

A COMPARISON OF COLLEGE PLACEMENT EXAMINATION SCORES
AND GRADE POINT AVERAGES OF SELECTED FRESHMAN MALE
STUDENTS AT KANSAS STATE TEACHERS COLLEGE

568

A Thesis

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of the Requirements for the Degree
Master of Science

by

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CHAPTER I

THE PROBLEM, DEFINITION OF TERMS, AND PROCEDURE

For years there has been discussion regarding the type of housing for the male college freshman as a factor of academic success. Some colleges and universities feel the college owned and operated dormitory is the most favorable type of housing for assuring academic success, and require all beginning, single, non-veteran, minor freshman students to live in a dormitory. Other colleges and universities permit male freshman students to participate in Greek college fraternity rush week at the beginning of the school year, and upon pledging one of the college fraternities, move into the housing provided by the fraternal organization. Other schools, out of deliberation, and often out of necessity, permit male freshman students to live in the various apartments and rooming houses adjoining the campus. Some colleges and universities permit male freshman students to live in all three types of housing while attending college. There is also discussion as to why students choose the different types of housing. Some believe that the ability and interest patterns of students have an influence upon their choice of the type of housing.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine (1) which group of male freshman students entering Kansas State Teachers College of Emporia, Kansas, during the fall semester of 1964-65 and living in the Men's Residence Hall, the Campus Apartments,¹ or the Greek letter fraternity houses² scored higher on the placement examination administered at the time of entering, and (2) whether those male freshman students who lived in the Men's Residence Hall, the Campus Apartments, or the Greek fraternity houses during the fall semester of 1964-65 achieved more academically in terms of grade point average upon completion of one semester's work.

More specifically, this study (1) compared each of the three groups as measured by the required college placement examination, and (2) compared the academic achievement of each of the three groups on the basis of the grade-point averages for the fall semester, 1964-1965.

Hypotheses. The major hypotheses of this study were (1) that no significant difference in the test variable occurred at the .05 level on the required college placement

¹A private, off-campus apartment house.

²Alpha Kappa Lambda, Phi Sigma Epsilon, Sigma Phi Epsilon, Sigma Tau Gamma, Tau Kappa Epsilon, and Theta Xi.

examination for those freshman students living in Men's Residence Hall, the Greek fraternity houses, and the Campus Apartments; and (2) that there was no significant difference at the .05 level in academic achievement for those male freshman students living in the Men's Residence Hall, the Greek fraternity houses, and the Campus Apartments.

Importance of the study. With the expansion of the Men's Residence Hall at Kansas State Teachers College of Emporia, more living accommodations will be made available for male college students. No research has been done to determine the effect of dormitory living upon academic achievement at this college. It is hoped that this study, by comparing the academic achievement of students living in the Men's Residence Hall with students living in the fraternity houses and the Campus Apartments, will aid administrators, faculty members, and parents in planning for the housing placement of incoming freshman students.

The present housing policy reserves the Men's Residence Hall for male freshman students and handicapped students of all classifications.³ The dormitory spaces are available on "a first come-first served" basis for the regular freshman students with date of application being the deciding factor. However, the handicapped students of all

³Handbook for Students and Parents 1965-66, Kansas State Teachers College, Emporia, Kansas, 1965, p. 24, item number 3.

levels are given priority over the non-handicapped freshman students.

The basic rules that govern the freshman student's behavior in the Campus Apartments, the Greek fraternity houses, and the Men's Residence Hall are very similar.

The following rules for off-campus housing were taken from the Handbook for Students and Parents 1965-66:

College officials work closely with the owners of student rental areas. Accordingly, both the students and the landlords are expected to cooperate with certain school requirements. Housemothers should:

1. Reserve the house exclusively for either men or women.

2. Provide adequate heat, light, ventilation, and hot water at all times.

3. Provide a clean house. (If students are responsible for cleaning a certain area, be sure it is clearly understood by both parties before the rental arrangement is completed.)

4. Report to the Office of the appropriate Dean immediately:

a. Cases of serious illness or contagious disease. (Housemothers should enforce all quarantine and fumigation regulations.)

Limitations. This study was limited to the following:

b. Subleasing or change of management.

c. Students who move without making suitable arrangements with the housemother.

d. Any case of flagrant misconduct.

5. Understand that the college assumes no financial responsibility for students.

6. Maintain study hours from 8 to 11:30 p.m. nightly except Friday and Saturdays.

7. Prevent gambling and consumption of alcoholic beverages on the premises. (This includes beer.)
8. Enforce absolute quiet after 11:30 p.m. with no guests being allowed to remain unless previous arrangements have been made with the landlords.
9. Consider their home open for inspection by college authorities at any reasonable time.
10. Abide by an individual contract arrangement with a student, be it verbal or written and/or the Kansas laws regarding rental agreements.⁴ (In most cases a full thirty day notice of moving is required.)

Fall-lease students. A student enrolled in a minimum

of twelve semester hours.

It is impossible to determine how well these rules are enforced in the off-campus housing, and it is likely that the enforcement does vary. The control factor is the fact that the male freshman student, unless married or living at home, must live in campus-approved housing. Any violation of the college rules, if brought to the attention of the College, could result in termination of approval by the

As a result of this study, it is hoped that some kind of recommendation can be made for the selection of dormitory students as the expanded facilities become available.

