

ciation, I predict that at its next meeting in Jacksonville standards providing for admission from three-year high schools equivalent to those in the North Central and the Maryland and the New England Associations will come into existence in the southern territory: One of the reasons why admission from the three-year high school, or why the three-year high school has been so little developed in the south, is that the Southern Association has adhered to the four-year principle. If the Southern Association agrees to admission on the three-year basis, we will find that the development of the three-year senior high school system in the South will go forward very rapidly. This question has been under discussion in the Southern Association for the past year, and is up for consideration at its next meeting.

President **WEST**: The next paper on the program was to have been presented by Mr. Sage, Registrar, Iowa State College, but he could not be present, and this paper will be presented by Mr. Armsby, Registrar, Missouri School of Mines. Mr. Armsby asked me to explain to you that Mr. Sage was so late in making the change of his arrangements that it was impossible for him to "put it in verse."

I take pleasure in presenting to you Mr. Armsby, of the Missouri School of Mines.

Mr. ARMSBY (Missouri School of Mines) : I will have to ask the members for their indulgence on account of my, unfamiliarity with this paper.

I just received it last night, and

I do not know any more about it than you folks do. FRESHMAN

#### MORTALITY

**J. R. SAGE**

**Registrar, Iowa State College**

At the 1925 Convention the Research, Committee distributed a list of research subjects and asked the delegates to indicate their interest in various cooperative studies. The group which gave Freshman Mortality as their first choice held a short meeting and agreed upon the following limitations for the study of this topic

1. Consider only the freshmen who entered the Fall of 1925 without advanced credits.

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2 Determine:

(a) the number who dropped out before June, 1926, with reason.

(b) the number who at the end of the year were not eligible to continue in college by reason of low scholastic records.

A brief progress report was made at the 1926 meeting of the Association, the study being incomplete at that time since the report was to cover the records of freshmen for the entire college year, 1925-26. Reports have been received from 17 cooperating institu-

tions with freshmen classes ranging from 66 to 1729 students.

Tabulation of the figures gives the following facts

The total number of freshmen studied was 10,251. Of the 4861 enrolled in institutions on the quarter basis, 7.4% left at the end of the Fall Quarter and 7.8% more left at the end of the second quarter, a total of 14.76%. Of the 5390 in institutions on the semester plan, 9% left at the end of the first semester.

In addition to those who withdrew at the end of a quarter semester, withdrawals occurred from month to month as follows:

Before October 1..... 98	During February .....85
During October .....169	During March..... 55
During November ....132	During April ..... 85
During December.... 80	During May..... 45
During January .....166	
	A total of ..... 815

is practically 8% of the entire group. If we include 'Who left before the end of the year, the loss is just a over 20% (20.59%, to be exact). 'or those who withdrew before the end of the year, the for leaving, although necessarily incomplete, are dis-

	<b>Per cent of reasons reported</b>
Dropped by faculty for poor scholarship.....	31.6%
Financial .....	20.7
Ill Health .....	14.8
Miscellaneous .....	12.5
Entered another college .....	7.5
Illness in family .....	5.2
Business Position .....	4.0
Matrimony .....	1.6
Dropped by faculty for moral delinquency .....	1.5
To take teaching position.....	0.4

It is interesting to note that of the 961 students who left voluntarily before the end of the year, 510, or 53%, had made scholarship records of "average" or above.

Of those who remained in residence until the end of the year, 6.6% were excluded by faculty action on account of poor scholarship.

At the end of the year 328 were suspended by the various faculties and were not permitted to return for the Fall of 1926. For those who were "dropped" in June the reasons for failure are distributed as follows

	<b>Per cent</b>
- Lack of ability .....	45.4
Could not adjust self to college conditions....	15.1
Too much outside work..... ,.....	14.0
Too much social life .....	8.8
Miscellaneous .....	8.2
Too much athletics .....	3.8
Fraternity life .....	2.5
Unsatisfactory housing .....	1.1
Smoking .....	.8
Automobile .....	.3

This tabulation is not, however, in the writer's opinion, as

3 reliable as might be desired on account of the meagerness of the reports upon which it is based.

