaving the university. Pledged students achieved slightly higher grade point averages than non-pledged students, but non-pledged students received more honors. Pledged students, as a group, demonstrated slightly more academic persistence than non-pledged students. The author concluded that failure to pledge a fraternity or sorority jeopardizes the academic success of some students. Noted that sororities are more selective and exert more constructive academic influence upon their members than do fraternities. [KRH]

Prusok, R., & Walsh, W. (1964). College student residence and academic achievement. *Journal of College Student Personnel*, 5, 180-184.

Abstract -- Total populations of all first-year male students enrolled for the first time at the State University of Iowa (Fall 1961) were used to represent four housing groups: fraternity, residence hall, living at home, and living off-campus. No statistically significant differences existed among the mean adjusted grade point averages after the first semester. Additionally, no statistically significant differences existed among the adjusted first semester grade point averages when comparing 19 fraternity chapter houses as part of this study. Suggested that fraternity chapters and other organized groups with consistently high academic performance at this institution probably owe their scholastic success primarily to selection of new members with high academic promise. [KRH]

Pugh, R. C., & Chamberlain, P. C. (1976). Undergraduate residence: An assessment of academic achievement in a predominantly university community. *Journal of College Student Personnel*, 17(2), 138-141.

Abstract -- A random sample of 10% of approximately 20,000 undergraduate students at Indiana University – Bloomington for fall and spring semesters 1973-1974 was utilized. Approximately  $\frac{1}{2}$  of those sampled had all needed information for the analyses. Students' academic achievement was compared for three types of residence: residence halls, fraternities/sororities, and off-campus housing. Controlling for class standing and SAT total score, analysis revealed no statistically significant differences in student academic achievement among the residential categories studied. [KRH]

Randall, K., & Grady, D. L. (1998). Greek experience and critical-thinking skills. In E. G. Whipple (Ed.). *New Challenges for Greek Letter Organizations: Transforming Fraternities and Sororities into Learning Communities*, pp. 29-37. [New Directions for Student Services, 81] San Francisco: Jossey-Bass.

Abstract -- Argued that critical thinking is an important outcome of college. Research in this area indicated that Greek letter organizations have the potential to create learning communities and to foster critical thinking in their members. Suggested strategies to be used by Greek organizations, student affairs personnel, and college faculty to help Greek members develop critical thinking skills. [KRH]

Reed, R. J. (1994). *The effects of structured-group membership on the new freshmen college experience*. Doctoral dissertation, The University of Oklahoma, 1993. Dissertation Abstracts International, 54(11), p. 4005-A.

Abstract -- Some students begin college with an instant link to the institution provided by their association with a particular type of 'structured-group' such as sororities and fraternities, ROTC programs, marching band membership, leadership/scholarship groups, and intercollegiate athletics. Most studies have not distinguished a difference between these 'lifestyle' groups and general student organizations, nor has research considered the effects of multiple structured-group membership. This was the primary objective of this study; to compare the quality of effort in the educational experience extended by structured-group members with those of non-members. A sample of 2,422 University of Oklahoma new freshmen during the 1992-93 academic year were asked to complete and return by mail a College Student Experiences Questionnaire (CSEQ). The CSEQ was distributed to each of the structured-group members and random samples were taken from the Greek-affiliated students and the remaining non-member population. Results indicated that structured-group members did not report a significantly higher level of satisfaction with the college environment. Progress toward educational goals, as reported by structured-groups, was significantly higher in only 5 of 23 areas. In comparing multiple membership to that of single structured-group membership and non-membership there were minimal differences identified in the areas of student effort, environmental satisfaction, and perceived gains toward educational goals. The study does not indicate a large number of differences in the quality of effort committed to the educational experience by freshmen based on structured-group membership. It does, however, confirm that structured-group members seem to have a stronger connection to the institution that positively impacts their perceived gains personally, socially, and intellectually. [Author/KRH]

Reisberg, L. (2000). Fraternities in decline. *Chronicle of Higher Education*, 46(18), A59-A62.

Abstract -- Reported on reasons for the decline in fraternity membership over the past decade. Included graphs comparing membership, academic performance, and others. Academic performance graph shows larger percentages of fraternity members below the all campus men's GPA than equal to or above it, a trend that increased markedly from 1988 to 1997. [KRH]

Rhodes, J. A. (1969). Selected factors related to the scholarship of undergraduate men living in fraternity houses at the Pennsylvania State University. Ann Arbor, Michigan, University Microfilms, Inc. Doctoral Dissertation, The Pennsylvania State University, 1968. Abstracted in *Dissertation Abstracts International*, 30(3), p. 1081-A.

Abstract -- This study examined selected factors related to the scholarship of undergraduate men living in fraternity houses at Pennsylvania State University. The ten high achieving and ten low achieving fraternities were identified. Samples of freshman entering the university in the fall term of 1966, and inducted into the

ten high achieving and ten low achieving fraternities (n=140) were matched by first term grade point average and college with freshmen living in residence halls their freshman year. Fraternity men in these same fraternities who entered the university in fall term 1965 (n=202) were used for additional analyses. Data were obtained from academic records from administration, from the Survey of Study Habits and Attitudes, and from the College and University Environment Scales, and from interviews with fraternity officers. It was concluded that the fraternities, particularly the low achieving ones, exerted negative influences on the academic achievement of their members – influences that were not similarly experienced by residence hall students. Additionally, the negative influences of low achieving fraternities were more pronounced than those of high achieving fraternities. [KRH]

Ridge, R. A. (1969). Self-actualization, achievement and other factors as a function of college students in selected housing settings. Ann Arbor, MI; University Microfilms, Inc. Doctoral dissertation, The University of Florida, 1968. Abstracted in *Dissertation Abstracts International*, 30(1), 139-A.

Abstract – Investigated the level of college achievement, self-actualization, demographic factors, and student attitudes toward college education, life goals and housing setting of students at the University of Florida in 1966-1967. Fifty randomly selected students from each of four housing settings (on-campus residence halls, fraternity/sorority houses, privately owned off-campus housing, and high-density off-campus garden apartments) were compared. No statistically significant differences were found between groups academic achievement from first-year of college to first semester of second year. Concluded that the research population presented levels of performance, personality characteristics, family backgrounds, and attitudes toward college and life that were similar in nature. [KRH]

Roskens, R. W. & Dizney, H. B. (1966). A study of unethical academic behavior in high school and college. *The Journal of Educational Research*, 59(5), 231-234.

Abstract -- Sixty-one percent of the graduates (n = 487) replied to an evaluative questionnaire given to a sample of Kent State University graduates in 1961. College residence (fraternity or sorority housing, residence halls, off-campus housing, and commuter) was not statistically significantly related to six specific types of personal cheating reported (plagiarism, cribbing, copying, ghost-writing, illegally obtained exams, and cooperatively organized cheating).

Schrager, R. (1986). The impact of living group social climate on student academic performance. *Research in Higher Education*, 25, 265-276.

Abstract -- A well-designed study examined the relationship between living group social climate and freshmen scholastic achievement in 36 fraternity groups and 18 male residence hall groups at the University of Illinois. After controlling for high school grades and college entrance exam scores, results suggested that student living groups could affect the academic performance of their freshmen members. Utilizing the University Residence Environment Scale (Moos & Gerst, 1974), Academic Achievement (the prominence of strictly classroom and academic