Limitations. This study was limited to the male freshman students of Kansas State Teachers College of Emporia, Kansas, who lived in the Men's Residence Hall, the six Greek letter fraternity houses, and the Campus Apartments during the fall semester of 1964-1965. There was a

⁴Ibid., p. 25.

total of 152 subjects made up of 72 from the Men's Residence Hall, 51 from the Campus Apartments, and 29 from the Greek fraternity houses.

II. DEFINITION OF TERMS USED

Freshman student. The term was used to describe the student with less than twenty-four semester hours.

Full-time student. All student enrolled in a minimum of twelve semester hours.

Men's Residence Hall. The college owned and operated dormitory for men located on the Kansas State Teachers College campus.

Campus Apartments. A privately owned and operated apartment house located approximately one block from the Kansas State Teachers College campus and approved for men by the College.

College fraternity house. Residences for men provided by each of the six Greek letter fraternities for their members. The houses are located at varying distances from the campus.

Grade point average. The following numerical points as used by the Kansas State Teachers College of Emporia were used in this study: A - 4, B - 3, C - 2, D - 1.

III. PROCEDURE

Selection of students. A list of all male students living in the Men's Residence Hall at Kansas State Teachers College of Emporia was obtained from the Housing Office. All upperclassmen and handicapped students were not used as subjects in this study. This left seventy-two male freshman students of Men's Residence Hall as subjects.

The President of the Inter-fraternity Council provided a list of the male freshman students who lived in five Greek fraternity houses. Twenty-nine male freshman students were living in the five fraternity houses. One Greek fraternity had no male freshman student residents for the fall semester of 1964-65.

The male freshman students living in the Campus Apartments were identified by their address in the Fall 1964-1965 Student Directory of Kansas State Teachers College. Their classification was then confirmed by checking with the complete list of the freshman students for that semester. There were fifty-one students who lived in the Campus Apartments who met the stipulations of this study.

Gathering the data. The Office of the Dean of Men made available the grade reports for the students selected for this study for the fall semester of 1964-1965. The grade point averages for each of the students for the fall

semester were then placed on the I.B.M.⁵ Numerical Analysis Sheets.

The Bureau of Tests and Measures provided a copy of each of the subject's Student Record Cards, which included general ability, personality, and vocational interest test and inventory scores. However, personality and vocational interest scores were not used as a part of this study. From these cards, the scores of these tests and inventories were recorded on the I.B.M. Numerical Laboratory Analysis Sheets.

The data on the Student's Record Cards used in this study included ten variables: (1) the overall percentile rank of each freshman on the complete ability test battery, and the raw scores for (2) General Ability, (3) English Composition, (4) Mathematics, (5) Reading General Comprehension, (6) Reading Comprehension Efficiency, (7) Reading Rate, (8) Physical Science, (9) Social Science, and (10) Biological Science. These will be described in detail in Chapter III.

Treatment of the data. All data was key punched on I.B.M. data processing cards for machine processing. The means and standard deviations for each of the eleven variables were electronically computed by the machine.

The final treatment of data involved a comparison of

⁵An abbreviation and trademark of International Business Machines.

the means of the college placement test battery percentile score for the male freshman students who lived in the Men's Residence Hall, the Campus Apartments, and the Greek fraternity houses. Next, the means of the raw scores for each of the nine sub-tests (general ability, English comprehension, mathematics, reading gross comprehension, reading comprehension efficiency, reading rate, physical science, social science, and biological science) for the male freshman students who lived in the Men's Residence Hall, the Campus Apartments, and the Greek fraternity houses were compared to determine if a difference existed, and if so, to determine the significance of this difference.

The last variable compared was the overall grade point average for the fall semester of 1964-1965 of the male freshman students who lived in the Men's Residence Hall, the Campus Apartments, and the Greek fraternity houses.

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University of Maine, 16,174 marks (grade point averages) of
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CHAPTER II

of fraternity members to non-fraternity men. Although
 these marks do vary slightly, no significant difference was

REVIEW OF THE LITERATURE

Some studies have been undertaken to determine the
 effect of the various types of housing on the academic
 achievement of the college student. However, the review of
 literature revealed a paucity of information regarding spe-
 cific studies in the area of housing relative to achievement.

In an article by Kirkwood published in 1923, frater-
 nity and fraternity houses were spoken of as the enemies of
 the academic society. "The fraternity was seen as an ob-
 struction to higher education, and it was stated that the
 fraternity "diverts the young students', the freshman's
 attention from the purposes for which he enters college."¹

Clark believed that, excepting in the case of the
 freshman, it is doubtful that the fraternity has had any
 great effect upon scholarship. He said:

It has seldom raised it above what it would
 have been had he not joined the fraternity, and I do
 not know many cases in which the fraternity was respon-
 sible for lowered scholarship.²

In a comprehensive investigation by Eurich at the

Alvan D. Eurich, "The Relation of Achievement Between
 College Fraternity and Non-Fraternity Groups," *Journal of
 Education*, 26:22-23, November 12, 1927.

¹W. P. Kirkwood, "Fraternities and Constructive
 Work," *School and Society*, 17:500-501, May 5, 1923.

