

A Study of the Scholastic Trends of Fraternity Men

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It was the purpose of this study to determine the scholastic trend of students of Purdue University who have been pledged to and initiated into social fraternities during their freshman year.

A list of 171 freshmen was made from the fraternity membership and pledge reports and separated into five groups according to first semester indexes.

- Group I Indexed from 6.50 to 5.00 (6.5 = perfect)
- Group II Indexed from 4.99 to 4.50
- Group III Indexed from 4.49 to 4.00
- Group IV Indexed from 3.99 to 3.50
- Group V Indexed 3.49 and under

Groups were taken to contain from 25 to 45 men, and care was taken to be sure these men had become members of the fraternities during the second semester of school. The semester index of each member was then

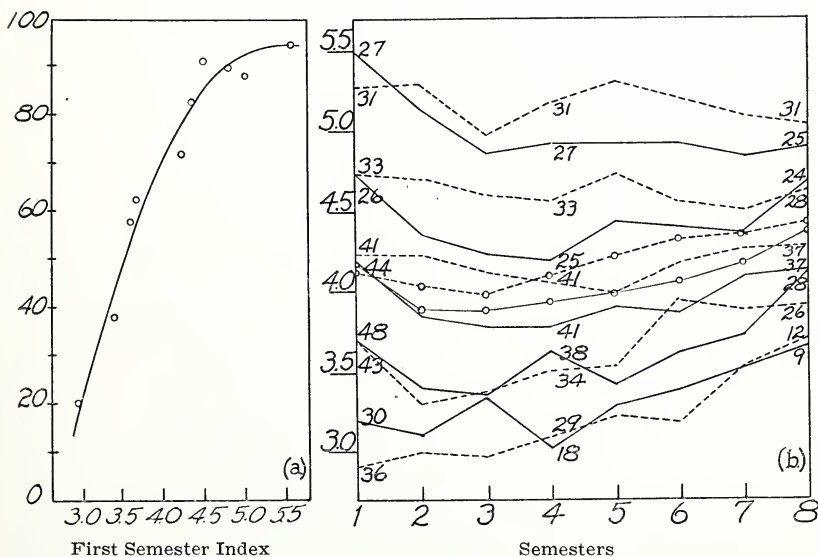


Fig. 1a. The curve shows the percentage of fraternity men that may be expected to graduate when chosen on a basis of the first semester index.

Fig. 1b. The heavy solid lines indicate the semester trends of fraternity men pledged in their first semester and made members in their second semester. The heavy dotted lines indicate the semester trends of non-organized men. Solid lines terminating in circles represent the general trend of all fraternity men. Dotted lines terminating in circles represent the general trend of all non-organized men. Small numerals indicate the number considered in each group.

found, and averages were computed for each group for each of eight semesters. Scholastic trends were plotted from these averages (Fig. 1b). Individuals who did not complete their eight semesters were considered until the time of their withdrawal. The study covers freshmen initiates of all fraternities from the first semester of 1932 through the first semester of 1935.

For purposes of comparison, non-fraternity groups of from 30 to 45 men chosen at random during the same years were studied in a similar manner (Fig. 1b).

From the data collected for the groups of fraternity men, ten divisions were made according to the first semester index, and the percentage graduating determined and plotted (Fig. 1a).

Conclusions

The first semester index should be a significant factor in choosing pledges.

In general, the index of an individual is seldom improved over that of his first semester. There are, of course, notable exceptions. The higher the scholastic index at end of first semester, the better the chances of graduating.