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Scales, Manderline Elizabeth

RELATIONSHIP OF MEMBERSHIP IN FRATERNITIES AND SORORITIES
AND ACADEMIC ACHIEVEMENT IN FOUR HISTORICALLY BLACK
COLLEGES IN NORTH CAROLINA, 1974-1979

The University of North Carolina at Greensboro

Ed.D. 1982

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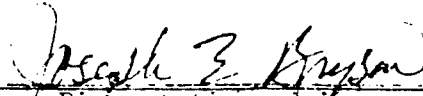
by

Manderline Scales

A Dissertation submitted to
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Doctor of Education

Greensboro
1982

Approved by


Dissertation Adviser

SCALES, MANDERLINE WILLIS. The Relationship of Membership in Fraternities and Sororities and Academic Achievement in Four Historically Black Colleges in North Carolina, 1974-1979. (1982) Directed by: Dr. Joseph Bryson. Pp. 141.

It was the purpose of this study to investigate the comparative relationship between members and nonmembers of fraternities and sororities in academic achievement at four historically black schools in North Carolina during the period 1974-1979. It was hypothesized that no significant relationship exists between students participating in fraternities and sororities and those not participating, in terms of academic achievement. It was also hypothesized that no significant difference exists between members and nonmembers in academic achievement as measured by the attainment or nonattainment of honors at graduation. Thirdly, it was hypothesized that no significant difference exists between members and nonmembers when the grade point average two years after matriculation was controlled.

The subjects were 641 members and 376 nonmembers of fraternities and sororities. All of the nonmember subjects were randomly selected from the graduating classes, and the total membership of the fraternities and sororities was used.

The subsidiary concern was to determine whether sex of the student, year of graduation, type of institutional control, institutional location, or sex composition of the student body had an effect on academic achievement when combined with membership status in fraternities and sororities. Academic achievement was measured by a student's cumulative grade point average at the time of graduation.

The data were analyzed using the Chi Square test of association and Multiple Analyses of Variance to test the major hypotheses and their subsidiary hypotheses. The significance level was set at the .05 critical value. The results indicated there was no significant difference in year-to-year variation of members and nonmembers over the four years. In the relationship of membership status and sex of subjects, a nonsignificant Chi Square was obtained. Chi Squares were significant in the tests to determine the relationship between (1) membership status and college type (2) membership status and sex composition of schools and (3) membership status and location of schools. The data indicated that there was no relationship between membership status and academic achievement. Also, the results indicated there was no relationship between membership status and achievement of honors as measured by no honors (less than 3.00), honors (3.00-3.50), and high honors (3.51-4.00).

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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June 8 1952
Date of Acceptance by Committee

June 8 1952
Date of Final Oral Examination

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CHAPTER I

INTRODUCTION

The decade of the seventies has witnessed a growing concern with the standards of the nation's educational institutions and the quality of their products. The public, concerned about the economic situation, has focused its attention on the educational returns of its tax dollars. Institutions of higher education have not escaped this scrutiny. The public is increasingly demanding that educators and administrators be made accountable for the quality of the students they graduate. Consequently, educators and others concerned with education have responded by critically examining all aspects of institutional life.

In particular, universities have focused on an examination of the impact of the University environment and on the academic achievement of students. Examinations of the university environment have concentrated on such areas as faculty and administrators' attitudes and qualifications, as well as the various student subgroups and subcultures. Although a number of campus programs and organizations may be expected to have an impact on students' academic performance, perhaps none has come under such close scrutiny in recent years as the traditional Greek-letter societies.

Greek-letter societies (fraternities and sororities) have become well-established institutions on the American campus. Originally, it appears that these societies developed in response to fledgling universities' needs to house and feed their expanding student population. Beach has observed that early fraternities were a natural answer to universities'

needs to provide accommodations and other social services for their growing clientele.¹ The fraternity movement flourished and by the mid-twentieth century, it had become intercollegiate in character. In addition, as fraternal organizations increased and expanded into campuses all over the country, so did their influence on the affairs of the various institutions. Gradually, Greek-letter societies began to assume the role of initiators and instigators of change in college curriculum, structure, and policies.

Presently, the universities have taken over the original role which was the impetus for the development of fraternities. Universities and colleges today provide all the services, such as accommodation, food, and social amenities, which were at one time provided mainly by fraternities and sororities. Despite this fact, Greek-letter societies remain a vital force on campuses as evidenced by their growth in less traditional higher education institutions such as two-year colleges.

Traditional Greek societies were secret societies often governed by complex rules, regulations, and rituals. One of their most rigid rules was the exclusion of racial minorities and Jews from membership. The Pan-Hellenic movement was a direct response to these restrictions begun by blacks who were students on both white and black college campuses. Eight black fraternities and sororities were organized in May 1930, under the charter of the National Pan-Hellenic Council, and at that time received

¹Mark Beach, "Change Through Student Example: The Case of the Fraternity Movement," *Journal of College Student Personnel* (March 1973): 111.

the designation Pan-Hellenic.² The charter sororities were Alpha Kappa Alpha, Delta Sigma Theta, Zeta Phi Beta, and Sigma Gamma Rho; fraternities were Phi Beta Sigma, Alpha Phi Alpha, Kappa Alpha Psi, and Omega Psi Phi. Although essentially social in character, each fraternity and sorority had and still has a constitution which emphasizes academic achievement as a prerequisite for membership. The Pan-Hellenic Council states its mission as commitment of students to sustained academic excellence and to the total black community. In addition, it is the stated purpose of the constitution and by-laws of each Greek-letter organization to assist college and university administrators in achieving not only the cultural and social objectives of the college, but educational ones as well. In this respect, they differ from traditional Greek-letter societies which appear to have had no such stated goals and objectives.

Both types of Greek-letter organizations appear to be still viable and important to student life on many campuses. Despite this fact, the past two decades have witnessed numerous criticisms of these societies and their impact on the nation's campuses.

A great deal of the criticism has centered on the controversial issue of the effects of fraternity and sorority membership upon academic achievement. At the core of the problem is what Scott refers to as the Greek society's role as an "alienative student culture," a reputation, he suggests, which stems more from the faculty preconceptions about their

²James T. Bailey, Constitution and By-Laws (Memphis, Tennessee: National Pan-Hellenic Council, Inc., 1972), 1.

alienative role than from systematic data on just what their actual role is in the total campus culture.³

George Letchworth, in his 1969 study entitled "Fraternities--Now and in the Future," points to the breach which exists between fraternity and the college environment in general. "The symptoms of this breach," he notes, "can be found in the two basic criticisms of fraternities: anti-intellectualism and discriminatory membership practices."⁴ Regarding the former, Letchworth comments:

Over the years there has been a tendency to associate fraternities with low scholarship, for fraternity grade point averages are rarely above the all - men's averages. Although it has never been demonstrated that fraternities cause low averages, the association with low scholarship has created a concern among college administrators and parents.⁵

While this concern continues to manifest itself in almost every study dealing with the issue of the relationship between Greek-letter society membership and academic achievement, few modern researchers have found equivocal statistical support for such a position. Among those studies attempting to demonstrate the negative effect of Greek-letter society membership upon academic achievement, few are categorical in their conclusions and most tend to support Butler in his relatively early, middle-of-the-road hypothesis that a fraternity may be classified as either scholastically "high" or "low" achieving and that the

³W. A. Scott, Values and Organizations (Chicago: Rand McNally and Co., 1965), p. 87.

⁴George E. Letchworth, "Fraternities--Now and in the Future," Journal of College Student Personnel 10 (March 1969): 118.

⁵Ibid., p. 122.

atmosphere of such fraternities will directly and qualitatively affect the results of studies based on members of organizations so defined.⁶

Despite the dearth of empirical evidence to support the existence of a relationship between membership of Greek-letter societies and academic achievement, a number of recent studies have continued to point to an attitudinal breach between Greek-letter societies and the academic world. The anti-intellectual stereotype attached to fraternal groups is, according to Wilder and his associates, the result of their tendencies toward "internal conformity, political and economic conservatism, and anti-humanistic philistinism equally at odds with the faculty." Citing Longino and Kart's 1973 review of related research, these researchers concluded that "Greek societies remain one of the faculty's more prominent antagonists."⁷

The majority of the studies which have attempted to establish a connection have focused on the relationship between membership and academic achievement. Traditional Greek-letter societies' studies have based their assumptions on expectations which these organizations have never claimed. Few studies have attempted to approach the problem by examining the goals and objectives of the individual Greek-letter society.

The present study differs from previous studies in its major focus. It has attempted to examine the issue of the relationship between

⁶William R. Butler, "Factors Associated with Scholastic Achievement in High and Low Achieving Fraternities," Personnel and Guidance Journal, October 1959, p. 141.

⁷David Wilder, Arlyne Hoyt, Dennis Doren, William Hauck and Robert Zettle, "The Impact of Fraternity or Sorority Membership on Values and Attitudes," Journal of College Student Personnel 19 (1977): 445.

fraternity and sorority membership and academic achievement from the perspective of a particular type of Greek-letter society:⁸ the Pan-Hellenic group of fraternities and sororities and its stated academic objectives. The Pan-Hellenic organizations have had a very special role on the historically black campuses since from the outset their position has been different from that of their white counterparts. Each of the historically black fraternities and sororities being studied has lofty records of academic achievement among its membership and all carry significant scholarship award programs for high school students to attend college. While the literature specifically related to the impact on black institutions is limited, each has published a history which chronicles its role in the educational realm. Further, the quarterly journals carry statements with regard to scholarly attainment. Since these groups appear, therefore, to emphasize academic achievement as a major mission, the researcher determined that it was more logical to examine this issue through an investigation of the impact of the Pan-Hellenic groups on academic achievement. Traditional Greek societies did not make such claims when they were originally established. Thus, previous research which has attempted to establish some kind of relationship may have been based on the erroneous assumption that academic achievement was a major objective of traditional Greek-letter societies.

⁸Ronald Jackson and Ronald Winkler, "Comparison of Pledges and Independents," Personnel and Guidance Journal, December 1964, p. 381.

Conceptual Framework

The present study was guided by empirical evidence of the existence of some type of relationship between membership in a fraternity or sorority and academic achievement. In addition, the study was guided by the generally recognized principles of group behavior. In respect to this study, the particular argument is that which recognizes that an individual's membership group has an important influence on the values and attitudes he holds. Since the Pan-Hellenic organizations emphasize scholarship and academic achievement, and given the fact that members of these groups are self-selected, the basic assumption of the study was that members of Pan-Hellenic organizations will differ specifically from nonmembers in terms of academic achievement. While this assumption is contrary to the evidence in the literature on Greek-letter organizations in general, it must be remembered that studies which found negative relationships were conducted on traditional fraternities which differed from the Pan-Hellenic group in attitudes and stated commitment to academic excellence.

Purposes and Objectives of Study

The purpose of the study was to determine the effect of membership in Pan-Hellenic fraternities and sororities on the academic achievement of students. More specifically, the study sought to determine the relationship between membership in the eight Pan-Hellenic fraternities and sororities: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi and Phi Beta Sigma Fraternities and the Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho and Zeta Phi Beta Sororities on academic achievement at four

historically black institutions located in North Carolina. In addition, the study sought to determine the extent to which any relationship observed may be affected by the following variables: (1) the type of institutional control--private or public; (2) the type of institution by the sex composition of the students--all female or coeducational; (3) the setting-location of the institution--rural or urban; (4) year of graduation--1976, 1977, 1978, and 1979; and (5) grade point average ranges--2.30-2.50, 2.51-3.00, 3.01-3.50, and 3.51 and over.

The study investigated two major questions:

1. Is there a significant relationship between membership in a Pan-Hellenic fraternity or sorority and academic achievement at four historically black institutions?

2. What effect would the sex of the student, the year of graduation and such institutional variables as type of institutional control, setting, and sex composition at the institution have on any observed relationship?

General Hypotheses

The following general hypotheses were formulated on evidence in the literature and the assumptions contained in the Conceptual Framework to be tested through the research:

1. There will be significant main effects of membership in a Pan-Hellenic fraternity and sorority on the academic achievement of students who graduated from four historically black institutions between 1976-1979.

2. There will be significant main effects of sex, year of graduation, type of institutional control, setting or location of the institution,

and sex composition of students at the institutions on the academic achievement of the students who graduated from four historically black institutions between 1976-1979.

3. There will be significant interactions between membership status in a Pan-Hellenic fraternity or sorority, sex, setting or location of institution, type of institutional control and sex composition of students at the institutions on the academic achievement of students who graduated from four historically black institutions between 1976-1979.

Definitions of Terms

The following definitions serve to facilitate understanding of this report.

1. Pan-Hellenic Council is a group of fraternities and sororities founded by blacks for black students. These are secret national societies which require special qualifications for membership.

2. Independents are nonmembers of fraternities or sororities.

3. Membership in a fraternity or sorority refers to any student at the four historically black institutions under consideration who pledged into one of the eight fraternities or sororities that make up the Pan-Hellenic Council. A member is one who pledged two years after matriculation at these institutions and was an active member at graduation.

4. Academic Achievement refers to a student's cumulative grade point average (GPA).

5. Historically Black Institutions refer to colleges and universities which were founded specifically for black students. Such institutions can be either private or public schools.

Limitations of the Study

The researcher acknowledges the following as limitations of the study:

1. The basic objective of the study was to determine differences in terms of the stated variables between members and independents on the four campuses included in the study. Generalizations of the findings are thus linked to these institutions and cannot be extrapolated to other institutions.

2. The study focused on Pan-Hellenic organizations. Therefore, interpretations of the findings are limited to these organizations and the four campuses included in the study. Study results may be generalized with caution to other Pan-Hellenic organizations at other historically black institutions. They may not be generalized to Greek-letter societies in general.

Justification for the Study

The decision to undertake this study was made because this is an area of concern to colleges and to fraternal groups. Administrative officers have demonstrated concern about the relations between fraternal groups and the colleges by appointing staff committees to study ways of improving the fraternity and sorority organizations on the campuses.

One of the major purposes of this research was to provoke advocates of student personnel programs, particularly those in North Carolina, to undertake more rigorous investigations of the potential and impact of their programs. Another concern in this study was to ascertain methods of improving the scholarship of these groups. Fraternities and sororities

at the colleges, the graduate chapters and the national bodies have exhibited a growing concern with this area, especially in the past four years, by attempting to develop improved scholarship programs within the groups.

The data collected in this study are significant to numerous persons and groups, including the following: presidents and chancellors of colleges and universities who should be assisted in their understanding of membership in fraternities and sororities on the various campuses in the state of North Carolina; professors and advisors in higher education who prepare students for leadership positions in fraternities and sororities; and students contemplating membership in fraternal organizations. For these specific considerations, it was felt that an attempt to gain information concerning the relationship between membership in fraternities and sororities and academic achievement would be useful.

A more general justification for this study may be that the effort to gain concrete information with regard to important student groups on a particular campus is a necessary step in an attempt to evaluate the impact of a college on its students.

Overview

In Chapter I, an introduction and background of the study are presented. The conceptual framework, purposes and objectives of the study, major research questions, general hypotheses, definitions of terms, limitations of the study and justification for the study are included. Literature germane to this study is presented in Chapter II. In Chapter III, methods and procedures of the research are described. In Chapter IV, the findings from the data are analyzed and discussed. A summary, recommendations, and concluding statements are presented in Chapter V.

CHAPTER II

LITERATURE REVIEW

There is a paucity of literature on the impact of fraternal organizations on student members. What literature exists is varied both in areas of impact investigated and methodological efficiency. However, the chapter will review the most meaningful research relevant to the study under consideration. It will be divided into three main sections. Section One will be concerned with the effects of academic achievement on members of fraternities and sororities, and will present studies germane to that issue. Section Two will focus on studies which have examined the characteristics of students who join Greek-letter societies and will also present studies that have explored Greek societies' impact on student characteristics other than academic achievement. Section Three will focus on studies which have examined the characteristics of members of Pan-Hellenic organizations.

Effects of Fraternity or Sorority Membership on Students' Academic Achievement

One of the first studies which investigated the relationship between fraternity membership and academic achievement was carried out in 1914 when Warnock¹ compared members and independents at the University of Illinois. The results obtained appear to be similar to results obtained

¹Arthur Warnock, "Fraternities and Scholarship at the University of Illinois," Science 40 (October 1914): 542-547.

in the majority of subsequent studies. He found that members had higher grade point averages than independents at time of initiation, but that the reverse became true at the time of graduation. Warnock concluded that high grades became a form of compensation for independents who had not been selected by a Greek-letter society. He hypothesized that the lower grade achievement of members may have been caused by their greater involvement in the social activities of their fraternal groups.

Somewhat different results were obtained by Eurich in a study conducted in 1937 to determine the relationship between college fraternity and nonfraternity groups.² Eurich utilized a much larger sample of 2,181 students at the University of Maine. In comparing the two groups on grades earned during the first two college years, Eurich stated:

The conclusion of this study from a comprehensive set of figures extending over a period of eleven years, suggests that a fraternity environment does not affect the scholastic achievement of the average college student. An essential difference was not found to exist between the marks of the fraternity men and nonfraternity men at the University of Maine.³

Similar results were obtained by Carter in a study entitled "The Effect of College Fraternities on Scholarship." He utilized a sample composed of 114 fraternity men and 65 nonfraternity men from the 1927-1934 graduating classes at Albion College. All of these students had completed a regular four-year course of uninterrupted study. He reported that no significant difference was found between the two groups in a comparison of their average index of promise (computed from the students'

²Alvin C. Eurich, "The Relation of Achievement Between College Fraternity and Non-Fraternity Groups," School and Society 26 (1937): 624.

³Ibid.

score on a scholastic aptitude test) and their average index of achievement (grade point averages in college).⁴

McPhail utilized a matching procedure in an effort to equate fraternity and nonfraternity groups on ability variables before making a comparison of differences in the two groups' academic achievement. In a study at Brown University, he utilized a sample composed of members of the classes of 1927, 1928, 1929, and 1930 in order to get one hundred pairs matched on the basis of a composite index derived from position in secondary school class and a general intelligence rating. Only students who had completed an uninterrupted four-year course of study were included. McPhail also reported no significant differences in grade point average attained by the two groups over the four-year period.⁵

Recent studies which have investigated this issue appear to arrive at similar conclusions to those of the earlier studies discussed above. These studies differed from the earlier studies in that more sophisticated designs were used and attempts were made to control factors which may account for observed differences. Thus, Prusok and Walsh arrived at similar conclusions of no difference in a study to investigate the effect of membership in fraternities and academic achievement at Iowa State

⁴T. M. Carter, "The Effect of College Fraternities on Scholarship," Journal of Applied Psychology 18 (1934): 293.

⁵A. H. McPhail, "A Comparative Study of Quality of Academic Work Done by Fraternity and Non-Fraternity Students at Brown University," School and Society 138 (December 1933): 876.

University.⁶ The subjects were 1,070 students who lived in four types of residence at the University of Iowa. Comparisons were made among Greek-letter members, dormitory students, students who lived at home and students who lived off campus (boarding houses, etc.). In addition, the authors controlled for the entering academic behavior of students as measured by high school grade point average and composite scores from the American College Testing Program (ACT). Finally, the academic and social climates of the fraternities were controlled. The authors identified the scholarship program quality of the 19 fraternity chapters and separated them into "good," "mediocre," and "poor." With these factors statistically controlled, the authors found no significant difference in academic achievement as a function of type of residence. The authors concluded that entering male students of equal ability have an equal probability of performing at a specified level of academic achievement, regardless of where they live.

Kamens also controlled the variable as the high school academic average of the student. In addition, he controlled the quality of the college attended.⁷ His results differed from those of Prusock and Walsh. When the variables of high school grade point average and quality of college were controlled, he found that members of Greek-letter organizations tended to have higher grade point averages than comparable independents.

⁶R. E. Prusok and W. B. Walsh, "College Students' Residence and Academic Achievement," Journal of College Student Personnel 5 (1964): 180-184.