²Thomas Arkle Clark, *The Fraternity and the College*
 (Menasha, Wisconsin: George Banta Publishing Company,
 1915), p. 151.

University of Maine, 36,174 marks (grade point averages) of 2,817 students of an eleven year period were compared on the basis of fraternity members to non-fraternity men. Although these marks did vary slightly, no significant difference was noted between the marks earned by the fraternity men and the non-fraternity men.³

The conclusion of MacPhail, after having conducted research at Brown University to determine the difference between the quality of work of the fraternity and the non-fraternity men, was that for all four years of college work combined, the mean grade point of the non-fraternity group was slightly higher. However, this difference was not great enough to meet the statistical test for significance.⁴

A study at the University of Missouri by Buckner compared the academic achievement of 266 male freshman students living in the residence hall with the academic achievement of 216 freshman male students pledging and living in Greek college fraternity houses. The comparison was based on the grade point averages of one semester's course work. Buckner reported that there was no significant difference in academic

³Donald H. Buckner, "A Comparison of the Academic Achievement of Freshman Fraternity Pledges and Residence Hall Males," Journal of College Student Personnel, 3:20-24, October 1962.

³Alvan C. Eurich, "The Relation of Achievement between College Fraternity and Non-Fraternity Groups," School and Society, 26:624-630, November 12, 1927.

⁴Andrew H. MacPhail, "A Comparative Study of the Quality of Academic Work done by Fraternity and Non-Fraternity Students at Brown University," School and Society, 38:873-876, December 30, 1933.

achievement of the two groups.⁵

Results similar to Buckner's were obtained by Willingham at Georgia Institute of Technology. Willingham compared 494 fraternity members with 667 male students who remained independent of fraternities. The results did show high academic records for the fraternity men as freshmen. Moreover, the comparison of the senior fraternity members' grade point averages indicated that the overall academic averages of the two groups did not differ significantly.⁶

Crookston's opinions tend to support Buckner's findings in the statement: "There is, however, considerable evidence to indicate that the contemporary fraternity members achieve as a total very much like other students."⁷

Evidence has also been presented to show a positive effect of the fraternity life upon academic achievement. Duerr, in a report to the National Interfraternity Conference, stated that for eight consecutive years, the rating of fraternity men exceeded the combined index for non-

⁵Donald R. Buckner, "A Comparison of the Scholarship of Freshmen Fraternity Pledges and Residence Hall Men," The Journal of College Student Personnel, 3:20-24, October, 1961.

⁶Warren W. Willingham, "College Performance of Fraternity Members and Independent Students," The Personnel and Guidance Journal, 41:29-31, September, 1962.

⁷Burns B. Crookston, "Selectivity as a Factor in Fraternity Scholastic Achievement," The Personnel and Guidance Journal, 40:335-358, December, 1961.

fraternity men.⁸ Edward Hodnett in his book, Which College for You?, stated that no generalization can be made concerning the effect of fraternities or types of housing upon academic success. He further iterated that one must make careful judgment as to the value of the fraternity or the type of housing with the majority of residents of each in mind.⁹

Smith and Snethen, the authors of Four Big Years, commented very similarly to Hodnett concerning the effect of housing upon academic achievement. Although the authors pointed out the advantages and hazards of fraternity house living, the final statement urged a complete examination of the organizations and living facilities of the specific school in mind.¹⁰

Some of the college catalogs of the state-supported colleges and universities of Kansas and Texas were surveyed to determine current policies regarding the housing of freshman male students.

⁸Alvan E. Duerr, "Report of the Committee on Scholarship," National Interfraternity Conference Yearbook, pp. 133-136, 1938.

⁹Edward Hodnett, Which College for You? (New York: Harper and Brothers, 1960), p. 67.

¹⁰Richard W. Smith and Howard P. Snethen, Four Big Years (New York: The Bobbs-Merrill Company, Inc., 1960), pp. 111-112.

The catalogs of several colleges in Kansas¹¹ contained a general policy of requiring all single, minor students, who are not residents of the college town or commuting from their homes, to live in college or university approved housing. The first listed was the college-owned dormitory, next were the Greek fraternity houses, and last on the list were the campus-approved apartments.

A similar survey was made of the catalogs of some of the leading state-supported colleges and one university in the State of Texas.¹² It was found that all freshman male students were required to live in the college or university dormitories, unless a resident of the city of the institution, a veteran, or a married student.

The review of the literature was not conclusive as to the most favorable type of housing for the freshman student. The varying results of the studies would tend to show a need for more research in this area.

¹¹Current Catalogs and Bulletins of Kansas State Teachers College, Emporia, Kansas; Kansas State College, Pittsburg, Kansas; Wichita State University, Wichita, Kansas; Kansas State University, Manhattan, Kansas; and The University of Kansas, Lawrence, Kansas.

¹²Current Catalogs and Bulletins of Sam Houston State Teachers College, Huntsville, Texas; Southwest State Teachers College, San Marcos, Texas; Stephen F. Austin State College, Nacadoches, Texas; East Texas State College, Commerce, Texas; Arlington State College, Arlington, Texas; and North Texas State University, Denton, Texas.