- pursuits) and Competition (the degree to which grades and dating are cast into a competitive framework) facilitated freshmen achievement in Greek units. Student Influence (when student residents have a strong role in formulating and enforcing the rules) was negatively related to freshmen academic achievement in Greek units. Concluded that the findings supported the contention that student living groups provide an interpersonal environment that tends to foster or inhibit the academic performance of freshmen members. [Author/KRH]
- Schoonmaker Lorainne P. (1980). Attitudinal and value characteristics of Greek-letter organizations. *CSCF Update*, 1980 1: 4, 1-2.
- Abstract -- A review of research pertaining to attitudes and values exhibited by members of fraternities and sororities. "Although there were conflicting reports, the literature seemed to indicate a relationship between Greek organizations and certain attitudinal and value characteristics of their members. The primary positive relationships were with leadership, social skills and loyalty. The negative relationships were with dependence and academic performance." [Author/CSCF]
- Scott, W. A. (1965). *Values and organizations: A study of fraternities and sororities*. Chicago: Rand McNally.
- Abstract -- Studied ten fraternities and sororities at the University of Colorado over a one-year period to investigate how personal values enter into organizational processes. A couple of findings associated with actual academic achievement and student attrition are scattered throughout this well-indexed volume. The limited findings included: (1) persistence and graduation rates are higher among fraternity and sorority members than among non-members; and (2) when academic aptitude scores are equated with first semester grades, Greeks may show a decrease in academic performance relative to independents in their subsequent school years. Other findings concentrate on the values of students and groups of students including academic achievement and intellectualism as values of Greek organizations. 290 pages, 64 references. [KRH]
- Shaffer, R. H. (1983). Review of research in Greek affairs. In W. A. Bryan and R. A. Scwartz (eds.), *The eighties: Challenges for fraternities and sororities*. p. 6-30. Washington, D.C.: American College Personnel Association. 170 pages.
- Abstract -- A solid review of research pertaining to Greek life under headings including academic achievement, social attitudes and behavior, student leadership, and fraternity affiliation and disaffiliation attrition. The section on academic achievement is a good synopsis of the literature up to 1983; each study mentioned is individually abstracted in this Gamma Sigma Alpha bibliography. Shaffer noted that scholarship is largely the result of campus and local chapter cultures rather than specific national scholarship programs or activities. Included implications for research and evaluation in Greek affairs. [KRH]
- Sherron, R. H. (1970). A study of academic and nonacademic predictors and criteria of success among the Morehead Scholars at the University of North Carolina at Chapel Hill. Ann Arbor, Michigan, University Microfilms, 1970. Doctoral

- dissertation, University of North Carolina at Chapel Hill, 1969. Abstracted in *Dissertation Abstracts International*, 30(8), 3287-A.
- Abstract -- A study of the relationship and differences that exist between selected personality, demographic, and intellectual variables among 267 Morehead Scholars—the entire classes from 1965 to 1970—at the University of North Carolina at Chapel Hill. Compared as groups, scholars who joined a social fraternity had significantly higher mean freshman cumulative grade point averages than those who did not join a social fraternity.
- Shonrock, M. D. (1998). Standards and expectations for Greek letter organizations. In E. G. Whipple (Ed.). *New Challenges for Greek Letter Organizations: Transforming Fraternities and Sororities into Learning Communities*, pp. 79-85. [New Directions for Student Services, 81] San Francisco: Jossey-Bass.
- Abstract -- Greek-letter organizations continue to face the challenge of closing the gap between the high standards they profess to espouse and the inappropriate behaviors of their members. Noted that some Greek organization national offices and some institutions have set benchmarks or minimal acceptable standards for academic performance and behavior among other criteria. Described models for Greek life at the University of Miami (Ohio) and the University of Maryland that allow Greek chapters to align themselves with the institution's educational mission and values. Commented about available resources that could help senior student-affairs officers and Greek members develop standards and expectations. [Author/KRH]
- Smith, C. N. (1991). *A study of the relationship between living environment press and retention of freshman pledges in fraternities at Oregon State University*. Doctoral dissertation, Oregon State University, 1990. *Dissertation Abstracts International*, 52(6), 2042.
- Abstract -- This study sought to determine if there were significant differences in living environment press, i.e., the pressure on an individual to behave in a certain way, between those fraternity chapters that had the highest freshman pledge retention rates and those that had the lowest. If significant differences were determined to exist, the second purpose was to investigate how those differences related to differences in the retention rates for freshman fraternity pledges. The data were obtained from the records of all freshman pledges in the Oregon State University fraternity system for a four-year period. From these data the high pledge retention and low pledge retention fraternities were determined. The conclusions of the study included: (1) The overt pressure exerted by the LRFs on their pledges to study and achieve academic success did not result in greater academic success than in HRFs, but did tend to limit the degree of social integration achieved by their pledges. (2) Social integration has a significant positive impact on pledge retention, while overt pressure toward academic integration has a probable negative impact on pledge retention. (3) Successful social integration, while having a positive impact on pledge retention, does not have a negative impact on academic performance. In fact, the impact on academic performance may be positive. [Author/KRH]

Smoke, E. E. (1955). A comparison of the graduates and non-graduates of the Class of 1951 at Indiana University. Ann Arbor, Michigan, University Microfilms. Doctoral dissertation, Indiana University. Abstracted in *Dissertation Abstracts*, 15(12), p. 2445.

Abstract -- A one-third of the students enrolled at Indiana University in 1947 was studied to determine whether characteristics of students who graduated differed from characteristics of students who withdrew before graduating. Information on the 635 students was obtained from university records; 57% of students dropped out. Differences were significant on nine quantitative characteristics. Fraternity or sorority membership had considerable influence on the possibility of a student pursuing his curriculum to completion. Note: Fathers and mothers of graduating students had more education than those who did not graduate, and the greatest mortality was students whose fathers were farmers or farm managers and mothers were managers, operatives, or service workers. [Author/KRH]

Stannard, C. I. & Bowers, W. J. (1970). The college fraternity as an opportunity structure for meeting academic demands. *Social Problems*, 17(3), 371-390.

Abstract -- Utilizing data from a 1963 survey of 697 Greek males and 950 independent males from 58 colleges, this study examined the extent to which fraternities in different college contexts displayed characteristics of enhancing academic dishonesty. College contexts were designated according to the percentage of students on campus who were members of Greek letter organizations. The authors found that fraternities serve to enhance academic dishonesty in some college contexts, while in others they do not. Overall, fraternity members were found to cheat more than independents, and cheating distinctly increased by year in college for fraternity members, but not for independents. Surprisingly, in campus contexts where 50% or more of the students were Greek members, less cheating occurred by all students, particularly if there was a strong sense of peer disapproval of cheating. Also, where perceived peer disapproval was strong, there was relatively little variation in cheating between Greeks and independents, regardless of the college context. There was also consistent evidence that fraternities in all contexts served to improve members' academic performance through legitimate means. [KRH].

Strange, C. (1986). Greek affiliation and goals of the academy: A commentary. *Journal of College Student Personnel*, 27(6), 519-23.

Abstract -- Analyzed students' Greek affiliation in relation to their value orientation and their conforming to the goals of the academic institution. Contends that the Greek system is not compatible with many of the traditional goals of the academy, but that students in this era seem to be out of step with these goals. Explained how the Greek system can be one of the best educational and developmental environments available to college students on campus. [Author/KRH]

Suelzle, M., & Bradley, L. (1978). *Blacks and women in universities: Structural barriers and social realities*. Paper presented at the Annual Meeting of the Society for the

Study of Social Problems (San Francisco, CA, September 2, 1978). Educational Reproduction Services Number ED190030.

Abstract -- Data are reported from a mail survey of a stratified sample of white and black undergraduate students at Northwestern University during winter 1977. The study dealt with three areas in which socialization through education could be expected to differ by race and sex -- self-esteem, academic involvement, and expectations about family and career. Two structural features of the university that operate to sort students in general, academically (grade point average) and socially (Greek membership), are introduced to examine their effects in each of the three areas.

A majority of the students in all four groups perceive themselves as above average in self-esteem, a perception not altered by grade point average, but correlating positively with Greek membership. Blacks are less academically involved than whites, although race and sex differences are insignificant among high academic achievers. Higher academic performance increases commitment to a continuous career pattern for black and white women, and for white men, but black males report the opposite. Black males who perform well academically may perceive themselves as maintaining a middle class lifestyle on a single income. Among whites, independents endorse a more egalitarian career and family life style than do Greeks. [Author/KRH]

Terrenzini, P. T., Pascarella, E. T. (1982). *Freshmen attrition and the residential context*.

Paper presented at the Annual Meeting of the American Educational Research Association. Educational Services Reproduction Number ED 216586.

Abstract -- A longitudinal study conducted at a large, independent residential university in New York State assessed the influence on freshmen attrition of the group with whom a student lives. After controlling for students' pre-college characteristics and individual levels of academic and social integration, useable responses from 763 first year students indicated that the residence unit context was reliably related to attrition/retention among men, but not among women. The results suggest that contextual characteristics of different living units, can influence retention/attrition among first year men. More specifically, higher levels of institutional commitment and personal goal attainment of the students with whom one lives will positively influence a student to return for the sophomore year. Although not explicitly stated, these characteristics could occur in any living unit, including Greek houses. [KRH]

Turek, R J. (1993). Undergraduate student retention in higher education. Doctoral dissertation, University of Michigan, 1992. *Dissertation Abstracts International*. 53(11), 3820.