⁷D. H. Kamens, "Fraternity Membership and College Dropout in Different Institutional Settings," (Paper presented at American Sociological Association, San Francisco, August, 1957), College Student Personnel Abstracts 3 (1968): 29.

In addition Kamens observed that it was only in mediocre or low quality colleges that among students with a B or B+ high school average, independents have higher college grades than Greek-letter members. These findings were consistent with those obtained by Willingham who compared members and nonmembers of Georgia Institute of Technology.⁸

In contrast to the above studies, several studies have found negative relationships between academic achievement and membership in a fraternity or sorority. Warman⁹ in a study carried out at Iowa State found that 40% of pledges ended their freshman year with more ineffective study habits, while Lehman¹⁰ in a more comprehensive study comparing academic achievement of fraternity and sorority members and nonmembers arrived at the same conclusions. The basic assumption for this study was that the scholarship requirement for initiation into Greek-letter societies might be expected to give the freshman pledgee an added academic edge over the nonmember who should persist through four years at the University. The result of the study was that for each of the five consecutive years, sorority freshmen earned higher grade point averages during the fall semester than they earned during the spring semester. In general, most students earned higher marks during the preceding fall semester.

Lehman then matched fraternity and sorority and nonfraternity and nonsorority membership to year of matriculation, sex, and percentile

⁸Warren W. Willingham, "College Performance of Fraternity Members and Independent Students," Personnel and Guidance Journal, September 1962, p. 31.

⁹Roy E. Warman, "Pledges View Fraternity Effect on Scholarship," Fraternity Month, October 1962, p. 41-43.

¹⁰Harvey C. Lehman, "Motivation: College Marks and the Fraternity Pledge," Journal of Applied Psychology 19 (1953): 19-20.

scores on the Ohio State Psychological Test. The results of this investigation indicated that for each of the five consecutive years nonfraternity men earned higher marks during the spring semester than did the fraternity men and for two years out of three, nonsorority women earned higher averages in the spring than did the sorority women.¹¹

The two groups were then matched on the basis of sex, years of matriculation, and first semester grade point average. The results indicated that the sorority women's averages dropped for three consecutive semesters. The nonsorority women's averages dropped slightly the second semester but showed improvement in the third and fourth semesters. Fraternity men never equalled their first semester average in the five following semesters. Nonfraternity men improved their first semester average in each succeeding semester. From these observations, Lehman concluded, "these data clearly suggest that the motivating value of the initiation requirement tends to be lost subsequent to initiation."¹²

At the University of Colorado, Elizabeth Faguy-Cote' in Academic Achievement of Sorority and Nonsorority Students, investigated differences in academic achievement between sorority graduates and nonsorority graduates when the two groups were initially equated on the basis of performance as indicated by first semester grade point average.¹³ An analysis of the study showed that nonsorority students maintained a significantly

¹¹Ibid.

¹²Ibid.

¹³Elizabeth Faguy-Cote', Academic Achievement of Sorority and Nonsorority Students, (Boulder: University of Colorado, 1960), p. 3.

higher level of academic achievement over a four-year course of study than that maintained by sorority members. The data also indicated that nonsorority members participated in a greater number of academically related activities. In discussing the conclusions, the author observed:

With respect to the interpretation of these findings, it has been pointed out that in these studies of the relative scholastic achievement of members and non-members of fraternal organizations, no attempt was made to equate the groups on the basis of ability... Thus, though there is a relationship between fraternity members and grades, it cannot necessarily be assumed that the influence of the fraternity has had a positive effect upon these results.¹⁴

It appears, however, that even those studies described above which controlled for initial ability reported inconsistent findings on this issue. Prusock and Walsh¹⁵ in discussing the implications of their results emphasized the need for researchers to take into account both the initial academic achievement level of the students and the academic climate of the fraternity or sorority house. Longino and Kart¹⁶ arrived at similar conclusions in their review of theory and research on the impact of fraternities. The authors observed:

One of the problems in using grades as an index of academic achievement is that their value and meaning to Greek students can vary by college and house.¹⁷

While Willingham cautions that the achievement of fraternity members may well depend on the social climate, a few studies have attempted to

¹⁴Ibid.

¹⁵Prusock and Walsh, p. 183.

¹⁶Charles F. Longino and Cary Kart, "The College Fraternity: An Assessment of Theory and Research," Personnel and Guidance Journal (December 1964): 118-125.

¹⁷Ibid., p. 119.

consider these factors in investigations of the issue.¹⁸ One such study will be discussed. Misner and Wellner conducted a study entitled "Factors Associated with Scholastic Productivity in High and Low Achieving Sororities."¹⁹ Three hundred and six members of four sororities at the University of Illinois Urbana-Champaign campus were utilized. The sample represented pledges for 1965-1968. Sororities were identified as low or high achieving on certain selected factors. The authors found significant difference in academic achievement as a function of membership in a high or low achieving sorority.²⁰ Similar results were obtained by Crookston²¹ and Jacobs and Galvin.²²

The review of literature on the effect of membership in a fraternity or sorority on academic achievement is inconsistent. The evidence presented indicates that while most of the studies on this issue utilized varied methodological approaches, investigated comparable variables and used essentially similar populations, the results are inconclusive and often contradictory. Several factors appear to account for these findings. Serious methodological deficiencies appear in the various studies. Many did not take into account and control variables which have distorted their

¹⁸Willingham, p. 30.

¹⁹Marilyn Misner and William C. Wellner, "Factors Associated with Scholastic Productivity in High and Low Achieving Sororities," Journal of College Student Personnel 11 (November 1970): 447.

²⁰Ibid.

²¹B. B. Crookston, "Selectivity as a Factor in Fraternity Scholastic Achievement," Personnel and Guidance Journal 40 (1969): 356.

²²K. W. Jacobs and K. S. Galvin, "Variables Which Differentiate Members and Non-Members of Social Fraternities and Sororities," Southern Journal of Educational Research 8 (1974): 342-344.

findings. In addition, fully eighty percent of the studies utilized only the Chi-square technique. Since most of the studies generated substantial tables, the probability of Type I error was greatly increased. Even those studies which controlled for some extraneous variables neglected to do so for others.

Thus, Jackson and Winkler observed:

...A much more highly refined experimental design is needed to adequately assess the contribution of this factor (academic negativism) of these particularly superior fraternity members.²³

Misner and Willner observed that the complex nature of the issue of Greek and non-Greek scholarship has produced "empirical investigations that have yielded the same contradictory findings over the past forty years."²⁴ In respect to this, W. A. Scott, in his book-length study of fraternities and sororities entitled Values and Organizations, further illuminates the ambiguity that surrounds this issue by pointing to the rather prevalent notion that "grades and graduation are not necessarily the best measures of involvement in the intellectual academic culture," a problem compounded by the fact that the very recruitment of members is likely to depend upon previous grades and certain individual characteristics that would predispose them to complete their schooling.²⁵

The next section will therefore focus on those studies which have

²³Ronald Jackson and Ronald Winkler, "Comparison of Pledges and Independents," Personnel and Guidance Journal, December 1964, p. 381.

²⁴Misner and Wellner, p. 447.

²⁵W. A. Scott, Values and Organizations (Chicago: Rand McNally and Co., 1965), p. 86.

investigated the characteristics of students who pledge and the impact of membership on these characteristics.

Characteristics of Members of Fraternities and Sororities

Several studies have investigated the characteristics of students who pledge and have also attempted to compare them with the characteristics of nonpledgees. Only a few such studies will be discussed, since essentially all the studies were consistent in their findings.

Jackson and Winkler conducted a systematic study to compare the characteristics of college freshmen who pledge and do not pledge Greek societies.²⁶ Subjects were freshmen entering the University of North Dakota in the fall of 1962. A random sample was drawn and divided into four groups: male pledges, male independents, female pledges and female independents. Characteristics measured included student scores on two personality inventories and the college ability test. Students were also administered a biographical inventory. Among the characteristics measured were dominance, deference, political attitudes, and background. The data were analyzed using a 2x2x4 factorial analysis of variance. The results indicated that students who pledge are different from students who do not pledge fraternities on a number of characteristics, values, and expectations. The authors concluded that students who pledge are atypical from the general student population.²⁷ These results appear to

²⁶Jackson and Winkler, p. 381.

²⁷Clifford L. Constance, "Greeks on the Campus," School and Society 30 (1929): 409-414.

be consistent with those of other studies investigating this issue.²⁸ Fraternity members have been found to be more sociable, more peer dependent, more conservative, and more self-confident than their counterparts who do not pledge.^{29, 30, 31}

While there is a great deal of consistency on those characteristics which distinguish pledges from independents, by contrast there remains much controversy over the impact of fraternities on members as well as nonmembers and the campus environment. This controversy is increased because of the stereotypic bias against Greek societies among academics.

Longino and Kart in a review of studies which have attempted to assess the impact of fraternal organizations on students generally and on members in particular, cited findings of Krasnow, Longino and Stembe. In respect to Krasnow and Longino, they observed that they had found

A clear regression by all students toward the fraternity cohort political norm, with initially liberal students becoming more conservative - as earlier research had documented - but with initially conservative students clearly becoming more liberal. Regardless of their initial political self-classification, students who had neither pledged nor were favorably inclined toward fraternities moved in the liberal direction.³²

²⁸Wilmer E. Wise, "The Influence of Greek-letter Social Fraternal System at the Pennsylvania State University on Certain Student Activities, Achievements and Knowledge," (The Pennsylvania State University, 1963), p. 53.

²⁹Phillip Jacobs, Changing Values in College, (New York: Harper, 1957), p. 130-139.

³⁰C. S. Johnson, Fraternities in Our Colleges, (New York: National Interfraternity Foundation, 1972), p. 90-91.

³¹Leonard Miller, "Distinctive Characteristics of Fraternity Members," Journal of College Student Personnel 14 (1963): 126-129.

³²R. Krasnow and C. F. Longino, "The Effect of Fraternities on the Political Orientation of Undergraduates: A Study of Reference and Memberships Groups," (University of Virginia, 1972), p. 122.

They quoted Stembe as having found that

Differences in attitudes toward Jews and Negroes between freshman fraternity members and nonmembers to be larger than when comparisons were made in the senior year. Without exception, the changes were in the direction of decreased intolerance and authoritarianism. These studies imply that if the Greek-letter organization has an impact on its members, it is one of retarding the general trend toward liberalism rather than reversing it.³³

Wilder and associates disagreed with these conclusions. In a study constructed to determine the impact of fraternity or sorority membership on values and attitudes, they found that members of fraternities and sororities differ substantially from independents. However, they found no evidence that fraternal organizations had an alienating impact on members, nor did they find any evidence to suggest that these societies had an adverse effect on the campus environment. The authors suggested that their results differed from others because previous studies had not taken into account the fact that members are self-selected. Thus, they state:

As one of selection: The values are already espoused by the entering freshman before he or she becomes a Greek. Secondly, not only does the fraternity or sorority have no apparent impact in promulgating these values, but faculties can glean some satisfaction from the fact that members assimilate the values of higher education as well as independents do--and in some better than independents.³⁴

Similar results were obtained by Miller.³⁵

The studies discussed above indicate that the characteristics of pledges are consistent and that there is conclusive evidence that pledges

³³Ibid.

³⁴David H. Wilder, "The Impact of Fraternity or Sorority Membership on Values and Attitudes," Journal of College Student Personnel 19 (1977): 449.

³⁵Miller, p. 127.

differ from independents on certain characteristics and values. The issue of the impact of fraternal organizations on members' attitudinal and effective characteristics appears to be as controversial as that of these societies' impact on students' academic achievement. It appears that given the similarity of pledges in certain important qualitative and academic characteristics, any impact should be investigated from the standpoint of the interaction of membership with certain variables in the university environment. The present study has attempted to explore this approach.

Effects of Pan-Hellenic Organizations

The Journal of Negro History, Spring 1980, included Monroe H. Little's article, "The Extra-Curricular Activities of Black College Students 1868-1940." This article stated that knowledge of students' extra-curricular activities at black colleges was limited. Greek-letter fraternities and sororities appeared at black colleges much later than other extracurricular organizations did. This was primarily due to official indifference and hostility. In 1907, Alpha Phi Alpha Fraternity established Beta Chapter at Howard University. The following year, Alpha Kappa Alpha Sorority was established at Howard University, making it the first national Greek-letter organization to be founded at a black institution of higher learning. Three other national black Greek-letter social clubs were organized at that school: Omega Psi Phi Fraternity in 1912, Delta Sigma Theta Sorority in 1913, and Zeta Phi Beta Sorority in 1922. Within a few years Kappa Alpha Psi Fraternity, founded at Indiana University in 1907, sponsored fraternity chapters at Morehouse College

(Atlanta, Georgia), Delaware State College (Dover), North Carolina College for Negroes (Durham), Texas Southern University (Houston), Grambling College (Grambling, Louisiana), Bishop College (Dallas, Texas), and Alcorn A. and M. State College (Lorman, Mississippi). Sigma Gamma Rho Sorority, founded in 1924 at Butler University, Indianapolis, Indiana, introduced co-eds to Greek-letter society life at Jackson State College (Jackson, Mississippi), Alcorn A. and M. State College, Texas Southern University, and Arkansas A. and M. State College (Conway, Arkansas). Few black colleges were left untouched by this movement. Before long, fraternities and sororities were the preeminent source of extracurricular life of students at black colleges. The Greek-letter organization and its predecessor, the social club, fostered many of the same goals as the literary societies and northern missionary educators did, with encouragement of scholarship, good character, and service to society as their stated purposes.

By 1951, abuse of student government and questionable membership selection practices by many black college fraternities and sororities prompted the editor of the Fisk Herald to echo criticism of the Greek-letter movement by asking: "Just what are they good for"? Apparently, most black Greek-letter organizations were founded with the same goals: scholarship, encouragement to young people, good character, and service to society. These should be the guiding goals, but are they? Students at black institutions have asked the same questions and voiced criticism,

but fraternities and sororities failed to decline in power and influence.³⁶

The leading groups require above average scholarship of their membership, namely, Alpha Phi Alpha Fraternity,³⁷ Alpha Kappa Alpha Sorority³⁸ and Delta Sigma Theta Sorority.³⁹

The Omega Psi Phi Fraternity⁴⁰ and the Sigma Gamma Rho Sorority⁴¹ contributed a constructive program for scholarship in their published histories.

The Handbook of Zeta Phi Beta Sorority,⁴² A History of Phi Beta Sigma Fraternity⁴³ and The Story of Kappa Alpha Psi⁴⁴ included some academic achievements and the programs for scholarships.

³⁶Monroe H. Little, "The Extracurricular Activities of Black College Students 1868-1940," The Journal of Negro History 65, No. 2 (Spring 1980): 135-136.

³⁷Charles H. Wesley, The History of Alpha Phi Alpha: A Development in College Life (Chicago: Random House, 1975).

³⁸Marjorie H. Parker, Alpha Kappa Alpha In the Eye of the Beholder (Washington: Alpha Kappa Alpha Sorority, Inc., 1978).

³⁹Mary E. Vromann, Delta Sigma Theta: The First 50 Years (New York: Random House, 1965).

⁴⁰Herman Dracer, A History of the Omega Psi Phi Fraternity (Baltimore: Omega Psi Phi Fraternity, 1963).

⁴¹Pearl S. White, Behind These Doors: A Legacy (Chicago: Random House, 1974).

⁴²A Handbook of Zeta Phi Beta Sorority (New York: Random House, 1970).

⁴³Wilton C. Scott, A History of Phi Beta Sigma Fraternity (Savannah, Georgia: Savannah State College, 1970).

⁴⁴William L. Crum and C. Rodger Wilson, The Story of Kappa Alpha Psi (Philadelphia: Grand Chapter of Kappa Alpha Psi, 1972).

Each group also publishes periodicals on a monthly or quarterly basis in order to promote its objectives. These works include Sphinx (Alpha Phi Alpha), Ivy Leaf (Alpha Kappa Alpha), Oracle (Omega Psi Phi), Journal (Kappa Alpha Psi), Archo (Zeta Phi Beta), Delta (Delta Sigma Theta), Crescent (Phi Beta Sigma), and Aurora (Sigma Gamma Rho). It is regrettable that there have been no works specifically devoted to a study and analysis of black Greek-letter organizations.

Critique of Reviewed Studies

All of the studies reviewed here are narrative and descriptive, and include no empirical data. Each study could be attacked on the basis of its methodological limitations. However, this is less a reflection on the capabilities of the researchers than on their resources since significant advances have been made in the past 20 years in both theory and application of statistical knowledge.

This review of literature indicates that there is considerable controversy over the effect of fraternal organizations on students' academic achievement and other characteristics. Most of the studies appear to suffer from methodological deficiencies, which may have affected the results obtained. Most of the studies made the assumptions that academic achievement is an expectation or major objective of fraternal organizations. It is believed that no such assumptions can be made if not specifically stated in the mission of the organization. Finally, few of the studies controlled for extraneous variables, such as the characteristics of the university environment which may conceivably have had an effect on the results obtained. This is especially critical since studies investigating

characteristics of pledges consistently suggest that independents who pledge are similar in attitudes, values, and academic potential. The present study circumvented these limitations by identifying Greek societies which had as their stated objectives the promotion of academic excellence among members, and by considering those environmental factors which may have an effect on academic achievement, notably location of institution, institutional control, and sex composition of the students at these institutions.

CHAPTER III

METHODOLOGY

The methods and procedures employed in the study will be presented in this chapter. The chapter has been divided into sections as follows:

1. Description of Subjects
2. Description of Academic Measures
3. Description of Procedure
4. Statistical Hypotheses
5. Analyses
6. Summary

Each section discussed those aspects of the research related to it. Included are such points as selection of subjects, data collection techniques, and the statistical analyses to which the data were subjected.

Selection of the Subjects

The subjects included 313 males and 704 females who were members of the graduating classes of 1976, 1977, 1978 and 1979 at four historically black institutions located in North Carolina.

Selection of the Institutions

The institutions were selected on the basis of the existence of Pan-Hellenic societies on the campuses. Since the present study sought to explore the effects of membership in fraternities and sororities with particular reference to Pan-Hellenic organizations, only historically black institutions with such organizations were selected. Efforts were

also made to ensure that institutions selected were representative of various types. Hence, both public and private institutions were selected. Other factors considered in selection were geographic location--both rural and urban, and sex composition of institutions--both female and coeducational.

These characteristics were selected to represent the institutional environment which might have an impact on students' academic achievement. These served as independent variables in the study.

Selection of the Sample

The sample was selected according to the following criteria:

1. they were members of the graduating classes of 1976, 1977, 1978 and 1979, who had been eligible for membership in fraternities and sororities in the years 1974-75 through 1978-79;
2. they met the criteria for membership in fraternities and sororities: completion of 30 or more semester hours, 2.30 or better grade point average, and a record of good conduct;
3. they graduated from college in the regular period of four consecutive years;
4. their ages were between 18 and 24 at the time of four years' enrollment;
5. they carried a regular academic load of 12-19 semester hours during the first semester;
6. they remained full-time students during the four-year period;
7. they either joined a Greek-letter society in two years after matriculation and maintained membership until graduation or did not join

a Greek-letter organization and remained unaffiliated during the four-year period.

A total of 1,017 graduates from the four institutions met these criteria. These made up the total sample for the study. Table I presents summary statistics for the study sample.

TABLE I
SUMMARY STATISTICS OF STUDY SAMPLE

Year of Graduation	Institutions									
	A&T		Bennett		Livingston		WSSU		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1976	110	10.82	56	5.51	29	2.85	75	7.37	270	26.55
1977	44	4.33	50	4.92	52	5.11	95	9.34	241	23.70
1978	115	11.31	39	3.83	51	5.01	63	6.19	268	26.35
1979	80	7.87	40	3.93	42	4.13	76	7.47	238	23.40
Totals	349	34.32	185	18.19	174	17.11	309	30.38	1,017	100.00

Academic Measures

Cumulative G.P.A. two years after matriculation and at graduation were the two academic measures used in the study. Each measure was further subdivided into the following categories of G.P.A.--2.30-2.50, 2.51-3.00, 3.01-3.50, and 3.51 and over.

