

7-1-1952

Student mortality at Richmond College, 1946-1952

Thomas E. Coleman Jr.

Follow this and additional works at: <http://scholarship.richmond.edu/masters-theses>

Recommended Citation

Coleman, Thomas E. Jr., "Student mortality at Richmond College, 1946-1952" (1952). *Master's Theses*. Paper 71.

This Thesis is brought to you for free and open access by the Student Research at UR Scholarship Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshiprepository@richmond.edu.

STUDENT MORTALITY AT RICHMOND COLLEGE

1946-1952

A Thesis

Presented to

the Graduate Faculty of

The University of Richmond

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

by

Thomas E. Coleman, Jr.

August 1952

*Approved
8/27/52
E. F. Overton*

ACKNOWLEDGMENTS

The author wishes to express his appreciation for the assistance rendered him in this study by Raymond B. Pinchbeck, Dean of Richmond College, who suggested the subject; Clarence J. Gray, Dean of Students of Richmond College, who made available the personnel records of students included in this study; Miss Helen A. Monsell, Registrar, for making available the permanent record cards of the students studied; Mrs. Josephine Nunnally, Librarian, who obtained information on the subject not available at Richmond College; and to the secretaries of these officials for their interest and cooperation. Also, the author wishes to thank Dr. Edward F. Overton, Chairman of the Department of Education, for his helpful suggestions and criticisms.

The author, too, is deeply grateful to his wife for typing and proofreading this thesis.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	1
Statement of the problem	1
Plan of study	1
Definition of terms used	2
Student mortality	2
Gross mortality	2
Net mortality	2
Sources of information	3
Method of collection and tabulation .	3
Organization of the remainder of this study	5
II. SUMMARY OF PREVIOUS STUDIES	6
United States Office of Education Study	6
Lutyen's Study at the New York Univer- sity	7
Trausneck's Study at Richmond College	11
III. RATE OF STUDENT MORTALITY AT RICHMOND COLLEGE	14
Students withdrawing	14
Transferred to another institution .	14
Withdrawing but returning	16

CHAPTER

PAGE

Withdrawing but not returning or transferring	16
Gross and net mortality	16
Students graduating	19
Student mortality by semesters and years	21
Student mortality by semesters . .	21
Student mortality by years	21
IV. FACTORS CAUSING STUDENT MORTALITY . .	25
Academic failure	25
Transferred to another institution .	28
Poor health	29
Entered armed forces	29
Accepted employment	30
Infraction of rules	31
Financial difficulties	31
Miscellaneous	32
No reason given	32
V. ACADEMIC FAILURE AND RELATED FACTORS .	34
Rank in high school graduating class	35
Percentile rank for A.C.E. test score	38
Semester hours taken and completed by students	40
Quality credits earned	46

CHAPTER	PAGE
VI. OTHER FACTORS STUDIED FOR THEIR RELATIONSHIP TO ACADEMIC FAILURE AND STUDENT MORTALITY	48
Age at entrance	48
Geographic origin of students	49
Extracurricular activities	53
Worked part time	55
Miscellaneous factors	57
VII. SUMMARY AND RECOMMENDATIONS	60
Summary	60
Previous studies	60
Rate of student mortality	61
Factors causing student mortality	61
Academic failure and related factors	62
Other factors studied for their relationship to academic failure and student mortality	63
Recommendations	64
BIBLIOGRAPHY	68
APPENDIX	70

LIST OF TABLES

TABLE	PAGE
I. Tabulation of Mortality Statistics From Various Universities	10
II. Student Reasons for Leaving the Univer- sity of North Carolina	12
III. Rate of Student Mortality at Richmond College	15
IV. Rate of Student Mortality for Each Semester	22
V. Number of Students Leaving Richmond Col- lege for Each Cause of Withdrawal .	26
VI. Number of Students by Decile Placement of Their High School Graduation Rank	36
VII. Number of Semester Hours Taken and Completed by Withdrawals During Last Semester in College	41
VIII. Number of Semester Hours Taken and Com- pleted by Graduates During Last Sem- ester in College	42
IX. Number of Graduates and Withdrawals Earning Quality Credits During Their Last Semester in College	47
X. Comparison of the number of Graduates and Non-graduates with Respect to Geographic Origin	51

TABLE

PAGE

XI.	Number of Students Participating in Each Extracurricular Activity . . .	54
XII.	Number of Graduates and Withdrawals Working Part Time	56
XIII.	Miscellaneous Factors Considered in Study of Student Mortality at Richmond College	58

LIST OF FIGURES

FIGURE	PAGE
1. Causes of Student Mortality	8
2. Per Cent of Gross Mortality and Net Mortality of Students at Richmond College	17
3. Per Cent of Students Graduating in Three Years, Four Years, Five Years, and Six Years	20
4. Per Cent of Graduates and Non-graduates for Freshman Class of 1946	20
5. Percentage of Students Leaving Richmond College for Year in Which They Withdrew	23
6. Causes of Withdrawal at Richmond College for Period 1946-52	27
7. Per Cent of Students Whose High School Graduation Rank Placed Them in Each Decile Group of Withdrawals	37
8. Comparison of the Number of Graduates and Withdrawals According to the Percentile Rank of Their A. C. E. Test Score . . .	39
9. Number of Semester Hours Taken by Graduates and Withdrawals	44
10. Number of Semester Hours Completed by Graduates and Withdrawals	45

FIGURE	PAGE
11. Relationship Between the Age at Entrance and Student Mortality	50
12. Per Cent of Graduates and Non-graduates with Respect to Geographic Origin . . .	52

CHAPTER I

INTRODUCTION

Many problems face our colleges today, and certainly one of the most serious of these is that of student withdrawals. This also has been a major concern of the officials of Richmond College, and as a result it was suggested that this particular study be undertaken. Therefore, a thorough analysis of this situation was begun, with the hope of arriving at some conclusions which will help to eliminate or reduce at least a part of the major causes of student mortality at Richmond College.

In undertaking this study, careful consideration was given to the selection of a group which would be most representative of the present day situation. After much deliberation it was decided that the Freshman Class entering in September, 1946, could be used to the best advantage. It was found that out of the 523 students listed on the roster, 260 of them had to be eliminated because they had been enrolled at Richmond College prior to September, 1946, they had transferred from another college, or they did not enter Richmond College until February, 1947. The remaining 263 bona-fide freshmen are those whose records

were thoroughly investigated, and upon which this study is based. This group was chosen because it contained a large number of both veteran and non-veteran students, and it was also at this time that a more concentrated effort was put forth to determine the reasons for student withdrawals. The plan of this study was to make an investigation of this class beginning with their entry in September, 1946, until June, 1952, and to determine the causes and related causes for their withdrawal.

I. DEFINITIONS OF TERMS USED

Student mortality. The failure of a student to remain in college until graduation.

Gross mortality. Includes all students leaving college, regardless of whether they transferred to another institution of learning, re-entered Richmond College, or did not return to college at all.

Net mortality. Includes all students leaving college who had not resumed their college education at the time of this study. This does not represent the absolute net mortality, since some students may have transferred without the fact having been known at Richmond College, and some students may return to Richmond College at a later date.

II. SOURCES OF INFORMATION

The information used in this study was obtained largely from six main sources:

- (a) The previous studies of student mortality
- (b) The faculty and administrative staff of Richmond College.
- (c) The student permanent record cards in the office of the Registrar of Richmond College.
- (d) The student personnel records located in the office of the Dean of Students of Richmond College.
- (e) The official rosters of students found in the office of the Registrar of Richmond College.
- (f) The catalogues of Richmond College.

III. METHOD OF COLLECTION AND TABULATION

Prior to the actual compiling of data for this study additional information was sought by perusing several books and articles on the subject of college student mortality. From this source it was found that the best method of collecting the necessary material was to make a data sheet, on which the essential points of coverage were listed for easy checking as each item was found on the permanent record card or in the personnel record folder. It was decided to include on this sheet the name in code, the degree and date conferred,

the rank in high school graduating class, the year and semester of withdrawal, the hours taken and earned, the quality credits earned, the extracurricular activities, the place of lodging, the American Council on Education test score and percentile rank, the number of hours worked per week, and several other items which will help to discover the causes and related causes for student withdrawals at Richmond College. A number of these mimeographed forms were prepared, equal to the number of freshmen listed on the official roster. Then, as each permanent record card and personnel record folder was being investigated and the answer found, a check or notation was made in the proper space on the mimeographed sheet for that particular student. The form had been so arranged that the information necessary to complete the first seven blanks was obtained from the permanent record card, and the data for the remaining ten blanks was available from the personnel record folder.

After the collection of these data had been made on the forms, compilation for the statistical part of this study was begun. In doing this several large tabulation sheets were used to which was transferred the information that was later formed into the tables and figures that are found throughout this writing.

IV. ORGANIZATION OF THE REMAINDER OF THIS STUDY

The remainder of this study will be covered as thoroughly as possible under six general headings. Chapter II will give a brief review of several studies that have been made on college student mortality. Probably the most important of these was the study made by the United States Office of Education in which 25 universities participated. In Chapter III the extent to which students withdrew from Richmond College is shown quite clearly by the use of tables and figures. Chapters IV and VI carry this explanation still further by giving not only the factors causing student mortality, but also the factors related to the causes of these withdrawals. Since it was found that the major cause for student mortality was academic failure, the entirety of Chapter V is devoted to this important factor. The last chapter consists of a summary of the study as well as several recommendations.

CHAPTER II

SUMMARY OF PREVIOUS STUDIES

An investigation of previous works on a subject is essential if a study is to be the product of the best plans and procedures available. Therefore, in the very beginning of this undertaking, a summary was made of some of the most pertinent material on student mortality, and this is included here.

United States Office of Education Study. In 1936-37, through the cooperation of 25 universities, a study was made by the United States Office of Education covering 15,535 students of the 1931-32 session.¹ For this large group of publicly and privately controlled universities, the gross mortality for the individual universities ranged from 42.2 to 79.5 per cent, and the net mortality ranged from 26.9 to 62.5 per cent. The gross mortality for the privately controlled universities was found to be 58.5 per cent, and the net mortality was 39.9 per cent. This study also determined the causes for that mortality, and it found the main reason to be dismissal for failure

¹ John H. McNeely, College Student Mortality, Bulletin 1937, No. 11, United States Department of the Interior, Office of Education, Washington, D.C.: United States Government Printing Office, 1937. p. 7.

in work, which was 18.4 per cent. A further breakdown for these causes is shown in Figure 1. Another important fact that was brought out by this study was the per cent of withdrawals by years. During or at the end of the freshman year, 33.8 per cent withdrew, in the sophomore year 16.7 per cent dropped out, in the junior year 7.7 per cent withdrew, and 3.9 per cent of the group became victims of student mortality as seniors.² It was discovered too that there were certain factors which work either directly or indirectly in causing the students to leave college. Some of these were: age of student at entrance, location of home of student; place of lodging of student, participation of student in extracurricular activities, and engagement by student in part-time work.³

Lutyen's Study at the New York University.

The study made by B. Helene Lutyen of New York University was a very comprehensive one, particularly in its coverage of previous studies. In summarizing these former studies, a table was devised in which is shown the mortality statistics for the

² Ibid., p. 21.

³ Ibid., p. 61.