The foregoing figures indicate the tremendous educational waste which is taking place in these few institutions and doubtless represent fairly well the general situation. We must admit, of course, and the tabulations show conclusively, that a considerable per cent of freshman failures results from the admission of applicants who lacked the mental capacity necessary for satisfactory college work. It must not be forgotten, however, that even the students who have failed have, in most cases, gained something from their college experience, brief though it may have been.

The following reasons for failures are taken from the responses of various registrars and deans:

1. Inability to change from the attitude in high school to the necessarily stricter application to business required in college.

2. Too many activities.

3. " Students have not been taught in preparatory school to work independently as they must do after entering college. The freshmen have not been taught to manage themselves and do not know how to use their new liberty. They waste their time either by their poor methods of study or by doing outside things"

4. Carelessness in attendance and work.

5. " Inability to persist in study is by all odds the chief cause of failure among these students. Individual inquiry among hundreds of cases of students who were eliminated reveals very few who consistently did a decent day's work at their books. In other words, we have practically no students being eliminated who are doing a day's work that compares favorably with the amount of work done by the average man who is successfully holding any job. It is perhaps an indictment of our standards but it is nevertheless true that practically all the students entering our institution could make a very creditable record if they did a day's work."

6 " The freshmen who drop out because of academic deficiencies are more likely to be those who have not developed habits of self-reliance and responsible direction instead of those who are inadequately prepared."

7. One of the best comments was contained in a folder issued by the Dean of the College of Liberal Arts of Boston University: " When a student enters college, one important question . . . is put to him straight and plain by the whole situation he is entering: ` Are you ready to manage yourself ?" . . . Consider for a moment the advantage a freshman enjoys if he has learned what actual self-management can do for him. He does not drift into college as the next place. He knows what he is about, where he is, and how, and why. And the reasons for his being in college are not his parents', nor a school system's, but his. His college course is his own enterprise. He has another advantage. For soon he comes to distinguish what is external in college from what is essential. "It is not hard for a self-managing student to put his college work on a rather formal basis of working time.

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e can see that as some fellows go into the mills to work with a schedule of 80 or so many hours a week, and as other fellows go into banking offices with such and such hours and such and such demands for overtime at month-ends, so he can go into college as if he were taking a man's job with definite requirements of time and performance. If he can manage himself in this game of being at once his own employer and his own employee, nobody need worry whether he will keep his collegiate footing. With a forty-eight hour working week, his safety is almost absolute.

"What is the practical bearing of this brief analysis? Nothing else than this: That since most of the causes commonly assigned for failures in college are themselves but effects of the student's inability or unwillingness to manage himself as a business executive would manage his department, then in our homes, in our secondary schools, in our `freshman weeks' and throughout the academic year, we

must all do our best to present self-management as the first and foremost qualification for success in college." Although we are interested in the facts as to the losses that are taking place, and the reasons therefor, it seems that we should be more concerned with methods of preventing freshman failures.

Each registrar cooperating in the study was asked to report on the details of any plans that are being used in an attempt to reduce freshman fatalities. Letters were also written to sixty other members of the Association asking for the same kind of information. These replies have been summarized and should give a fairly complete outline of the various devices now being used.

*Selective Admissions:* Colleges and universities that are free to operate under the selective admission plan and limit their admissions can reduce the probability of failures by thorough preliminary investigation of applicants and acceptance of only those who should be able to do satisfactory work.

*Freshman Week:* One of the most important developments in recent years in assisting new students is the freshman orientation period usually referred to as Freshman Week. Such a series of lectures, placement tests, etc., seems to be meeting with marked success wherever tried. The importance of carefully prepared plans which will help new Students to make the best possible beginning in their college courses cannot be over-emphasized.

*Sectioning According to Ability:* We need only mention the value, both to the student and from the standpoint of better instruction, of using placement tests in certain firstyear subjects, such as English, Mathematics, etc., as a means of sectioning such students according to ability.