Other Variables

Several additional independent variables were included in the study. These were considered important for suppressing or distorting any

relationships or differences observed between the major independent variable and the dependent variable, and included sex of students, year of graduation, type of institutional control, location of institution, and sex composition of institution.

Procedures

The names of all subjects who had completed two years of college and were eligible for membership in a fraternity or sorority were obtained from the student personnel offices of the four institutions for the years 1974-1979. Those students who were members of fraternities and sororities were identified. A total of 641 members who met all the criteria for selection for the four years under consideration were identified. A random sample of 376 independent students was selected from among students who met all the criteria enumerated above; therefore, 641 were the members of fraternities and sororities at time of graduation in the four specified years. Three hundred and seventy-six were nonmembers (independents) at the time of graduation in the four specified periods. These two groups formed the major comparison groups on which all analyses were based.

The basic approach used for the collection of these data involved two examinations of the academic records of the subjects. The first examination was made to collect subjects' cumulative G.P.A. two years after matriculation. (This represented the period immediately prior to initiation of fraternity and sorority members). The second examination was made to record subjects' cumulative G.P.A. at the time of graduation.

Sex of students was also verified during the examination of the students' records.

Data Collection Procedures

The researcher used the following methods to obtain the data described above:

1. A letter was sent to the student personnel offices requesting lists of fraternity and sorority members, as well as all graduates, for each of the four years under consideration. These lists were used to select the sample.

2. The researcher contacted appropriate officers at the registrar's office at each of the four institutions by telephone and personal visits, to explain the study and its significance and to solicit their cooperation in providing the academic records of subjects. Data were collected between spring 1976 and the end of 1979.

Statistical Hypotheses

The following statistical hypotheses were tested:

Hypothesis 1.--There are no significant main effects for all of the independent variables of:

1. Fraternity and sorority membership status:
 - a) members versus
 - b) nonmembers
2. Year of graduation:
 - a) 1976 versus
 - b) 1977 versus

- c) 1978 versus
 - d) 1979
3. Type of institutional control:
 - a) private versus
 - b) public
 4. Sex composition of institution:
 - a) all female versus
 - b) coeducational
 5. Location of institution:
 - a) rural versus
 - b) urban
 6. Sex of students:
 - a) male versus
 - b) female

on students' achievement as measured by G.P.A. at graduation.

Major Hypothesis 1 was divided into six subhypotheses to test for each of the independent variables.

Subhypotheses

1. There is no significant difference between members and non-members (independents) on academic achievement as measured by cumulative G.P.A. at time of graduation.
2. There is no significant difference between members of fraternities and sororities and nonmembers (independents) on academic achievement as measured by cumulative G.P.A. on graduation when the year of graduation is controlled.

3. There is no significant difference between members and nonmembers (independents) on academic achievement as measured by cumulative G.P.A. at graduation when type of institutional control--private vs public--is controlled.

4. There is no significant difference between members and nonmembers (independents) on academic achievement as measured by cumulative G.P.A. at graduation when sex composition of institution--all female vs coeducational--is controlled.

5. There is no significant difference between the members and nonmembers (independents) on academic achievement as measured by cumulative G.P.A. when location of institution--rural vs urban--is controlled.

6. There is no significant difference between members and nonmembers (independents) on academic achievement at time of graduation when sex of students--male vs female--is controlled.

Hypothesis 2.--There is no significant difference between members and nonmembers of fraternities and sororities on academic achievement as measured by the attainment vs nonattainment of honors at graduation.

Hypothesis 3.--There is no significant difference between members and nonmembers (independents) on academic achievement as measured by cumulative G.P.A. at graduation when academic performance immediately prior to initiation as measured by cumulative G.P.A. two years after matriculation is controlled.

Subhypotheses were also tested under major Hypothesis 2, comparing members and nonmembers (independents) against each of the other independent variables.

Analyses

When all the data were collected, they were first coded on a FOR-TRAN coding form and then key-punched on magnetic discs. The Statistical package for the Social Sciences (SPSS) computer program was used to run the following analyses of the data.

Central Tendency Statistics

Prior to subjecting the data to more stringent analyses, frequency, means and standard deviations for both members and nonmembers, male and female and institutional year of graduation were calculated. These gave a general picture of the characteristics of each group with respect to the independent and dependent variables.

Chi Square (χ^2)

Contingency tables were constructed for each academic measure: G.P.A. 2 years after matriculation, G.P.A. at graduation and rank in graduating class. The Chi square formula

$$\chi^2 = \frac{(f_o - f_e)}{f_e}$$

was then computed to determine whether there were differences in the distributions of the academic measures among campuses and across years. Chi square was also calculated to determine whether there was any relationship between membership and academic performance. While Chi square allows the researcher to determine whether an association exists between attributes, and whether such association is significant, it does not allow for a

determination as to the strength of such association.¹ Wallace² and Hayes³ have observed that the important thing in analysis of data is that some measure of the strength of association be studied. Consequently, the researcher utilized more complex statistical techniques to determine the strength and direction of any observed relationships.

Factorial Analyses of Variance (ANOVA) and
Factorial Analyses of Covariance (ANCOVA)

The analysis of variance provides a basis for simultaneous comparisons of independent variables. It also provides for the identification of any significant interactions between variables. Major Hypothesis 1 and its subhypotheses were analyzed using factorial analyses of variance with membership status (2 levels), sex of students (2 levels), year of graduation (4 levels), institutional control (2 levels), location of institution (2 levels), and sex composition of institutions (2 levels) as the independent variables and cumulative G.P.A. at graduation, and rank in graduating class as dependent variables.

The above stated analyses addressed the hypotheses of the study. The 0.05 level of significance was used as the point of rejection for the null hypotheses.

¹Ronald Jackson and Ronald C. Winkler, "Pledges and Independents," Personnel and Guidance Journal, December 1964, p. 379.

²Walter L. Wallace, "Faculty and Fraternities: Organizational Influences on Student Achievement," Administrative Reference Quarterly 2 (March 1967): 643.

³W. L. Hayes, Statistics, (New York: Holt, Rinehart and Winston, 1963), p. 91.

The general study design was an ex post facto causal/comparative study using 2x2x4 factorial design. The main effects studied were membership status (2 levels), institutional control (2 levels) and year of graduation (4 levels).

Table 2 presents the general study design.

TABLE 2
GENERAL STUDY DESIGN

Membership Status	Year of Graduation	Type of Institutional Control		Total
		Public	Private	
Members	1976	n = 139	n = 36	175
	1977	n = 91	n = 54	145
	1978	n = 128	n = 52	180
	1979	n = 107	n = 34	141
	Total	n = 465	n = 176	641
Non-Members	1976	n = 46	n = 49	95
	1977	n = 48	n = 48	96
	1978	n = 50	n = 38	88
	1979	n = 49	n = 48	97
	Total	n = 193	n = 183	376

Table 3 presents frequency distribution of the sample by specific institutions. The largest portion of the sample is drawn from North Carolina A. and T. State University, and the smallest portion from Livingstone College. The percentage distributions of the sample more or less reflect the sizes of the four institutions and are proportionately distributed.

TABLE 3
DISTRIBUTION OF SAMPLE BY INSTITUTION

Category Label	Number	Percent
Bennett	185	18.2
A&T	349	34.3
WSSU	309	30.4
Livingstone	174	17.1
Total	1,017	100.0

Besides the characteristics of the institutions studied, the characteristics of the individual students are also considered pertinent to some of the basic questions of the study. A particular concern of the investigator is to maximize proportionate representation of individual characteristics in the sample. Table 4 presents sex distribution of the sample. Female students comprise more than two-thirds of the sample. This proportion is partly explained by inclusion of one all-female college in the study. The investigator is fully aware of this limitation and due caution has been exercised in drawing inferences in the latter part of the analysis.

TABLE 4
DISTRIBUTION OF SUBJECTS BY SEX

Category Label	Number	Percent (%)	Cumulative Frequency (%)
Female	704	69.2	69.2
Male	313	30.8	100.0
Total	1,017	100.0	

CHAPTER IV

INTERPRETATION OF THE FINDINGS

Analysis of Results

In this chapter, the results of the study are presented. The initial purpose of the investigation was to determine the effect of membership in Pan-Hellenic fraternities and sororities on the academic achievement of students. Was there a significant relationship between membership in a Pan-Hellenic fraternity or sorority and academic achievement at four historically black institutions? Would students who are members of these societies demonstrate superior academic performance when compared with nonmembers?

A subsidiary concern was to determine whether sex of the student, year of graduation, type of institutional control, institutional location and sex composition have an effect on academic achievement when combined with membership status in fraternities and sororities. Academic achievement was measured by a student's cumulative grade point average (GPA) at the time of graduation. These questions were central to the entire study.

The data were analyzed using the Chi square test of association and Multiple Factorial Analyses of Variance to test the major hypotheses and their subsidiary hypotheses. Descriptive statistics for the five independent variables were also included so as to identify significant differences that may otherwise be obscured by the major group analysis. The chapter is organized as follows:

1. Preliminary exploration of the data to determine the distribution of members and nonmembers by school, sex, year of graduation, type and location of school, and grade point average dichotomized into honors (3.0 and over) and no honors (below 3.0).

2. The results of the Chi square analyses, which were used to determine the extent of the relationship among major independent variables, and between major independent variables and the dependent variable.

3. The results of the tests of major hypotheses together with an analysis of subsidiary hypotheses.

4. A summary of the chapter distribution of sample by school, sex, year of graduation, type and location of school, composition of school, year of graduation, and grade point average two years after matriculation and at graduation.

Table 3 (in chapter III) presented the distribution of subjects by schools. The data indicate that the largest samples were drawn from A. & T. State University and Winston-Salem State University. the distribution of sample sizes reflects the sizes of the four institutions from which the samples were drawn.

Table 4 (in chapter III) presented the distribution of the sample by sex of students. Females represented 69 percent of 704 of the total sample. This is in part due to the inclusion of an all-female school in the study. The preponderance of female over male subjects introduces limitations to study findings.

Table 5 presents the descriptive data for subjects by years of graduation. The data reveal that subjects were evenly distributed over the four graduation years, 1976, 1977, 1978 and 1979.

TABLE 5
DISTRIBUTION OF STUDENTS BY GRADUATION YEAR - 1976-1979

Year of Graduation	Number in Sample	Percent of Sample
1976	289	28.4
1977	241	23.7
1978	305	30.0
1979	182	17.9
TOTAL	1,017	100.0

Information in Table 6 shows that approximately one half of the subjects were from publicly controlled schools. This was expected since the publicly controlled schools had larger student bodies than did private schools.

Similar distribution problems were observed when the sample was examined in terms of distribution in schools located in urban and rural areas (Table 7). Only one school was located in a rural area; consequently, it accounted for a much smaller percentage (17.1 percent) of the sample.

The greater percentage of subjects was drawn from those institutions which are coeducational. Table 8 shows that 81.8 percent of the

TABLE 6
 DISTRIBUTION OF SUBJECTS BY TYPE OF INSTITUTION
 (PUBLIC VERSUS PRIVATE)

Type of College	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Private	359	35.3	35.3
Public	658	64.7	100.0
TOTAL	1,017	100.0	

TABLE 7
 DISTRIBUTION OF SAMPLE BY LOCATION OF INSTITUTION

Category Label	Number	Percent
Rural	174	17.1
Urban	843	82.9
TOTAL	1,017	100.0

TABLE 8
DISTRIBUTION OF SUBJECTS BY COMPOSITION OF INSTITUTION

Category Label	Number	Percent
Female	185	18.2
Coed	832	81.8
TOTAL	1,017	100.0

subjects attended coeducational schools compared to 18.2 percent of the subjects enrolled at the single-sex (female) school.

Finally, an attempt was made to describe the grade point average of subjects two years after matriculation and at graduation. The mean grade point average of subjects two years after matriculation was 2.74 in each or a standard deviation (SD) of .53. This did not differ significantly from the mean grade point average at graduation which was 2.84, with a standard deviation (SD) of .52.

This comprehensive description of the samples provides the foundation for the subsequent detailed analyses and hypothesis testing, and also provides the context for the entire study by highlighting those characteristics of the subjects and features of the institutions which may have a direct bearing on the hypothesized relationships.

Relationship Among Independent Variables and
Between Selected Independent Variables
and the Dependent Variables

An important aspect of the study is to evaluate comparisons of the sample in terms of a variety of stratifying variables. Such comparisons

would indicate the proportionate distributions of the various segments of the sample to allow for the pooling of results for the entire sample. Such comparisons of the variances are necessitated by the design of the study which involves sampling from four different educational institutions over a four-year period, and most importantly among members and nonmembers of fraternities and sororities. Such stratifying criteria provide the basic dimensions of the study design and any analysis approximating an experimental model must be preceded by close examination of the parameters of variability in the relevant characteristics of the population under study.

Chi square analyses were performed on the following variables to determine whether there were significant differences between the distribution of group characteristics that may affect the dependent variable--academic achievement. Since the main focus of subsequent analysis was on separated data from the four years pooled together, it was important to determine that there was uniformity in the distribution of certain characteristics among the total sample.

An initial Chi square was performed to determine whether membership status was uniformly distributed over the four years. Table 9 presents the Chi square contingency table. The results indicated that there was no significant difference in year-to-year variation of members and nonmembers over the four years ($\chi^2 = 4.65$, $df = 3$, $P > .05$). Thus it appears that membership status was not dependent on years of graduation. Since variation-membership status did not have a temporal trend, pooling of the data for the four-year period would have no direct effect on comparison between members and nonmembers.

TABLE 9
DISTRIBUTION OF SUBJECTS BY MEMBERSHIP
STATUS AND GRADUATION YEAR

Membership Status	1976	1977	1978	1979	Total
Members	175 27.3%	145 22.6%	180 28.1%	141 22.0%	641 63.0%
Nonmembers	95 25.3%	96 25.5%	88 23.4%	97 25.8%	376 37.0%
TOTAL	270 26.5%	241 23.7%	268 26.4%	238 23.4%	1,017 100.0%

$\chi^2 = 4.65, df = 3, P > .05$

Another characteristic investigated was the relationship of membership status to sex of subjects. Here again, a nonsignificant Chi square ($\chi^2 = 2.52, df = 1, P > .05$) was obtained. The data revealed that membership status was not dependent on sex of students (Table 10 presents the χ^2 contingency table for membership by sex). A series of Chi square tests were also performed to determine the relationship between (1) membership status and college type, (2) membership status and sex composition, and (3) membership status and location of schools. As was to be expected, all three Chi squares were significant. Preliminary analyses had indicated that a large proportion of the sample had been obtained from schools which were either public, coeducational, or located in urban areas (Tables 11, 12 and 13).

The results of the Chi square on the relationship between membership status and college type were highly significant ($\chi^2 = 45.8, df = 1, P < .05$). The data indicated that a greater proportion of members were in

TABLE 10
DISTRIBUTION OF SUBJECTS BY MEMBERSHIP STATUS AND SEX

Membership Status	Sex		Total
	M	F	
Members	186 29.0%	455 71.0%	641 63.0%
Nonmembers	127 33.8%	249 66.2%	376 37.0%
TOTAL	313 30.8%	704 69.2%	1,017 100.0%

$\chi^2 = 2.30, df = 1, P > .05$

TABLE 11
DISTRIBUTION OF SUBJECTS BY MEMBERSHIP STATUS
AND TYPE OF INSTITUTIONAL CONTROL

Membership Status	Type of Control		Total
	Public	Private	
Members	465 72.5%	176 27.5%	641 63.0%
Nonmembers	193 51.3%	183 48.7%	376 37.0%
TOTAL	658 64.7%	359 35.3%	1,017 100.0%

$\chi^2 = 45.77, df = 1, P < .05$

TABLE 12
 DISTRIBUTION OF SUBJECTS BY MEMBERSHIP STATUS
 AND SEX COMPOSITION OF INSTITUTIONS

Membership Status	Sex Composition		Total
	Single Sex (All Female)	Coeducational	
Members	102 15.9%	539 84.1%	641 63.0%
Nonmembers	83 22.1%	293 77.9%	376 37.0%
TOTAL	185 18.2%	832 81.8%	1,017 100.0%

$\chi^2 = 5.64, df = 1, P < .05$

TABLE 13
 DISTRIBUTION OF SUBJECTS BY MEMBERSHIP STATUS
 AND LOCATION OF INSTITUTION

Membership Status	Location		Total
	Rural	Urban	
Members	74 11.5%	567 88.5%	641 63.0%
Nonmembers	100 26.6%	276 73.4%	376 37.0%
TOTAL	174 17.1%	843 82.9%	1,017 100.0%

$\chi^2 = 36.80, df = 1, P < .05$

public than in private institutions (Table 11). Similarly, a significance ($\chi^2 = 5.64$, $df = 1$, $P < .05$) was obtained for the relationship between membership status and sex composition of schools. A greater proportion of members and nonmembers were located in coeducational schools (Table 12). The Chi square test for the relationship between membership status and location of schools was also significant beyond the .05 level ($\chi^2 = 36.80$, $df = 1$, $P < .05$). The data indicated that a higher proportion of members and nonmembers were located in schools in the urban areas (Table 13).

Despite the dependency of school composition, location and type of membership status, the equal distributions of subjects in such variables as school, year of graduation, and sex, the investigator has inferred that the sample was drawn from a common population. All future analyses of the data were therefore carried out on the total sample, disregarding year of graduation, or school attended. Only in instances when it was necessary to assure specific hypotheses were the data separated by school and year of graduation.

Finally, the square tests were used to conduct a preliminary exploration of the relationship between membership status and academic achievement. For the purpose of this analysis, academic achievement was categorized as follows: (1) 2.51-3.00, (2) 3.01 to 3.50, and (3) more than 3.50. In addition, grade point average was dichotomized into honors, 3.50 and above, and no honors, less than 3.00.

Table 14 presents the Chi square contingency table for the relationship of academic achievement to membership status, when academic

achievement was categorized by grade point average: 2.51-3.00, 3.01-3.50, and more than 3.50.

TABLE 14
DISTRIBUTION OF SUBJECTS BY MEMBERSHIP STATUS AND
GRADE POINT AVERAGE (GPA) CATEGORIES

GPA Categories	Membership Status		Total
	Members	Nonmembers	
2.51-3.00	170 16.72%	114 11.21%	284 27.93%
3.01-3.50	421 41.40%	232 22.81%	653 64.21%
3.51-4.00	50 4.92%	30 2.95%	80 7.85%
TOTAL	641 63.03%	376 36.97%	1,017 100.00%

$\chi^2 = 1.817, df = 2, P > .05$

The data indicated that there was no relationship between membership status and academic achievement. Members and nonmembers were evenly distributed between each of the grade point average categories. However, the proportion of members with grade point average of 3.00 and above was larger than that of nonmembers.

When the relationship between grade point average category and type of institution was examined, a significant relationship ($\chi^2 = 13.89, df = 2, P < .05$) was obtained. Table 15 presents the Chi square contingency table for these data. The data revealed that at each grade point average category, grade point average was dependent on type of school

(public versus private). Similar significant results were obtained when Chi square analysis was used to determine the relationship between academic achievement and sex of students and academic achievement and sex composition of schools (Tables 16 and 17). Chi square of 31.79, $df = 2$, $P < .002$, was obtained for the relationship between categories of grade point average and sex of students.