Abstract -- Adrian College, a small, private, four-year, liberal arts institution located in southeastern Michigan, consistently experienced below average student retention rates when compared to similar institutions. The purpose of this study was to identify the student entry characteristics and social and academic integration variables that affected student persistence at the College. Tinto's (1975) conceptual model of college student retention behavior provided the theoretical framework for the study. Institutional records and telephone interviews provided data on the 301 full-time incoming freshmen enrolled



in Adrian College in the fall of 1986, and on their social and academic integration within the College. Student persistence was measured by the number of semesters the student remained enrolled at the institution. The social and academic integration variables that predicted persistence included students' cumulative grade point average, personal relationships with faculty members, as well as participation in both on and off-campus work, a fraternity or sorority, intramurals, academic tutoring, on-campus housing, and theatre and career development activities. The study's design enabled the researcher to identify predictors by specific year of enrollment. This study found that students' cumulative grade point average and establishing personal relationships with faculty were significant predictors for each year studied. For the first and second years of enrollment, students' satisfaction with their intellectual development predicted persistence. In the students' second year, participating in intramurals, on-campus employment and housing, academic tutoring, and a fraternity or sorority predicted persistence. [Author/KRH]

University of Maryland at College Park. (1995). *Greek life: A foundation for the future*. Educational Reproduction Services Number ED400490.

Abstract -- Beginning with a perspective on Greek life in colleges and universities, and including an historic perspective of Greek life at The University of Maryland at College Park(UM-CP), this document detailed standards set by UM-CP for supporting Greek life on its campus. It was believed that the organizational ideals and goals would promote personal development and a strong sense of identity within the institution. The ideals and goals outlined included scholarship, individual and group initiative, community service, leadership, self-governance, and interpersonal and social skills development. Nineteen initiatives served as standards to complement the larger mission of the university and to assist chapters to realize the ideals expressed in their rituals. The initiatives were grouped under four areas including "Membership Development," "Chapter Development," "Chapter Outreach," and "Chapter Facility Management." Academic performance headlined the first initiative under "Membership Development" and described the academic expectations for Greek chapters at the university. It was argued that fraternities and sororities can provide unique learning opportunities for students that will enable them to become productive members of the student and alumni communities. The article included an accounting of the low academic performance of UM-CP's male fraternities and noted other aspects of Greek culture that were problematic on campus. The initiatives described in this document could be readily adapted for use at other campuses if properly generated or recognized through a campus-wide process. [KRH]

Wallace, W. L. (1966). *Student culture*. National Opinion Research Center, Monographs in Social Research, No. 9, Aldine Publishing Co.

Abstract -- This book is a study of how students in a small, Midwest liberal arts college became assimilated into the local "campus culture." In the authors' words, it is "an exploratory case study, employing statistical analysis of data which are longitudinal and cross-sectional, survey and archival, as well as sociometric." The first section of the book traces the impact of college experiences, including fraternity membership, on the attitudes and achievement of entering freshmen.

This section also identifies social experiences which were likely to have been responsible for given attitude changes of freshmen including: 1) joining a fraternity or sorority had a strong depressive effect on students' desire to achieve good grades; 2) fraternity and sorority membership had a negative effect on graduate school aspiration, particularly on students with low or undecided socio-economic ambition. The second section compares the academic influence of the faculty with that of fraternities and sororities. [Author/KRH]

Warman Roy E. (1962). Pledges view of fraternity effect on scholarship. *The Fraternity Month*, 30(1), pp. 30-32.

Abstract -- For this study a questionnaire and the Brown-Holtzman Survey of Study Habits and Attitudes were administered during the first weeks of the 1960-1961 academic year to the pledges of 32 Iowa State University social fraternities. Data were obtained on 209 pledges and 79 individuals who were de-pledged. The author found that over a period of a two-quarter pledgeship, grades received were less than pledges expected, study time was less and the effect of the fraternity on scholarship was seen as much less positive than expected. [CSCF]

Wellington, J. A. (1956). Factors related to the academic success of resident freshmen at a Midwestern liberal arts college during the academic year 1952- 1953. Ann Arbor, Michigan, University Microfilms. Doctoral dissertation, Northwestern University, 1955. Abstracted in *Dissertation Abstracts*, 16(1), 69.

Abstract -- A sample of 86 resident freshman men were classified according to success in college. Data were obtained from college records, questionnaires, and interviews. Concluded that there were no simple reasons that explained the degree of academic achievement. Measures of intellectual factors were better indices of academic success than measures of non-intellectual factors. Membership in a local or national fraternity organization was a deterrent factor to the achievement of academic success as well as to the development of desirable personal-social characteristics. The academically most successful men compared with the academically most unsuccessful men, were significantly less likely to be members of a national or social fraternity. A number of other factors were found to be related to academic success in college.

Whipple, E. G. (Ed.). (1998). *New challenges for Greek letter organizations: Transforming fraternities and sororities into learning communities*. [New Directions for Student Services, 81] San Francisco: Jossey-Bass.

Abstract -- This volume looks at various aspects, issues and challenges for Greek letter organizations to become communities of learners that support the educational missions and values of their institutions. Chapters one and eight (Whipple and Sullivan, cited separately in this bibliography) addressed general considerations involving Greek letter organizations' potential contributions to the academic and learning goals of colleges and universities. Chapter 3 (Randall & Grady, cited separately) dealt more specifically with the Greek experience and the development of critical thinking skills. Chapter 7 (Shonrock, cited separately) addressed Greek letter organizations' espoused standards and expectations,

including academic standards, need to be better realized in practice. Other chapters dealt with diversity, ethical development, alcohol problems and programs, and legal issues. [KRH]

Whipple, E. G., Baier, J. & Grady, D. (1991). A comparison of black and white Greeks at a predominantly white university. *NASPA Journal*, 28(2), 140-148.

Abstract -- Assessed academic attitudes, intellectual values, family socioeconomic status, and financial concerns of black and white Greek organization members at the University of Alabama. Found many more differences than similarities between black and white Greeks at the university studied. Black Greeks generally came from a lower socioeconomic background, were more academically motivated, more liberal, more socially conscious, and more peer independent than their white Greek counterparts. Noted that black Greek organizations promote and develop academic goals and values consistent with, and supportive of, objectives of higher education more so than white Greek organizations. [Author/KRH]

Whipple, E. G., & Sullivan, E. G. (1998). Greek letter organizations: Communities of learners? In E. G. Whipple (Ed.). *New Challenges for Greek Letter Organizations: Transforming Fraternities and Sororities into Learning Communities*, pp. 7-18. [New Directions for Student Services, 81] San Francisco: Jossey-Bass.

Abstract -- Noted how today's Greek letter organizations (GLO's) are under scrutiny as to whether they can contribute to the educational success of their members. After a brief history about GLO's, described how campuses are evolving into learning communities and how all aspects of student life, including Greek societies, must be examined regarding their contributions to both community and learning. Described current Greek communities and noted six particular challenges relevant for GLO's as learning communities: diversity, development of critical thinking skills, alcohol abuse, legal liability, ethical development, and chapter standards/expectations.

Ideas expressed regarding greeks and academics included: 1) the scholarly emphasis in the historic roots of GLO's – particularly regarding literary and debate societies that later developed into a social focus; 2) the powerful student culture of GLO's which could be positively utilized to influence student learning; 3) the current lack of academic emphasis and possibly even anti-intellectualism pervading GLO's; 4) the negligible effects of GLO national offices educational efforts; 5) the negative impact GLO's have on cognitive development of first-year students and subsequent implications for Greek students' whole college experience; and 6) thus far, educators have not found evidence that fraternities contribute to the positive intellectual, moral or ethical development of their members.