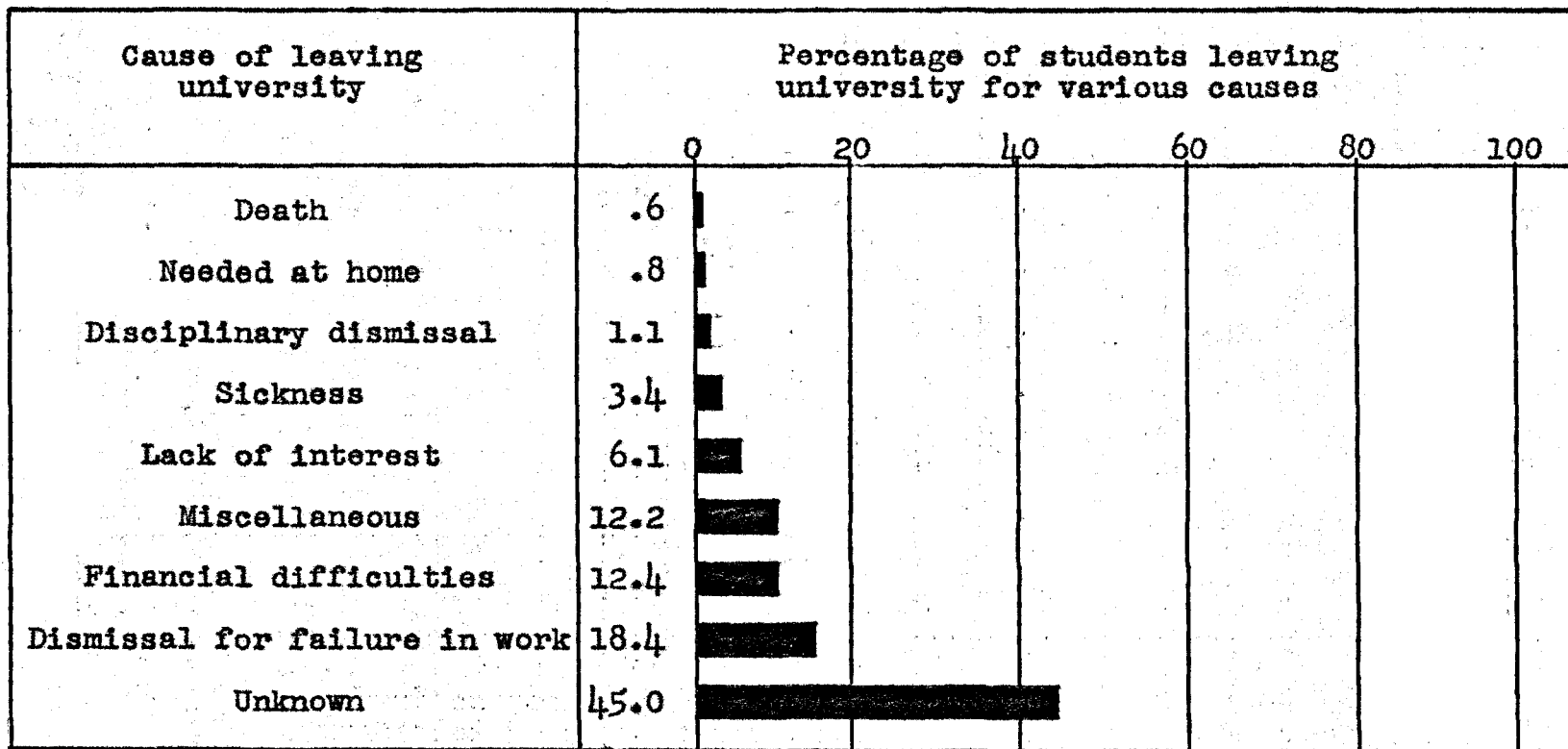


Figure 1. Causes of student mortality.⁴

⁴ Ibid., p. 51.

various universities. Table I is a reproduction of this summary. In order to clarify the interpretation of this table, it should be stated that the percentage of student mortality at the end of the first year is gross mortality, and that the mortality percentage given in the last column is net mortality. It was shown in this study as in the one by the United States Office of Education that the major cause for student mortality is failure in work or poor scholarship.

Jordan, after making his study of student withdrawals at the University of North Carolina, said that:

The students leave college for the most part because they do not get the right start in their subjects of instruction. Among other causes are financial, health, and moral difficulties usually related to hazing or drinking, but even in these causes scholarship frequently enters. The students who leave have a slightly poorer high school record than those who stay; they make poorer grades in the university. On the other hand, some students of high intelligence and good high school and university records drop out sometimes for no discoverable⁵ reason. These need to be further investigated.

Jordan's findings at the University of North Carolina are also representative of the student reasons for leaving college as found in the other investigations

⁵ B. Helene Lutyen, "Mortality of the Student Body of New York University, 1923, 1930," unpublished Doctor's dissertation, p. 23, citing Arthur M. Jordan, Student Mortality. School and Society, XXII (December 26, 1925) p. 824.

TABLE I

TABLE V					
TABULATION OF MORTALITY STATISTICS FROM VARIOUS UNIVERSITIES ⁶					
UNIVERSITY	TOTAL NUMBER OF STUDENTS ENROLLED	YEAR	STUDENT MORTALITY AT END OF FIRST YEAR		MORTALITY PERCENTAGE
			NUMBER	PERCENTAGE	
Minnesota	9025	1922	4281	47.4	28.3
Wisconsin	6559	1919			29.8
Chicago	762	1919	244	33.3	36.0
Northwestern	695	1922	283	41.0	33.0
"	314	1925	261	43.0	38.0
North Carolina	562	1925	152	27.0	38.0
19 State Universities, average		1928			32.7
11 Colleges of Engineering, average		1919-1922			10.22
147 American Colleges, average	85,748	1924			31.0
" " " "	90,497	1925			30.0
" " " "	88,796	1926			26.0
" " " "	92,474	1927			29.0
" " " "	92,396	1928			30.0

⁶ Ibid., p. 17.

made by Lutyen. Table II gives a summary of the results of this study.

In the actual study made by Lutyen of 4,134 students entering New York University as freshmen in September, 1923, over one-half of this group or 54.07 per cent had withdrawn by June, 1930. The major causes responsible for these withdrawals were: completion of vocational courses desired, 40.4 per cent; poor scholarship, 19.1 per cent; and transfers, 8.4 per cent.

Trausneck's Study at Richmond College. The study made by Trausneck entitled "Some Factors Relating The Success of Richmond College Students to Their High School Preparation," did not deal specifically with student mortality, but some of the concomitant outcomes did. In fact, it is largely as the result of his findings that the present study is being made. In working with 189 freshmen entering in 1938-39 and 259 freshmen entering in 1948-49, he found that the drop-outs increased from 24.89 per cent in 1938 to 41.57 in 1948. Trausneck gave three reasons why this had probably happened:

- (1) The schools may not be preparing the students for overall college success as well now as they did ten years ago.
- (2) With larger enrollment in Richmond College since the war the competition may be too great and individual attention, which may have caused

TABLE II

TABLE VIII			
STUDENT REASONS FOR LEAVING THE UNIVERSITY OF NORTH CAROLINA ⁷			
REASONS FOR LEAVING THE UNIVERSITY	STUDENTS DIRECTLY ASSIGNING THESE	STUDENTS INDIRECTLY ASSIGNING THESE	TOTAL
Scholarship	53	72	125
Finances	6	7	13
Suspension (hazing)	2		2
To enter another university	1	1	2
Parents withdrew the student		3	3
Sickness	5	3	8
Conditions at home	1		1
To go to work	2	1	3
Moral reasons	1	5	6
Illness in family	1		1
Poor high school preparation		2	2
Lack of interest	1		1
Reason unknown	60		60
Total	133	94	227

⁷ Ibid., p. 23.

students to stick to their task, may have been lessened with the added teaching burdens of the professors. (3) More students attend Richmond College now than in years before the war, in order to meet requirements for entrance to technical and engineering institutions.⁸

⁸ William McLean Trausneck, "Some Factors Relating the Success of Richmond College Students to Their High School Preparation," unpublished Master's thesis, p. 8, citing Conference with Miss Helen A. Monsell, Registrar of Richmond College, July, 1950.

CHAPTER III

RATE OF STUDENT MORTALITY AT RICHMOND COLLEGE

In determining the rate of student mortality after the data had been collected, a table was set up which organized the necessary information under the following headings: (1) left college prior to June, 1952; (2) left college but returned for degree; (3) obtained degree prior to June, 1952; (4) transferred to another institution; (5) returned to continue work; and (6) left without transferring or returning. Of the 263 freshmen who entered Richmond College in September, 1946, Table III shows the distribution of each one of these as of June, 1952, both by number and per cent. Included among those who left without transferring or returning, are fifteen students who left college, but for whom there is no reason on record as to why they withdrew.

I. STUDENTS WITHDRAWING

Transferred to another institution. Appearing in column six of Table III are the 21 students who left Richmond College and transferred to another institution. These 21 transfers accounted for only 8.0 per cent of the original 263 students, but it is good to

TABLE III

RATE OF STUDENT MORTALITY AT RICHMOND COLLEGE

	Entered September 1946	Withdrew prior to June 1952	Withdrew but returned for degree	Recd. degree prior to June 1952	Transf. to another institution	Retd. to Richmond College	Withdrew with- out returning or transferring
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Number	263	146	10	117	21	16	99*
Per Cent	100	55.5	3.8	44.5	8.0	6.1	37.6

*This figure has been used realizing the fact that some of the students probably have transferred to other institutions without the information being known to Richmond College.

see that at least a few of the withdrawals continued their education by attending some other college. Additional comments about these students will be made in Chapter IV, where they will be discussed in a detailed analysis.

Withdrawing but returning. In column seven of Table III, sixteen is given as the number of students returning to Richmond College to continue their work. The true picture, however, is not revealed until the ten students in column four are added to this sixteen making a total of 26 who actually returned. It should be noted that the ten in column four not only returned, but returned and completed the requirements for their degrees.

Withdrawing but not returning or transferring. In the last column of the same table can be found the 99 withdrawals who make up 37.6 per cent of all students included in this study. These are the students for whom the administrators and the faculty of Richmond College should have the most concern, for it is this group that has stopped short of its educational goal.

Gross and net mortality. In Figure 2 is found the gross mortality and the net mortality for

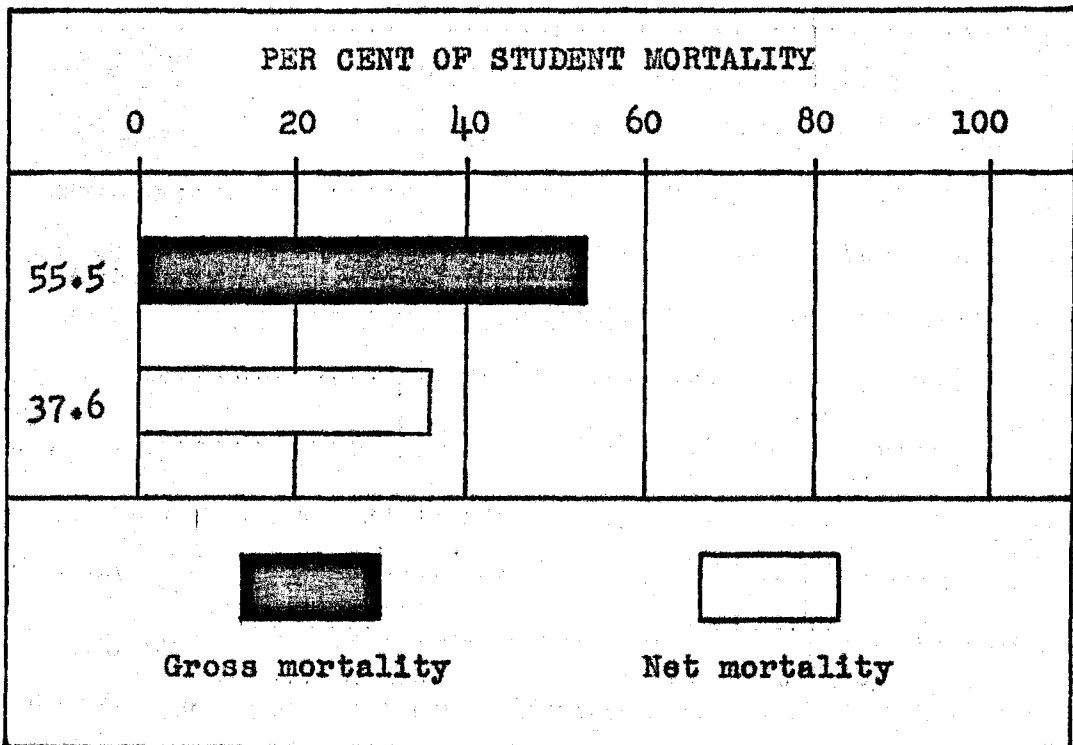


Figure 2. Per cent of gross mortality and net mortality of students at Richmond College.

this study. The gross mortality was obtained by making a complete count of all students who left college regardless of whether they transferred to another college, re-entered Richmond College, or did not return at all. This total amounted to 146 students or 55.5 per cent of the freshmen who entered in September, 1946. This figure seems to be quite high, and it is, but the facts are not complete until the net mortality is found. To find the net mortality the 21 transfers were added to the sixteen students returning to college and to the ten students who returned and received their degrees, for a total of 47 students who had resumed their college education by June of 1952. Then these 47 students were subtracted from the 146 students who withdrew, and the net mortality was 99 students or 37.6 per cent of the original group of 263 freshmen. For 37 out of every 100 freshmen to leave college before receiving their degrees is still a rather high rate of mortality, but it must be kept in mind that some of these students will return to complete their college education even after several years have elapsed. This mortality rate of 37.6 per cent is also slightly less than the net mortality rate of 39.9 per cent found in privately controlled colleges

in the study made by the United States Office of Education, but it should be remembered that their study was made in 1936-37.