TABLE 15
DISTRIBUTION OF SUBJECTS BY TYPE OF INSTITUTIONAL CONTROL
AND GRADE POINT AVERAGE (GPA) CATEGORIES

GPA Categories	Type of Control		Total
	Public	Private	
2.51-3.00	209 20.55%	75 7.37%	284 27.93%
3.01-3.50	402 39.53%	251 24.68%	653 64.21%
3.51-4.00	47 4.62%	33 3.24%	80 7.87%
TOTAL	658 64.70%	359 5.30%	1,017 100.00%

$\chi^2 = 13.88, df = 2, P < .05$

Finally, the data were examined to determine whether there was a relationship between membership status and honors at graduation (Table 18). The results indicated that there was no relationship between membership status and achievement of honors as measured by "no honors" less than 3.00; "honors" 3.00-3.50; and "high honors" 3.51-4.00. Chi square of 1.79, $df = 1$, $P > .05$ was obtained.

TABLE 16
DISTRIBUTION OF SUBJECTS BY SEX OF STUDENTS AND
GRADE POINT AVERAGE (GPA) CATEGORIES

GPA Categories	Sex of Students		Total
	Male	Female	
2.51-3.00	110 10.82%	174 17.11%	284 27.93%
3.01-3.50	182 17.90%	471 46.31%	653 64.21%
3.51-4.00	21 2.06%	59 5.80%	80 7.87%
TOTAL	313 30.78%	704 69.22%	1,017 100.00%

$\chi^2 = 11.79, df = 2, P < .05$

TABLE 17
DISTRIBUTION OF SUBJECTS BY SEX COMPOSITION OF
INSTITUTIONS AND GRADE POINT AVERAGE
(GPA) CATEGORIES

GPA Categories	Sex Composition		Total
	Coeducational	(All Female) Single Sex	
2.51-3.00	249 24.48%	35 3.44%	284 27.93%
3.01-3.50	520 51.13%	133 13.08%	653 64.21%
3.51-4.00	63 6.19%	17 1.67%	80 7.87%
TOTAL	832 81.81%	185 18.19%	1,017 100.00%

$\chi^2 = 9.15, df = 2, P < .05$

TABLE 18
 DISTRIBUTION OF SUBJECTS BY MEMBERSHIP STATUS
 AND HONORS STATUS

Membership Status	Honors Status		Total
	Honors	No Honors	
Members	68 6.69%	573 56.34%	641 63.03%
Nonmembers	37 3.64%	339 33.33%	376 36.97%
TOTAL	105 10.32%	912 89.68%	1,017 100.00%

$\chi^2 = 1.51, df = 1, P > .05$

Restatement of Results of Major Hypothesis 1
 and Subsidiary Hypotheses

A series of two- and three-way factorial analyses of variance were performed to determine the effects of the independent variables: membership status, year of graduation, sex of student, institutional type and location and sex composition of institution on the dependent variable academic achievement as measured by cumulative grade point average.

While the major interest was the difference in achievement between members and nonmembers of fraternities and sororities, it was important to determine whether other characteristics of both students and institutions may have an influence on academic achievement. Interaction effects were also examined.

Initially, a three-way analysis of variance was performed to determine the effects of membership status, sex, and school attended on the

dependent variable (Table 19). The results indicated significant main effects for membership status, sex, and school, with membership status significant ($P < .05$) with an $F(1, 1016)$ ratio of 7.09. School attended was significant ($P < .05$) with an $F(3, 1013)$ ratio of 3.41. Subhypothesis 1.1 was therefore rejected. Significant interactions were obtained only for membership status, school, and sex. Subhypothesis 1.6 was therefore retained. A two-way analysis of variance was performed on the independent variable membership status with years of graduation as the dependent variable. Significant main effects were obtained for main effects of membership status and years of graduation (Table 20). No significant interactions were obtained. Subhypothesis 1.2 was therefore retained. When the main effects of membership status and type of institutional control were examined, there was a significant main effect on membership status. Main effect of type of institutional control was not significant. Interaction effects were not significant (Table 21). Subhypothesis 1.3 was therefore retained. The analysis of variance of significant main effects of membership status and location of institutions, yielded significant main effects for membership status only. No significant F values were obtained either for the main effect of location of institution or for the interaction of membership status and location of institutions (Table 22). Subhypothesis 1.5 was therefore retained.

Finally, the two-way analysis of variance of effects of membership status and sex composition of institutions yielded significant main effects for membership status. Neither main effects of sex composition of institutions nor interaction effects were significant (Table 23). Subhypothesis 1.4 was therefore retained.

TABLE 19

ANALYSIS OF VARIANCE TABLE FOR THE EFFECT OF MEMBERSHIP STATUS,
SEX AND SCHOOL ON ACADEMIC ACHIEVEMENT AS MEASURED
BY CUMULATIVE GPA AT GRADUATION

Source	Sum of Squares	DF	Mean Square	F
Member	.71948	1	.71948	4.50 ^X
Sex	1.1323	1	1.1323	7.09 ^X
School	1.6323	3	.3766	3.41 ^X
Member x Sex	.0000	1	.0000	1.00 ^{ns}
Member x School	2.0001	3	.6667	4.18 ^{XX}
Sex x School	.9280	2	1.4640	2.91 ^{XX}
Explained	6.3381	11	.5761	3.61
Residual	160.5072	1005	.1562	

^{XX}p < .05

TABLE 20
ANALYSIS OF VARIANCE FOR MAIN EFFECTS OF MEMBERSHIP STATUS
AND YEARS OF GRADUATION ON ACADEMIC ACHIEVEMENT

Source	Sum of Squares	DF	Mean Square	F
Members	.7146	1	.7146	4.42 ^{xx}
Year	2.6302	3	.8734	5.42 ^{xx}
Members x Year	.3356	3	.1119	.69 ^{ns}
Explained	.6805	7	.5257	3.25
Residual	165.9864	1010	.1643	

^{xx}p<.05

TABLE 21
ANALYSIS OF VARIANCE FOR MAIN EFFECTS OF MEMBERSHIP STATUS AND
TYPE OF INSTITUTIONAL CONTROL ON ACADEMIC ACHIEVEMENT

Source	Sum of Square	DF	Mean Square	F
Members	.7194	1	.7194	4.41 ^{xx}
Public	.3159	1	.3159	1.94 ^{ns}
Members x Public	.4835	1	.4835	2.96 ^{ns}
Explained	1.5189	3	.5064	3.10
Residual	166.8450	1013	.1632	

^{xx}p<.05

TABLE 22

ANALYSIS OF VARIANCE FOR MAIN EFFECTS OF MEMBERSHIP STATUS
AND LOCATION OF INSTITUTIONS ON ACADEMIC ACHIEVEMENT

Source	Sum of Squares	DF	Mean Square	F
Members	.7194	1	.7194	4.40 ^{xx}
Location	.0002	1	.0002	0.00 ^{ns}
Member x Location	.4059	1	.4059	2.48 ^{ns}
Explained	1.1255	3	.3752	2.29
Residual	165.7199	1013	.16359	

xxp<.05

TABLE 23

ANALYSIS OF VARIANCE FOR THE MAIN EFFECTS OF MEMBERSHIP
STATUS AND SEX COMPOSITION OF INSTITUTIONS
ON ACADEMIC ACHIEVEMENT

Source	Sum of Squares	DF	Mean Square	F
Members	.7195	1	.7195	4.40 ^{xx}
Sex Composition	.5029	1	.5029	3.08 ^{ns}
Members x Sex Composition	.1007	1	.1007	.62 ^{ns}
Explained	1.3230	3	.4410	2.70
Residual	165.5223	1013	.1634	

xxP<.05

Restatement and Results of Hypothesis 2

There is no significant difference between members and nonmembers of fraternities and sororities in academic achievement as measured by the attainment of honors versus no honors at graduation.

A two-way analysis of variance, with independent variables membership status and honor status and dependent variable cumulative grade point average at graduation, was performed. The analysis revealed significant main effects ($P < .05$) for membership status and honors status with $F(1, 1016)$ ratios of 6.72 and 539.34, respectively. No significant interactions were observed. Hypothesis 2 was therefore retained (Table 24).

TABLE 24

ANALYSIS OF VARIANCE FOR MAIN EFFECTS OF MEMBERSHIP STATUS AND HONORS STATUS ON ACADEMIC ACHIEVEMENT

Source	Sum of Squares	DF	Mean Square	F
Members	.7194	1	.7194	6.72 ^{xx}
Honors Status	57.7685	1	57.7685	539.34 ^{xx}
Members x Honors Status	0.0000	1	0.0000	1.00 ^{ns}
Explained	53.3424	3	19.4474	181.56
Residual	108.5029	1013	.1071	

^{xx} $P < .05$

Restatement and Results of Hypothesis 3

A series of one-way analyses of variance were performed to determine the difference between the academic achievement of members and nonmembers when academic performance two years after matriculation was controlled.

No significant main effects were observed for the independent variables membership status, year of graduation, type of institutional control, location of institution or sex of students (Tables 25, 26, 27, 28, 29). Significant main effects ($P < .05$) were obtained for sex composition of institutions with an $F(1, 1016)$ ratio of 5.59 (Table 30).

TABLE 25

ANALYSIS OF VARIANCE SUMMARY TABLE FOR MAIN EFFECTS OF
MEMBERSHIP STATUS ON ACADEMIC ACHIEVEMENT WHEN
GPA, TWO YEARS AFTER MATRICULATION,
IS CONTROLLED

Source	Sum of Squares	DF	Mean Square	F
Between Groups	.1779	1	.1779	1.86 ^{ns}
Within Groups	97.0825	1015	.0956	

TABLE 26

ANALYSIS OF VARIANCE SUMMARY TABLE FOR MAIN EFFECTS OF YEAR
OF GRADUATION ON ACADEMIC ACHIEVEMENT WHEN GPA, TWO
YEARS AFTER MATRICULATION, IS CONTROLLED

Source	Sum of Squares	DF	Mean Square	F
Between Groups	.4279	3	.1427	1.49 ^{ns}
Within Groups	97.1139	1011	.0959	

TABLE 27

ANALYSIS OF VARIANCE SUMMARY TABLE FOR MAIN EFFECTS OF TYPE OF
INSTITUTIONAL CONTROL ON ACADEMIC ACHIEVEMENT WHEN GPA,
TWO YEARS AFTER MATRICULATION, IS CONTROLLED

Source	Sum of Squares	DF	Mean Square	F
Between Groups	.3324	1	.3324	3.48 ^{ns}
Within Groups	97.2603	1016	.0955	

TABLE 28

ANALYSIS OF VARIANCE SUMMARY TABLE FOR MAIN EFFECT OF LOCATION
OF INSTITUTIONS ON ACADEMIC ACHIEVEMENT WHEN GPA,
TWO YEARS AFTER MATRICULATION, IS CONTROLLED

Source	Sum of Squares	DF	Mean Square	F
Between Groups	.0002	1	.0002	0 ^{ns}
Within Groups	97.2604	1016	.0958	

TABLE 29

ANALYSIS OF VARIANCE SUMMARY TABLE OF MAIN EFFECTS OF SEX
ON ACADEMIC ACHIEVEMENT WHEN GPA, TWO YEARS
AFTER MATRICULATION, IS CONTROLLED

Source	Sum of Squares	DF	Mean Square	F
Between Groups	.2933	1	.2933	3.07 ^{ns}
Within Groups	96.967	1016	.0955	

TABLE 30

ANALYSIS OF VARIANCE SUMMARY TABLE FOR MAIN EFFECTS OF
SEX COMPOSITION OF INSTITUTION ON ACADEMIC
ACHIEVEMENT WHEN GPA, TWO YEARS AFTER
MATRICULATION, IS CONTROLLED

Source	Sum of Squares	DF	Mean Square	F
Between Groups	.5324	1	.5324	5.59 ^{xx}
Within Groups	97.2603	1016	.0952	

^{xx}p < .05

Summary

The major results of the analyses of the data were presented in this chapter. Two statistical procedures were employed to determine the extent of the influence of membership status in fraternities and sororities on the academic achievement of students at four historically black institutions. The following were the initial questions of concern:

1. Is there a significant relationship between membership in a Pan-Hellenic fraternity or sorority at four historically black institutions and academic achievement?

2. What effects would the sex of the student, the years of graduation, and such institutional variables such as type of institutional control, location, and sex composition of the institutions have on any observed relationships?

Three hypotheses relevant to the relationship between membership in fraternities and sororities and academic achievement were investigated. These findings were discussed and interpreted as supporting Mueller's notion that student programs for scholastic improvement are superficial. There is evident need to assist student leaders and all concerned toward a more basic understanding of scholarly development in order to provide intellectual climates on the campuses.

CHAPTER V

SUMMARY

This chapter contains a review of the study, a discussion of the findings and implications, and conclusions drawn from the analyses. The results are discussed in relation to specific hypotheses and then with reference to the implications of the results for a better understanding of the effects that Pan-Hellenic societies have both on students in terms of academic achievement. The order of presentation of the chapter content is as follows:

1. Overview of the Purpose and Objectives of the Study
2. Research Methodology
3. Discussion of the Findings
4. Conclusions
5. Recommendations for Further Research
6. Recommendations to Fraternities and Sororities
7. Summary of the Findings

Overview of the Purpose and Objectives of the Study

The major purpose of the study was to determine the effect of membership in Pan-Hellenic fraternities and sororities on student academic achievement. More specifically the objectives of the study were (1) to determine the relationship between membership in a fraternity or sorority and academic achievement as measured by cumulative grade point average at graduation, and (2) to determine the extent to which such variables as

year of graduation, sex of student, institutional location, sex composition, and type of institutional control interactively effect the academic achievement of members and nonmembers of fraternities and sororities.

Research Methodology

The subjects consisted of 1,017 students who graduated from four historically black colleges in 1976, 1977, 1978 and 1979. The subjects were divided according to membership status in a Pan-Hellenic fraternity or sorority at the time of graduation. Six hundred and forty-one of the subjects were identified as members. Three hundred and seventy-six were identified as nonmembers. The study differed from ideas in the literature in that attempts were made to control for institutional variables which may have confounded study results. In addition, the study attempted to control such variables as academic institutions, by concentrating on fraternities and sororities which have as their stated objective the academic excellence of members. Most previous studies which have investigated the impact of fraternal organizations on academic achievement had failed to examine the objectives of such organizations, which particularly in the case of white fraternal societies had concentrated on social rather than academic objectives. Finally, unlike a number of previous studies which had not taken into account academic performance of members and nonmembers prior to initiation, this study only utilized nonmembers with grade point averages of 2.30 or above, which is the grade point average required for initiation into the Pan-Hellenic societies.

The independent variables were membership status, type of institutional control, location of institution, sex composition of institution,

and sex of student. Each of these independent variables contained two levels. A final independent variable, year of graduation, contained four levels.

The dependent measures were cumulative grade point average at graduation and attainment or nonattainment of honors at graduation.

Discussion of the Findings

The first null hypotheses predicted that there would be no significant main effect for membership status on academic achievement as measured by cumulative grade point average at time of graduation and no significant main effects for membership status when year of graduation, type of institutional control, location of institution, sex composition of institution, and sex of students are controlled. The main effect of membership status was significant beyond the .05 level. Academic achievement differed significantly between members and nonmembers.

While sex of students had a significant effect on academic achievement, when this variable was controlled no significant difference was observed between members and nonmembers in terms of academic achievement. Female members performed as well as male members, and female nonmembers as well as male nonmembers. No significant main effects or interactions were observed for the other independent variables, location of institutions, type of control, or sex composition of institutions. Significant main effects for year of graduation beyond the .05 level was obtained.

The fact that institutional variables and the personal characteristics of students appeared to have no effect on academic achievement of

students highlighted the significance of the difference observed between members and nonmembers. The Chi square analysis indicated that at each grade point average category, the proportion of members was higher than that of nonmembers. Thus forty-six percent of members received grade point averages of 3.01 and above as compared to twenty-four percent of nonmembers. This basic finding is in opposition to previous studies of the relationship between membership in fraternal organizations and academic achievement. Most of these studies show a difference in academic achievement, while some observed a negative relationship. One possible explanation could be that such studies had not controlled for such variables as the basic philosophy of the fraternal organizations. Most of the previous studies had investigated the impact of social fraternal organizations, which by the very nature of their organization had not stressed academic excellence as a prerequisite for membership. Since this study concentrated on organizations which stressed academic excellence as a prerequisite for membership and a condition for continued membership, it is to be expected that members would attempt to maintain their academic performance. The finding is in keeping with Scott, in Values and Organizations, who observed that the grade point average of fraternity members tended to be higher than those of nonmembers.¹ Scott hypothesized that this may be due to the fact that recruitment into some organizations was dependent on previous grades and certain other characteristics which may predispose members to complete their schooling and perform well academically.²

¹W. A. Scott, p. 86.

²Ibid.

Hypothesis 2 predicted that there would be no significant difference between members and nonmembers on academic achievement as measured by the attainment or nonattainment of honors at graduation. While the results indicated that no significant difference existed between the two groups, an examination of the Chi square table indicates that a higher percentage of members obtained honors than did nonmembers. The percentages are not statistically significant; however, they do confirm the previous hypothesis of difference in academic achievement between members and nonmembers.

Hypothesis 3 predicted that there would be no significant difference between members and nonmembers when grade point average two years after matriculation was controlled. This hypothesis was retained for all of the independent variables except sex composition of schools. The results of no significance for all of the other independent variables was not surprising in view of the fact that subjects were equated on previous performance prior to initiation. The results appear to support the findings of White who observed that black fraternity and nonfraternity members did not differ significantly on such measures as selected social and academic characteristics.

The significant findings for sex composition of institutions is interesting and needs to be explored further. An examination of the Chi square table on distribution of grade point average after four years and sex composition of schools (Table 17) indicates that students generally achieve much higher grade point averages in coeducational institutions. Similarly, the additive value of membership status and sex composition of institutions was found to be significant ($F_{3, 1013} = 2.70; P < .05$). This fact is interesting and a plausible explanation may be that fraternal

organizations at single-sex, black institutions may be more socially oriented and less oriented toward academic excellence than those in coeducational black institutions.

Conclusions

This study has attempted to test the implication of membership in Pan-Hellenic fraternities and sororities as related to academic achievement. On the whole, the contention that there is a difference between members and nonmembers at four historically black institutions is not wholly supported.

The major conclusions of this study are as follows:

1. Grade point averages of fraternity members tended to be higher than those of nonmembers.
2. Female members performed as well as male members, and female nonmembers as well as male nonmembers.
3. A higher percentage of members obtained honors than did nonmembers.
4. Black fraternity and nonfraternity members did not differ significantly in selected social and academic characteristics.
5. Students generally achieve much higher grade point averages in coeducational institutions.

The results would seem to indicate that some differences do exist in the academic achievement of the two groups under discussion. However, the results are not conclusive. In this respect, the study does not differ significantly from other studies which have investigated the impact of fraternal organizations on student academic achievement. The results demonstrate the need for a re-examination of the role of fraternities and

sororities in black institutions. Student personnel administration, as well as black faculty members, have invested a great deal of time and effort to perpetuate such organizations on black campuses. In addition, the Pan-Hellenic national councils have expended energy to perpetuate the objectives of these organizations both at the college campus and national levels. However, one major problem is that there is very little knowledge about the motivations for membership among students. It would appear that the reasons students join Pan-Hellenic organizations must be explored in order to arrive at more conclusive evidence as to the influence of membership on students' social and academic development.

Finally, the study differs from studies which have investigated the impact of membership in white fraternal organizations in that significant differences were not observed between black members and nonmembers.

The findings of this study provided the basis for general conclusions concerning a description of the impact of membership in fraternities and sororities on academic achievement in four historically black colleges in North Carolina, as follows:

1. It has long been recognized that an individual's membership groups have an important influence on the values and attitudes he holds.
2. Consistent with previous studies, fraternities and sororities with consistently high academic performance records probably owe their scholastic success primarily to the selection of new members with high academic promise.
3. Many studies declare there were no differences in adjusted grades among the pledge classes subjected to "good," "mediocre," or "poor" scholarship programs.

4. However, numerous studies have dealt with differences of members and nonmembers in grade point average and pointed out that any differences that exist might simply be due to the fact that students who join fraternities and sororities are different from those who do not.