The male freshman students living in the Campus

apartments were identified **CHAPTER III** address in the 1964-1965

Student Directory of Kansas State Teachers College
PRESENTATION OF DATA

Their classification was then confirmed by checking with the

I. REVIEW OF THE PURPOSE OF THE STUDY

There were fifty-one students who lived in the Campus Apart-

ments who met the stipulations of this study. It was the purpose of this study to compare (1) col-

lege placement test scores and (2) academic achievement based

on grade point average of male freshman students who lived

in the Men's Residence Hall, male freshman students who

lived in the Greek Fraternity Houses, and male freshman stu-

dents who lived in the Campus Apartments at Kansas State

Teachers College for the fall semester of 1964-1965.

II. SELECTION OF SUBJECTS

A list of all male students living in the Men's Resi-

dence Hall at Kansas State Teachers College of Emporia was

obtained from the Housing Office. All upperclassmen and

handicapped students were not used as subjects in this

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The male freshman students living in the Campus Apartments were identified by their address in the Fall 1964-1965 Student Directory of Kansas State Teachers College. Their classification was then confirmed by checking with the complete list of the freshman students for that semester. There were fifty-one students who lived in the Campus Apartments who met the stipulations of this study.

These three groups of male students were used in this study as they comprised the male freshman students at Kansas State Teachers College living in the three types of housing compared.

III. DATA USED IN THIS STUDY

The data used in comparing the three groups of students at the time of their entrance into college was taken from the Kansas State Teachers College Student's Record Card. This data consisted of the scores of the placement examination given all entering freshman students at Kansas State Teachers College. Included were tests of general ability, English composition, mathematics, reading gross comprehension, reading comprehension efficiency, reading rate, physical science, social science, and biological science. Also recorded on this record card were the results of personality and vocational interest tests, but this data was not used in this study.

The general ability score was obtained from the

scores of each of the nine sub-tests given for each of the specific areas previously mentioned. The sub-tests, as previously mentioned, are self-explanatory in that they attempt to measure the incoming student's overall proficiency in each of the subject areas. The norms for this entire battery have been established at Kansas State Teachers College.

The data to determine how well the students actually performed academically in college was obtained from the grade reports issued by the college. Comparison was made on the basis of grade point average.

It was felt that this approach would first give the student's ability in order to see if each of the groups were fairly equivalent in ability upon entering college, and then the grade point average following the first semester would compare the groups as to their actual academic achievement.

IV. STATISTICAL TECHNIQUES AND TREATMENT USED IN THIS STUDY

The mean raw scores from each of the ten variables as appearing on the student's college record card were tabulated for each of the three groups of students involved in this study. Next the mean grade point averages for each of the three groups were tabulated. The mean for each of the three groups on each of the eleven variables were presented separately with the respective comparison of these means for

significant differences following.

In the study, any means compared yielding a level of significance over .05 was considered meaningful.

Table I shows the percentile means and the standard deviations of the college entrance examination. The percentile for the Men's Residence Hall is 53.07 and the standard deviation is 28.98.

TABLE I

MEANS AND STANDARD DEVIATIONS OF PERCENTILES
ON THE COLLEGE ENTRANCE EXAMINATION

Group	Means	Standard deviations
Men's Residence Hall	53.07	28.98
Campus Apartments	49.90	25.21
Greek Fraternity Houses	53.52	28.57

Table I reveals that the percentile means and the standard deviations for the students who lived in the Men's Residence Hall and the Greek fraternity houses are very similar. The percentile mean and standard deviation of the students who lived in the Campus Apartments are smaller.

The means from Table I were then statistically compared to determine if the differences were significant to the .05 level. The results of this comparison are presented in Table II. In Table II, the group means compared, the standard errors, the critical ratios, and levels of significance

(if .05) are shown. Levels of significance not reaching the .05 level were not considered. Garrett has written, "When a CR is 1.96 or more, we may reject a null hypothesis at the .05 level of significance. . . ."¹

In reading Table II, the percentile mean of the students living in the Men's Residence Hall is compared to the percentile mean of the students living in the Campus Apartments. The standard error is 4.911, the critical ratio is .653, and the difference of the means is not within the .05 level of significance.

TABLE II

PERCENTILE MEANS COMPARED, STANDARD ERROR,
CRITICAL RATIO, AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	4.911	.653	
Men's Residence Hall and Greek Fraternity Houses	6.309	.071	
Campus Apartments and Greek Fraternity Houses	6.372	.574	

An examination of Table II reveals a critical ratio of .653 for the percentile means of the students of the

¹Henry E. Garrett, Statistics in Psychology and Education, (David McKay Company, Inc., New York, 1962), p. 216.

Men's Residence Hall when compared to the percentile means of the students of the Campus Apartments. The critical ratio for the percentile means of the students of Men's Residence Hall compared to the percentile means of the students who lived in the Greek fraternity houses is .071. A comparison of the percentile means of the students who lived in the Campus Apartments with the percentile means of the students of the Greek fraternity houses yielded a critical ratio of .574. The absence of data in the column titled "Level of significance" indicates that none of the critical ratios were great enough to reach the .05 level of significance, and were not considered significant in this study. The raw score means and standard deviations of general ability taken from the college entrance examination were the next data considered. Table III shows this data. In Table III, the mean and standard deviation of 112.46 and 15.71, respectively, can be noted for the students who lived in the Men's Residence Hall.