II. STUDENTS GRADUATING

In Table III, columns four and five are found the 117 students who obtained their degrees without leaving college and the ten who left but returned to receive their degrees. Figure 3 also shows these along with a breakdown as to how many years it required them to complete necessary requirements for their degrees. Out of the 127 graduates, 47 finished in three years, 68 in four years, eleven in five years, and one in six years. As was expected, four years was the length of time most often required to obtain a degree, but it was somewhat surprising to find that so many students graduated within three years. Of course, failures or withdrawals cause the extended periods of five and six years for a small number of students. The non-graduates shown in Figure 4, totaling 136 students, did not graduate from Richmond College, but the number is somewhat misleading, since it includes 21 transfers that might have graduated from some other college. It is also quite possible that other students may have transferred to another college and graduated without such information being recorded at Richmond College.

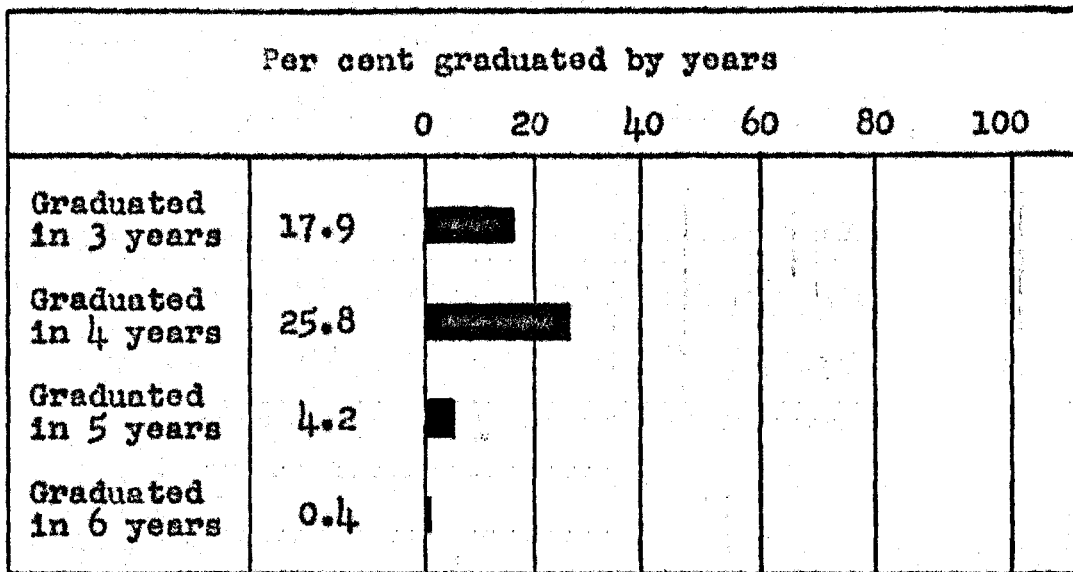


Figure 3. Per cent of students graduating in three years, four years, five years, and six years.

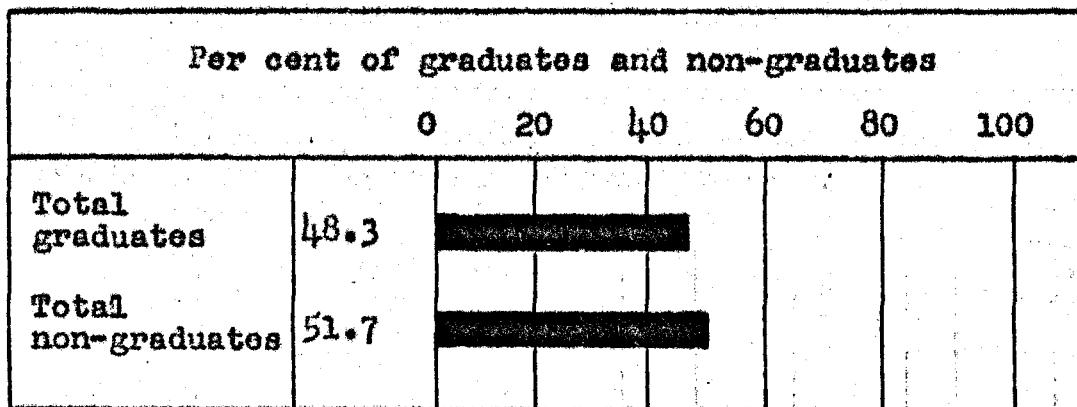


Figure 4. Per cent of graduates and non-graduates for Freshman Class of 1946.

III. STUDENT MORTALITY BY SEMESTERS AND YEARS

Student mortality by semesters. The student mortality according to the semester when they left college is given in Table IV. This table is divided into the main column headings of freshman year, sophomore year, junior year, and senior year, with these being sub-divided into first and second semesters for each. It can be seen at a glance that more students withdrew in the second semester of each year than did in the first semester. There are probably two main reasons for this: (1) if a student is failing the first semester, he is quite frequently reinstated by the college with the hope that he will do better work and be able to continue his education; however, if he fails the second semester, he is then forced to withdraw; (2) if a student leaves for reasons other than academic failure, he usually tries to complete the full year before withdrawing.

Student mortality by years. Figure 5 presents rather vividly the per cent of students withdrawing from Richmond College in the freshman, sophomore, junior, and senior years. Of major importance is the fact that of all the students withdrawing from college 51.37 per cent of them left either during or at

TABLE IV
RATE OF STUDENT MORTALITY FOR EACH SEMESTER

	Freshman year		Sophomore year		Junior year		Senior year		Total
	Semester		Semester		Semester		Semester		
	1	2	1	2	1	2	1	2	
Number	36	39	14	33	4	8	2	10	146
Per cent of withdrawals	24.66	26.71	9.59	22.60	2.74	5.48	1.37	6.85	100.00
Per cent of entrants	13.68	14.84	5.32	12.54	1.52	3.04	0.76	3.80	55.50

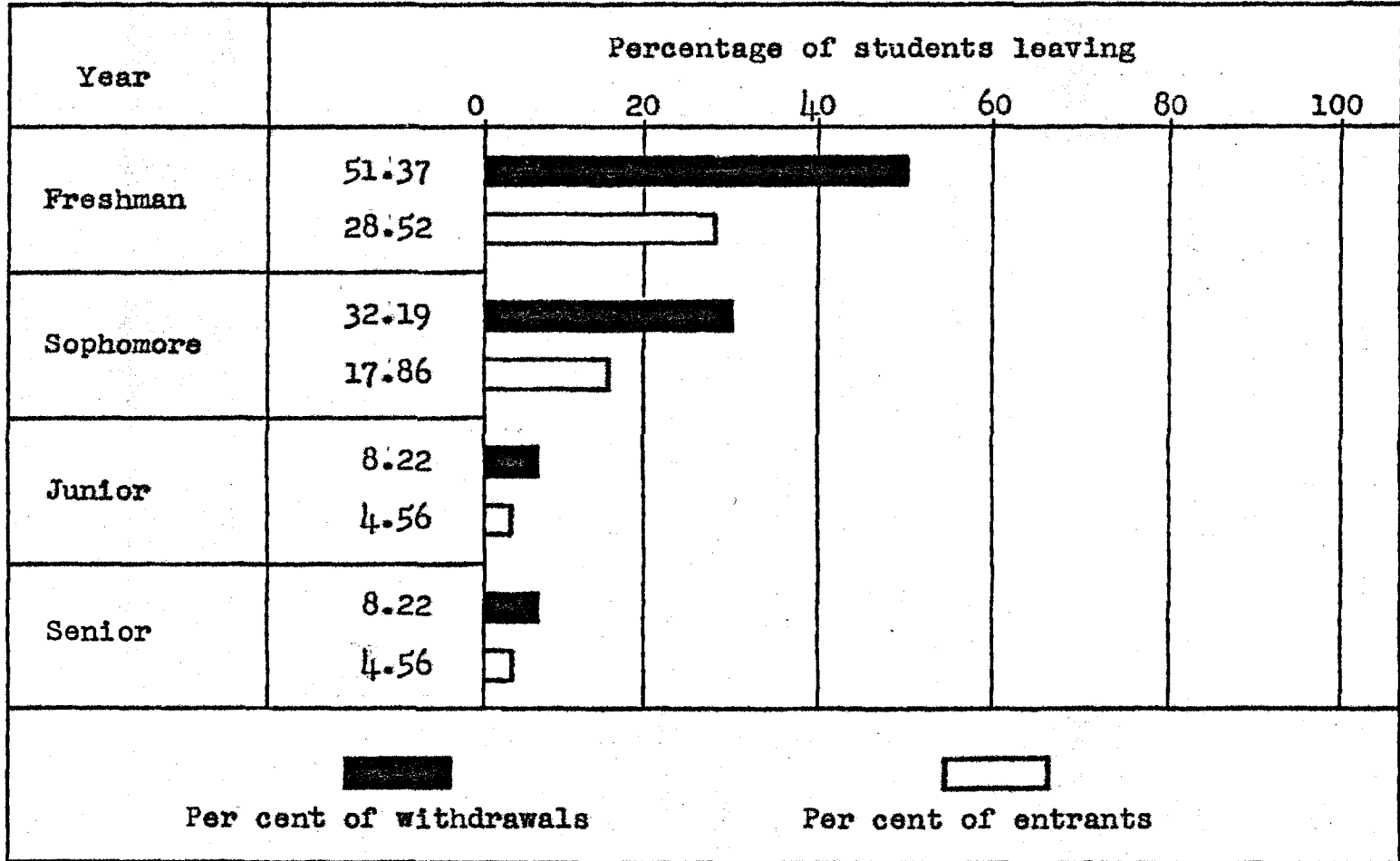


Figure 5. Percentage of students leaving Richmond College for year in which they withdrew.

the close of the freshman year. What was the cause of this high rate of student mortality during their first year of college? Was their high school preparation satisfactory? Was the transition from high school to college too abrupt? Would a more effective counseling program have prevented some of these withdrawals? An attempt will be made to answer these questions in the final chapter of this study.

It will be noted too that a rather large percentage of the withdrawals, 32.19 per cent to be exact, left college in the sophomore year. It seemed significant that advisors had made comments in some of the students' records to the effect that a particular student seemed to be intelligent, but that he did not know how to study.