5. A predominant factor is that many who have joined fraternities and sororities, thought that membership in a fraternal organization would help their grades.

6. As a role, Greek-letter organizations should encourage scholastic excellence and help to orient freshmen to the university.

7. The growth or viability of local fraternity systems is likely to be affected by such factors as region, changing ethnic, social class, and sex composition of the study body; and the climate of faculty, student, and administrative opinion concerning fraternities.

8. Academic differences between Greeks and independents vary with the quality of the college and the high school academic average of the student.

9. Most studies have been limited to a single campus, and a good many studies have only been concerned with the group's influence on grades. Many studies have not controlled for the input of the students, i.e., the way the students were before they entered the group.

10. Fraternity and sorority members are more likely to take advantage of a legitimate opportunity structure for academic success than are independents.

11. The main criterion for admission to college and for staying in college is academic achievement.

12. Fraternities and faculty members could have influenced grade achievement by influencing attitudes toward the various aspects of student life represented in the grades.

13. There are complex organizational differences in each fraternal structure.

14. Generally, fraternity members and nonmembers are significantly different in attitudes and values. There seems to be a distinctive "fraternity type" of college student. It seems that because of psychological selectivity, men with similar motivating factors tend to migrate toward similar groups.

Recommendations for Further Research

1. This study is regarded as exploratory in nature. There is need for replication across more black historical institutions which house Pan-Hellenic societies.

2. The findings of the study emphasize the need for further research on the extent to which membership status affects academic performance among black students in particular. Urgent is the need to examine student motivations for membership with Pan-Hellenic societies.

3. More comparative research is needed on the differential effects of membership with black and white fraternal organizations. Such cross-comparisons would allow for a better understanding of the contributions Pan-Hellenic societies may make toward the academic development of black students.

4. The results of the study indicate the need for research studies that emphasize not the impact of Pan-Hellenic membership on members, but

rather emphasize the impact of such organizations on the environment and climate of historically black institutions.

5. If this study is replicated, it is suggested that the population studied be decreased. The present study included 1,017 subjects. The difference between the means for the dependent variables of achievement was small.

6. Another alternative is a follow-up study with the major emphasis on utilizing a stratified random sample technique involving a larger number of students.

7. It is recommended that a similar study be conducted with major emphasis being placed on affiliation motivation as the prime independent variable.

8. Finally, it is recommended that a similar study be conducted with these same black groups on several predominantly white campuses in North Carolina.

Recommendations to Fraternities and Sororities

It is hoped that the results of this study will challenge fraternities and sororities on the four campuses studied to make genuine efforts to develop programs within which members can make positive contributions toward the development of a college climate that will reinforce and promote the best that these colleges have to offer, including academic achievement. These groups undeniably have the potential to make such contributions.

Summary of the Findings

In a comparative study of the relationship of fraternity and sorority membership and academic achievement at four colleges in North Carolina, the

major analysis of the study indicated that nonaffiliated members and members demonstrated no significant difference in academic achievement.

With respect to differences in levels of academic achievement, the data indicated that differences were not readily apparent in either group.

Secondary analyses of the data indicated that there were no significant differences between the two groups in academic achievement in all variables observed in the study.

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APPENDIX A
CORRESPONDENCE



Winston-Salem State University

79

WINSTON-SALEM, NORTH CAROLINA 27102

FORM LETTER

DATE

ADDRESS

Dear Sir:

As a result of a research project, this communication is a request for the following information: The original date for the establishment of the first chapter at —

1. Livingstone College
Salisbury, North Carolina
2. North Carolina Agricultural and Technical State University
Greensboro, North Carolina
3. Winston-Salem State University
Winston-Salem, North Carolina

Your immediate attention and cooperation will be greatly appreciated.

Respectfully yours,

Manderline Scales
Director of Student Activities
and Assistant Professor of
Social Science and Spanish

NOTE: THIS CORRESPONDENCE WAS SENT TO ALL OF THE NATIONAL PAN-HELLENIC COUNCIL FRATERNITIES AND SORORITIES.

KAPPA ALPHA PSI FRATERNITY, INC.

General Office
 2320 North Broad Street
 Philadelphia, PA 19132
 (215) 228-7184

C
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 P
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July 18, 1980

Ms. Manderline Scales
 Director of Student Activities
 Winston-Salem State University
 Winston-Salem, North Carolina 27101

Dear Ms. Scales:

This is to inform you of the original dates of establishment of the following chapters as per your request.

- | | | |
|---|---|--------------------------------------|
| 1. Livingstone College
Salisbury, North Carolina | — | GAMMA DELTA CHAPTER
March 6, 1948 |
| 2. North Carolina Agricultural and Technical State University
Greensboro, North Carolina | — | ALPHA NU
April 14, 1933 |
| 3. Winston-Salem State University
Winston-Salem, North Carolina | — | DELTA CHI
December 9, 1960 |

Sincerely,

General Office of
 KAPPA ALPHA PSI, INC.
 PHILADELPHIA, PA.



Alpha Kappa Alpha Sorority

ALPHA KAPPA ALPHA OFFICE: 5211 S. GREENWOOD AVENUE, CHICAGO, IL 60615

July 30, 1980

Ms. Manderline Scales, Director
 Student Activities
 Winston-Salem State University
 Winston-Salem, NC 27101

Dear Ms. Scales:

Following is the information which you requested relative to the original date of establishment of the first chapter at the four colleges listed:

Bennett College
 Greensboro, NC

Zeta Xi Chapter
 May 7, 1971

Livingstone College
 Salisbury, NC

Alpha Xi Chapter
 April 19, 1930

North Carolina A & T State
 University
 Greensboro, NC

Alpha Phi Chapter
 January 12, 1932

Winston-Salem State
 University
 Winston-Salem, NC

Gamma Lambda Chapter
 January 29, 1949

Sincerely,

Anty Jefferson
 Anty Jefferson
 Associate

h2/sms

BARBARA K. PHILLIPS
 SUPREME BASILEUS
 FAYE B. BRYANT
 FIRST SUPREME ANTI-BASILEUS
 CHERYL MOBLEY
 SECOND SUPREME ANTI-BASILEUS

ROSALIND BARNES GRIFFIN
 SUPREME GRAMMATEUS
 LOANN HONESTY KING
 SUPREME TAMBULCHOS
 PATRICIA A. RUSSELL
 SUPREME PARLIAMENTARIAN
 YOLANDE R. BEACO
 UNDERGRADUATE MEMBER AT-LARGE

DELTA SPRINGER
 UNDERGRADUATE MEMBER AT-LARGE
 NELLIE W. GAYLORD
 NORTH ATLANTIC REGIONAL DIRECTOR
 EVELYN R. SYPHAX
 MID ATLANTIC REGIONAL DIRECTOR
 DELORIS HAM OLIVER
 SOUTH ATLANTIC REGIONAL DIRECTOR

GLORIA SMITH
 GREAT LAKES REGIONAL DIRECTOR
 JOHNELLA H. MARTIN
 SOUTH EASTERN REGIONAL DIRECTOR
 PEGGY LeCOMPTÉ
 CENTRAL REGIONAL DIRECTOR
 DOROTHY JOHNSON
 SOUTH CENTRAL REGIONAL DIRECTOR

DELORISE GINES
 MID WESTERN REGIONAL DIRECTOR
 CHARLENE D. CARODINE
 FAR WESTERN REGIONAL DIRECTOR



Omega Psi Phi Fraternity, Inc.

82

NATIONAL HEADQUARTERS
2014 Georgia Avenue, N.W., Washington, D. C. 20007
Telephone: 602-7315

OFFICE OF
NATIONAL EXECUTIVE SECRETARY

August 5, 1980

Ms. Manderline Scales
Director of Student Activities and
Assistant Professor Social Science
and Spanish
Winston-Salem State University
Winston-Salem, North Carolina 27101

Dear Ms. Scales:

Your request for the following information is as listed below:

The original date for the establishment of the first Chapter at

1. Livingston College at Salisbury, N. C. 1927
2. N. C. A & T State University at Greensboro 1927
3. Winston-Salem State University at Winston Salem - 1948

We thank you for your interest in Omega Psi Phi Fraternity.

If I can be of additional service to you, please feel free to contact me.

Sincerely,

Robert P. Reeder
Assistant National Executive
Secretary

RPR:db

cc: Bro. Burnel E. Coulon
Bro. Moses C. Norman
Bro. L. Benjamin Livingston

ALPHA PHI ALPHA FRATERNITY, INC.

General Office
 4432 Martin Luther King Drive
 Chicago, Illinois 60653
 (312) 373-1819

C
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August 15, 1980

Manderline Scales
 Winston-Salem State University
 Winston-Salem, N.C. 27101

Dear Ms. Scales:

This is to inform you of the original dates of establishment of the following chapters as per your recent request.

1. Livingstone College
 Salisbury, North Carolina.....1947
2. North Carolina Agricultural and Technical State Univ.
 Greensboro, North Carolina.....1929
3. Winston-Salem State University
 Winston-Salem, North Carolina....1951

Hope this information will be helpful to you.

Sincerely,

Betty L. Cash
 Processing Department

APPENDIX B

RAW DATA

Table 1

Frequency and Percentage Distribution of Students
Eligible for Membership in Fraternities and
Sororities as of Total Enrollment at Four
Institutions, 1975-76 to 1978-79

Institution	Years	Total Enrollment	Distribution of Eligible Student	Percent of Eligible Students
A & T State University	1975-76	5325	4566	85.75
	1976-77	5515	4418	80.10
	1977-78	5395	4602	85.31
	1978-79	5318	4208	79.12
	Totals	21553	17794	82.62
Bennett College	1975-76	607	488	80.42
	1976-77	637	533	83.63
	1977-78	626	516	82.79
	1978-79	646	556	86.14
	Totals	2516	2093	83.25
Livingstone College	1975-76	857	696	81.23
	1976-77	909	747	82.17
	1977-78	989	839	84.80
	1978-79	921	773	83.92
	Totals	3676	3055	83.03
WSSU	1975-76	2073	1742	84.04
	1976-77	2094	1707	81.52
	1977-78	2165	1786	82.49
	1978-79	2204	1835	83.24
	Totals	8536	7070	82.82
Grand Total		36281	30012	82.93

Table 2

Frequency and Percentage Distribution of Members of
Fraternities and Sororities as of Total
Enrollment at Four Institutions,
1975-76 to 1978-79

School	Years	Total Enrollment	Sample	Percent
A & T State University	1975-76	5325	89	1.67
	1976-77	5515	21	.04
	1977-78	5395	90	1.69
	1978-79	5318	56	1.05
	Total	<u>21553</u>	<u>256</u>	<u>1.11</u>
Bennett College	1976-76	607	32	5.27
	1976-77	637	27	4.24
	1977-78	626	26	4.15
	1978-79	646	17	2.63
	Total	<u>2516</u>	<u>102</u>	<u>4.05</u>
Livingstone College	1975-76	857	4	.47
	1976-77	909	27	2.97
	1977-78	989	26	2.63
	1978-79	921	17	1.85
	Total	<u>3676</u>	<u>74</u>	<u>1.87</u>
WSSU	1975-76	2073	50	2.41
	1976-77	2094	70	3.34
	1977-78	2165	38	1.76
	1978-79	2204	51	2.31
	Total	<u>8536</u>	<u>209</u>	<u>2.45</u>
Grand Total		36261	641	2.57

Table 3

Frequency and Percentage Distribution of Members
of Fraternities and Sororities as of Those
Eligible for Membership at Four Institutions,
1975-76 to 1978-79

Institutions	Years	Eligible	Sample	Percent of Members Eligible Students
A & T State University	1975-76	4566	89	1.95
	1976-77	4418	21	.48
	1977-78	4602	90	1.96
	1978-79	4208	56	1.33
	Total		<u>17794</u>	<u>256</u>
Bennett College	1975-76	488	32	6.56
	1976-77	533	27	5.07
	1977-78	516	26	5.04
	1978-79	556	17	3.06
	Total		<u>2093</u>	<u>102</u>
Livingstone College	1975-76	696	4	.57
	1976-77	747	27	3.61
	1977-78	839	26	3.10
	1978-79	773	17	2.20
	Total		<u>3055</u>	<u>74</u>
WSSU	1975-76	1742	50	2.87
	1976-77	1707	70	4.10
	1977-78	1786	38	2.13
	1978-79	1835	51	2.78
	Total		<u>7070</u>	<u>209</u>
Grand Total		30012	641	8.73

Table 4

Frequency and Percentage Distribution of Members in Fraternities and Sororities as of Total Membership at Four Institutions, 1975-76 to 1978-79

Years	Institutions								Total No. %	
	A & T State		Bennett		Livingstone		WSSU			
	No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	89	13.89	32	5.00	4	.62	50	7.80	175	27.30
1976-77	21	3.28	27	4.21	27	4.21	70	10.92	145	22.62
1977-78	90	14.04	26	4.06	26	4.06	38	5.92	180	28.08
1978-79	56	8.74	17	2.65	17	2.65	51	7.96	141	22.00
Totals	256	39.94	102	15.91	74	11.54	209	32.61	641	100.00

Table 5

Frequency and Percentage Distribution of Non-Members
as of Total Selected Non-Membership
at Four Institutions, 1975-76 to 1978-79

Years	Institutions								Combined Total	
	A & T State		Bennett		Livingstone		WSSU		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	21	5.59	24	6.38	25	6.65	25	6.65	95	25.27
1976-77	23	6.12	23	6.12	25	6.65	25	6.65	96	25.53
1977-78	25	6.65	13	3.46	25	6.65	25	6.65	88	23.40
1978-79	24	6.38	23	6.12	25	6.65	25	6.65	97	25.80
Totals	93	24.74	83	22.07	100	26.60	100	26.60	376	100.00

Table 6

Frequency and Percentage Distribution of Fraternity and Sorority
Members as of Total Membership by Type of Institution
(Public or Private) at Four Institutions,
1975-76 to 1978-79

Years	Public						Private						Combined Total No. %	
	A & T State		WSSU		Total		Bennett		Livingstone		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	89	13.89	50	7.80	139	21.68	32	5.00	4	.62	36	5.62	175	27.30
1976-77	21	3.28	70	10.92	91	14.20	27	4.21	27	4.21	54	8.42	145	22.62
1977-78	90	14.04	38	5.92	128	19.97	26	4.06	26	4.06	52	8.11	180	28.08
1978-79	56	8.74	51	7.96	107	16.7	17	2.65	17	2.65	34	5.30	141	22.00
Totals	256	39.94	209	32.61	465	72.54	102	15.91	74	11.54	176	27.46	641	100.00

Table 7

Frequency and Percentage Distribution of Non-Members as of total Selected Non-Members of Fraternities and Sororities by Type of Institution (Public or Private) at Four Institutions, 1975-76 to 1978-79

Years	Public						Private						Combined Total	
	A & T State		WSSU		Total		Bennett		Livingstone		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	21	5.59	25	6.65	46	10.23	24	6.38	25	6.65	49	13.03	95	25.27
1976-77	23	6.12	25	6.65	48	12.77	23	6.12	25	6.65	48	12.77	96	25.53
1977-78	25	6.65	25	6.65	50	13.30	13	3.46	25	6.65	38	10.11	88	23.40
1978-79	24	6.38	25	6.65	49	13.03	23	6.12	25	6.65	48	12.77	97	25.80
Totals	93	24.73	100	26.60	193	51.33	83	22.07	100	26.60	183	48.67	376	100.00

Table 8

Frequency and Percentage Distribution of Fraternity and Sorority
Members as of Total Membership by Type of Institution
(Coeducational or All-Female) at Four Institutions,
1975-76 to 1978-79

Years	Coeducational						All-Female		Combined Total		
	A & T State No.	%	Livingstone No.	%	WSSU No.	%	Total %	Bennett No.	%	No.	%
1975-76	89	13.88	4	.62	50	7.80	14.50	32	4.99	175	27.30
1976-77	21	3.28	27	4.21	70	10.92	18.41	27	4.21	145	22.62
1977-78	90	14.04	26	4.06	38	5.93	24.03	26	4.06	180	28.08
1978-79	56	8.74	17	2.65	51	7.80	19.19	17	2.65	141	22.00
Totals	256	39.94	74	11.54	209	32.61	84.09	102	15.91	641	100.00

Table 9

Frequency and Percentage Distribution of Non-Members as of
Total Selected Non-Members
by Type of Institution (Coeducational or All-Female) at
Four Institutions, 1975-76 to 1978-79

Years	Coeducational							All-Female		Combined Total	
	A & T State No.	%	Livingstone No.	%	WSSU No.	%	Total %	Bennett No.	%	No.	%
1975-76	21	5.59	25	6.65	25	6.65	18.89	24	6.38	95	25.27
1976-77	23	6.12	25	6.65	25	6.65	19.42	23	6.12	96	25.53
1977-78	25	6.65	25	6.65	25	6.65	19.95	13	3.45	88	23.40
1978-79	24	6.38	25	6.65	25	6.65	19.68	23	6.12	97	25.80
Totals	93	24.73	100	26.06	100	26.60	79.84	83	22.07	376	100.00

Table 10

Frequency and Percentage Distribution of Fraternity and Sorority
Members as of Total Membership by Setting of Institution
(Urban or Rural) at Four Institutions,
1975-76 to 1978-79

Years	Urban							Rural		Combined Total	
	A & T State No.	%	Bennett No.	%	WSSU No.	%	Total %	Livingstone No.	%	No.	%
1975-76	89	13.89	32	4.99	50	7.80	16.68	4	.62	175	27.30
1976-77	21	3.28	27	4.21	70	10.92	18.41	27	4.21	145	22.62
1977-78	90	14.04	26	4.06	38	5.93	24.03	26	4.06	180	28.08
1978-79	56	8.74	17	2.65	51	7.80	19.29	17	2.65	141	22.00
Totals	256	39.94	102	15.91	209	32.61	88.46	74	11.54	641	100.00

Table 11

Frequency and Percentage Distribution of Non-Members as of
 Total Selected Non-Members of Fraternities and Sororities
 by Setting of Institution (Urban or Rural) at
 Four Institutions, 1975-76 to 1978-79

Years	Urban							Rural		Combined Total	
	A & T State No.	%	Bennett No.	%	WSSU No.	%	Total %	Livingstone No.	%	No.	%
1975-76	21	5.59	24	6.38	25	6.65	18.62	25	6.65	95	25.27
1976-77	23	6.12	23	6.12	25	6.65	18.89	25	6.65	96	25.53
1977-78	25	6.65	13	3.45	25	6.65	16.75	25	6.65	88	23.40
1978-79	24	6.38	23	6.12	25	6.65	19.15	25	6.65	97	25.80
Totals	93	24.74	83	22.07	100	26.60	73.41	100	26.60	376	100.00

Table 12

Frequency and Percentage Distribution of Selected Non-Members of Fraternities and Sororities in Terms of Grade Point Average (2.3-3.0) at the Time of Initiation and Graduation According to Graduation Years (1) 1976; (2) 1977; (3) 1978; and (4) 1979 at Four Institutions, 1975-76 to 1978-79

Year	Year of Initiation								Year of Graduation							
	A & T State		Bennett		Livingstone		WSSU		A & T State		Bennett		Livingstone		WSSU	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1974	4	1.06	11	2.93	22	5.85	22	5.85								
1975	18	4.79	11	2.93	18	4.79	18	4.52								
1976	18	4.79	7	1.86	18	4.79	16	4.26	4	1.06	11	2.93	22	5.85	22	5.85
1977	20	5.32	15	3.99	21	5.59	24	6.38	18	4.79	11	2.93	18	4.79	17	4.52
1978									18	4.79	7	1.86	18	4.79	16	4.26
1979									20	5.32	15	3.99	21	5.59	24	6.38
Total	60	15.96	44	11.70	79	21.01	79	21.01	60	15.96	44	11.70	79	21.01	79	21.01