TABLE III

GENERAL ABILITY RAW SCORE MEANS
AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	112.46	15.71
Campus Apartments	108.61	12.21
Greek Fraternity Houses	112.14	12.73

Table III shows the lowest general ability raw score mean to be 108.61 for the students who lived in the Campus Apartments. This mean is compared to the general ability raw score means of 112.46 and 112.14 for the students living in the Men's Residence Hall and the students living in the Greek fraternity houses, respectively. The standard deviation was the highest (15.71) for the students who lived in the Men's Residence Hall, indicating greater variation.

Table IV presents the standard errors, critical ratios, and levels of significance (if .05) for the differences between the means of general ability raw scores. In reading Table IV, the comparison of students living in the Men's Residence Hall to students living in the Campus Apartments shows the standard error to be 2.520 and the critical ratio to be 1.528. The level of significance does not approach the criteria of .05 chosen for this study.

TABLE IV
GENERAL ABILITY MEANS COMPARED, STANDARD ERRORS,
CRITICAL RATIOS, AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	2.520	1.528	
Men's Residence Hall and Greek Fraternity Houses	3.002	.107	
Campus Apartments and Greek Fraternity Houses	2.917	1.210	

The results obtained by the general ability means comparison for the students living in the Men's Residence Hall, the Campus Apartments, and the Greek social fraternity houses fails to show mean differences significant to the .05 level. Again, in this area of general ability, the null hypothesis may be retained, according to Garrett,² as none of the critical ratios reached 1.96 with levels of significance greater than .05.

Table V presents the means and standard deviations of the English composition raw scores from the college entrance examination for each of the three groups of students. In reading Table V, the means and standard deviations for the Men's Residence Hall is 99.51 and 12.93, respectively.

TABLE V
ENGLISH COMPOSITION RAW SCORE MEANS
AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	99.51	12.93
Campus Apartments	97.78	11.29
Greek Fraternity Houses	97.14	10.45

Table V shows the English composition means for men living in the Campus Apartments and Greek fraternity houses

²Ibid.

to be very similar in that the Campus Apartment mean is 97.78 and the Greek fraternity mean is 97.14.

The English composition raw score mean for the men who lived in the Men's Residence Hall is slightly higher than the mean for the Greek fraternity houses. The English composition raw score means for the latter two are 97.78 and 97.14, respectively.

The English composition raw score means were compared statistically and were tested for significant difference at the .05 level. The data necessary for determining the significance of the difference between the means, and the level of significance (if significant at the .05 level) were placed in Table VI. To determine the significant difference for the English composition raw score mean of the students of the Men's Residence Hall and the same variable for the students of the Campus Apartments, the table reads: standard error, critical ratio, and level of significance across from Men's Residence Hall and Campus Apartments. The standard error is found to be 2.195 and the critical ratio is .788. The difference was not found to be significant at the .05 level.

The critical ratios from Table VI for all three of the English composition raw score means compared are less than 1.96. The difference between the English Composition raw score means of the students living in the Men's Residence Hall, the Campus Apartments, and the Greek fraternity

houses was not found to be significant at the .05 level.

TABLE VI

ENGLISH COMPOSITION RAW SCORE MEANS COMPARED,
STANDARD ERRORS, CRITICAL RATIOS, AND
LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	2.195	.788	
Men's Residence Hall and Greek Fraternity Houses	2.467	.963	
Campus Apartments and Greek Fraternity Houses	2.503	.258	

In Table VII, the mathematics raw score means and standard deviations are shown. Reading Table VII across for the Men's Residence Hall, a mean of 16.90 and a standard deviation of 5.03 are found.

TABLE VII

MATHEMATICS RAW SCORE MEANS
AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	16.90	5.03
Campus Apartments	17.22	5.12
Greek Fraternity Houses	15.48	5.36

Table VII shows the mathematics raw score mean to be

the greatest for the students who lived in the Campus Apartments with the next highest mean that of the students of the Men's Residence Hall. The smallest mean was that of the students who lived in the Greek social fraternity houses. The standard deviations for all three groups were very nearly the same as can be seen in Table VII.

The means of Table VII, (mathematic raw score means), were then tested for significant differences at the .05 level. Table VIII records the standard errors, critical ratios, and the significant differences (if any) for each of the groups' means as compared to the others. In Table VIII the comparison of the mathematics raw score mean of the students living in the Men's Residence Hall to the mathematic raw score mean of the students living in the Campus Apartments shows a standard error of .930 and a critical ratio of .336. The comparison of these two means did not meet the test for significant difference, so the last column is blank.

TABLE VIII
 MATHEMATIC RAW SCORE MEANS COMPARED,
 STANDARD ERRORS, CRITICAL RATIOS,
 AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	.930	.336	
Men's Residence Hall and Greek Fraternity Houses	1.157	1.226	
Campus Apartments and Greek Fraternity Houses	1.226	1.413	

Table VIII shows the results of the mathematics raw score means comparison for significant differences of the means. All three comparisons fail to meet the test for differing at the .05 level. of the general comprehension raw scores. The next three variables, general comprehension, comprehension efficiency, and rate were all scores of reading. The first presented are the means and standard deviations of the three groups on the general comprehension raw scores. Table IX contains the means and standard deviations. In reading Table IX, the general comprehension raw score mean for the students who lived in the Men's Residence Hall is 68.08, with a standard deviation of 15.62.