This chapter is the prelude to the volume and is well referenced. The authors stated the challenge is for GLO's and higher education leaders to examine these groups and determine if they do or can contribute to and support student learning and the educational mission. (35 references) [KRH]

Whipple, E. G., & Sullivan, E. G. (1998). Greeks as communities of learners. In E. G. Whipple (Ed.). *New Challenges for Greek Letter Organizations: Transforming Fraternities and Sororities into Learning Communities*, pp. 87-94. [New Directions for Student Services, 81] San Francisco: Jossey-Bass.

Abstract -- This chapter revisited the issues addressed throughout the book and suggested that Greek letter organizations need to redefine their priorities and align them with the educational goals of higher education. Noted the strength of Greek cultures and their potential to create positive learning communities. Noted that senior student-affairs officers must thoroughly understand the challenges facing fraternities and sororities in the 21st century and, using that knowledge, employ strategies to address those challenges and to help students learn, both in and out of the classroom. [Author/KRH]

Wilder, D. H., Hoyt, A. E., Doren, D. M., Hauck, W. E., & Zettle, R. D. (1978). The impact of fraternity or sorority membership on values and attitudes. *Journal of College Student Personnel*, 19(5), 445-49.

{Not relevant to academic achievement, but relevant to future studies by Wilder}

Abstract -- 1800 students from five classes (1965, 1966, 1968, 1969, & 1970) at Bucknell University (Pennsylvania) participated in a four-year study of attitude change as a function of fraternity or sorority affiliation. Although all five scales from the College Student Questionnaire changed, only one, family independence, changed differentially by Greek affiliation. [Author/KRH]

Wilder, D. H., Hoyt, A. E., Surbeck, B. S., Wilder, J. C., & Carney, P. I. (1986). Greek affiliation and attitude change in college students. *Journal of College Student Personnel*, 27(6), 510-19.

Abstract -- Extended the work of Wilder et al. (1978), and include data from students entering Bucknell University (Pennsylvania) in 1980 and 1981. The longitudinal study concerns attitude change in college students (N=2,178). Compared "Greeks," "ex-Greeks," and independents on cultural sophistication, family and peer independence, liberalism, and social conscience. Found that development of intellectual values was inhibited more by year of enrollment than Greek affiliation. Found that Greeks changed significantly less than ex-Greeks and independents on cultural sophistication and liberalism scales which may uphold the belief that the Greek system adversely affects the values of the academy; however, it could be a product of the research design. [Author/KRH]

Wilder, D. H., & Hoyt, A. E. (1986). Greek affiliation and attitude change: A reply to Jakobsen and Strange. *Journal of College Student Personnel*, 27(6), 527-30.

Abstract -- Reevaluated their (1986) findings in response to the reactions of Jakobsen and Strange. Further discussed the hypothesis that Greeks have an anti-intellectual impact on their membership. Noted that although the values of the Greek system are not totally compatible with the intellectual values of the academy, the Greek system accommodates those values over a student's "four" years in college. [Author/KRH]

Wilder, D. H., McKeegan, H. F., Midkiff, R. M. Jr., Skelton, R. C., & Dunkerly, R. E. (1997). The impact of Greek affiliation on students' educational objectives: Longitudinal change in Clark-Trow educational philosophies. *Research in Higher Education, 38*(2), 151-71.

Abstract -- Investigated the impact of Greek affiliation of 4,119 college students over three eras (1965-1973, 1974-1983, and 1984-1988) on freshman-to-senior ratings of four educational philosophies (vocational, academic, collegiate, nonconformist) differentiated in the Clark-Trow model. Modest, significant degrees of change in non-conformist and collegiate philosophies suggested Greek affiliation increased social interest and inhibited some forms of intellectual interests, while leaving other intellectual interests largely unaffected. Academic major had a moderating effect. The students studied attended a selective, medium-sized, private, coeducational, residential college offering liberal arts and first professional degree curriculums. [Author/KRH]

Willingham, W. (1962). College performance of fraternity members and independents. *Personnel and Guidance Journal, 41*, 29-31.

Abstract -- Analyzed the grades and attrition rates of 1,161 first-year males who entered Georgia Tech from high school in fall 1959. Found that first-year men who pledged a fraternity were less likely to drop out of Georgia Tech during their first year. Determined that the academic achievement of fraternity members, relative to ability, was as high or slightly higher than independents. Suggested that academic achievement of fraternity members may depend upon social climate. Discussed the findings in connection with several factors that may influence the academic achievement of fraternity members and independent students. [KRH]

Winston, R. B., Jr., Hutson, G., & McCaffrey, S. (1980). Environmental influences on fraternity academic achievement. *Journal of College Student Personnel, 21*, 449-455.

Abstract -- Analyzed six fraternities, three with high cumulative grade point averages (HAF's) and three with low cumulative grade point averages (LAF's), at a large, southern, public institution. There were no significant differences in academic abilities (measured by SAT scores) among sampled fraternities. Differences in social environments were found when the high and low achieving fraternity groups were compared. Independence, academic achievement, and intellectuality, as measured by the University Residence Environment Scale, differentiated the environments. High achieving fraternities (HAF's) scored lower on the Independence scale indicating these chapters exerted more influence over their members. HAF's scored higher on the Academic Achievement scale indicating members had a high awareness and concern for in-class academic achievement. HAF's scored higher on the Intellectuality scale indicating their concern for intellectual development beyond the classroom was important. Believed that HAF's did not sacrifice social activities to become high academic achievers. Authors suggested that the best way to influence the academic achievement of fraternity members was by influencing the social environment of the chapter, rather than trying to influence the individuals. [Author/KRH]

Winston, R. B., Jr., Nettles, W. R., III, & Opper, J. H. Jr. (Eds.). (1987). Fraternities and sororities on the contemporary college campus. [New Directions for Student Services, No. 40] San Francisco: Jossey-Bass.

Abstract -- Written as a Greek life and Greek organizations sourcebook for student affairs professionals, national fraternity and sorority staff, and volunteer advisors who work with chapters on campuses. In chapter one, Winston and Saunders (see separate bibliography entry) discussed how fraternities and sororities affect members' academic performance and attrition among other factors. In chapter seven, Winston and Hughes (see separate bibliography entry) noted resources and emerging issues including a survey that noted poor academic performance as an issue. Chapters two - six reported on a variety of issues including diversity, social problems institution and chapter relations, legal considerations, advisors' roles and responsibilities, and organizational development. [KRH]

Winston, R. B., Jr., & Hughes, M. J. (1987). Resources and emerging issues. In R. B. Winston, Jr., W. R. Nettles, III, & J. H. Opper, Jr. (eds.). *Fraternities and sororities on the contemporary college campus*, p. 105-117. [New Directions for Student Services, No. 40] San Francisco: Jossey-Bass.

Abstract – Primarily, a summary of useful publications and other resources along with some issues and recommendations for student affairs professionals. Included a 1986 study of perceived issues and problems facing Greek letter organizations. A random sample netted separate responses from 71 fraternity advisors and 61 sorority advisors (60% of respondents advised both). When ranking the top ten issues facing Greek chapters, these advisors ranked poor academic performance third for sororities and tied for fourth for fraternities. The same survey was sent to national fraternity and sorority presidents and executives (only fraternity officers generated enough data for meaningful analysis) as well as student affairs professionals responsible for working with fraternities. Poor academic performance did not make the top ten issues for national fraternity officers, which was in stark contrast to fraternity advisor responses. Poor academic performance was one of nine problems or issues identified as having statistically significant levels of disagreement between student affairs staff members and national officers. Survey results and other information were utilized to address other issues, problems and recommendations. [KRH]

Winston, R. B., Jr., & Saunders, S. A. (1987). The Greek experience: Friend or foe of student development. In R. B. Winston, Jr., W. R. Nettles, III, & J. H. Opper, Jr. (eds.). *Fraternities and sororities on the contemporary college campus*, p. 5-20 [New Directions for Student Services, No. 40] San Francisco: Jossey-Bass.

Abstract -- Argued that the unique history and structure of fraternities and sororities have the potential to boost institutional efforts for intellectual and character development of college students and the quest for educational excellence. Summarized twenty-five years of research about the affects of Greek membership. Noted the academic achievement literature suggested that Greek letter organization membership has had minimal or no affect on grade point

average (GPA), although some studies found affects on fraternity GPA to be negative. Noted the cumulative data may be misleading since specific chapters or houses on any given campus may promote and support academic achievement, although others may place little importance on it. Another finding noted there is greater academic dishonesty among Greek members than among independents, although moderator variables were questioned for these studies.