Table 13

Frequency and Percentage Distribution of Fraternity and Sorority
Members with a grade Point Average of 2.30-3.00 at Initiation
and Graduation as of Total Membership at Four
Institutions, 1974 to 1979

Year	Year of Initiation										Year of Graduation										
	A & T State		Bennett		Livingstone		WSSU		Total		A & T State		Bennett		Livingstone		WSSU		Total		
	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	
1974	68	2.49	17	2.65	4	.62	50	2.80	119	18.56											
1975	17	2.67	14	2.18	14	2.18	68	10.61	113	17.63											
1976	52	8.11	19	2.96	19	2.96	36	5.62	126	19.66	46	7.18	21	3.28	4	.62	25	3.90	96	14.98	
1977	35	5.46	12	1.87	12	1.87	49	7.64	108	16.85	17	2.66	13	2.02	13	2.02	45	7.02	88	13.73	
1978											60	9.36	20	3.12	21	3.28	22	3.43	133	20.75	
1979											29	4.52	8	1.24	11	1.72	111	17.32	159	24.80	
Totals	152	23.71	62	9.67	49	7.63	203	31.67	466	72.70	152	23.71	62	9.67	49	7.64	203	31.67	476	74.26	

Table 14

Frequency and Percentage Distribution of Fraternity and Sorority
Members with a Grade Point Average of 3.01 and Above at
Initiation and Graduation as of Total Membership at
Four Institutions, 1974 to 1979

Year	Year of Initiation										Year of Graduation										
	A & T State		Bennett		Livingstone		WSSU		Total		A & T State		Bennett		Livingstone		WSSU		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1974	41	6.40	15	2.34	0		0		56	8.74											
1975	4	.62	13	2.03	13	2.03	2	.31	32	4.99											
1976	28	4.37	7	1.09	7	1.09	2	.31	44	6.86	41	6.40	11	1.72	11	1.72	3	.46	66	10.30	
1977	31	4.84	5	.78	5	.78	2	.31	43	6.71	4	.62	11	1.72	8	1.25	1	.15	24	3.74	
1978											28	4.37	6	.93	2	.31	1	.15	37	5.77	
1979											31	4.84	12	1.87	4	.62	1	.15	48	7.49	
Totals	104	16.22	40	6.24	25	3.90	6	.94	175	27.30	104	16.22	40	6.24	25	3.90	6	.93	175	27.30	

Table 15

Frequency and Percentage Distribution of Non-Members with a Grade Point Average of 2.30-3.00 at Initiation and Graduation as of Total Selected Non-Members of Fraternities and Sororities, at Four Institutions, 1974 to 1979

Year	Year of Initiation										Year of Graduation										
	A & T State		Bennett		Livingstone		WSSU		Total		A & T State		Bennett		Livingstone		WSSU		Total		
	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	
1974	4	1.06	11	2.93	22	5.85	22	5.85	59	15.69											
1975	18	4.79	11	2.93	18	4.79	18	4.52	65	17.29											
1976	18	4.79	7	1.86	18	4.79	16	4.26	59	15.69	4	1.06	11	2.93	22	5.85	22	5.85	59	15.69	
1977	20	5.32	15	3.99	21	5.59	23	6.11	79	21.01	18	4.79	11	2.93	18	4.79	18	4.52	65	17.29	
1978											18	4.79	7	1.86	18	4.79	16	4.26	59	15.69	
1979											20	5.32	15	3.99	21	5.59	23	6.11	79	21.28	
Totals	60	15.96	66	11.70	79	21.01	79	21.01	262	69.68	60	15.96	66	11.70	79	21.01	79	21.01	262	69.68	

Table 16

Frequency and Percentage Distribution of Non-Members with a Grade Point Average 3.01 and Above at Initiation and Graduation as of Total Selected Non-Members of Fraternities and Sororities at Four Institutions, 1974 to 1979

Year	Year of Initiation										Year of Graduation											
	A & T State		Bennett		Livingstone		WSSU		Total		A & T State		Bennett		Livingstone		WSSU		Total			
	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z	No.	Z		
1974	17	4.52	11	1.46	1	.80	1	.80	36	9.57												
1975	5	1.31	12	3.19	7	1.86	8	2.13	32	8.51												
1976	7	1.86	6	1.60	7	1.86	9	2.39	29	7.71	4	1.06	11	2.93	2	.53	1	.80	20	5.32		
1977	4	1.06	8	2.13	4	1.06	1	.27	17	4.52	18	4.79	11	2.93	5	1.33	8	2.13	42	11.17		
1978											7	1.86	5	1.33	7	1.86	9	2.39	28	7.45		
1979											4	1.06	12	3.19	7	1.86	1	.27	24	6.38		
Totals	33	8.78	39	10.37	21	5.59	21	5.59	114	30.31	33	8.78	39	10.37	21	5.59	21	5.59	114	30.32		

Table 17

Frequency and Percentage Distribution
of Fraternity and Sorority Members
and Non Members

Category	No.	%
Member	641	63.03
Non-Member	<u>376</u>	<u>36.97</u>
Total	1017	100.00

Table 18
Frequency and Percentage Distribution of
Subjects by Sex

Sex	No.	%
<i>Female</i>	704	69.22
<i>Male</i>	<u>313</u>	<u>30.78</u>
Total	1017	100.00

Table 19
Frequency and Percentage Distribution
of Subjects by Type of Institution
(Financial Support)

Type of Institution	No.	%
<i>Private</i>	359	35.30
<i>Public</i>	<u>658</u>	<u>64.70</u>
Total	1017	100.00

Table 20

Frequency and Percentage Distribution of
Subjects by Type of Institution
(Coeducational or All-Female)

Type of Institution	No.	%
<i>All female</i>	185	18.19
<i>Coeducational</i>	<u>832</u>	<u>81.81</u>
Total	1017	100.00

Table 21

Frequency and Percentage Distribution of
Subjects by Type of Institution
(Urban or Rural)

Type of Institution	No.	%
<i>Rural</i>	174	17.11
<i>Urban</i>	<u>843</u>	<u>82.89</u>
Total	1017	100.00

Table 22
Frequency and Percentage Distribution of
Subjects by Graduation Year

Graduation Year	No.	%
1975-76	270	26.55
1976-77	241	23.70
1977-78	268	26.35
1978-79	<u>238</u>	<u>23.40</u>
Total	1017	100.00

Table 23
Frequency and Percentage Distribution of
Subjects by Institution

Institution	No.	%
A&T State	349	34.32
Bennett	185	18.19
Livingstone	174	17.11
Winston-Salem State	<u>309</u>	<u>30.38</u>
Total	1017	100.00

Table 24

Frequency and Percentage Distribution of Fraternity and Sorority Members by Sex and Non-Members by Sex at Four Institutions

Institution	Members						Non-Members						Combined Total	
	Male		Female		Total		Male		Female		Total		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
A & T State	109	10.72	147	14.45	256	25.77	50	4.92	43	4.23	93	9.14	349	34.31
Bennett	0	.00	102	10.03	102	10.03	0	.00	83	8.16	83	8.16	185	18.19
Livingstone	7	.69	67	6.59	74	7.28	40	3.93	60	5.90	100	9.83	174	17.11
WSSU	70	6.88	139	13.67	209	20.55	37	3.64	63	6.19	100	9.83	309	30.38
Combined Total	186	18.29	455	44.74	641	63.03	127	12.49	249	24.48	376	36.97	1017	99.99

Table 25

Frequency and Percentage Distribution of Fraternity and Sorority Members and Non-Members by Sex and Type of Institution (Public or Private) at Four Institutions

Institution	Public						Private						
	Male		Members Female		Total		Institution	Male		Members Female		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
A & T State	109	10.72	147	14.45	256	25.17	Bennett	0	.00	102	10.03	102	10.03
WSSU	70	6.88	139	13.67	209	20.55	Livingstone	7	.69	67	6.59	74	7.28
Total	179	17.60	286	28.12	465	45.72	Total	7	.69	169	16.62	176	17.31
Institution	Non-Members						Non-Members						
	Male		Female		Total		Institution	Male		Female		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
A & T State	50	4.92	43	4.23	93	9.15	Bennett			83	8.16	83	8.16
WSSU	37	3.64	63	6.19	100	9.83	Livingstone	40	3.93	60	5.90	100	9.83
Total	87	8.56	106	10.42	193	18.98		40	3.93	143	14.06	183	17.99
Combined Total	266	26.16	392	38.54	658	64.70		47	4.62	312	30.68	259	35.30

Table 26

Frequency and Percentage Distribution of Subjects by Sex and Type
of Institution (ALL-Female or Coeducational)
at Four Institutions

All-Female					Coeducational						
Institution	Members		Female		Institution	Members				Total	
	No.	%	No.	%		Male	%	Female	%	No.	%
Bennett	0.00	0.00	102	10.03	A & T	109	10.72	147	14.45	256	25.17
					Livingstone	7	.69	67	6.59	74	7.28
					WSSU	70	6.88	139	13.67	209	20.55
Totals			102	10.03		186	18.29	353	34.71	539	53.00
Non-Members					Non-Members						
	No.	%	No.	%		No.	%	No.	%	No.	%
Bennett	0.00	0.00	83	8.16	A & T	50	4.92	43	4.23	93	9.14
					Livingstone	40	3.93	60	5.90	100	9.83
					WSSU	37	3.64	63	6.19	100	9.83
Totals			83	8.16		127	12.49	166	10.13	293	28.81
Combined Total	0.00	0.00	185	18.19		313	30.78	519		1017	100.00

Table 27

Frequency and Percentage Distribution of Fraternity and Sorority Members
and Non-Members by Sex and Type of Institution (Urban or
Rural) at Four Institutions

Institution	Urban						Rural						
	Male		Members Female		Total		Institution	Male		Members Female		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
A & T State	109	10.72	147	14.45	256	25.17	Livingstone	7	.69	67	6.59	74	7.28
Bennett			102	10.03	102	10.03							
WSSU	70	6.88	139	13.67	209	20.55							
Total	179	17.60	388	38.15	567	55.75	Total	7	.69	67	6.59	74	7.28
Institution	Non-Members						Non-Members						
	Male		Members Female		Total		Institution	Male		Members Female		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
A & T State	50	4.92	43	4.23	93	9.15	Livingstone	40	3.93	60	5.90	100	9.83
Bennett			83	8.16	83	8.16							
WSSU	37	3.64	63	6.19	100	9.83							
Total	87	8.56	189	18.58	276	27.14	Total	40	3.93	60	5.90	100	9.83
Combined Total	266	26.16	577	56.73	843	82.89	Combined Total	47	4.62	127	12.49	174	17.11

Table 28

Frequency and Percentage Distribution of Fraternity and Sorority Members
by Grade Point Average (2.30 and Over) Two Years After Matriculation
at Four Institutions, 1975-76 to 1978-79

Year	GPA	A&T State		Bennett		Livingston		WSSU		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	2.30-2.50	22	3.43	6	.97	2	.31	24	3.74	54	8.42
	2.51-3.00	26	4.06	11	1.72	2	.31	26	4.06	65	10.14
	3.01-3.50	25	3.90	9	1.40	0	.00	0	0.00	34	5.30
	3.51-over	16	2.50	6	.97	0	.00	0	0.00	22	3.43
Totals		89	13.88	32	4.99	4	.62	50	7.80	175	27.30
1976-77	2.30-2.50	10	1.56	3	.47	3	.47	37	5.77	53	8.27
	2.51-3.00	7	1.09	11	1.72	11	1.72	31	4.84	60	9.36
	3.01-3.50	3	.49	9	1.40	9	1.40	2	.31	23	3.59
	3.51-over	1	.16	4	.62	4	.62	0	0.00	9	1.40
Totals		21	3.28	27	4.21	27	4.21	70	10.92	145	22.62
1977-78	2.30-2.50	34	5.30	6	.97	6	.97	23	3.59	69	10.76
	2.51-3.00	38	4.37	13	2.03	13	2.03	13	2.03	67	10.45
	3.01-3.50	22	3.43	4	.62	4	.62	2	.31	32	4.99
	3.51-over	6	.94	3	.47	3	.47	0	0.00	12	1.87
Totals		90	14.04	26	4.06	26	4.06	38	5.93	180	28.08
1978-79	2.30-2.50	14	2.18	4	.62	4	.62	33	5.15	55	8.27
	2.51-3.00	11	1.72	8	1.25	8	1.25	16	2.50	43	6.71
	3.01-3.50	21	3.28	3	.47	3	.47	2	.31	29	4.52
	3.51-over	10	1.56	2	.31	2	.31	0	0.00	14	2.18
Totals		56	8.74	17	2.65	17	2.65	51	7.96	141	22.00
All Years	2.30-2.50	80	12.48	19	2.96	15	2.34	117	18.25	231	36.04
	2.51-3.00	72	11.23	43	6.71	34	5.30	86	13.42	235	36.66
	3.01-3.50	71	11.08	25	3.90	16	2.50	6	.94	118	18.41
	3.51-over	33	5.15	15	2.34	9	1.40	0	0.00	57	8.84
Grand Total		256	39.94	102	15.91	74	11.54	209	32.61	641	100.00

Table 29

Frequency and Percentage Distribution of Non-Members by Grade
Point Average (2.30 and Over) Two Years After Matriculation
at Four Institutions, 1975-76 to 1978-79

Year	GPA	A&T State		Bennett		Livingstone		WSSU		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	2.30-2.50	1	.27	9	2.39	15	3.99	16	4.26	41	10.90
	2.51-3.00	3	.80	2	.53	7	1.86	6	1.60	18	4.79
	3.01-3.50	6	1.60	8	2.13	3	.80	3	.80	20	5.32
	3.51-over	11	2.93	5	1.33	0	.00	0	.00	16	4.26
Totals		21	5.59	24	6.38	25	6.65	25	6.65	95	25.27
1976-77	2.30-2.50	15	3.99	8	2.13	10	2.66	9	2.39	42	11.17
	2.51-3.00	3	.80	3	.80	8	2.13	8	2.13	22	5.85
	3.01-3.50	4	1.06	7	1.86	5	1.33	6	1.60	22	5.85
	3.51-over	1	.27	5	1.33	2	.53	2	.53	10	2.66
Totals		23	6.11	23	6.11	25	6.65	25	6.65	96	25.53
1977-78	2.30-2.50	11	2.93	5	1.33	7	1.86	9	2.39	32	8.51
	2.51-3.00	7	1.86	2	.53	11	2.93	7	1.86	27	7.18
	3.01-3.50	6	1.60	4	.11	6	1.60	7	1.86	23	6.12
	3.51-over	1	.27	2	.53	1	.27	2	.53	6	1.60
Totals		25	6.65	13	3.46	25	6.65	26	6.65	88	23.40
1978-79	2.30-2.50	15	3.99	9	2.39	11	2.93	18	4.79	53	14.10
	2.51-3.00	5	1.33	6	1.60	10	2.66	6	1.60	27	7.18
	3.01-3.50	2	.53	6	1.60	4	1.06	1	.27	13	3.46
	3.51-over	2	.53	2	.53	0	.00	0	.00	4	1.06
Totals		24	6.38	23	6.12	25	6.65	25	6.65	97	25.80
All Years	2.30-2.50	42	11.73	31	8.24	43	11.44	52	13.83	158	24.65
	2.51-3.00	18	4.79	13	3.46	36	9.57	27	7.18	248	38.69
	3.01-3.50	18	4.79	25	6.65	18	4.79	17	4.52	167	26.05
	3.51-over	15	3.99	14	3.72	3	0.80	4	1.06	68	10.61
Grand Totals		93	24.73	83	22.07	100	26.60	100	26.60	376	100.00

Table 30

Frequency and Distribution of Fraternity and Sorority Members
by Grade Point Average (2.30 and Over) at Graduation at
Four Institution, 1975-76 to 1978-79

Year	GPA	A&T State		Bennett		Livingston		WSSU		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
1975-76	2.30-2.50	14	2.18	4	.62	1	.16	10	1.56	29	4.52
	2.51-3.00	32	4.99	17	2.65	3	.47	15	2.34	67	10.45
	3.01-3.50	29	4.52	6	.97	0	.00	20	3.12	55	8.58
	3.51-over	14	2.18	5	.78	0	.00	5	.78	24	3.74
Totals		89	13.88	32	4.99	4	.62	50	7.80	175	27.30
1976-77	2.30-2.50	11	1.72	4	.62	4	.62	29	4.52	48	7.49
	2.51-3.00	6	.97	9	1.40	9	1.40	19	2.96	43	6.71
	3.01-3.50	2	.31	11	1.72	11	1.72	12	1.87	36	5.62
	3.51-over	2	.31	3	.47	3	.47	10	1.56	18	2.81
Totals		21	3.28	27	4.21	27	4.21	70	10.92	145	22.62
1977-78	2.30-2.50	33	5.15	1	.16	1	.16	12	1.87	47	7.33
	2.51-3.00	37	5.77	19	2.96	20	3.12	10	1.56	86	13.42
	3.01-3.50	17	2.65	4	.62	4	.62	13	2.03	38	5.93
	3.51-over	3	.47	2	.31	1	.16	3	.47	9	1.40
Totals		90	14.04	26	4.06	26	4.06	38	5.93	180	28.08
1978-79	2.30-2.50	11	1.72	4	.62	2	.31	17	2.65	34	5.30
	2.51-3.00	18	2.81	9	1.40	11	1.72	14	2.18	52	8.11
	3.01-3.50	20	3.12	2	.31	2	.31	14	2.18	38	5.93
	3.51-over	7	1.09	2	.31	2	.31	6	.94	17	2.65
Totals		56	8.74	17	2.65	17	2.65	51	7.96	141	21.97
All Years	2.30-2.50	69	10.76	13	2.03	8	1.25	68	10.61	158	24.65
	2.51-3.00	93	14.51	54	8.42	43	6.71	58	9.05	248	38.69
	3.01-3.50	68	10.61	23	3.59	17	2.65	59	9.20	167	26.05
	3.51-over	26	4.06	12	1.87	6	0.94	24	3.74	68	10.61
Grand Total		256	39.94	102	15.91	74	11.54	209	33.61	641	100.00

Table 31
 Frequency and Percentage Distribution of Non-Members by Grade
 Point Average (2.30 and Over) at Graduation
 at Four Institutions, 1975-76 to 1978-79

Year											
1975-76	2.30-2.50	2	.53	6	1.60	12	3.19	5	1.33	25	6.65
	2.51-3.00	3	.80	3	.80	8	2.13	10	2.66	24	6.38
	3.01-3.50	9	2.39	11	2.93	4	1.06	5	1.33	29	7.71
	3.51-over	7	1.86	4	1.06	1	.27	5	1.33	17	4.52
Totals		21	5.59	24	6.38	25	6.65	25	6.65	95	25.27
1976-77	2.30-2.50	13	3.46	3	.80	8	2.13	8	2.13	32	8.51
	2.51-3.00	4	1.06	7	1.16	11	2.93	5	1.33	27	7.81
	3.01-3.50	3	.80	4	1.06	5	1.33	8	2.13	20	5.32
	3.51-over	3	.80	9	2.39	1	.27	4	1.06	17	4.52
Totals		23	6.11	23	6.11	25	6.65	25	6.65	96	25.53
1977-78	2.30-2.50	8	2.13	4	1.06	3	.80	7	1.86	22	5.85
	2.51-3.00	9	2.39	4	1.06	13	3.46	8	2.13	34	9.04
	3.01-3.50	6	1.60	3	.80	8	2.13	3	.80	20	5.32
	3.51-over	2	.53	2	.53	1	.27	7	1.86	12	3.19
Totals		25	6.65	13	3.46	25	6.65	25	6.65	88	23.40
1978-79	2.30-2.50	12	3.19	4	1.06	5	1.33	19	5.05	40	10.64
	2.51-3.00	7	1.86	11	2.93	13	3.46	4	.11	35	9.31
	3.01-3.50	3	.80	7	1.86	7	1.86	2	.53	19	5.05
	3.51-over	2	.53	1	.27	0	.00	0	.00	3	.80
Totals		24	6.38	23	6.11	25	6.65	25	6.65	97	25.80
All Years	2.30-2.50	35	9.31	17	4.52	28	7.45	39	10.37	119	31.65
	2.51-3.00	23	6.12	25	6.65	45	11.97	27	7.18	120	31.91
	3.01-3.50	21	5.59	25	6.65	24	6.38	18	4.79	88	23.40
	3.51-over	14	3.72	16	4.25	3	0.80	16	4.25	49	13.03
Grand Totals		93	24.73	83	22.07	100	26.60	100	26.60	376	100.00