This chart also shows that 8.22 per cent of the students withdrew during both the junior and senior years. In most other studies there have been about twice as many withdrawals in the junior year as in the senior year.

CHAPTER IV

FACTORS CAUSING STUDENT MORTALITY

The factors revealed in this study as causing student mortality are those given by the students themselves in their final interview before leaving college, or they were obtained later from the student by a request for such information from the Dean of Students of Richmond College. It is realized that these statements were not always absolutely correct, but is impossible sometimes even for the student himself to know what has caused him to leave college when there are so many related factors to be considered. Therefore, the reason for leaving as stated by the student was used in arriving at the percentages for Figure 6 and the problem of related factors will be covered thoroughly in Chapter VI.

Academic failure. The conclusion is immediately drawn from Table V and Figure 6, and rightly so, that by far the most serious cause for student withdrawal is that of academic failure. It was found that of the withdrawals leaving Richmond College 43.8 per cent left due to poor scholarship, either of their own volition or because they were requested to do so by the college. This is very distressing because in the study made by

TABLE V

NUMBER OF STUDENTS LEAVING RICHMOND COLLEGE
FOR EACH CAUSE OF WITHDRAWAL

Cause of withdrawal	Freshman year		Sophomore year		Junior year		Senior year		Totals
	Semester		Semester		Semester		Semester		
	1	2	1	2	1	2	1	2	
Academic failure	18	15	9	10	2	3	2	5	64
Transferred	4	4	1	10	1	1			21
Poor health	4	5	2			1		2	14
Entered armed forces	3	1		2		1		1	8
Accepted employment	5	2							7
Infraction of rules	1	2		2	1			1	7
Financial difficulties	1	2	1	2					6
Miscellaneous				1		1			2
No reason given		8	1	6		1		1	17
Totals	36	39	14	33	4	8	2	10	146

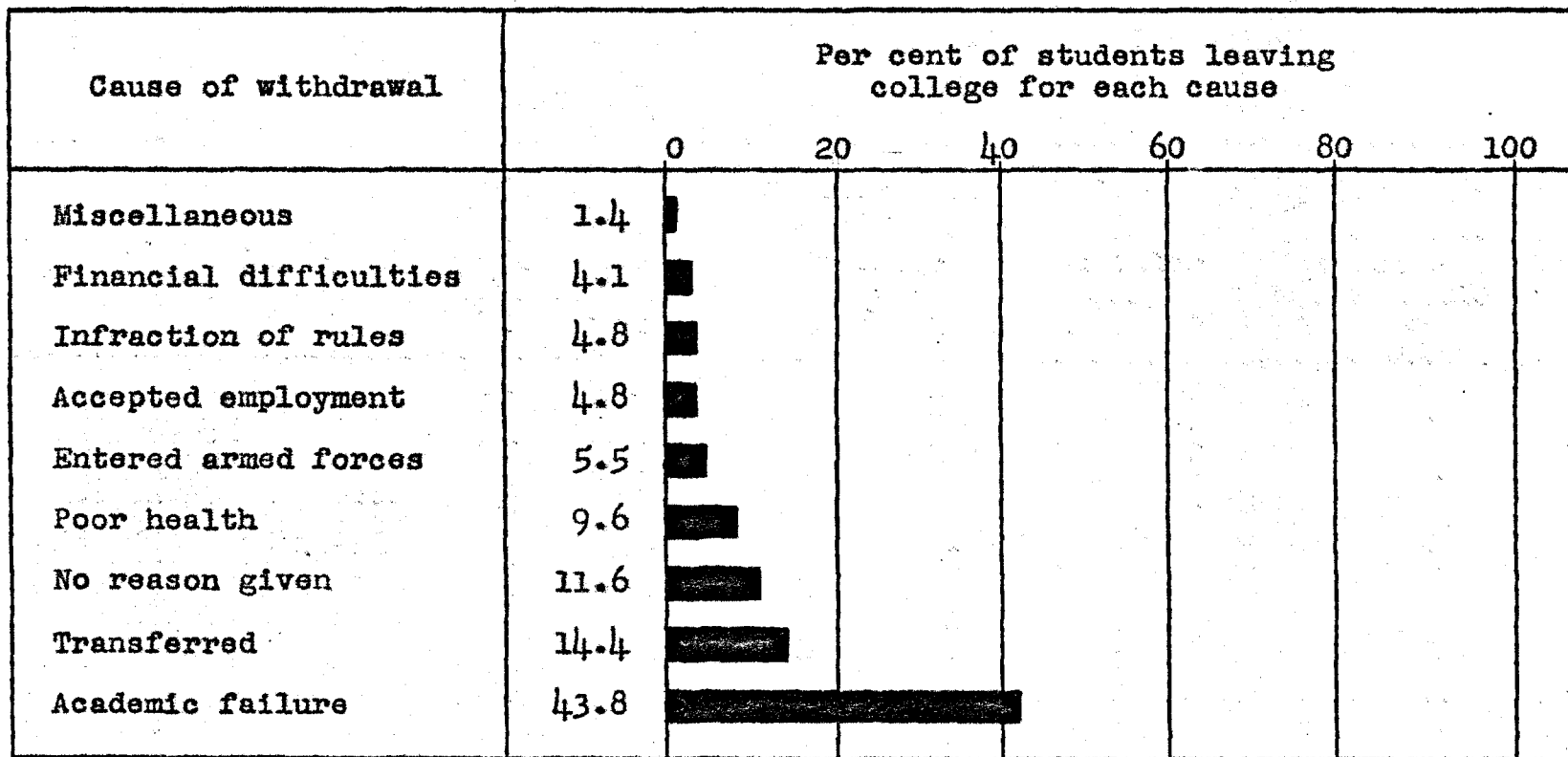


Figure 6. Causes of withdrawal at Richmond College for period 1946-52.

the United States Office of Education, only 18.4 per cent of the students left because of failure in their work, even though this was the main reason why they withdrew. Of course, it is quite possible in that study that of the 45.0 per cent who withdrew for unknown reasons that a large percentage of them may have been due to poor grades.¹ Since academic failures made up the largest percentage of withdrawals, all of Chapter V will be devoted to this topic.

Transferred to another institution. The second largest per cent of withdrawals shown in Figure 6 is that of students transferring to some other institution. Even though this constituted 14.4 per cent of those leaving, it is not as serious a cause of withdrawal as it might seem, for at least these students are remaining in college. It will be noticed from Table V that most of the transfers were made at the end of the second year, which indicates that many of these students were preparing to enter professional schools. A more detailed study of this matter revealed that of the 21 students who transferred to other institutions of learning, one wished to be at home, one wished to be away from home, one moved to South America,

¹ Supra, p. 9.

two left for personal reasons, six entered professional schools, such as law and dentistry, and ten wanted courses not offered. Two of these last ten wanted engineering courses, two agriculture courses, one optometry, one art, one a commercial course, and three did not specify the desired courses. It is felt that since no student stated he was leaving because he disapproved of Richmond College, that withdrawals by transfer should not alarm the college's officials as much as some of the others. In fact some of these transfers continued their work in the T. C. Williams School of Law of the University of Richmond.

Poor health. The next cause of withdrawal, according to its importance as given in Figure 6, is poor health, which is the reason for 9.6 per cent of the student mortality. Actually this means that 5.3 per cent of the original 263 students left because of poor health over a period of six years, or only .88 of a percent for each year. This compares very favorably with the figure of .97 per cent obtained from the E. I. DuPont de Nemours and Company, Incorporated, for the year 1951, and computed on a basis similar to that used in this study.

Entered armed forces. Of the eight students

or 5.5 per cent of the withdrawals who entered the armed forces, three withdrew during the first semester of the freshman year, therefore, giving no true indication of their ability to do college work. The other five were doing very good work when they left, however, as of June, 1952, none of these eight students had returned to Richmond College. Recommendations will be made in the final chapter which it is hoped will help remedy this situation.

Accepted employment. The 4.8 per cent of the withdrawals who gave acceptance of employment as their reason for leaving college, withdrew in the freshman year. Of these seven students, four did not earn any semester hours of credit during the semester in which they withdrew, and none of the other three earned as many semester hours as he was taking. Also, six of these seven men were veterans, and it is not likely that their veterans' benefits had run out in one semester. None of these men was married and none of them had worked part time during the semester when they left college. In view of these facts it would seem these students may have withdrawn to accept employment because of their poor grades. However, since the students' stated reason for leaving is being used throughout this study, these students have been considered as withdrawing to accept employment.

Infraction of rules. Of the 263 freshmen who entered in September, 1946, only seven or 4.8 per cent of all withdrawals were required to leave college because of the infraction of rules, which in most cases involved cheating on examinations. Five of these seven returned and four of them remained to receive their degrees. It is felt that this is a very small percentage of the group, considering the many stations in life from which Richmond College receives its students. The smallness of this number is doubtlessly due to the thoroughness with which the merits of the honor system have been instilled in the students from the very first days in college.

Financial difficulties. From Figure 6 we find that 4.1 per cent or six of the withdrawals left college because of financial difficulties. Upon examining the records of these six more closely, it was revealed that four of these students were veterans, and therefore ineligible for scholarships while receiving veterans' benefits. However, the other two were not veterans, and it seems that the college might have given these students some help in order that they might have remained in school. One of the two students ranked in the 85th percentile for his A.C.E. test score,

and the other earned all of the seventeen semester hours for which he was registered during the last semester that he attended college. It is certainly this type of student that the college wishes to hold, and in the final chapter recommendations will be made with the hope of doing this.

Miscellaneous. Included under miscellaneous withdrawals are two students; one who left because of marital difficulties, and the other drowned during the summer vacation period following his junior year.

No reason given. In Table V it is shown that there were seventeen students who did not give any reason for leaving, and in Figure 6, we find that they made up 11.6 per cent of all withdrawals. Academic failure certainly did not cause these students to leave Richmond College, for in only one case was there the slightest indication of this.

It was found that none of these students returned, however, they may have continued their education at some other college, for eight of them left at the end of the freshman year and six at the end of the sophomore year. Eleven of these students were veterans, so it may be that they had used up their veterans' benefits, and were not financially able to continue their education. It

was noted that three of the other six students did hold scholarships, but one of these was not eligible for a renewal of his scholarship because of low grades even though he ranked in the 99th percentile for his A. C. E. test score. Another reason for the belief that several of these left because of financial difficulties is the fact that six worked from fifteen to 35 hours each week during the semester in which they withdrew.

The Dean of Students and the other staff members of Richmond College are to be commended for their outstanding work in having on record the reasons for all withdrawals except 11.6 per cent. This is indeed a remarkably low figure as contrasted with the 45 per cent of unknown causes for student mortality given in the study made by the United States Office of Education.

CHAPTER V

ACADEMIC FAILURE AND RELATED FACTORS

It was revealed in Chapter IV that the principal reason for student mortality at Richmond College was academic failure, accounting for 43.8 per cent of the withdrawals. This figure is so high that it will undoubtedly cause grave concern among the officials of the college. This problem, however, has already been given serious thought by Raymond B. Pinchbeck, Dean of Richmond College, for in 1941 he wrote:

In Virginia colleges for men 10.1 per cent of all grades given are failing grades, excluding incomplete grades and students who dropped courses before completing them. Including students dropped and incomplete grades the figures for failures were 15.1 per cent in co-educational colleges, 14.6 per cent in junior colleges, 8.3 per cent in teacher colleges and 10.1 per cent in one woman's college.

* * * * *
Certainly one is not justified in regarding all the sixty per cent of the students who do not graduate from the colleges they entered as academic failures. It is true, however, that the majority of those who do leave college before graduation are usually making poor grades.¹

In an attempt to determine why the students failed academically, and therefore, were caused to withdraw, consideration was given to the high school graduation rank.