TABLE IX
GENERAL COMPREHENSION (READING) RAW SCORE
MEANS AND STANDARD DEVIATIONS

Means compared	TABLE IX error	critical ratio	Level of significance
Men's Residence Hall and Greek Fraternity Houses			.05
Men's Residence Hall and Campus Apartments			.05
Campus Apartments and Greek Fraternity Houses			.05

Group	Means	Standard deviations
Men's Residence Hall	68.08	15.62
Campus Apartments	60.55	13.92
Greek Fraternity Houses	67.76	14.88

In Table IX, the general comprehension raw score mean of the students who lived in the Campus Apartments was lower (60.55) than the general comprehension raw score means of the students living in the Men's Residence Hall and the students living in the Greek fraternity houses. The latter

means were 68.08 and 67.76, respectively. Table X presents the data used in determining the significant difference of the means and also the significant differences of the means of the general comprehension raw scores for the three groups. Reading across Table X for the comparison of the general comprehension means of the students living in the Campus Apartments, the standard error is 2.680, the critical ratio is 2.810, and the level of significance is .05.³

TABLE X

GENERAL COMPREHENSION MEANS COMPARED, STANDARD ERROR, CRITICAL RATIO, AND LEVEL OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	2.680	2.810	.05
Men's Residence Hall and Greek Fraternity Houses	3.320	.098	
Campus Apartments and Greek Fraternity Houses	3.382	2.131	.013

The comparison of the reading general comprehension means for significant differences shown in Table X reveals a significant difference at the .05 level for the means of the students of the Men's Residence Hall when compared to the

³Ibid., Table A, p. 446.

⁴Ibid.

students of the Campus Apartments and a significant difference of .013⁴ for the comparison between means of the students of the Greek social fraternity houses and the students of the Campus Apartments. Both of these comparisons yield significant differences of the means below the .05 level of significance adopted as the level in this study.

Table XI presents the means and standard deviation of the comprehension efficiency raw scores for each of the three groups. The comprehension efficiency raw score mean for the students of Men's Residence Hall reads 83.65 with a standard deviation of 7.50.

TABLE XI

COMPREHENSION EFFICIENCY (READING) RAW SCORE
MEANS AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	83.65	7.50
Campus Apartments	84.16	8.59
Greek Fraternity Houses	86.14	6.13

Table XI shows the largest comprehension efficiency raw score mean for the students who lived in the Greek fraternity houses, with the smallest comprehension efficiency raw score mean occurring for the students who lived in the

⁴Ibid.

Men's Residence Hall. The largest variance, according to the standard deviation, was for the students of the Campus Apartments, as seen for the students of the Men's Residence

In Table XII, the comprehension efficiency raw score means compared, the standard errors, the critical ratios, and the levels of significance for each group are shown. To read across Table XII for the comparison of the means of students of the Men's Residence Hall to students of the Campus Apartments, the standard error is found to be 1.492 and the critical ratio to be .338. The difference is not significant to the .05 level.

TABLE XII

COMPREHENSION EFFICIENCY MEANS COMPARED,
STANDARD ERRORS, CRITICAL RATIOS, AND
SIGNIFICANCE OF DIFFERENCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	1.492	.338	
Men's Residence Hall and Greek Fraternity Houses	1.441	1.724	
Campus Apartments and Greek Fraternity Houses	1.656	1.196	

Table XII shows that in the comparisons of the means of the three groups for significant differences at the .05 level, none of the groups of students, when compared to the others, met the test at the .05 level.

The means and standard deviations for reading rate for the groups are presented in Table XIII. The reading rate raw score mean for the students of the Men's Residence Hall is 150.93 with a standard deviation of 29.97.

TABLE XIII
READING RATE RAW SCORE MEANS
AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	150.93	29.97
Campus Apartments	137.20	29.55
Greek Fraternity Houses	147.93	29.91

The data in Table XIII shows the means on the reading rate raw score highest for the students who lived in the Men's Residence Hall with the lowest reading rate raw score means shown for the students who lived in the Campus Apartments. The standard deviations for the three groups are nearly the same.

The data for the test of the level of significance for the difference between the means reported in Table XIII were placed in Table XIV, page 31. The reading-rate raw score mean for the group of students who lived in the Men's Residence Hall was compared with the mean of the students who lived in the Campus Apartments, and yielded a standard error of 5.439 and a critical ratio of 2.525. This would

make the level of significance for the difference between the means .012.⁵ deviation of 9.74.

TABLE XIV

READING RATE RAW SCORE MEANS COMPARED,
STANDARD ERRORS, CRITICAL RATIOS,
AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	5.439	2.525	.012
Men's Residence Hall and Greek Fraternity Houses	6.118	.490	
Campus Apartments and Greek Fraternity Houses	6.487	1.655	

Table XIV shows one of the means comparisons differing at a significant level. The reading rate raw score mean of the students who lived in the Men's Residence Hall as compared to the reading rate raw score of the students who lived in the Campus Apartments showed a significance difference of the means at the .012 level.