Table 32

Frequency and Percentage Distribution of Fraternity and Sorority Members by Sex and Grade Point Average (2.30 and over) Two Years after Matriculation at Four Institutions, 1975-76 to 1978-79

Year	GPA	A & T		State		Bennett		Livingstone				WSSU		Total					
		Male	Female	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
1975-76	2.30-2.50	9	13	1.40	2.03	6	.97	1	.16	1	.16	10	1.56	14	2.18	20	3.12	34	5.30
	2.51-3.00	16	10	2.50	1.56	11	1.72	1	.16	1	.16	11	1.72	15	2.34	28	4.37	37	5.77
	3.01-3.50	3	22	.47	3.43	9	1.40	0	.00	0	.00	0	.00	0	.00	3	.47	31	4.84
	3.51-over	3	13	.47	2.03	6	.97	0	.00	0	.00	0	.00	0	.00	3	.47	19	2.96
Totals		31	58	4.84	9.05	32	4.99	2	.31	2	.31	21	3.28	29	4.52	54	8.42	121	18.88
1976-77	2.30-2.50	2	8	.31	1.25	3	.47	1	.16	2	.31	13	2.03	24	3.74	16	2.50	37	5.77
	2.51-3.00	2	5	.31	.78	11	1.72	0	.00	11	1.72	14	2.18	17	2.65	16	2.50	44	6.86
	3.01-3.50	2	1	.31	.16	9	1.40	0	.00	9	1.40	0	.00	2	.31	2	.31	21	3.28
	3.51-over	0	1	.00	.16	4	.62	0	.00	4	.62	0	.00	0	.00	0	.00	9	1.40
Totals		6	15	.94	2.34	27	4.21	1	.16	26	4.06	27	4.21	43	6.71	34	5.30	111	17.32
1977-78	2.30-2.50	9	25	1.40	3.90	6	.97	0	.00	6	.97	8	1.25	15	2.34	17	2.65	52	8.11
	2.51-3.00	10	18	1.56	2.81	13	2.03	1	.16	12	1.87	6	.97	7	1.09	17	2.65	50	7.80
	3.01-3.50	13	9	2.03	1.40	4	.62	0	.00	4	.62	0	.00	2	.31	13	2.03	19	2.96
	3.51-over	2	4	.31	.62	3	.47	0	.00	3	.47	0	.00	0	.00	2	.31	10	1.56
Totals		34	56	5.30	8.74	26	4.06	1	.16	25	3.90	14	2.18	24	3.74	49	7.64	131	20.44
1978-79	2.30-2.50	11	3	1.72	.47	4	.62	1	.16	3	.47	6	.97	27	4.21	18	2.81	37	5.77
	2.51-3.00	9	2	1.40	.31	8	1.25	1	.16	7	1.09	2	.31	14	2.18	12	1.87	31	4.84
	3.01-3.50	14	7	2.18	1.09	3	.47	1	.16	2	.31	0	.00	2	.31	15	2.34	14	2.18
	3.51-over	4	6	.62	.94	2	.31	0	.00	2	.31	0	.00	0	.00	4	.62	10	1.56
Totals		38	18	5.93	2.81	17	2.65	3	.47	14	2.18	8	1.25	43	6.71	49	7.64	92	14.35
All Years	2.30-2.50	31	49	28.44	33.33	19	18.63	3	42.86	12	27.92	37	52.86	80	57.55	71	38.17	160	35.17
	2.51-3.00	37	35	33.94	23.81	43	42.16	3	42.86	31	46.27	33	47.14	53	38.13	73	39.25	162	35.60
	3.01-3.50	32	39	29.36	26.53	25	24.51	1	14.29	15	22.39	0	.00	6	4.32	33	17.74	85	18.68
	3.51-over	9	24	8.26	16.33	15	14.71	0	.00	9	13.43	0	.00	0	.00	9	4.84	48	10.55
Grand Total		109	147	17.00	22.93	102	15.91	7	1.09	67	10.45	70	10.92	139	21.68	186	29.62	455	70.99

Table 33

Frequency and Percentage Distribution of Non-Members by Sex and Grade Point Average
(2.30 and Over) Two Years after Matriculation at Four Institutions, 1975-76 to 1978-79

Year	GPA	A & T State		Bennett		Livingstone		WSSU		Total	
		Male No. %	Female No. %	Female No. %	Male No. %	Female No. %	Male No. %	Female No. %	Male No. %	Female No. %	
1975-76	2.30-2.50	1 .27	0 .00	9 2.39	5 1.33	4 .10	12 .32	10 2.66	31 8.24		
	2.51-3.00	3 .80	0 .00	2 .53	2 .53	5 1.33	4 1.06	7 1.86	11 2.93		
	3.01-3.50	4 1.06	2 .53	8 2.13	1 .27	2 .53	2 .53	6 1.60	14 3.72		
	3.51-over	8 2.13	3 .80	5 1.33	0 .00	0 .00	0 .00	8 2.13	8 2.13		
Totals	16 .43	5 1.33	24 6.38	8 2.13	17 4.52	7 1.86	18 4.79	31 8.24	64 17.02		
1976-77	2.30-2.50	5 .13	10 2.66	8 2.13	4 1.06	6 1.60	4 .10	5 1.333	13 3.46	29 7.71	
	2.51-3.00	2 .53	1 .27	3 .80	2 .53	6 1.60	4 .10	4 1.06	8 2.13	14 3.72	
	3.01-3.50	2 .53	2 .53	7 1.86	2 .53	3 .80	2 .53	4 1.06	6 1.60	16 4.26	
	3.51-over	1 .27	0 .00	5 1.33	1 .27	1 .27	0 .00	2 .53	2 .53	8 2.13	
Totals	10 2.66	13 3.46	23 6.11	8 2.13	16 4.46	10 .91	15 3.99	29 7.71	67 17.82		
1977-78	2.30-2.50	4 1.06	7 1.86	5 1.33	2 .53	5 1.33	2 .53	7 1.86	8 2.13	24 6.38	
	2.51-3.00	2 .53	5 1.33	2 .53	4 1.06	7 1.86	1 .27	6 .16	7 1.86	20 5.32	
	3.01-3.50	2 .53	4 1.06	4 1.06	2 .53	4 1.06	2 .53	5 1.33	6 1.60	17 4.52	
	3.51-over	0 .00	1 .27	2 .53	0 .00	1 .27	0 .00	2 .53	0 .00	6 1.60	
Totals	8 2.13	17 4.52	13 3.46	8 2.13	17 4.52	5 1.33	20 5.31	21 5.59	67 17.82		
1978-79	2.30-2.50	11 2.93	4 1.06	9 2.39	7 1.86	4 1.06	12 3.19	6 1.66	30 7.98	23 6.17	
	2.51-3.00	3 .80	2 .53	6 1.60	7 1.86	3 .80	2 .53	4 1.06	12 3.19	15 3.99	
	3.01-3.50	1 .27	1 .27	6 1.60	1 .27	3 .80	1 .27	0 .00	3 .80	10 2.66	
	3.51-over	1 .27	1 .27	2 .53	0 .00	0 .00	0 .00	0 .00	1 .27	3 .80	
Totals	16 4.26	8 2.13	23 6.12	15 3.99	10 2.66	15 3.99	10 2.66	46 12.23	51 13.56		
All Years	2.30-2.50	21 42.00	21 48.84	31 37.35	18 45.00	25 41.67	22 59.46	30 47.62	61 48.03	107 42.97	
	2.51-3.00	10 20.00	8 18.60	13 15.66	15 37.50	21 35.00	9 24.32	18 28.57	34 26.77	60 24.10	
	3.01-3.50	9 18.00	9 20.93	25 30.12	6 25.00	12 20.00	6 16.22	11 17.46	21 16.53	57 22.89	
	3.51-over	10 20.00	5 11.63	14 16.87	1 2.50	2 3.33	0 .00	4 6.35	11 8.66	25 10.04	
Grand Total	50 13.30	43 11.44	83 22.07	40 10.64	60 15.96	37 9.84	63 16.76	127 33.78	249 66.22		

Table 34

Frequency and Distribution of Fraternity and Sorority Members by Sex and Grade Point Average (2.30 and Over) at Graduation at Four Institutions, 1975-76 to 1978-79

Year	GPA	A & T State		Bennett		Livingstone		WSSU		TOTAL									
		Male No	Female %	Male No	Female %	Male No	Female %	Male No	Female %	Male No	Female %								
1975-76	2.30-2.50	7	1.09	7	1.09	4	.62	0	.00	1	.16	5	.78	5	.78	12	1.87	17	2.65
	2.51-3.00	10	1.56	22	3.43	17	2.65	1	.16	2	.31	6	.97	9	1.40	17	2.65	50	7.80
	3.01-3.50	9	1.40	20	3.12	6	.97	0	.00	0	.00	4	.62	16	2.49	13	2.03	42	6.55
	3.51-over	7	1.09	7	1.09	5	.78	0	.00	0	.00	2	.31	3	.47	9	1.40	15	2.34
Totals		33	5.14	56	8.74	32	4.99	1	.16	3	.47	17	2.65	33	5.14	51	7.96	124	19.34
1976-77	2.30-2.50	6	.62	5	.78	4	.62	1	.16	3	.47	13	2.03	16	2.49	20	3.12	28	4.37
	2.51-3.00	4	.62	2	.31	9	1.40	1	.16	8	1.25	9	1.40	10	1.56	14	2.18	29	4.52
	3.01-3.50	1	.16	1	.16	11	1.72	0	.00	11	1.72	6	.97	6	.97	7	1.09	29	4.52
	3.51-over	1	.16	1	.16	3	.47	1	.16	2	.31	2	.31	8	1.25	4	.62	14	2.18
Totals		12	1.87	9	1.40	27	4.21	3	.47	24	3.74	30	4.68	40	6.24	57	8.89	100	15.60
1977-78	2.30-2.50	16	2.49	17	2.65	1	.16	0	.00	1	.16	2	.31	10	1.56	18	2.81	29	4.52
	2.51-3.00	17	2.65	20	3.12	19	2.96	1	.16	19	2.96	4	.62	6	.97	22	3.43	64	9.98
	3.01-3.50	10	1.56	7	1.09	4	.62	0	.00	4	.62	3	.47	10	1.56	13	2.02	25	3.90
	3.51-over	3	.47	0	.00	2	.31	0	.00	1	.16	1	.16	2	.31	4	.62	5	.78
Totals		46	7.18	44	6.86	26	4.06	1	.16	25	3.90	10	1.56	28	4.37	57	8.89	123	19.19
1978-79	2.30-2.50	6	.97	5	.78	4	.62	1	.16	1	.16	4	.62	13	2.03	11	1.71	23	3.59
	2.51-3.00	9	1.40	9	1.40	9	1.40	1	.16	10	1.56	4	.62	10	1.56	14	2.18	38	5.93
	3.01-3.50	2	.31	18	2.81	2	.31	0	.00	2	.31	4	.62	10	1.56	6	.95	32	4.99
	3.51-over	1	.16	6	.97	2	.31	0	.00	2	.31	1	.16	5	.78	2	.31	15	2.34
Totals		18	2.81	38	5.93	17	2.65	2	.31	15	2.34	13	2.03	38	5.93	33	5.15	108	16.85
All Years	2.30-2.50	35	32.11	34	23.13	13	12.75	2	28.57	6	8.96	24	34.29	44	31.65	61	32.80	97	21.32
	2.51-3.00	40	36.70	53	36.05	54	52.94	4	57.14	39	58.21	23	32.86	35	25.18	67	36.02	181	39.78
	3.01-3.50	22	20.18	46	31.29	23	22.55	0	.00	17	25.37	27	24.29	42	30.22	39	20.97	128	28.13
	3.51-over	12	11.01	14	9.52	12	11.76	1	14.29	5	7.46	6	8.57	18	12.95	19	10.21	49	10.77
Grand Total		109	17.00	147	22.93	102	15.91	7	1.09	67	10.45	70	10.92	139	21.68	186	29.02	455	70.98

Table 35

Frequency and Percentage Distribution of Non-Members by Sex and Grade Point Averages
(2.30 and Over) at Graduation at Four Institutions, 1975-76 to 1978-79

Year	GPA	A & T		State		Bennett		Livingstone				WSSU ¹		Total		Female			
		Male No.	%	Female No.	%	Female No.	%	Male No.	%	Female No.	%	Male No.	%	Female No.	%	Male No.	%	Female No.	%
1975-76	2.30-2.50	1	.27	1	.26	6	1.59	5	1.33	7	1.86	5	1.33	0	.00	11	2.92	14	3.72
	2.51-3.00	2	.53	1	.27	3	.80	2	.53	6	1.59	3	.80	7	1.86	7	1.86	17	4.52
	3.01-3.50	7	1.86	2	.53	11	2.93	2	.53	2	.53	1	.27	4	1.06	10	2.66	19	5.05
	3.51-over	5	1.33	2	.53	4	1.06	0	.00	1	.27	1	.27	4	1.06	6	1.60	11	2.93
Totals		15	3.99	6	1.59	24	6.38	9	2.39	16	4.26	10	2.66	15	3.99	34	9.04	61	1.62
1976-77	2.30-2.50	5	1.33	8	2.13	3	.80	1	.27	7	1.86	6	1.59	2	.53	12	3.19	20	5.32
	2.51-3.00	3	.80	1	.27	7	1.86	3	.79	8	5.13	3	.80	2	.53	9	2.39	18	4.79
	3.01-3.50	2	.53	1	.27	4	1.06	2	.53	3	.80	1	.27	7	1.86	5	1.33	15	3.99
	3.51-over	2	.53	1	.27	9	2.39	0	.00	1	.27	1	.27	3	.80	3	.80	14	3.22
Totals		12	3.19	11	2.93	23	6.11	6	1.59	19	5.05	11	2.93	14	3.72	29	7.71	67	17.82
1977-78	2.30-2.50	5	1.33	3	.80	4	1.06	2	.53	1	.27	5	1.33	2	.53	12	3.19	10	2.66
	2.51-3.00	7	1.86	2	.53	3	.80	5	1.33	8	2.13	2	.53	6	1.59	14	3.72	19	5.05
	3.01-3.50	3	.80	3	.80	5	1.33	3	.80	5	1.33	1	.27	2	.53	7	1.86	15	3.99
	3.51-over	1	.27	1	.27	1	.27	0	.00	1	.27	0	.00	7	1.86	1	.27	10	2.66
Totals		16	4.26	9	2.39	13	3.46	10	2.66	15	3.99	8	2.13	17	4.52	34	9.04	54	1.43
1978-79	2.30-2.50	5	1.33	7	1.86	2	.53	4	1.06	1	.27	3	.80	16	4.26	12	3.19	26	6.91
	2.51-3.00	1	.27	6	1.59	13	3.46	5	1.33	8	2.13	3	.80	1	.27	9	2.39	28	7.45
	3.01-3.50	1	.27	2	.53	6	1.59	6	1.59	1	.27	2	.53	0	.00	9	2.39	9	2.39
	3.51-over	0	.00	2	.53	2	.53	0	.00	0	.00	0	.00	0	.00	0	.00	4	1.06
Totals		7	1.86	17	4.52	23	6.12	15	3.99	10	2.66	8	2.13	17	4.52	30	7.98	67	17.82
All Years	2.30-2.50	16	32.00	9	20.93	15	18.07	12	30.00	16	26.67	19	51.35	20	31.75	47	37.00	70	28.41
	2.51-3.00	13	26.00	20	46.51	26	31.33	15	37.50	30	50.00	11	29.73	16	25.40	39	30.71	82	32.93
	3.01-3.50	13	26.00	8	18.60	26	31.33	13	32.50	11	18.33	5	13.51	13	20.63	31	24.41	58	23.29
	3.51-over	8	16.00	6	13.95	16	19.27	0	.00	3	5.00	2	5.41	14	22.22	19	7.87	39	15.66
Grand Total		50	13.30	43	11.44	83	22.09	40	10.64	60	15.96	37	9.84	63	16.76	127	33.78	249	66.22

Table 36

Frequency and Percentage Distribution of Subjects (Fraternity and Sorority Members) by Sex and Grade Point Average (3.00 and Over) Two Years After Matriculation at Four Institutions

	A & T State						Bennett					
	Male		Female		Total		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%		
Honors												
3.00-3.40	13	2.03	12	1.87	25	3.90	9	1.40	9	1.40		
High Honors												
3.41-over	8	1.25	8	1.25	16	2.50	6	.94	6	.94		
None	88	13.72	127	19.81	215	33.54	87	13.57	87	13.57		
Totals	109	17.00	147	22.93	256	39.94	102	15.91	102	15.91		
	Livingstone						WSSU					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Honors												
3.00-3.40	0	.00	0	.00	0	.00	0	.00	0	.00	0	.00
High Honors												
3.41-over	0	.00	0	.00	0	.00	0	.00	0	.00	0	.00
None	7	1.09	67	10.45	74	11.54	70	10.92	139	21.68	209	32.60
Totals	7	1.09	67	10.45	74	11.54	70	10.92	139	21.68	209	32.60

Table 37

Frequency and Percentage Distribution of Subjects (Non-Members) by
Sex and Grade Point Average (3.00 and Over) Two Years After
Matriculation at Four Institutions

	A & T State						Bennett					
	Male		Female		Total		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%		
Honors 3.00-3.40	13	3.46	7	1.86	20	5.32	25	6.65	25	6.65		
High Honors 3.41-over	10	2.66	6	1.60	16	4.26	14	3.72	14	3.72		
None	27	7.18	30	7.98	57	15.15	44	11.70	44	11.70		
Totals	50	13.30	43	11.44	93	24.73	83	22.07	83	22.07		
	Livingstone						WSSU					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Honors 3.00-3.40	7	1.86	11	2.93	18	4.79	5	1.33	12	3.19	17	4.52
High Honors 3.41-over	1	.27	2	.53	3	.80	1	.27	3	.80	4	1.07
None	32	8.51	47	12.50	79	21.01	31	8.24	48	12.77	79	21.01
Totals	40	10.64	60	15.98	100	26.60	37	9.84	63	16.76	100	26.60

Table 38

Frequency and Percentage Distribution of Subjects (Fraternity and Sorority Members) by Sex and Grade Point Average (3.00 and Over) at Graduation at Four Institutions

	A & T State						Bennett			
	Male		Female		Total		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Honors 3.00-3.40	14	2.18	27	4.21	41	6.40	11	1.72	11	1.72
High Honors 3.41-over	15	2.34	39	6.08	54	8.42	6	.94	6	.94
None	80	12.48	81	12.64	161	25.12	85	13.26	85	13.26
Totals	109	17.00	147	22.93	256	39.94	102	15.91	102	15.91

	Livingstone						WSSU					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Honors 3.00-3.40	2	.31	16	2.50	18	2.81	16	2.50	51	7.96	67	10.45
High Honors 3.41-over	0	.00	6	.94	6	.94	6	.94	26	4.06	32	4.99
None	5	.78	45	7.02	50	7.80	48	7.49	62	9.67	110	17.16
Totals	7	1.09	67	10.45	74	11.54	70	10.92	139	21.68	209	32.60

Table 39

Frequency and Percentage Distribution of Subjects (Non-Members) by Sex and Grade Point Average (3.00 and Over) at Graduation at Four Institutions

	A & T State						Bennett					
	Male		Female		Total		Female		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%		
Honors 3.00-3.40	14	3.72	6	.94	20	5.32	25	6.65	25	6.65		
High Honors 3.41-over	9	2.39	7	1.86	16	4.26	16	4.26	16	4.26		
None	27	7.18	30	7.98	57	15.15	42	11.17	42	11.17		
Totals	50	13.30	43	11.44	93	24.73	83	22.07	83	22.07		
	Livingstone						WSSU					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Honors 3.00-3.40	10	2.66	18	4.79	28	7.47	6	1.60	15	3.99	21	5.59
High Honors 3.41-over	0	.00	5	1.33	5	1.33	5	1.33	14	3.72	19	5.05
None	30	7.98	37	9.84	67	17.82	26	6.91	34	9.04	60	15.96
Totals	40	10.64	60	15.96	100	26.60	37	9.84	63	16.76	100	26.60

APPENDIX C
CONSTITUTION AND BY-LAWS, PAN-HELLENIC COUNCIL

NATIONAL PAN-HELLENIC COUNCIL, INC.