The retention literature suggested that members of Greek letter organizations were more likely than others to remain in college and graduate. This retention is related to both academic and social support systems that Greek chapters provide, and is likely to be related to campus involvement of members as well. Other research literature summarized included findings of Greek membership affects on values, attitudes, personality development, and moral/ethical development. Several pages are then devoted to involvement theory and helping Greeks to define standards of curricular and co-curricular performance. (16 pages, 61 references) [KRH].

DeBard, R., Lake, T., & Binder, R. S. (2006). Greeks and grades: the first-year experience, *NASPA Journal*, 43(1). <http://publications.naspa.org/naspajournal/vol43/iss1/art4>

ABSTRACT:

After reviewing institutional records for more than 3,000 students, the authors consider how new members of Greek organizations at a Midwestern university performed academically when compared to non-Greeks, in terms of their predicted versus actual grade point averages and whether joining during the first or second semester made a difference in their performance. Implications for improving the first-year experience of Greek members are explored.

Eberhardt, D., Rice, N. D., & Smith, L. (2003). Effects of greek membership on academic integrity, alcohol abuse, and risky sexual behavior at a small college, *NASPA Journal*, 41(1), <http://publications.naspa.org/naspajournal/vol41/iss1/art7>

ABSTRACT:

The purpose of this study was to examine differences in alcohol abuse, sexual behaviors, and academic integrity among Greek and non-Greek students at a small, church-affiliated, liberal arts campus; and further, to compare any differences between Greek men and Greek women. The results of this study were then compared to previous findings at larger, public universities. Results indicated that Greek students tend to experience more problems related to alcohol abuse, were more likely to fabricate sources, but were similar to non-Greek students in their neglect of safe-sex behaviors and in their frequency of cheating on exams. Both Greek men and Greek women reported more alcohol use than their non-Greek counterparts, and Greek men reported more use and more negative secondary effects of alcohol than Greek women. The results provide partial support for considering institutional context when examining the effects of student subcultures such as Greek organizations.

Zuckerman, R. A., and Kretovics, M. A. (2003). Member acquisition and retention model, *NASPA Journal*, 41(1), <http://publications.naspa.org/naspajournal/vol41/iss1/art8>

ABSTRACT:

The authors propose a model that describes the process of acquiring and retaining new members in an established group or organization. The model also provides a means of analyzing processes and "tools" employed to attract and inform nonmembers. In addition, analysis of processes and tools can be used to optimize their effectiveness for the purposes of acquiring and retaining membership. The

model may be employed to analyze a variety of situations where nonparticipating individuals become willing participants, increasing the likelihood of their becoming members.

Pace, D., and McGrath, P. B. (2002). A comparison of drinking behaviors of students in Greek organizations and students active in a campus volunteer organization, *NASPA Journal*, 39(3), <http://publications.naspa.org/naspajournal/vol39/iss3/art1>

ABSTRACT:

The drinking habits of students who are members of Greek organizations and a student volunteer organization were compared using the Core Survey, a survey developed by the Higher Education Center for Alcohol and Other Drug Prevention (1999) and administered widely to students in higher education. Three hundred and twenty-one students from a midwestern university participated in the study. Results indicated that Greeks drink more than volunteering students. However, there were no significant differences between Greeks and volunteers on certain specific negative side effects of drinking.

Baird, L. L. (1969). The effects of College Residence Groups on Students' Self-Concepts, Goals, and Achievements. *The Personnel and Guidance Journal*, 47(10), 1015-1021. **Abstract** --Members of a sample of 2,295 men and 2,834 women attending 29 colleges, part of a larger group of 12,000 students who completed the American College Survey on entering college, were asked to complete a follow-up questionnaire during their sophomore year. The study compares the self-rated traits and achievements of students in various living groups. Students in fraternities and sororities were found to be more socially oriented and had more college social achievements than students living in other residence groups. However, they were not superior in other areas of non-academic achievement or in grades. The results are interpreted as showing that the effects of living groups are small.

**(2) Barger, B. and Hall, E. (1965). Relation of expected college activities to ability and achievement. *The Journal of College Student Personnel*, 6(5), 300-304. Abstract -- All entering lower division students at the University of Florida in 1962 completed questionnaires in which they described their family background and indicated those activities they planned to become involved in at the university. For those students completing two trimesters, the study compares the relationship between grades and activities selected with aptitude roughly controlled. It was found that high-ability men expected to be involved in pre-professional and political activities while low-ability men expected to be involved in fraternities, athletics, and religious activities. For men in the lower-ability third, plans to join a fraternity were associated with relatively low grades.**

**Becker, Howard S., Geer, B. & Hughes, E. C. (1968). *Making the grade: The academic side of college life*. New York: John Wiley and Sons. Abstract -- Data for this study of the perspectives students develop toward academic work consist of the field notes of four participant observers who spent one or two years working with students at the University Of Kansas. Many quotations from these field notes are provided in the study. The influence of different types of living groups'**



including fraternities' on students' attitudes toward the academic side of college life is discussed. Specifically examined are the actions fraternities take in order to get higher grades for their members.

**Biggs, D. A. and Biggs, S. K. (1961).** A look at fraternity scholarship. *The Journal of College Student Personnel*, 2(3), 16-18. Abstract -- To ascertain the effectiveness of fraternity scholarship improvement programs, the scholarship ranks of 61 national social fraternities in the year 1952 were compared with their ranks in 1957. The fraternities were divided into five groups according to percentage of scholarship rank improvement. It was found that smaller fraternities—those with 35 or fewer chapters—improved more in scholarship than did larger fraternities and that there was more variability in the rank improvement of larger fraternities.

**Bonjean, C. M. & Magee, R. (1965).** Scholastic dishonesty among undergraduates in differing Systems of Social Control. *Sociology of Education*, 38(2), 127-137. Abstract -- This study utilized random samples of 200 undergraduates from two large, state-supported, Southern universities. Data came from questionnaires asking for background information and the student's evaluation of six hypothetical situations involving scholastic dishonesty. Fraternity-sorority membership was found to be the personal background characteristic most closely associated with violation of norms defining scholastic honesty, although social control characteristics such as fear of sanctions were generally more closely related (in this case, negatively) to violation than were personal background characteristics.

**Bryan, William A. and Schwartz, Robert A. (Eds.).** *The eighties: Challenges for fraternities and sororities.* ACPA, Carbondale, Ill: Southern Illinois University Press, 1983, 170 pp. Abstract – This book, the work of 13 different authors, presents their views on challenges of the 80 ' s for fraternities and sororities on campuses throughout the country. By including authors from various backgrounds and with different perspectives and opinions, the editors present an overview of the Greek world, now and for the future. The monograph divided into three sections: Part one deals extensively with research, evaluation and programs designed for the education and stimulation of the individual. Part two covers issues facing Greek organizations and focuses specifically on areas of crucial importance to a strong Greek Chapter as well as a viable Greek system on any campus. Part three summarizes and applies the material in the previous two sections and looks at the future by identifying expectations challenges and predictions along with recommendations for action.

**Bryson, F. W. (1965 ).** An investigation of the effects of deferred rush and pledging on group of freshmen at Southern Methodist University. Ann Arbor, Michigan, University Microfilms Inc., 1965, 75 pp. Doctoral Dissertation, North Texas State University, 1964. Abstracted in *Dissertation Abstracts*, vol 25, no. 8, February 1965, p. 4487. Abstract -- The purpose of this study was to examine the effects of deferred rush and pledging on a group of freshmen at Southern Methodist University. Two Samples of 125 freshmen from 1962 and 1963 were selected with 60

males and 65 females In each sample the two groups were analyzed in terms of SAT scores' converted high school rank, sex, and general course of study as well as year-end data on academic performance, drop out rate, incidence of Psychosomatic illness and extent of personal counseling. On the basis of obtained Data it was concluded that the plan for deferred rush did not improve the academic performance of students and may have negatively affected that performance.