¹ Raymond Bennett Pinchbeck, "Student Failures in Virginia Colleges," Virginia Journal of Education, p. 304.

and the percentile rank for the American Council on Education test scores. A thorough investigation and comparison were made as to the number of semester hours taken and completed by both the graduates and the withdrawals during the semester in which they left college. Not only were these checked closely, but a study was also made of the number of quality credits earned. The detailed findings will appear throughout the remainder of this chapter.

Rank in high school graduating class. In Table VI can be found the number of students by decile placement of their high school graduation rank, while in Figure 7 appears the per cent of all students whose high school graduation rank placed them in each decile group of withdrawals. By referring to Table VI, it can be seen that the graduates outnumber the withdrawals in the highest decile groups, that is, the first and second, while from that point on the withdrawals are more numerous for each decile group, with the exception of the seventh and eighth. Looking at this from another standpoint, Figure 7 shows that of all the students entering Richmond College in September, 1946, only 27.8 per cent of those who later withdrew had ranked in the upper tenth of their high school graduating class.

TABLE VI

NUMBER OF STUDENTS BY DECILE PLACEMENT OF THEIR HIGH SCHOOL GRADUATION RANK

	Decile group										Passed State Exam.	Rank not given
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th		
Graduates	26	16	11	16	6	6	11	6	1	3	1	14
Withdrawals*	10	12	14	18	12	11	7	6	5	8	14	29
Totals	36	28	25	34	18	17	18	12	6	11	15	43

* Ten graduates who withdrew during their education are included among the withdrawals.

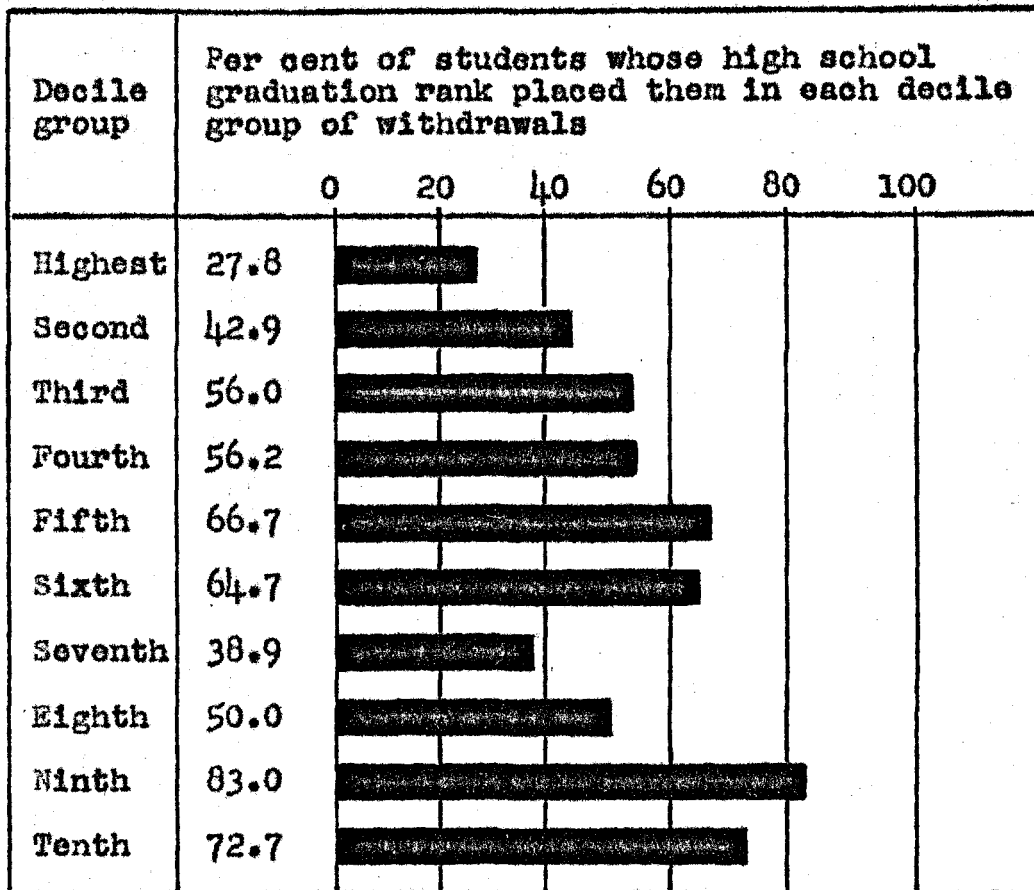


Figure 7. Relationship of the decile placement of high school graduation rank to student mortality.

NOTE: There are 29 withdrawals and fourteen graduates who are not included here because their high school rank was not available, and there are fourteen withdrawals and one graduate who are not included because they completed their high school requirements by passing the State Board of Education Examination. Ten graduates who withdrew during their education are included among the withdrawals.

This is similar to the finding of Trausneck at Richmond College, about which he wrote:

In this chapter, it has been shown that there is a very close relationship, in most cases, between academic rank in high school and academic rank in Richmond College. It would be desirable to admit only students from the top forty per cent of their respective high school graduating classes in order to lessen the number of academic failures.¹

This statement along with what has been found here is more evidence to substantiate the well known fact that the grades made by a student in high school are an excellent indication of what he will do in college.

Percentile rank for A. C. E. test score. In Figure 8 it is apparent from the crossing of the lines on the graph that there is some relationship between the American Council on Education test scores and success in college, but it is not as marked for this group as had been expected. From the percentile ranking, it is quite obvious that more withdrawals were grouped in the lowest nine percentiles than at any other point, while there were fewer graduates in that group than any other. It is also quite noticeable that from the sixtieth percentile group upward there are more graduates in each group, while the withdrawals are

¹ Trausneck, op. cit., p. 24.

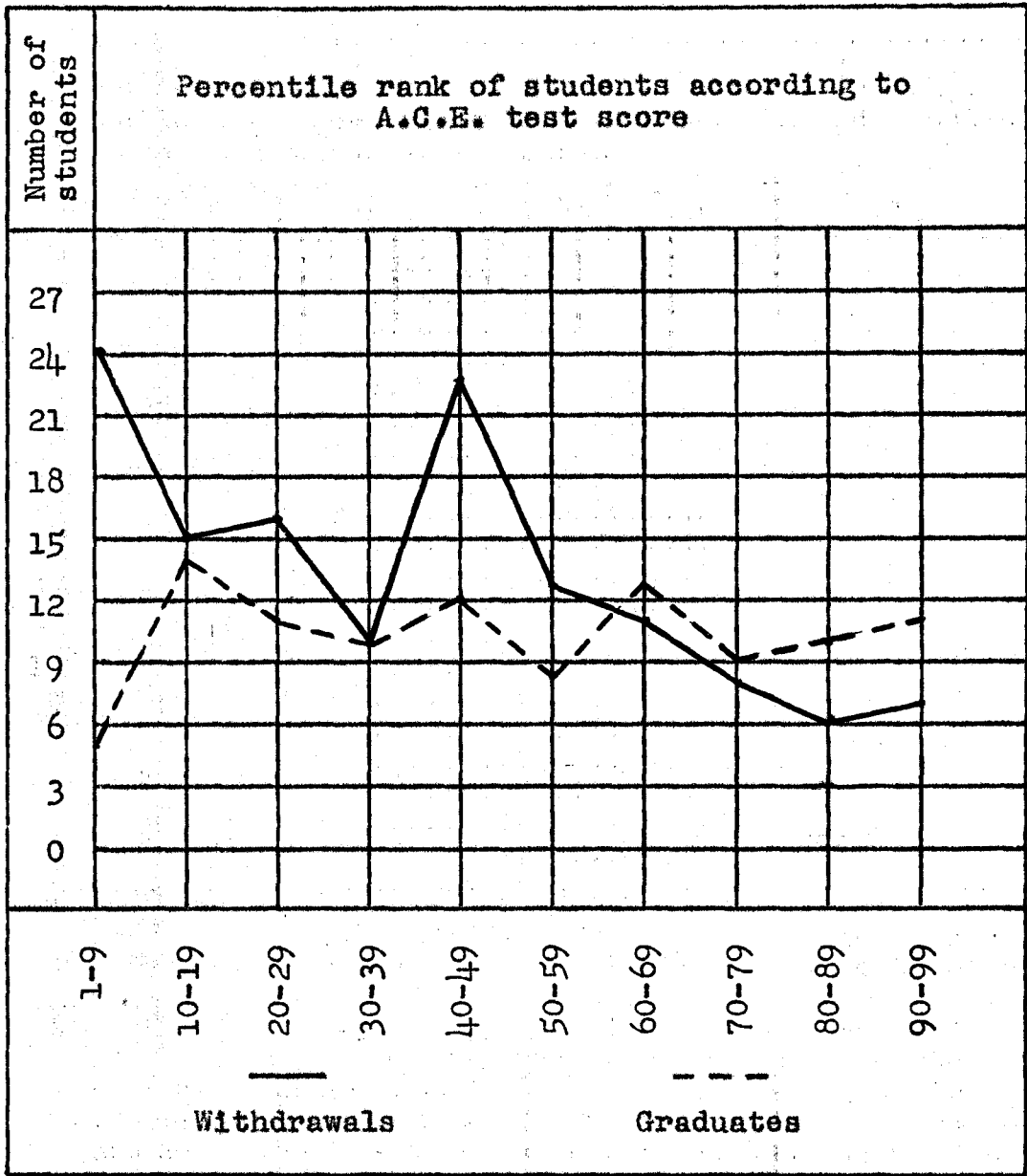


Figure 8. Comparison of the number of graduates and withdrawals according to the percentile rank of their American Council on Education test score.

NOTE: Ten graduates who withdrew during their education are included among the withdrawals, and the A.C.E. test scores were not available for fourteen graduates and fourteen withdrawals.

less numerous. By making a close observation and comparison of Figures 7 and 8, it will be seen that there is a rather close relationship for the withdrawals, between the rank in their high school graduating class and the percentile ranking of their A. C. E. test scores.

Semester hours taken and completed by students.