CONSTITUTION
AND
BYLAWS

1972 Edition

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"TOGETHERNESS FOR GREEKS"

NATIONAL PAN HELLENIC COUNCIL, INC.
CONSTITUTION AND BY LAWS STUDY COMMITTEE
FOR 1972 REVISIONS

124

James T. Bailey - Chairman

James Avery	Annie Lawrence
Lillian Benbow	Parlett Moore
Bernice Calloway	John Middleton, Jr.
William Carter	Alvin McNeil
Emma Dewberry	Ernest Morial
William Doar	Earl A. Morris
Mattelia Grays	H. Carl Moultrie
Zoel Hargraves	Carey Preston
Isabel M. Herson	Virginia Simms
Jackie V. Hill	Alice M. Swain
Jay Humphrey	Lynnette Taylor
Rubye Jamison	Jennie Walburg
Erma Jenkins	William Washington
Albert Johnson	Emogene Wilson
Roosevelt Johnson	Charles Wright
Rosalie Kennedy	Lawrence Young
Janice Kissner	

NATIONAL PAN-HELLENIC COUNCIL, INCORPORATED

CONSTITUTION AND BY LAWS

(March 1972, Revision)

PREAMBLE

We, the representatives of Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Sigma Gamma Rho and Zeta Phi Beta recognizing the need for coordination of activities of inter-collegiate Greek letter fraternities and sororities, and recognizing that there are certain areas of action and programming that can best be carried out by the joint efforts of all such organizations, and believing that these needs can best be realized by formal organization, do hereby establish such an organization and bind themselves to abide by the provisions of the following Constitution and By-Laws.

CONSTITUTION

ARTICLE I - NAME

Section 1. The name of this organization shall be the National Pan-Hellenic Council, Incorporated.

ARTICLE II PURPOSE

Section 1. To assist college and university administrations in attaining their educational and cultural objectives.

Section 2. To maintain on a high plane fraternity life and inter-fraternal relationships.

- Section 3. To serve as a standard setting and implementing body for the affiliate organizations in the areas of rushing, pledging and initiation.
- Section 4. To serve as a forum for the consideration of mutual interest to the member organizations.
- Section 5. To encourage local councils to concern themselves with programs designed to help meet the needs of their respective communities.
- Section 6. To make recommendations to the member organizations for legislation, to act as the catalyst of member organizations on matters of interest to the college and fraternity world.

ARTICLE III - MEMBERSHIP

- Section 1. The following sororities and fraternities are the members of the National Pan-Hellenic Council, incorporated.

Alpha Kappa Alpha
Alpha Phi Alpha
Delta Sigma Theta
Kappa Alpha Psi

Omega Psi Phi
Phi Beta Sigma
Sigma Gamma Rho
Zeta Phi Beta

Additional sororities and fraternities admitted to the National Pan-Hellenic Council shall be listed in the order of their admission.

- Section 2. Classification of Members

- A. Active members shall be those organizations which have fully qualified for membership as specified in the Constitution and which have been duly admitted to membership in the National Pan-Hellenic Council.
- B. Associate members shall be those organizations which have not fully qualified for active membership but which National Pan-Hellenic Council has admitted to associate membership.

- Section 3. Eligibility of an organization for membership in the National Pan-Hellenic Council, Incorporated, shall be as follows:

- A. Active membership - to be eligible for membership an organization shall meet the following requirements:
1. It must have as members no person who has held membership in any other organization holding membership in National Pan-Hellenic Council.
 2. Organizations applying for admission after the ratification of this Constitution must have been an associate member for at least four years.
 3. The organization must have been established on a college or university campus in its national character for at least nine years.
 4. It shall initiate into undergraduate chapters only persons who at the time are pursuing the Bachelor's degree in an accredited college or university.
 5. It must have a minimum of ten undergraduate chapters and the tenth must be at least two years old.
- B. Associate membership - to be eligible for associate membership an organization shall meet the following requirements:
1. It must have as members persons who conform to the regulations as set forth for National Pan-Hellenic Council organizations.
 2. It must have been in existence as a national organization for at least five years and have a minimum of five active undergraduate chapters.
 3. It must conform to the ideals and the standards adopted by the National Pan-Hellenic Council.

Section 1. The officers of the National Pan-Hellenic Council, Incorporated, shall be:

President
First Vice President
Second Vice President
Executive Secretary
Secretary
Treasurer

ARTICLE V THE EXECUTIVE COMMITTEE

- Section 1. The Executive Committee shall consist of the elected officers of National Pan-Hellenic Council, Incorporated; one representative appointed by each member organization and four members at large, two members must be undergraduates. That the four members at large shall be elected by the National Pan-Hellenic Council Convention.
- Section 2. The Executive Committee shall have authority to conduct the affairs of the National Pan-Hellenic Council, Incorporated, between annual sessions, subject to limitations of the Constitution, By-Laws and actions of the National Conventions of National Pan-Hellenic Council, Incorporated.
- Section 3. The Executive Committee shall formulate and approve the program and agenda for the National Convention.
- Section 4. The Executive Committee shall be empowered to establish convention rules and procedures which are not inconsistent with the Constitution or By-Laws.
- Section 5. The Executive Committee shall employ an Executive Secretary in accordance with the Constitution and By-Laws.

ARTICLE VI - POWERS

- Section 1. The Powers of the National Pan-Hellenic Council shall be:
- A. To make laws that pertain to its own government.
 - B. To admit, according to the criteria stated in the Constitution, petitioning fraternities and sororities to membership in the National Pan-Hellenic Council, Incorporated.
 - C. To discipline, fine, suspend or expel member organizations, local councils, officers, or delegates in accordance with provisions in the Constitution and By-Laws.
 - D. To levy and collect annual assessments.

- E To correlate programs that are designed to help meet the needs of the councils in their respective communities.

ARTICLE VII REPRESENTATION

Section 1. Representation

- A. Each National member organization is entitled to five (5) official delegates. At least two (2) of these representative should be undergraduates and not more than three (3) should be National officers.
- B. Each associate member organization shall be entitled to one (1) non-voting representative.

- Section 2. Each local Pan-Hellenic Council in good standing with National Pan-Hellenic Council, Incorporated shall be entitled to three (3) voting representatives.

ARTICLE VIII - ASSESSMENTS

- Section 1. Assessments shall be effective upon ratification by a simple majority vote of the Executive Committee.

- Section 2. Any member organization or local council which is delinquent in approved assessments shall be denied representation at any convention of National Pan-Hellenic Council. Upon being delinquent more than sixty (60) days, said member or council shall be subject to a fine of 25% of the delinquent assessment.

- Section 3. Annually each local council and member organization shall submit its assessment to the secretary of NPHC not later than January 31.

ARTICLE IX - AMENDMENTS

- Section 1. The Constitution and By-Laws may be amended by a two-thirds vote of the delegates present and voting at any convention of National Pan-Hellenic Council, Inc.

- A. A proposed amendment shall be presented to writing to the Secretary and President of NPHC at least one hundred twenty (120) days prior to the session which is to act upon the amendment.
- B. A copy of all proposed amendments shall be mailed to each NPHC officer, all member organizations and each financial local council by the secretary of NPHC at least sixty (60) days prior to the convention of NPHC that is to act upon the amendment.

BY-LAWS

ARTICLE I - OFFICERS

Section 1. The official delegates from the local councils and the member organizations shall be eligible for election to any office of the National Pan-Hellenic Council.

Section 2. Election

- A. The officers shall be elected by majority votes. Balloting shall be by secret ballot. Where only one candidate has been nominated for an office, the convention may instruct the Secretary to cast a ballot for the election of the nominee.
- B. The term of office shall run the time of their election at the annual meeting of the Council until the next meeting of the Council or until their successors are elected.
- C. The office of the 2nd Vice President shall be filled by an undergraduate student below the graduating senior level.
- D. The President, Secretary and Treasurer should have attended at least one national convention of National Pan-Hellenic Council during the three year period prior to his election.
 - 1. The Secretary's term of office shall be for two years.

in their respective sorority or fraternity, plus reliable other evidence that his or her local council is financial with NPHC.

3. The Credentials Committee shall also meet at least four (4) hours prior to the election of officers. It will be their duty and responsibility to ascertain the eligibility of delegates and to prepare for the convention, the official list of all delegates. This will be the official roster used by the secretary to seat delegates prior to the election.
4. Only official voting delegates are eligible to vote and hold office. Each delegate is entitled to one (1) vote.
To qualify as a delegate:
 - a. All monies must be paid. This includes full registration fee as a bona fide delegate of said convention.
 - b. There are two classes of delegates:
 1. OFFICIAL DELEGATES Those bearing delegate credentials from Local Councils and member organizations.
 2. NON-VOTING DELEGATE All other registered persons at said convention.

Section 2. Special Meetings:

- A. Special meetings of the National Pan-Hellenic Council may be called by the Executive Committee upon a two-thirds vote.

Section 3. Quorum:

- A. The presiding National Pan-Hellenic Council, Inc. Officer plus at least one delegate from two-thirds of the member organizations plus that number of delegates from financial Local Councils which will at least equal to the required aforementioned member organization delegates shall constitute a quorum.

2. The Treasurer's term of office shall be for two years staggered with the office of Secretary.
- E. Tenure of office shall be limited to two (2) successive terms.
- F. The President-elect shall have served at least one term as an officer of NPHC.

Section 3. Duties of Officers

A. President

1. Shall preside over all meetings of the Executive Committee and National Pan-Hellenic Council.
2. Appoint all committees and serve as an ex-officio member of all committees with the exception of the nominating committee.
3. Be responsible for the implementation of all decisions of the Executive Committee and the National Pan-Hellenic Council.
4. Call an official meeting of the six (6) elected officers not later than ninety (90) days after the close of each Annual Convention.
 - a. The primary purpose of this meeting will be to evaluate and critique the past convention and to implement recommendations and decisions in need of attention.
 - b. This will be an organizational meeting designed to put into action the new programs of the administration and orient the incoming officers with their duties and responsibilities. Each officer can have a two way exchange of expectations with the President.
5. Shall approve all vouchers for expenditure of budgeted funds.
6. Perform all other duties pertaining to the office of the President.

B. 1st Vice President

1. Shall assume the duties of President in the absence or incapacity of the President and shall perform such other duties as are assigned.
2. Coordinate the activities of the local Graduate Councils:
 - a. Supervise the charter ceremony for new local councils.
 - b. Provide guidance for the implementation of the National Program.

C. 2nd Vice President

1. Shall assume the duties of the 1st Vice President in his absence and shall perform such other duties as are assigned.
2. Coordinate the activities of the local undergraduate councils:
 - a. Including where possible the presiding over charter ceremonies for new local undergraduate councils.
 - b. Providing guidance for implementation of the National Program.

D. Secretary:

1. Shall record the minutes of all meetings of the Executive Committee and the National Pan-Hellenic Council and shall keep a permanent record of same.
2. Keep the records and the Corporate Seal of the Corporation.
3. Issue necessary correspondence.
4. Receive and issue receipts for funds.
5. Execute all vouchers for the expenditures of funds. All vouchers shall be approved by the President.

E. Treasurer:

1. Shall receive from the Secretary all monies of National Pan-Hellenic Council.
2. Issue checks for the expenditures of all funds upon receipt of vouchers properly executed.
3. Maintain accurate records of the receipt and expenditures of all funds.

F. All officers shall make annual reports to the National Pan-Hellenic Council and at the expiration of their terms of office shall transfer their records, within thirty (30) days, to their successors.

ARTICLE II SESSIONS

Section 1. The National Pan-Hellenic Council shall meet annually at a time and place to be determined by the Executive Committee. The committee shall be authorized to select convention sites at least two years in advance of the respective meeting.

A. Each Annual Convention or Special Convention shall have a Credentials Committee whose primary function is to establish the official roster of said convention. This committee shall include:

1. First Vice President of NPHC, 2nd Vice President of NPHC and Local President or Vice President of Host Council.
2. This committee shall first meet the afternoon preceding of the first day of each convention. At this time they shall certify credentials. A Potential Candidate for a National Office must submit delegate credentials, registration fees, and hotel reservations preferably, at least seventy-two (72) hours, prior to said convention. Necessary forms can be obtained from secretary of NPHC. Each potential candidate for National office is required to present to the credentials committee evidence of his or her financial status, Nationally, Regionally and Locally

in their respective sorority or fraternity, plus reliable other evidence that his or her local council is financial with NPHC.

3. The Credentials Committee shall also meet at least four (4) hours prior to the election of officers. It will be their duty and responsibility to ascertain the eligibility of delegates and to prepare for the convention, the official list of all delegates. This will be the official roster used by the secretary to seat delegates prior to the election.
4. Only official voting delegates are eligible to vote and hold office. Each delegate is entitled to one (1) vote.
To qualify as a delegate:
 - a. All monies must be paid. This includes full registration fee as a bona fide delegate of said convention.
 - b. There are two classes of delegates:
 1. OFFICIAL DELEGATES Those bearing delegate credentials from Local Councils and member organizations.
 2. NON-VOTING DELEGATE All other registered persons at said convention.

Section 2. Special Meetings:

- A. Special meetings of the National Pan-Hellenic Council may be called by the Executive Committee upon a two-thirds vote.

Section 3. Quorum:

- A. The presiding National Pan-Hellenic Council, Inc. Officer plus at least one delegate from two-thirds of the member organizations plus that number of delegates from financial Local Councils which will at least equal to the required aforementioned member organization delegates shall constitute a quorum.

Section 1. Alumni College Pan-Hellenic Councils:

- A. College Pan-Hellenic Councils are required to organize on those campuses where there are two or more member organizations of the National Pan-Hellenic Council.
- B. Alumni Pan-Hellenic Councils are required to organize where there are two or more member organizations of National Pan-Hellenic Council established.
- C. Application for charter shall be submitted by applicants to the Secretary. Approval shall be by majority vote of the Executive Committee upon a proper showing that the group meets the eligibility requirements as established by the Constitution and By-Laws of the National Pan-Hellenic Council, Incorporated.

Section 2. Council Rosters

- A. Each local council shall submit a list of current officers and members twice a year. These local council rosters should be submitted on forms furnished by NPHC not later than February 15.
- B. Each member organization shall submit a roster of active alumni and undergraduates once a year, not later than January 10th.
- C. Secretary of NPHC should automatically send to all registered councils adequate forms for council rosters prior to due dates. An alumni council includes any alumni or undergraduate local council chartered with NPHC that has furnished the secretary a current mailing address within the last two (2) years.
- D. Each registered local council and member organization shall receive an adequate supply of National Pan-Hellenic registration forms, at least thirty (30) days before each convention.

ARTICLE IV FISCAL OPERATION

- Section 1. The fiscal operation year shall be January 1 to December 31.
- Section 2. The annual budget shall be approved by the Executive Committee prior to the beginning of each fiscal year.
- Section 3. The office of Treasurer shall be bonded in an amount to be determined by the Executive Committee.

ARTICLE V REPORTS

- Section 1. All elected officers shall submit written reports of their activities at the annual meeting of National Pan-Hellenic Council.
- Section 2. Records of the Secretary and Treasurer shall be studied annually and copies of the Secretary and Treasurer's report shall be filed with each national member organization.

ARTICLE VI DISCIPLINARY ACTION

The Executive Committee shall have the power, by a simple majority vote to fine, suspend, expel or take other appropriate disciplinary action against any council, officer, delegate or member of member organization for any activity or conduct which is detrimental or prejudicial to the general college fraternity system for violation of any provision of this Constitution or By-Laws. Written notice must be given to the offender setting forth the allegation or misconduct. Opportunity to defend against or refute the charge must be afforded.

ARTICLE VII PARLIAMENTARY AUTHORITY

- Section 1. In all matters not provided for in the Constitution

and By-Laws the National Pan-Hellenic Council, Incorporated shall be governed by Robert's Rules of Order, Revised.

ARTICLE VIII EXECUTIVE SECRETARY

Shall be a member in good standing with one of the eight (8) member organizations and shall be directly responsible to the President;

Shall maintain an active roster of member organizations and all local councils;

Shall cooperate with the Executive Committee in maintaining active records and official documents and issue such correspondence as may be requested by the Executive Committee;

Shall assist in program coordination and take on any responsibility delegated by the Executive Committee.

Second Vice President	I	2	6
Secretary	I	2	6
Treasurer	I	2	6
Executive Secretary	VIII		12
Official Delegates	II	1	10
Parliamentary Authority	VII	1	12
Powers	VI	1	4
Preamble			1
Purpose	II		1
Quorum	II	3	10
Registration Forms	III	2	11
Reports	V		12
Officers	V	1	12
Representation	VII	1	5
Rosters	III		11
Alumni Council	III	2	11
Member Organization	III	2B	11
Undergraduate Council	III	2	11
Sessions	II		9
Annual	II	1	9
Special	II	2	10
Signatures of Constitutional Convention Delegates			14
Special Meetings	II	2	10
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BELOW ARE SIGNATURES OF DELEGATES WHO PARTICIPATED IN THE MARCH 1972 REVISION AND RATIFICATION OF THE CONSTITUTION AND BY-LAWS OF NATIONAL PAN-HALLENIC COUNCIL, INCORPORATED AT MEMPHIS, TENNESSEE

Eugene M. Probert
 Chas. M. Lauer
 Charles H. Jumper
 Eva E. Rice
 Bernette Taylor
 Garrett L. D'Amore
 Eva M. Boyd
 Eugene M. Hillon
 Leroy Mason
 David S. Probert
 S. G. Smith
 August J. Marigny
 Edgouane P. Jones
 William E. Coon, Jr.
 Mary Elizabeth Moore
 Mildred J. Pasley
 Virginia Lane
 Pamela R. Wetherston
 L. L. M. Jones
 Alma Sturley
 Neal M. Pierce, Jr.
 Richard Edward Williams
 Vernon H. Johnson
 Vernon L. Trotter
 Helen D. Lane
 James A. Jones
 Beulah R. Kennedy
 Jennie M. Wallburg
 James M. Manning
 Samuel M. Mullin, Sr.
 Russell Johnson, Jr.
 Donald J. Cook
 Albert O. Strickland
 Ronald D. Sigford

Ernest G. Drayton
 R. H. Woodberry
 Virginia M. Mank
 Charles L. Harris
 Jennie L. Bailey
 Charles R. Malone
 Delaine L. Loper
 Charles D. Taylor
 Annie S. Lawrence
 David E. Wright
 Walter Washington
 Robert A. Blanton
 Lyle Williams
 Barbara Wright
 James L. Payne
 Damon Tucker
 Earl L. Burgess, Jr.
 Beverly L. Simpson
 Bobbie R. Morrison
 Robert G. Dikens
 Charles Bernard Wright
 John E. Roberts
 Donald W. Brownell
 Kent R. Perkins
 Vera W. Muldrow
 Charlene Dickson Mack
 Norma B. Jolley
 Sam R. P.
 Vernet Dunn