**Crookston , Burns B. (1961). Selectivity as a factor in fraternity scholastic achievement. The Personnel and Guidance Journal, 40(4), 355-357. Abstract -- In this study scholastic achievement in two high achieving and two low- achieving fraternities was compared, with predicted achievement controlled. Data came from university records. High achieving fraternities were found to pledge better potential achievers' but these higher ability pledges were also found to achieve better In relation to prediction than did pledges of the low achieving fraternities.**

**Diener, Charles, L. (1957). A comparison of over-achieving and under-achieving students at the University of Arkansas. Ann Arbor, Michigan, University Microfilms Inc., 1957. 67 pp. Doctoral dissertation University of Arkansas 1957 Abstracted in Dissertation Abstracts, vo1 17, no. 8, August 1957, p. 1692. Abstract -- This study attempted to identify significantly different characteristics in certain areas between over-achieving and under-achieving college students. Subjects studied were 74 over-achieving and 64 under-achieving sophomores, juniors, and seniors at the University of Arkansas. Over-achievers tended to reside in dormitories while under-achievers tended to reside in fraternities. Other differences between the two groups are examined.**

**Doman, E. F. (1982). Perceived reasons for poor academic performance in a fraternity system. CSCF Update, 1982 4:1, 1-2. Abstract -- The fraternity members in this study at S .W. Missouri State University perceived that much responsibility for their low grades came from lack of aptitude, inability to adjust to college, being unprepared in math and having poor study habits. Over one third of the respondents indicated that they spent too much time in the chapter house where they perceived poor study conditions. A number of the men strongly defended their fraternity but admitted to a lack of commitment to academic pursuits.**

**Eberly[1-2], C. G. (1970). Critical thinking, attitudes and values associated with fraternity membership. Doctoral Dissertation, Michigan State University, 1970. Dissertation Abstracts International, 1970, Vol . 31 No. 08-A, p. 3897 – Order No. 71-205, 157 pages. Abstract --This study examined differences in critical thinking, attitudes and values among four groups of Michigan State University male students defined by degree of association with social fraternities. The groups were (1) Greeks: men who joined and remained in fraternities, (2) Dropouts: men who joined and later dropped out of fraternities' (3) Pledgeouts: men who pledged but never formally joined fraternities' and (4) Stayouts: men who never formally associated with fraternities. Groups were compared at the beginning of the freshmen year the**

end of the freshmen year and at the end of the senior year. The study relates data on the various instruments used.

**Eckland, Bruce K. (1964). A source of error in College Attrition Studies. *Sociology of Education*, vol. 38, no. 1, pp. 60-72. Abstract -- Data for this study of predictors of college graduation came from university records and from questionnaires returned by 1,180 former University of Illinois students. The academic careers of the students over a ten year period were examined the general finding of the study is that factors associated with a student's early attrition from college may have little connection with his later academic career. Students who resided in a fraternity were much less likely than others to become a dropout, although the dropout who was most likely to return to college any graduate did not reside in a fraternity.**

**Feldman, Kenneth A. and Theodore M. Newcomb. 1969 . *Impact College on Students*. San Francisco, Jossey-Bass. Volume 1, 484 pp., Volume 2, 171 pp. Abstract -- In the first volume of this set an attempt is made to assess the empirical evidence about the orientations and characteristics of American college students and their colleges have influenced them. One chapter reviews research of the past four decades relating to the Impact of residence groupings on college students In a subsection of this chapter, both published and unpublished research on fraternities and sororities is considered. The bibliography of Volume 1 contains many research studies on fraternities. While this bibliography is neither classified nor annotated it is quite comprehensive and includes a number of studies (primarily unpublished research and masters' theses) not listed in the present bibliography. In Volume 2 short summaries of selected studies are presented. One section summarizes stumbles comparing academic achievement of students in various residence groupings. Again, some stumbles are listed which are not included in our bibliography.**

**Gardner, K. L. (1991). Academic achievement of national social fraternity pledges compared to non-fraternity students (Doctoral dissertation, University of North Texas, 1990). *Dissertation Abstracts International*, 51 (09), 2993. Abstract -- This study compared the academic achievement of national social fraternity pledges to non-fraternity members at the University of Texas at Arlington to determine whether or not there were significant differences in the grade point averages of the two populations. The research method also allowed for the comparison of one fraternity to another and can be used as a model design for measuring Greek academic performance on other campuses. During the Fall semester of 1989, fraternity pledges were matched with non-affiliated counterparts based on SAT scores, age, classification, academic major and number of attempted course credits. A T-test of like groups showed no significant differences at the .05 level between members and non-members. However, there were some significant differences in academic performance among the Greek organizations. Twelve of the 17 fraternities had higher grade point averages than their non-Greek counterparts while five were less. Further study is recommended to establish longitudinal data as well as an**

examination of the scholarship programs of the organizations showing significant differences in performance.

**Gibson, I. Jr. (1995). The relationship between graduation and selected variables among community college transfer students at Mississippi State University (Doctoral dissertation, Mississippi State University, 1995). Dissertation Abstracts International, 56 (6), 2089. Abstract -- The purpose of this study was to determine whether a relationship existed between graduation and selected variables. Excluding Greek membership, among community college students who transferred to Mississippi State University during the fall semester of 1989 Tinto's theory of persistence was used as a theoretical frame for understanding student's persistence to graduation in this study. A random sample of 200 subjects from a population of 712 participated. Five conclusions were drawn: (1) a majority of the transfer students graduated; (2) proportionately, more transfer nonwhite students than white students and more females than males graduated; (3) proportionately, more Greek members and non-Greek members graduated; (4) proportionately, those living in residence halls graduated at the same rate as those who did not; (5) credit hours, GPA, and chronological age were the only statistically significant variables in considering persistence to graduation. GPA and credit hours were positively related while age was negatively related to graduation.**

**Gifford [2], B.M. (1969). Opinions of men's social fraternities. NDEA Institute Paper, 13 pp. Abstract -- Since all institutions are being challenged for relevancy to the modern world, it seemed appropriate to see how fraternities are regarded; in what areas are they held in high esteem? How are they misunderstood? How can they best attract future members? The results uncovered areas that should be evaluated by the Interfraternity Council especially living costs, academic value and pledge hazing. Fraternity activities in general should be examined to be sure they are in accord with the aims and purposes of the college. This should be done by each house individually and the opinions and decisions exchanged with fraternities on other campuses.**

**Goldsen[1], R. K., Rosenberg, M., Williams, R. M., Jr, & Suchman, E. A. (1960). What college students think. Princeton, NJ: D. Van Nostrand Company, 240 pp. Abstract -- Data for this book were obtained from a questionnaire survey of a six percent sample (n=2,975) of male students at eleven campuses across the United States. One chapter in the book is devoted to the fraternity system. Extracurricular activities, social activities, certain demographic characteristics, and academic orientations of fraternity members and independents are compared. Cheating on campus is examined in some detail.**

**Grant, A. M. (1968). Student Academic Performance as influenced by On-Campus and off-Campus residence. Ann Arbor, Michigan, University Microfilms, Inc., 1968. 121 pp. Doctoral Dissertation Oregon State University, 1968. Abstracted in Dissertation Abstracts, vol. 29 no. 4, October 1968, p. 1104-A. Abstract -- To determine the relationship between university housing and academic achievement,**

data were obtained from university records on a sample of 164 students selected from four housing groups—fraternity- sorority, residence hall, cooperative and an off-campus group. No significant relationship between academic achievement and housing was found. The relationship of age, previous year's grade-point average, and intelligence to academic achievement are also discussed.

Iffert, Robert E. (1958). Retention and withdrawal of College Department of Health Education, and Welfare, Office of Education, 1958 Bulletin series, No 1, Washington, D.C., U.S. Government Printing Office, 1958. 177 pp. Abstract -- The purpose of this study was to investigate the extent and character of retention, transfer, and withdrawal of undergraduate students from a representative group of post-secondary institutions. The study covered 147 institutions of higher education in 46 states and the District of Columbia and included a sample of 8000 students. It was found that students who were members or pledges of fraternities or sororities had better persistence records and graduation rates in the Institutions of first registration than did nonmembers. Similarly, institutions having local or national social fraternities and sororities also had lower withdrawal rates than institutions without such organizations.