*Scholarship Reports:* At least once a term or semester almost all institutions require that the faculty send to the registrar or the dean the names of all students whose work is unsatisfactory. Some institutions require quarterly reports

and a few require weekly reports of poor work. If a student is reported below passing in more than one subject or in more than five hours, he must see his dean or advisor who will endeavor to find out the reason for the low record and try to apply a remedy by spurring him on to greater efforts by lightening his study program, by correcting housing conditions or by any one of many methods that may apply in a given case.

*Advisers:* The adviser system has real possibilities but is effective only in case the faculty members who act as advisers have a real interest in freshman problems and take their advisory duties seriously. The plan seems to be most helpful when the advisers have some part in the registration procedure or when the student is required to make immediate and rather frequent contact with his adviser. In order that the individual student may receive a proper amount of help, advisers should have not more than 15 to 20 advisees. Several registrars mentioned the importance of occasional conferences of all advisers for the discussion of freshman problems.

*Health Examinations and Mental Hygiene:* Now-a-days an increasing amount of attention is being given to health examinations. Students who are not up to par physically should have their study programs reduced to the load that they should be able to carry satisfactorily. Such examinations should be made early in the term so that the freshman will not be handicapped by struggling along with a serious over-load for several weeks.

Some institutions are referring unusual mental cases to specialists in mental hygiene who often succeed in helping students to orient themselves in their attitudes toward their fellows and toward life. Some are giving courses for freshmen on the psychology of mental adjustment.

*Miscellaneous:* In addition to the usual certificate of grades, some institutions are asking high school principals for personal information for the use of advisers. The in-

7 formation sheet covers high school activities, character traits, physical and health handicaps, home background and should

be of real assistance to the advisers in deciding the best method of dealing with each specific case.

The following is quoted from one reply, " We do not ordinarily drop freshmen during the semester if it is felt that they have taken their work seriously and are really trying to succeed." This statement seems to voice the common feeling in regard to new students. If a freshman has the proper attitude toward his work, most institutions do not feel justified in dropping him the first time he falls a little below the standard required of more experienced students. Often a period of probation under strict supervision with a lightened program helps the failing freshman to make a better start the second term and results in a satisfactory record.

One college official made the following statement: " Our facilities are very limited and the enrollment is larger than we can possibly handle. We are therefore making no efforts to decrease the mortality." If the facilities of any institution are so limited that it cannot possibly take care of all the students who come to its doors, it should turn them away at the outset instead of causing them to waste from a quarter to a school year of valuable time, to say nothing of the effect on the students' morale.

#### Summary

In conclusion, it is evident (1) that the number of freshman failures is needlessly large, (2) that the causes for such failures, although various, can and should be determined in the case of any individual institution, and (3) that the most effective preventive measures should be applied. When an institution accepts a student, it thereby assumes the responsibility for giving him at least a reasonable opportunity to succeed in his chosen course of study. Institutions that accept more students than they can supervise and instruct satisfactorily are receiving them and their money under false

President WEST: Dr. Mitchell, Registrar of Stanford University will now present certain resolutions as to the Administration of the English requirement for Extra-Immigration Quota Applicants, and will discuss the situation, as it was discussed at Stanford last winter.

ADMINISTRATION OF THE ENGLISH REQUIREMENT FOR  
EXTRA-IMMIGRATION QUOTA APPLICANTS

JOHN PEARCE MITCHELL

*Stanford University*

Ladies and Gentlemen: I have two problems which I will present here informally for your consideration. They are two entirely distinct problems which relate to the foreign students.

The first one, and the simplest one, is the local situation, and concerns students from the Philippine Islands. It became especially acute in the Northwest at the University of Washington, where a large number of Philippine students applied for admission to the University of Washington, after migrating to this country. Their subsequent unsuccessful record was found to be due in a large measure to a lack of sufficient knowledge of the English language. This situation was taken up rather actively by Mr. Stevens, of the University of Washington, who approached the Philippine authorities with the request that they should try to formulate some plan to take care of this situation in the Philippines before these men come to the United States.

The situation there is somewhat confused. They seem to have a great variety of different classes of schools, some with native teachers, some with American teachers, and some public and some private, and it is rather difficult for the American to understand, -almost as complicated as the Chinese and Japanese situation. The long and short of it was that Mr. Gilmore, the authority in the Philippines on