There are no other reading rate raw score means differing enough to be significant at the .05 level.

In Table XV, page 32, the mean for each of the groups for the physical science raw scores is presented, along with the standard deviations. Reading from Table XV, the Men's

⁵Ibid., Table A, p. 446.

Residence Hall physical science raw scores' mean is 56.93 with a standard deviation of 9.74.

The largest mean of the physical science raw score was achieved by the students who lived in the Greek social fraternity houses, while the smallest was achieved by the students of the Men's Residence Hall. There was more variation in the scores of the students of the Greek fraternity houses as the standard deviation of this group was 13.16, while the standard deviation for the students living in the Men's Residence Hall was 9.74.

TABLE XV

PHYSICAL SCIENCE RAW SCORE MEANS
AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	56.93	9.74
Campus Apartments	57.18	12.31
Greek Fraternity Houses	58.48	13.16

To determine if the differences of the means on the physical science raw scores were significant, the data in Table XVI, page 33, is presented. In Table XVI, the standard errors, critical ratios, and the levels of significance of the difference for the physical science raw score means for each of the groups are presented. In reading Table XVI, the physical science raw score mean for the students of the

Men's Residence Hall was compared to the same mean of the students of the Campus Apartments with a standard error of 2.071 and a critical ratio of .098. The mean difference was not significant to the .05 level.

TABLE XVI

PHYSICAL SCIENCE RAW SCORE MEANS COMPARED,
STANDARD ERRORS, CRITICAL RATIOS,
AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	2.071	.098	Standard deviations
Men's Residence Hall and Greek Fraternity Houses	2.699	.559	13.77
Campus Apartments and Greek Fraternity Houses	2.990	.437	11.18
			12.09

As Table XVI shows, none of the critical ratios for the mean difference comparisons reached 1.96, so none of the mean differences of physical science raw scores was significant to the .05 level.

Table XVII, page 34, presents the means and the standard deviations of the social science raw scores for the three groups. To read Table XVII across for the social science raw score mean and standard deviation of the students who lived in the Men's Residence Hall, the mean is 46.85 and the standard is 13.77.

Reading Table XVII, the highest mean is 47.69 for the

social science raw score earned by the students who lived in the Campus Apartments. The lowest mean was 46.85 for the students of the Men's Residence Hall. It can be seen from the standard deviation that the variation was less for the group with the highest mean, the students living in the Campus Apartments.

TABLE XVII

SOCIAL SCIENCE RAW SCORE MEANS
AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	46.85	13.77
Campus Apartments	47.69	11.18
Greek Fraternity Houses	46.93	12.09

The comparison of the social science raw score means for significant difference was computed and recorded in Table XVIII, page 35. In reading across Table XVIII for the data of the means comparison of the social science raw scores of the students who lived in the Men's Residence Hall to the students who lived in the Campus Apartments, the standard error is 2.254 and the critical ratio is .372. As this means comparison was not significantly different to the .05 level, the final column is blank.

In Table XVIII, it was seen that none of the social science raw score means differed enough to be significant at

the .05 level. It can be said that all three groups were similar in this variable.

TABLE XVIII

SOCIAL SCIENCE RAW SCORES COMPARED, STANDARD ERRORS, CRITICAL RATIOS, AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	2.254	.372	
Men's Residence Hall and Greek Fraternity Houses	2.770	.030	
Campus Apartments and Greek Fraternity Houses	2.737	.276	

Table XIX presents the biological science raw score means and standard deviations. In reading Table XIX, the biological science raw score mean for the students of the Men's Residence Hall is 50.67 and the standard deviation is 10.11.

TABLE XIX

BIOLOGICAL SCIENCE RAW SCORE MEANS AND STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	50.67	10.11
Campus Apartments	49.47	8.87
Greek Fraternity Houses	52.90	11.00

In Table XIX the biological science raw score means ranged from 49.47 for the students who lived in the Campus Apartments, to a high mean of 52.47 for the students who lived in the Greek fraternity houses. The greatest variation of raw scores by individuals occurred for students who lived in the Greek fraternity houses, as this group had the highest standard deviation.

In Table XX, the results of the biological science raw score means when tested for significant differences at the .05 level are shown. Table XX reads across for the mean of students of the Men's Residence Hall compared to the mean of the men of the Campus Apartments, a standard error of 1.720, a critical ratio of .695, and a blank column for level of significance as the difference did not approach the .05 level of significance.

TABLE XX			
Group	Means	Standard deviations	
BIOLOGICAL SCIENCE RAW SCORE MEANS COMPARED,			
STANDARD ERRORS, CRITICAL RATIOS,			
AND LEVELS OF SIGNIFICANCE			
Campus Apartments	1.78	.74	
Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	1.720	.695	
Men's Residence Hall and Greek Fraternity Houses	2.364	.943	
Campus Apartments and Greek Fraternity Houses	2.390	1.433	

Equivalent of U.S.A. in the section on definition of terms

As the data in Table XX reveals, none of the biological science raw score means compared reached the level of significance at the .05 level. The students who lived in the College Apartments, the Men's Residence Hall, and the Greek fraternity houses did not differ significantly on the biological raw score means. In Table XXI, the means and standard deviations of the grade point average means for the three groups are presented. In reading Table XXI for the grade point average mean and standard deviation of the students who lived in the Men's Residence Hall, a mean of 1.92 and a standard deviation of .67 are found.