Jackson [1], R. and Winkler, R. C. (1964). A comparison of pledges and independents. *The Personnel and Guidance Journal*, 43(4), pp. 319-382. Abstract -- This study attempts to determine whether differences exist between the social, personal, and intellectual characteristics of freshman pledges and independents at the university North Dakota. A random sample of four groups of 46 students each – male pledges, male independents, female pledges, and female independents – was administered several personality inventories, a college ability test and a biographical inventory. The findings suggest that there are differences between pledges and independents on a number of characteristics, values, and expectations. Also, pledges participated in more social activities in high school than did independents.

Kalish, Richard A. (1960). Survey of Student Attitudes Toward Campus Activities at the University of Hawaii. *The Personnel and Guidance Journal*, vol. 39, no. 4, 292-299. See item 6-4. Abstract -- A survey instrument containing information and attitude tests and a biographical questionnaire was administered to a random sample of 150 undergraduates beyond the freshman year at the University of Hawaii. The following variables were measured: information on campus activities including fraternities; attitudes toward these activities' extent of participation and leadership in the activities' and several biographical variables. Contrary to expectations academic achievement and aptitude were found to be only weakly or not related to participation and leadership in campus activities.

Kamens, D. H. (1967). Fraternity Membership any College Dropout in Different institutional settings. Paper read at American Sociological Association. San Francisco, August 1967. Abstracted in *College Student Personnel Abstracts*, vol. 3, no. 2, winter 1968, p. 218. Abstract -- Data on 1,665 students at 99 colleges provided information for studying student dropout and fraternity membership as

indications of fraternities' control over what is considered success or failure as a student. Additional information was provided by student questionnaires and university records on dropouts. A measure of the quality of the institution was also obtained for each college. The findings relate high school grades, fraternity membership, likelihood of dropout, and quality of the institution.

Lemley, E. Y. (1991). Effects of selected extra-curricular involvement on persistence in a church-related university (Doctoral dissertation, Texas Tech University, 1990). *Dissertation Abstracts International*. 51 (09), 2996. Abstract -- Research data on student retention has consistently indicated that variables signifying Devolvement in campus life increase persistence. Viewing the campus experience as an ecological environment, retention studies test a student's fit into the campus culture. The purpose of this study was to investigate the effects of selected types of extra-curricula Involvement on an entire freshman class over the course of five semesters. The participants were all full-time, traditional age students entering a small, non-selective, church-related, liberal arts university. Demographic, socioeconomic, and academic variables were also analyzed for their possible impact on student retention. Student involvement in the selected extra-curricular activities was shown to be a significant factor in student persistence throughout the study. When analyzed by 'type and level of participation however, student involvement in a fraternity or sorority was the only factor that maintained significance in each of the five semesters.

Marji, M. S. (1994). The interrelationship between key demographic variables, involvement in extracurricular activities, development of interpersonal values and academic achievement (Doctoral dissertation, University of Maryland College Park, 1993). *Dissertation Abstracts International*. 55, 1398. Abstract -- This study examined the relationship between key demographic variables, involvement in extracurricular activities interpersonal values and academic achievement. Among the many findings were that students living in a coed-college hall or a fraternity/sorority house were significantly more involved than those who live with parents, with spouse, in a single-sex hall, or in an apartment or trailer. Results support the relationships between age and involvement in extracurricular activities age and academic achievement, and place of residence and involvement in extracurricular activities.

Marshall [2], T.A. (1972). The effects of two uniquely different motivational approaches to a developmental reading program on university academic success of selected fraternity and sorority pledges. Doctoral dissertation, University of Wyoming, 1972). *Dissertation Abstracts International*, vol . 33, No . 6-A p. 2769. Order No. 72-32, 7921 130 pages. Abstract -- The purpose of this study was to investigate the effects of two uniquely different motivational approaches to a developmental reading program on university academic success of selected fraternity and sorority pledges. Among the conclusions the author says that Greek organizations should require their fraternity or sorority pledges to participate in a

developmental reading program. He also recommends that additional studies be carried out in this area.

**McGuire, J. J. (1993).** The effect of deferring fraternity and sorority rush upon scholastic achievement, satisfaction, and quality and quantity of involvement among students at a small, private liberal arts university. *Dissertation Abstracts International*, 54 (02), 436. University Microfilms No. AAC93- 18013). Abstract -- This study investigated the effect of deferring formal Maternity and sorority rush upon scholastic achievement, levels of satisfaction, and quality and quantity of involvement among students at a small, private liberal arts university. It has been suggested that timing of rush may exercise an impact upon institutional efforts to integrate new students into the intellectual and social life of the campus community. Data obtained for the study were provided from the Registrar's Data File, the University of Puget Sound (Tacoma, Washington), and two instruments constructed and administered by the University. Junior classes for the years 1987 and 1991 constituted the initial population for the study. The conclusions of the study were that: (1) timing of rush impacted grade point average which is considered to be an important indicator of student success and a formal manifestation of academic integration; (2) timing of rush did not affect satisfaction, however affiliated students were more satisfied with their co-curricular experience than independent students, yet were not satisfied with overall college life; (3) timing of rush did not impact involvement, though affiliated students were more involved than independent students; (4) there was a positive correlation between satisfaction and involvement, and affiliated students were more involved and less satisfied than independent students.

**McQuilkin Paul R. (1970).** Differential. Effects of Group factors on fraternity pledge class allocation of time and academic achievement. Ann Arbor , Michigan, University Microfilms Inc 1970 136 pp. Doctoral dissertation, Iowa State University, 1969 Abstracted in *Dissertation Abstracts, International*, vol. 30, no. 11, May 1970, p. 4732-A. Abstract -- Data for this study of 395 first quarter freshmen fraternity pledges at Iowa State University came from questionnaires administered to the pledges at the beginning and end of a ten week period, and a self-reporting time allocation form kept by the pledges. Findings of the study concern why freshmen pledge fraternities, how freshmen evaluated fraternities before and after ten weeks, how pledges spent their time for 70 consecutive days, and how the fraternity experience affected the pledge classes' grades. The author found that study time was not significantly related to academic achievement.

**Nelson[1], James C. (1960).** Comparison of members and non-members of Greek letter social fraternities and sororities at Virginia State College. Ann Arbor, Michigan, University Microfilms, Inc., 120 pp. Doctoral dissertation Indiana University 1959. Abstracted in *Dissertation Abstracts*, vol. 20, no. 9, March 1960, p. 3579. Abstract --The purpose of this study was to determine whether members of social fraternal organizations at Virginia State College differed significantly in selected characteristics from non-fraternal members. The sample selected included

55 fraternity members, 55 sorority members, 55 independent men, and 55 independent women. The following tests were administered to members of the samples: The Otis Quick Scoring Test of Mental Ability, the Iowa High School Content Examination, the Bell Adjustment Inventory, and the Nelson-Denny Reading Test. Various statistical techniques were used to examine differences between the groups. Members of the fraternal groups were found to have significantly higher levels of academic ability, academic achievement and extracurricular participation than non-members.

Pridy, Sanford N. (1961). Comparison of Certain qualities of fall "Rush" Week participants at the University of Missouri. 1956-1959. Ann Arbor, Michigan, University Microfilms Inc 1961 301 pp. Doctoral dissertation, University of Missouri, 1961 Abstracted in Dissertation Abstracts, vol. 22 no. 10~ April 1961f p. 3473. Abstract -- The purpose of this study was to determine the educational consequences of a student's failure to pledge a sorority or fraternity. The sample in the study included 237 pledged and 237 not pledged students.

Reed, R. J. (1994). The effects of structured-group membership on the new freshmen college experience (Doctoral dissertation, The University of Oklahoma, 1993). Dissertation Abstracts International, 54. 4005. Abstract -- The purpose of this study was to compare the quality of effort in the educational experience extended by structured-group members with that of non-members. The study indicates that structured-group members have a stronger connection to the institution, which positively affects their perceived gains personally, socially, and intellectually.