In Table VII and VIII the figures have been given for both graduates and withdrawals, according to the number of semester hours taken by these students, the number of students taking these hours, and the number of hours completed. By referring to these tables we can see that the largest number of students in each group taking a specific number of semester hours, were: 23 graduates taking fifteen hours, and 48 withdrawals taking seventeen hours. Of the 23 graduates, 21 completed all of the hours taken and the other two completed twelve and thirteen hours, but of the 48 withdrawals only nine completed all hours taken and 23 of them did not complete any hours taken. Out of the remaining sixteen of the 48 withdrawals only eight passed nine hours or more, while the other eight passed less than nine hours. It appears here that the withdrawals may have been taking too heavy a load,

TABLE VIII

NUMBER OF SEMESTER HOURS TAKEN AND COMPLETED
BY GRADUATES DURING LAST SEMESTER IN COLLEGE

No. hours taken	No. students taking hrs.	Completed hrs. taken	Hours completed						
			15	14	13	12	11	10	9
9	1	1							
10	3	3							
11	2	2							
12	13	12							1
13	19	16				1	1		1
14	2	2							
15	23	21			1	1			
16	21	20			1				
17	10	10							
18	9	9							
19	7	7							
20	1			1					
21	4	4							
22	2	2							

but before jumping to any sudden conclusions a thorough comparison was made of all hours taken and completed by these two groups by studying Figures 9 and 10. As can be seen in Figure 9, 84 graduates or 71.8 per cent of that group took sixteen hours or less while the same number of withdrawals making up only 57.5 per cent of their group took sixteen hours or less. Of course, there is one other thing that should be brought to the attention of the reader, and that is the fact that the graduates may have been taking fewer hours than the withdrawals during their last semester in college because they had already completed most of their work and needed only this small number of hours to fulfill the requirements for graduation. However, if this is the case, there is still even more reason to believe that the freshmen are taking too many hours at a time when they are trying to become adjusted to the sudden transition from high school to college. It seems more logical to increase the semester hour load from the freshman year to the senior year than to have the students carry a heavy load as freshmen and decrease it as they approach graduation, that is, if they survive the initial struggle. Figure 10 adds even more weight to the reason for this conclusion, for it shows quite clearly that more with-

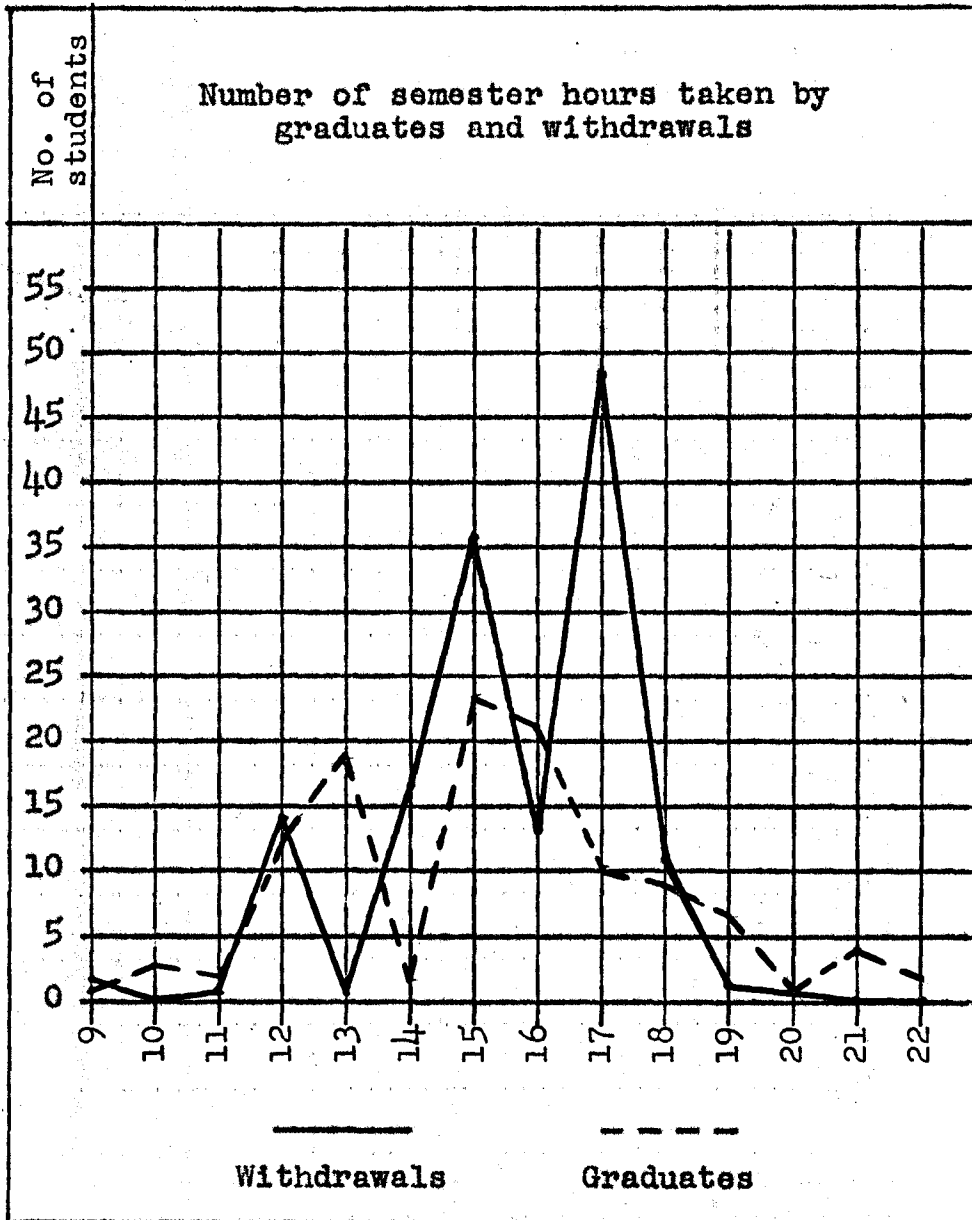


Figure 9. Comparison of the number of semester hours taken by graduates and withdrawals during their last semester in college.

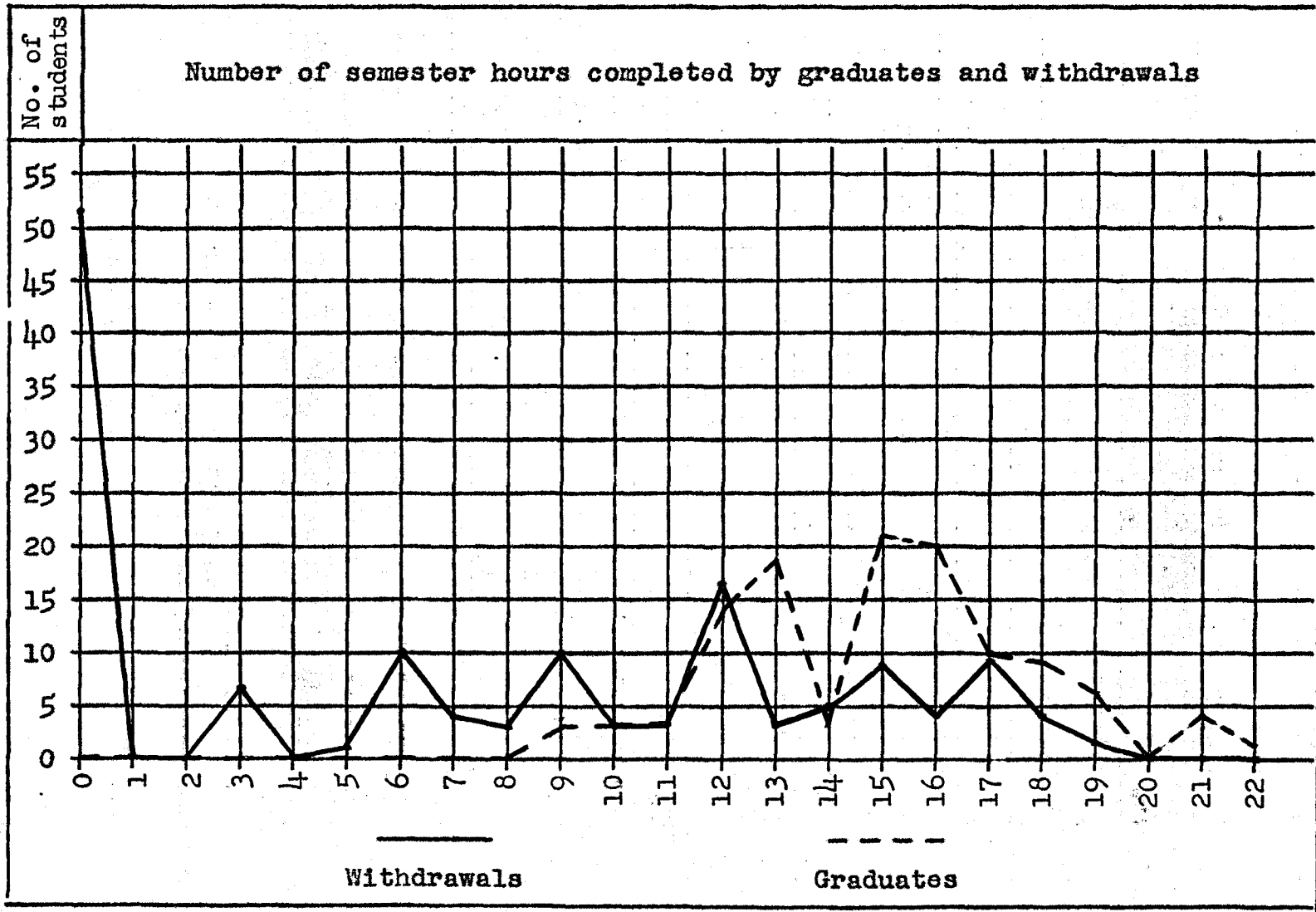


Figure 10. Comparison of the number of semester hours completed by graduates and withdrawals during their last semester in college.

drawals completed twelve semester hours of work than for any other number of hours. With the degree requirements being 124 semester hours, it is felt that it is not necessary for the students to carry a heavy load in any year, particularly the freshman year; that is, if the students are properly counseled when they first enter college.

Quality credits earned. In Table IX there is additional evidence to show that more students withdrew from Richmond College due to academic failure than for any other reason. Actually 63 of the 146 withdrawals did not earn any quality credits, indicating that all grades made by these students were below average, that is, they received a grade of "D" or less. It will be noticed too, that almost without exception, with the increase of the number of quality credits earned there was a corresponding decrease in the number of withdrawals in each group. With the graduates, however, there is quite a different array of students earning quality credits, for if these figures were plotted for presentation in a graph, they would form almost a perfect bell curve.

TABLE IX

NUMBER OF GRADUATES AND WITHDRAWALS EARNING
 QUALITY CREDITS DURING THEIR LAST SEMESTER IN COLLEGE

	Quality credits earned											Total	
	0	1-5	6-11	12-17	18-23	24-29	30-35	36-41	42-47	48-53	54-59		60-65
Graduates			7	15	25	35	10	12	7	4		2	117
Withdrawals	63	15	26	15	9	9	4	2	1	2			146

CHAPTER VI

OTHER FACTORS STUDIED FOR THEIR RELATIONSHIP TO ACADEMIC FAILURE AND STUDENT MORTALITY

Those factors concerning the students which were studied for their possible relationship to academic failure and student mortality were: age at entrance, geographic origin, extracurricular activities, worked part time, place of lodging, veteran or non-veteran, single or married, parents attended college, received scholarship, and attended summer and evening school. In previous studies these factors have been found related to student mortality. However, in the study at Richmond College no significant relationship has been proven between these and the reasons students withdraw prior to graduation, with the exception of geographic origin of students and possibly the place of lodging. Each of these points will be discussed in this chapter.

Age at entrance. An investigation of the relationship of the age of students when entering Richmond College was included in this study because the United States Office of Education had found that the older a student was when he entered college the less possibility he had of graduating.¹ However, the

¹ McNeely, op. cit., p. 65.

findings of this study have brought forth no such conclusions for the group of students who entered Richmond College in September, 1946. On the contrary, as is shown by Figure 11, approximately the same per cent of students withdrew at sixteen years of age as did those of nineteen years, 21 years, 23 years, and for those over 25 years of age. Therefore, it seems that the age of a student did not have any affect upon his withdrawal, nor was there any relationship.

Geographic origin of students. In Table X is given a comparison of the graduates and non-graduates of the Freshman Class entering in September, 1946, with respect to the geographic origin of the students. Of these 263 freshmen, there were 139 from Richmond, 96 from Virginia but outside of Richmond, and 28 from outside of Virginia. A breakdown is given for each locality as to the number of graduates who did not leave, and for those who left but returned. For the non-graduates, it shows the number of transfers, those who did not transfer or return, and the re-entries.