TABLE XXI

GRADE POINT AVERAGE MEANS AND
STANDARD DEVIATIONS

Group	Means	Standard deviations
Men's Residence Hall	1.92	.67
Campus Apartments	1.78	.74
Greek Fraternity Houses	1.81	.65

Data in Table XXI shows that the mean grade point average was the highest for the students who lived in the Men's Residence Hall and lowest for the men who lived in the Campus Apartments. It is noted that according to the letter equivalent of G.P.A. in the section on definition of terms,

(Chapter I, p. 7), the means of all three groups fail to have a numerical equivalent to a letter grade of "C".

The grade point average means for the three groups were tested for differences significant at the .05 level. The data and results of this test for significance are recorded in Table XXII. To read Table XXII for the standard error, critical ratio, and level of significance for the means of the students who lived in the Men's Residence Hall when compared to the means of the students who lived in the Campus Apartments, the first line of the Table is noted. A standard error of .130 and a critical ratio of 1.107 are found for this means comparison. The "Level of Significance" column is blank, as this means comparison did not reach the .05 level of significance.

TABLE XXII

GRADE POINT AVERAGE MEANS COMPARED, STANDARD ERRORS, CRITICAL RATIOS, AND LEVELS OF SIGNIFICANCE

Means compared	Standard error	Critical ratio	Level of significance
Men's Residence Hall and Campus Apartments	.130	1.107	
Men's Residence Hall and Greek Fraternity Houses	.143	.799	
Campus Apartments and Greek Fraternity Houses	.159	.182	

The results shown in Table XXII point out the lack of significant differences between the grade point average means when compared.

grade point averages for the fall semester for each of the students were collected. CHAPTER IV
 means for each group on this variable were computed. The means for each of the groups were compared for each of the eleven variables.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to investigate the academic success of full-time male freshman students of the Kansas State Teachers College of Emporia, who lived in the Men's Residence Hall, the Campus Apartments, and the Greek fraternity houses for the fall semester of 1964-1965. More specifically, this study (1) compared characteristics of each of the three groups of students on the basis of the percentile and nine raw scores of the college entrance examination, and (2) compared the academic success of each of the groups of students on the basis of the grade point averages.

I. SUMMARY

There were seventy-two (72) students who lived in the Men's Residence Hall, fifty-one (51) students who lived in the Campus Apartments, and twenty-nine (29) students who lived in the Greek social fraternity houses who met all the requirements for the study. The scores for each of the students on the college entrance examination were collected and the means of these scores were computed for each group for each of the ten variables of the college entrance examination. Also, the

grade point averages for the fall semester for each of the students were collected and the means for each group on this variable were computed. The means for each of the groups were compared for each of the eleven variables.

It was found that there were no differences significant at the .05 level for the groups' means compared on the variables of Percentile, the college entrance examination, General Ability raw score, English Composition raw score, Mathematics raw score, Reading Comprehension Efficiency raw score, Physical Science raw score, Social Science raw score, Biological Science raw score, and the Grade Point Average.

The comparison of the Reading General Comprehension raw scores mean of students living in the Men's Residence Hall with students living in the Campus Apartments showed the means differing at the .05 level of significance. Also, the comparison of the Reading General Comprehension mean of students living in the Campus Apartments to students living in the Greek fraternity houses showed a difference of means to the .033 level of significance.

The only other mean difference showing significance (to the .05 level) in this study was the Reading Rate raw score means for the comparison of the students living in the Men's Residence Hall to the students living in the Campus Apartments. The level of significance for the mean difference was .012.

In all these cases of significant differences of

means, the means of the students who lived in the Campus Apartments were the lowest, as for the spring semester, 1965.

2. That a study similar to this study be made in-

CONCLUSIONS

It was shown in this study that out of thirty-three possibilities for mean differences to occur, only three (3) significant differences of means at or above the .05 level were found. These three differences occurred on two variables of the college entrance examination, Reading General Comprehension, and Reading Rate. Therefore, the null hypothesis was retained. Thus, (1) there were no significant differences in the characteristics as measured by the college entrance examination between the students who lived in the Men's Residence Hall, Campus Apartments, and Greek fraternity houses at Kansas State Teachers College of Emporia, Kansas, the fall semester of 1964-1965, and (2) that there were no significant differences of academic achievement as measured by grade point averages between the students who lived in the Men's Residence Hall, Campus Apartments, and Greek fraternity houses at Kansas State Teachers College of Emporia, Kansas, the fall semester of 1964-1965.

III. RECOMMENDATIONS

As a result of this study, the following recommendations are made:

1. That a follow-up study be made of the same groups to determine academic success for the spring semester, 1965.

2. That a study similar to this study be made involving students from all four classifications of students of Kansas State Teachers College of Emporia.

3. That a study be made involving students who lived in other types of housing including (a) other types of apartments, (b) private homes, (c) their own homes, and (d) those commuting from some distance to school.

4. That an evaluation be made of the college entrance examination to further determine its validity and reliability as an indicator of academic success.

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