Rhodes, J. A. (1969). Selected Factors Related to the scholarship of undergraduate men Living in Fraternity houses at the Pennsylvania State University. Ann Arbor, Michigan, University Microfilms, Inc., 1969. 205pp. Doctoral Dissertation, The Pennsylvania State University, 1968 Abstracted in Dissertation Abstracts International, vol. 30, no. 3, September 1969, p. 1081-A. Abstract -- This study used samples of 1966 freshman members of ten high achieving and ten low achieving fraternities (n=140); 1966 freshmen living in residence halls after their freshman year, who were individually matched by college and grade point average with the fraternity sampler and 1965 freshman members of the high and low achieving fraternities (n=202). Data were obtained from academic records from administration of the Survey of study Habits and Attitudes and the College and University Environment Scales to the 1966 freshmen, and from interviews with fraternity officers. It was concluded that the fraternities' particularly the low achieving ones exerted negative influence on the academic achievement of their members which were not similarly experienced by residence hall students.

Ridge[2], R. A. (1969). Self-actualization, achievement and other factors as a function of college students in selected housing settings. Ann Arbor, MI; University Microfilms, Inc. 185 pp. Doctoral dissertation, The University of Florida.



Abstracted in Dissertation Abstracts International, 30(1), July 1969, p. 139-A.  
**Abstract --**

**Roskens, R. W. & Dizney, H. B. (1966). A Study of Unethical Academic Behavior in High School and college. The Journal of Educational Research, 59(5), 231-234. Abstract -- Data for this study came from questionnaires given in 1961 to a sample (n=487) of Kent State University graduates. Sixty-one percent of the graduates replied to the questionnaire. Place of college residence (residence halls, off-campus housing, fraternity or sorority housing, and commuter) was not significantly related to the extent of six specific types of personal cheating reported (cribbing, copying, illegally obtained exams, plagiarism, ghost-writing, and cooperatively organized cheating).**

**Schoonmaker Lorainne P. (1980). Attitudinal and value characteristics of Greek-letter organizations. CSCF Update, 1980 1: 4, 1-2. Abstract -- A review of research pertaining to attitudes and values exhibited by members of fraternities and sororities. "Although there were Conflicting reports, the literature seemed to indicate a relationship between Greek organizations and certain attitudinal and value characteristics of their members. The primary positive relationships were with leadership, social skills and loyalty. The negative relationships were with dependence and academic performance."**

**Shaffer, Robert H. (1983). Review of research in Greek affairs. In Bryant William A. and Schwartz, Robert A. (Eds.) The eighties: Challenges for fraternities and sororities. ACPA Monograph Series, Carbondale , IL: Southern Illinois University Press p. 6-30. Abstract -- Covers a review of research pertaining to Greek life under such headings as academic achievement, Axial attitudes and behavior student leadership fraternity affiliation and disaffiliation attrition, organizational strengths morale and management, , derivations and implications for research and evaluation in Greek affairs and some unanswered Questions about Greek affairs.**

**Sherron, R. H. (1970). A Study of Academic and nonacademic predictors and criteria of Success Among the Morehead Scholars at the University of North Carolina at Chapel Hill. Ann Arbor, Michigan, University Microfilms, 1970, 115 pp. Doctoral dissertation, University of North Carolina at Chapel Hill, 1969. Abstracted in Dissertation Abstracts International, vol. 50, no. 8, February 1970 p. 3287-A. Abstract -- A study of the relationship and differences that exist between selected personality, demographic, and intellectual variables among 267 Morehead Scholars—the entire classes from 1965 to 1970—at the University of North Carolina at Chapel Hill. Those scholars who joined a social fraternity had significantly higher mean freshman cumulative grade point averages than the group that did not join a social fraternity.**

**Smith, C. N. (1991). A study of the relationship between living environment press and retention of freshman pledges in fraternities at Oregon State University**

**(Doctoral dissertation, Oregon State University, 1990). Dissertation Abstracts International. 52 (06), 2042. Abstract -- The purposes of this study were to determine if there were significant differences in the liking environment press between fraternity chapters with the Highest freshman pledge retention rates with those that had the lowest and to investigate how those differences in press were related to pledge satisfaction. The data was obtained from the records of all freshman pledges in file Oregon State University fraternity system over a four year time-span and retention rates were compiled for each chapter on campus. The research showed that backgrounds and other demographic variables had little influence on be retention rate of planes when high and low achievement fraternities were compared. Differences within the environment, especially overt pressure to study and achieve academic success as well as effective social integration. Each played a major role in the positive retention of new members.**

**Smoke, E. E. (1955). A comparison of the graduates and non-graduates of the Class of 1951 at Indiana University. Ann Arbor, Michigan, University Microfilms, 1955. 169 pp. Doctoral dissertation Indiana University, 1955. Abstracted in Dissertation Abstracts. Vol 15 no. 12, December 1955, p. 2445. Abstract -- A one-third sample of students enrolled at Indiana University in 1947 was studied to determine whether characteristic's of students who graduated differed from characteristics of students who withdrew before graduating In formation on the 635 students was obtained from university records. Differences were significant on nine quantitative characteristics Fraternity or sorority membership had considerable influence on the possibility of a student pursuing his curriculum to completion.**

**Turek, R J. (1993). Undergraduate student retention in higher education. Dissertation Abstracts International. 53 (11), 3820. University Microfilms No. AAC93 08256). Abstract -- The purpose of this study was to identify the student entry characteristics and social and academic integration variables that affected student persistence at Adrian College. The social and academic integration variables that predicted persistence included students' cumulative grade point average, personal relationships with faculty members, as well as participation in both on and off- campus work, a fraternity or sorority, intramurals, academic tutoring, on-campus housing, and theater and career development activities. The study's design enabled the researcher to identify predictors by specific year of enrollment. This study found that students' cumulative grade point average and establishing personal relationships with faculty were significant predictors for each year studied. For the first and second years of enrollment, students' satisfaction with their intellectual development predicted persistence. In the students' second year, participating in intramurals, on campus employment and housing, academic tutoring, and a fraternity or sorority predicted persistence. Involvement in off-campus employment and career development activities in file students' third year of enrollment were added predictors.**

**Wallace, W. L. (1966). Student Culture. National Opinion Research Center, Monographs in Social Research, no. 9, Aldine Publishing Co., 236 pp. Abstract --**

**This book is a study of how students in a small Midwestern liberal arts college became assimilated into the local “campus culture.” In the authors’ words, it is “an exploratory case study, employing statistical analysis of data which are longitudinal and cross-sectional, survey and archival, as well as sociometric.” The first section of the book traces the impact of college experiences, including fraternity membership, on the attitudes and achievement of entering freshmen. This section also identifies social experiences which were likely to have been responsible for given attitude changes. The second section compares the academic influence of the faculty with that of fraternities and sororities.**

**Wallace, W. L. (1967). Faculty and fraternities: Organizational influences on student achievement. *Administrative Science Quarterly*, 11(1), pp. 643-670. Abstract -- In November 1959, self-administered questionnaires were given to 1005 male and female undergraduate students at a primarily residential Midwestern Liberal arts college. The questionnaire measured relative values placed on grades, extracurricular activities’ dating, and friendship. In April 1960, 80 percent of the freshmen completed the questionnaire again, along with 81 percent of the faculty (83 members). Data from the faculty and from male students were used to compare the influences of faculty members and fraternities on student achievement.**

**Warman Roy E. (1962). Pledges View of Fraternity Effect on Scholarship. *The Fraternity Month*, vol 30, no 1, October 1962, pp. 30-32. Abstract -- For this study a questionnaire and the Brown-Holtzman Survey of Study Habits and Attitudes were administered during the first weeks of the 1960-1961 academic year to the pledges of 32 Iowa State University social fraternities. Data were obtained on 209 pledges and 79 individuals who were de-pledged. The author found that over a period of a two-quarter pledgship, grades received were less than pledges expected, study time was less and the effect of the fraternity on scholarship was seen as much less positive than expected.**

**Wellington, J. A. (1956). Factors related to the academic success of resident freshmen at a Midwestern Liberal Arts College during the academic year 1952-1953. Ann Arbor, Michigan, University Microfilms, 1956. 189 pp. Doctoral dissertation, Northwestern University, 1955. Abstracted in *Dissertation Abstracts*, vol. 16, no. 1, January 1956 p. 69. Abstract -- A sample of 86 resident freshman men were classified according to success in college. Data were obtained from college records, questionnaires, and interviews. The academically most successful men compared with the academically most unsuccessful men, were significantly less likely to be members of a national or social fraternity. A number of other factors were found to be related to academic success in college.**