Figure 12 is probably easier to comprehend than Table X since it gives a graphic presentation of the per cent of graduates and non-graduates from the different localities. Here we find that 52.9 per cent of the

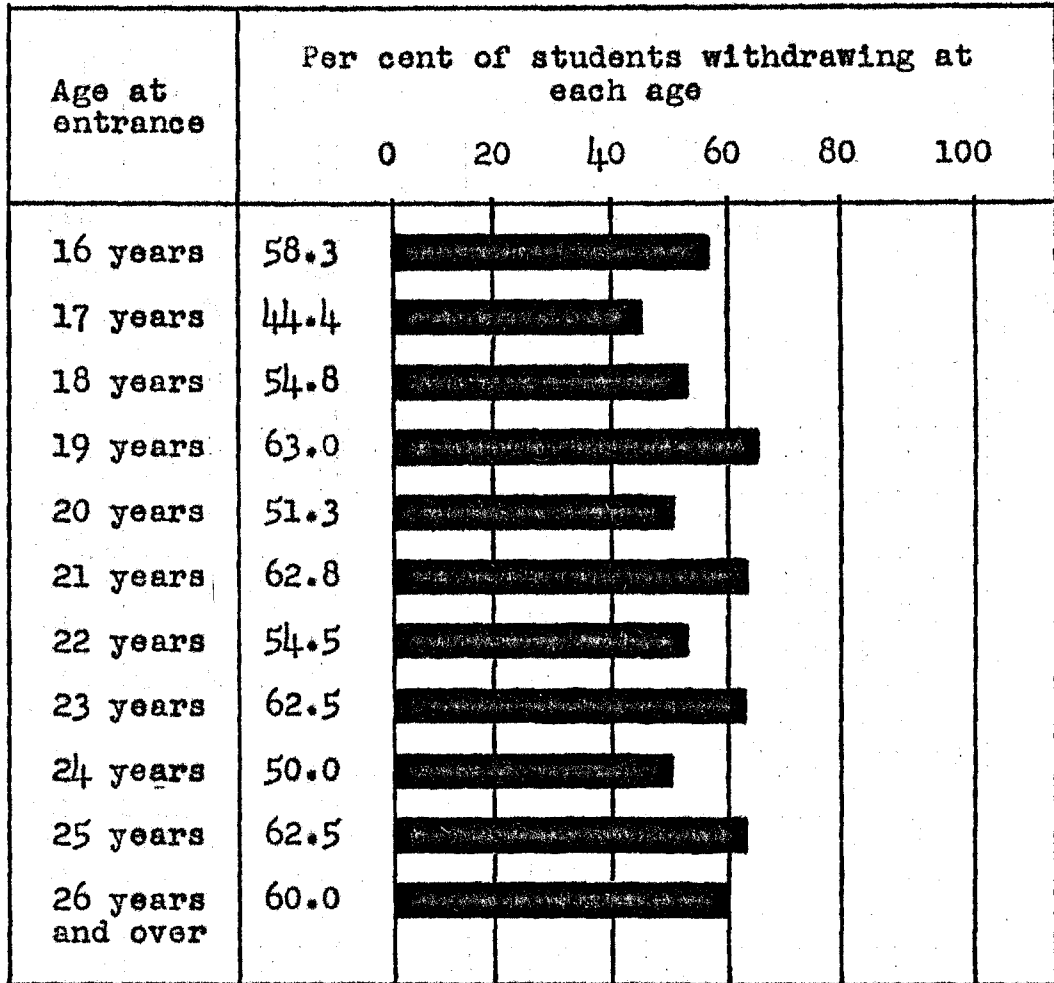


Figure 11. Relationship between the age at entrance and student mortality.

TABLE X

COMPARISON OF THE NUMBER OF GRADUATES TO NON-GRADUATES
WITH RESPECT TO GEOGRAPHIC ORIGIN

	Richmond		Virginia, excluding Richmond		Outside Virginia		Total	
Graduates								
Left but returned	4		5		1		10	
Did not leave	66		38		13		117	
Total		70		43		14		127
Non-graduates								
Transfers	8		10		3		21	
Did not return or transfer	54		37		8		99	
Re-entries	7		6		3		16	
Total		69		53		14		136
Grand total		139		96		28		263

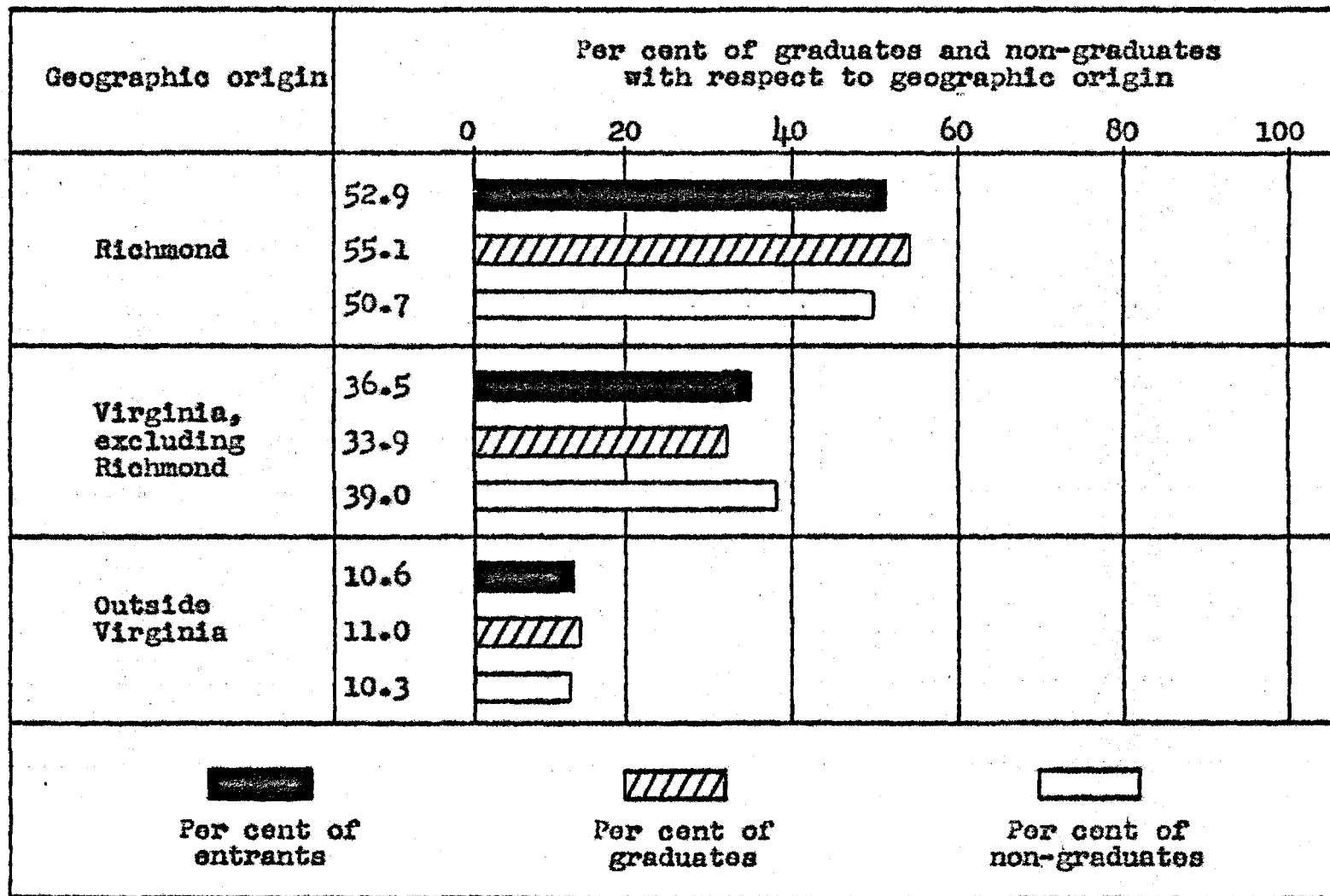


Figure 12. Per cent of graduates and non-graduates with respect to geographic origin.

263 freshmen came from Richmond, but of the total graduates and non-graduates Richmond supplied 55.1 per cent and 50.7 per cent respectively. This reveals that Richmond contributed 2.2 per cent more graduates and 2.2 per cent fewer non-graduates than its percentage of freshmen entering in September, 1946. A similar situation occurred with the students entering from schools outside of Virginia, in that their students made up only 10.6 per cent of the freshmen, but they had 11.0 per cent of the graduates and 10.3 per cent of the non-graduates. However, the students entering from schools in Virginia but outside of Richmond present quite a different story. These students formed 36.5 per cent of the original 263, but only 33.9 per cent of the graduates were from this group, and they contributed 39.0 per cent of the non-graduates. It is apparent from the figures presented here that the students from rural Virginia and the cities in the state other than Richmond do not fare as well as the students from outside of Virginia or from Richmond.

Extracurricular activities. The distribution of graduates and withdrawals is given in Table XI according to the number participating in each of the extracurricular activities. However, the number of

TABLE XI

NUMBER OF STUDENTS PARTICIPATING IN EACH EXTRACURRICULAR ACTIVITY

	Fraternity	Literary Society	Football	College Paper	Musical Club	Basketball
Graduates	55	31	28	26	20	18
Withdrawals	31	8	23	5	10	10
	Track	Baseball	Y.M.C.A.	Other	None	Total
Graduates	14	13	10	61	23	299
Withdrawals	7	2	4	10	83	193

students taking extracurricular activities does not agree with any other total, because some students did not participate in any activities, while others participated in several. Even though the graduates outnumber the withdrawals taking part in each of the activities, this is not sufficient information to draw the conclusion that these students should have entered into more campus activities. The fact must be kept in mind that most of the graduates were in college for four, five, and six years, and therefore had more time to become interested in and enter into more activities, whereas, 83.5 per cent of the withdrawals had less than two years in which to participate in extracurricular activities. Taking this time factor into consideration, it would appear from Table XI that the withdrawals were just as active in campus life as the graduates. Some might think that taking part in several activities on the campus would cause a student's grades to suffer, but this is the exception rather than the rule. It seems, too, that interests in extracurricular activities, and certainly participation in them, would tend to hold the student in college rather than cause him to leave.

Worked part time. In Table XII detailed information is given about the number of hours worked by

TABLE XII

NUMBER OF GRADUATES AND WITHDRAWALS WORKING PART TIME

	Number of hours worked										Totals
	0	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-40	Not given	
Graduates	85	3	6	3	6	9	1	3		1	117
Withdrawals	122	1	2	1	5	12	1		1	1	146

graduates and withdrawals. Only 24 withdrawals were working part time as compared with 32 graduates, but it must be remembered that the withdrawals were taking more semester hours of college work, and therefore they did not have as much time to work outside. In trying to determine whether or not working part time might cause a student to get poor grades, it was found that only eight of the 24 students working part time left college because of academic failure, and only one gave financial difficulties as a reason for leaving. From the information that has been gathered, it appears that working part time does not have any definite relationship to student mortality.

Miscellaneous factors. In Table XIII appears the distribution of graduates and withdrawals according to their place of lodging. Here one fact seems to be significant, and that is, only eleven graduates lived in private homes, while 36 withdrawals were lodged there. Of course, it is realized that in 1946 the dormitories of Richmond College were very crowded and the older students were given priority rights over the freshmen. Since most of the withdrawals were freshmen, then more of the withdrawals were indirectly forced to reside in private boarding homes. However, this did not help the

TABLE XIII

MISCELLANEOUS FACTORS CONSIDERED IN STUDY OF STUDENT MORTALITY
AT RICHMOND COLLEGE

	Place of lodging				Military status		Marital status	
	At own home	College dormitory	Private home	Fraternity house	Veteran	Non-veteran	Single	Married
Graduates	70	30	11	6	71	46	99	18
Withdrawals	76	34	36		99	47	129	17
	Parents attended college				Received Scholarship	Attended summer school	Attended evening school	
	Both	Father only	Mother only	Neither				
Graduates	24	16	6	71	30	89	25	
Withdrawals	25	16	6	99	21	52	12	

freshman as far as his studies were concerned, for he did not have the ready advice of the fellow in the next dormitory room when he was faced with a new problem. In view of these facts which have been gathered from personnel records and from personal observations, it seems that a special effort should be put forth to have more of the freshmen lodged in college dormitories even if it means seniors will be forced to live off the campus.

The other factors which are included in Table XIII do not reveal any data that indicate a significant relationship between them and student mortality. Among these are military status, marital status, whether the student received a scholarship, whether he attended summer school and evening school, and whether his parents attended college. In connection with whether or not parents of the students attended college, one fact is outstanding, and that is neither of the parents of 64.5 per cent of students entering Richmond College in September, 1946, had ever attended any college. This is very important because it emphasizes the fact that the students must be counseled at the college, since their parents are not familiar with the many problems which face a college freshman.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

This study has revealed several important facts, but probably the most outstanding of these was the discovery that of the 263 freshmen entering Richmond College in September, 1946, only 48.3 per cent of them had received their degrees as of June, 1952. The remainder of this chapter will contain a summary of the other significant findings, as well as several recommendations.

I. SUMMARY

Previous studies. Of the three major studies reviewed, the information found in the report of the United States Office of Education was most often used for comparison purposes. In this study it was found that the gross mortality for privately controlled universities was 58.5 per cent, and the net mortality was 39.9 per cent. It was also determined that the main cause for student mortality was failure in work, which accounted for 18.4 per cent of the withdrawals. Trausneck, in his study of students at Richmond College, found that the drop-outs increased from 24.89 per cent in 1938 to 41.57 per cent in 1948.

Rate of student mortality. Of the 263 students entering Richmond College in September, 1946, 146 withdrew prior to June, 1952; ten withdrew, but returned for a degree; 117 received a degree prior to June, 1952; 21 transferred to other institutions; sixteen returned to Richmond College; and 99 withdrew, but did not return or transfer. It was also found that the gross mortality was 55.5 per cent, and the net mortality, 37.6 per cent.

Of all the withdrawals, 51.37 per cent left college in the freshman year; 32.19 per cent dropped out in the sophomore year; 8.22 per cent withdrew in the junior year, and 8.22 per cent in the senior year.

Factors causing student mortality. Academic failure, causing 43.8 per cent of all withdrawals, was the principal cause of student mortality at Richmond College. The other reasons for leaving were: transferred, 14.4 per cent; poor health, 9.6 per cent; entered armed forces, 5.5 per cent; accepted employment, 4.8 per cent; infraction of rules, 4.8 per cent; financial difficulties, 4.1 per cent; miscellaneous, 1.4 per cent; and no reason given, 11.6 per cent.

Academic failure and related factors. Data obtained for students on how they ranked in their high school graduating class, showed that of those who were in the upper tenth of their class, only 27.8 per cent became withdrawals in college.

The percentile rank of withdrawals according to their American Council on Education test score, indicated quite obviously that those making high scores were much more likely to be a success in college, for from the sixtieth percentile group upward there were more graduates in each group, while the withdrawals were less numerous.

In studying the number of semester hours taken and completed by students, it seems that the freshmen may have been carrying too heavy a load, for the largest number of students in each group taking a specific number of semester hours were: 23 graduates taking fifteen hours, and 48 withdrawals taking seventeen hours. More withdrawals completed twelve hours than for any other number of hours, and only nine students of the 48 just mentioned completed all seventeen hours.

Of the 146 students who left Richmond College, 63 of them did not earn any quality credits during the semester in which they withdrew, indicating that

their grades were below average. It was also found that with the increase in the number of quality credits earned by students, there was a corresponding decrease in the number of withdrawals in each group.

Other factors studied for their relationship to academic failure and student mortality. Among the several factors studied for their relationship to academic failure and student mortality, were: age of students at entrance, geographic origin of students, extracurricular activities, part time work, place of lodging, military status, marital status, whether the student received a scholarship or not, whether he attended summer school and evening school, and whether his parents attended college. The only significant relationship found was for the geographic origin of the student, and his place of lodging.

Studying the geographic origin showed that the schools in Richmond and those outside of the state of Virginia had a larger percentage of their students among the graduates than the per cent of students that they contributed to the original group of 263 freshmen. However, the schools in Virginia but outside of Richmond contributed more than their proportion of the students to the withdrawing group.

The distribution of graduates and withdrawals according to their place of lodging indicated one important fact, and that is, more than three times as many withdrawals lived in private boarding homes as did graduates.

Another outstanding fact was that neither parent of 64.5 per cent of the entering students had ever attended any college.

II. RECOMMENDATIONS

The suggestions and recommendations given here are the result of the findings of this study. They are made with the hope that they might be of some value in aiding the officials of Richmond College in their attempt to solve the problem of student mortality.

The suggestions and recommendations are:

1. That the counseling program at Richmond College be expanded:

- (a) That it include a pre-registration period for freshmen, during which time they will be thoroughly familiarized with degree requirements, and aided in the preparation of a complete four-year course of study. This will eliminate the possibility of a student taking courses which are not necessary, which has been known to happen at Richmond College in the past.

(b) That following the registration and usual orientation program, a short transition period be included in the freshman schedule to instruct new students in the proper methods of how to study, how to take notes, and any other matters that might be deemed pertinent to college success. This recommendation is made as a result of several advisors' reports found in student records at Richmond College, stating that the student appeared to be intelligent but did not know how to study.

2. That a further study be made of the semester hour load carried by freshmen to determine the amount that might be taken with the most effective results. This suggestion is made in view of the facts stated previously, relative to the failure of freshmen to complete the semester hour load taken.

3. That consideration be given to the possibility of having the Ministerial Association or the YMCA adopt as a part of their program the responsibility of keeping in touch with both those students leaving because of poor health and those entering the armed forces. This might be done by means of visitation, circular letters, and by sending the school paper regularly in order that these students may be kept advised as to campus activities.

4. That all freshmen, not living at home, be lodged in college dormitories even if it means that upper classmen are required to live off campus. This suggestion is offered because more than three times as many withdrawals resided in private boarding homes as graduates, leading to the conclusion that the environment of the college dormitory is more favorable to college success.

5. That in awarding scholarships more consideration should be given to those students who rank high in their high school graduating class.

6. That the continued aid of graduate students be enlisted in making periodic studies of this nature which will be of assistance in keeping the officials aware of current trends at Richmond College.

It is realized that some recommendations indicated by this study, such as the expanded counseling program, have already become effective during the period covered. Therefore, it is felt that in order to determine the value of these improvements and in view of changing conditions, a continual study should be maintained. This is particularly important since the present study was based on a very limited post-war sampling. The fact that there are not as

nany veterans included in the present enrollment at Richmond College may result in findings that are somewhat different from those presented here.

ADDENDUM

Since the completion of the above study, it was brought to the attention of the author that the findings might be different if those students who transferred to the Business School of the University of Richmond were studied separately.

In making this additional study, it was found that of the original group of 263 students, 45 transferred to the Business School. Of these 45 transferrals, there were 43 graduates and only two withdrawals. In the original study at Richmond College, which included the 45 transfers to the Business School, 16.4 per cent of the students withdrew in the junior and senior years. However, when the 45 students entering the Business School were studied separately only 4.4 per cent of them withdrew in the junior and senior years. This seems to indicate that if they had been counted as transfers in the original study, then the per cent of withdrawals at Richmond College would have been slightly greater than 37.6 per cent found, while the per cent of transfers would have been considerably greater.

BIBLIOGRAPHY

A. PERIODICALS

- Aaronson, B. S., "Lack of Money and the Veterans' Withdrawal from School," School and Society, 69:28-31, January 8, 1949.
- Cumings, Edgar C., "Causes of Student Withdrawals at Depauw University," School and Society, 70:152-53, September 3, 1949.
- Love, Robert A., "A Call for Action," School and Society, 70:227-31, October 8, 1949.
- Moon, G. R., "The Student Who Drops Out of College," School and Society, 27:576-78, May 12, 1928.
- Pinchbeck, Raymond Bennett, "Student Failures in Virginia Colleges," Virginia Journal of Education, 34:304-05, May, 1941.
- Stalnaker, E. M., "Four Year Study of the Freshman Class of 1935 at the West Virginia University," Journal of Educational Research, 39:81-101, October, 1945.
- Weintraub, Ruth G., and Ruth E. Salley, "Graduation Prospects of an Entering Freshman," Journal of Educational Research, 39:118-21, October, 1945.

B. PUBLICATIONS OF LEARNED ORGANIZATIONS

- Kelly, Fred J., Continuity of College Attendance, Bulletin 1937, No. 27. United States Department of the Interior, Office of Education, Washington, D. C.: United States Government Printing Office, 1937. 24 pp.
- McNeely, John H., College Student Mortality, Bulletin 1937, No. 11, United States Department of the Interior, Office of Education, Washington, D. C.: United States Government Printing Office, 1938. 112 pp.

West, R. M., Student Mortality, Minneapolis:
University of Minnesota Press, 1924. 63 pp.

West, R. M., Student Survival, Minneapolis:
University of Minnesota Press, 1925, 50 pp.

C. UNPUBLISHED MATERIALS

Lutyen, B. Helene, "Mortality of Student Body of
New York University, 1923, 1930." Unpublished
Doctor's dissertation, New York University.
107 pp.

Trausneck, William McLean, "Some Factors Relating
the Success of Richmond College Students to
Their High School Preparation." Unpublished
Master's thesis, The University of Richmond,
Richmond, 1950. 44 pp.

VITA

Thomas E. Coleman, Jr., was born on May 1, 1924, in Hanover County, Virginia. He was educated in the public schools there, graduating from the Battlefield Park High School on May 29, 1942. In September of that year he entered the University of Richmond. However, his education was interrupted when he was called into active military service with the United States Navy in July, 1943. He was released to inactive duty as an Ensign in August, 1946. Following his marriage during that same month to Miss Alice Wickham, Montpelier, Hanover County, he re-entered the University of Richmond where he received his Bachelor of Science Degree in Business Administration in June, 1950. He continued his education in the graduate school there, working toward a Master of Science Degree in Education. In September, 1951, he accepted a position as eighth grade teacher at the Westhampton Junior High School where he is now employed.

APPENDIX

1. Name in code _____ Age as of 9/13/46 _____
2. Home address _____
3. Degree and date conferred _____
4. Attended summer school. Yes _____ No _____ When _____
 Attended evening school. Yes _____ No _____ When _____
 Accelerated _____ Retarded _____
5. Rank in high school graduating class _____ Size _____
6. Year and semester of withdrawal:

Year	First semester			Second semester		
	Hours taken	Hours earned	Quality credits	Hours taken	Hours earned	Quality credits
Freshman						
Sophomore						
Junior						
Senior						

7. Student returned after withdrawal. Yes _____ No _____
8. Parents attended college. Yes _____ No _____
9. Applied for scholarship. Yes _____ No _____
 Received scholarship. Yes _____ No _____
10. Extra-curricular activities for semester of withdrawal:

Football _____	Debating _____
Basketball _____	Musical club _____
Baseball _____	College paper _____
Track _____	Literary society _____
Tennis _____	Fraternity _____
Dramatics _____	Other _____

11. Veteran. Yes _____ No _____ Using G.I. Bill. Yes _____ No _____
12. Single _____ Married _____ Divorced _____
 Number of children _____ Other dependents _____
13. Place of lodging at time of withdrawal:
 College dormitory _____ At home _____
 Fraternity house _____ Other _____
14. A. C. E. test score. Total _____ Percentile _____
15. Worked part time during semester of withdrawal.
 Yes _____ No _____ Hours worked per week _____

16. Reasons given for leaving:

- Academic failure _____
- Financial difficulties _____
- Transferred:
 - Entered professional school _____
 - Dissatisfied with this college _____
 - Wanted course not offered _____
 - Other _____
- Poor health _____
- Accepted employment _____
- Married _____
- Entered armed forces _____
- Infraction of rules:
 - Classes over cut _____
 - Dishonest _____
 - Misconduct _____
 - Other _____
- Miscellaneous _____
- No reason given _____

17. Comments:
