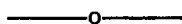
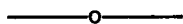


# Bulletin of The University of Minnesota



## REPORT OF THE SURVEY COMMISSION

VI



STUDENT "MORTALITY"



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## LETTER OF TRANSMITTAL

*President L. D. Coffman,  
University of Minnesota.*

DEAR SIR: I am transmitting herewith the report of the special committee, appointed by you, to make a study of the problem of student "mortality."

This report was presented to the Administrative Committee of the Senate and by vote of that committee, December 5, 1923, is recommended to you for publication as a number of the Survey Series.

Respectfully submitted,

R. M. WEST,  
*Chairman of Special Committee on Student "Mortality"*

TO YTESYVBU  
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## STUDENT "MORTALITY"

### INTRODUCTION

A problem of importance to every educational institution is that of accounting for the students who matriculate but fail to complete their courses of study. To what extent is the institution responsible for this loss and in how far is it due to factors beyond the University's control? To answer these questions, it is necessary to know in each instance the real reason for withdrawal. In an institution of several thousand students complete information on this point is difficult to obtain. It is possible, however, to arrive at some conclusions of value from the data available in the larger number of cases.

The over abundance of students and the financial difficulty of providing adequate educational facilities to meet the rapid growths in registration during the past few years have largely overshadowed the importance of the problems involved in this student loss. One of the factors contributing to the institutions' apparent indifference to the question has been the lack of definite data as to the extent and character of this student mortality and as to the relative effect of the various factors which contribute thereto.

It has, of course, been fully recognized that large numbers of students fail to graduate and that every year students leave college on account of ill health, financial condition, inability to make proper progress, and because of dissatisfaction with some phase of university life; but it has become customary to think of enrolment in terms of total annual registration figures rather than in terms of the finished product as related to the original enrolment.

As long as this figure for the total registration shows a satisfactory increase from year to year, comparatively little serious attention has been given to the number of students who have left the institution with courses uncompleted. It is on this basis of total registration that the size of one institution has been compared with that of another and that the growth of an institution from year to year has been measured.

Nothing, however, could be more fallacious than to assume that the figure for total enrolment is a measure either of a university's efficiency in education or of its actual student load. Each matriculant, whether he remains in residence for only a day or throughout the year, whether he registers for a single subject or for a full program, contributes equally to the "total registration" figure.

Situated as it is, in the heart of a large urban community, it is natural that the University of Minnesota should attract large numbers of part-time students, and large numbers of special full-time students who enter for limited periods of time with no intention of completing a four-year or longer curriculum. Even with this group, however, the problem of student loss deserves consideration when an undue proportion of such registrants fail to complete the work of the quarter for which they have enrolled.

As a preliminary step toward the collection of adequate data on the loss of students, the registrar's office instituted with the opening of the fall quarter of 1921-22 a system of student-accounting. At the close of each week throughout the year detailed reports on the changes in registration in the various administrative units of the University showed by class and by sex (a) the total registration to date including all who had completed registration and paid fees, (b) the actual number of registrants in residence at the close of the week, (c) the new registrants for the week and the sources from which they were received (i.e., from secondary schools, from other collegiate institutions with advanced standing, matriculants of previous years returning to the University, students reinstated following cancellation or suspension, students transferred from some other unit of the University, etc.), and (d) the students cancelled during the week with the reasons for cancellation (i.e., illness, financial, suspension, transfer to other units, etc.). Form 1 is the blank used for the detailed information for each college and Form 2 shows the plan for summarizing this information weekly for the University as a whole.

As the year progressed, the spread between total registration and the actual number of students in residence increased to a point where it became absurd to consider the former figure as being in any sense a measure of the student load, and the total loss by cancellations and failure to return after the close of the fall and winter quarters appeared to be out of all proportion to the total enrolment.

Chart I shows the variation in these two curves from week to week for students of collegiate grade for 1921-22 and 1922-23. Certain features of these curves merit a word of explanation.

It will be noticed that the loss of students by cancellation begins with the first week of the fall quarter. In 1921-22 there were 54 students who remained in college for less than a week and in 1922-23 there were 21 such students. In 1921-22 while the registration for the three quarters reached a total of 8943, the maximum number in residence at any one time was only 7734 during the eighth week. The corresponding data for 1922-23 show a total registration figure of 9791 as compared with 8559 in actual residence during the seventh week. The points of widest divergence between the curves for total registration and the corresponding curves for actual attendance which appear at the opening of the winter and spring quarters are partially due to the practice of deferring registration in the Graduate School, and for special students in the College of Education until after the opening of the quarter. This is reflected by the rise in the actual registration for the second and third weeks of these quarters without a corresponding increase in the figure for the total registration.

The marked increase in registration during the eighth week for 1921-22 and the seventh week for 1922-23 is due to the addition of the registrants in the Mayo Foundation at Rochester which were not reported earlier altho their registrations date back to the opening of the quarter. The break in the line for actual attendance appearing at the sixteenth week in 1921-22 was due to the dropping of a number of delinquent students on the basis of the

results of the fall quarter's work. There is no parallel for this in 1922-23 due principally to more prompt reporting of final grades. The loss from this source is found in the correspondingly greater drop of the thirteenth week for the latter year.

Attention should also be called to the fact that even the line of actual attendance fails accurately to picture the true student load since it fails to take into separate account the student with a partial program. This is a negligible factor in some of the units of the University but assumes considerable importance in others. Table II, for example, shows a comparison on this point between the College of Science, Literature, and the Arts and the College of Education. In both of these colleges the normal registration is fifteen credit hours a quarter. The table is based on a count of the number of credit hours registered for by each matriculant in these two colleges during the fall quarter of 1922-23. It is apparent from these data that the University load for the average student in the College of Education is equivalent to only about four fifths of the load for the average Arts College student.

The registration of 3427 for the College of Arts and 814 for the College of Education should be replaced by the figures 3218 and 607 respectively, therefore, in order properly to represent the relative student loads.

Chart II shows the weekly cumulative losses in registration of collegiate students for 1922-23. It does not include those who failed to return at the opening of the fall quarter, numbering 2029, or 22.5 per cent of the total registrations for the following year. The net loss after deducting those that have finished their courses of study, those that return later during the year, etc., would, of course, be considerably less than indicated in this chart.

A portion of these data presented at a meeting of the Administrative Committee of the University Senate, May 10, 1922, resulted in a resolution authorizing the appointment of a special committee to make a survey of the annual student loss and of the conditions contributing thereto. The president of the University appointed on this committee the deans of the colleges, the majority of whose students are admitted direct upon graduation from secondary schools, and the registrar as chairman.

The investigations of this committee cover a period of one academic year, beginning with the group of students who were in residence at the close of the spring quarter in June, 1922, and include all who discontinued their courses of study prior to the close of the year 1922-23. The study was limited to undergraduate students of collegiate grade and excluded the group known as "war specials" who are not regularly matriculated in any college of the University. These students are in training under the direction of the United States Veterans' Bureau subject to withdrawal at the pleasure of that bureau.

#### NET TOTAL LOSS BY CANCELLATION AND NON-RETURN

Table III shows by schools and colleges (a) the gross losses at the opening of each quarter, and (b) the number of cancellations during each quarter of the year under consideration. From the gross total losses shown in Table III, however, the groups listed below obviously should be left out of consideration so far as the present study is concerned.

a. *Graduates and students who have completed their courses of study.*—At the close of each quarter the University confers degrees upon those who have completed curriculum requirements as well as upon several groups of students who have finished a specified portion of certain combined courses leading to more than one degree as in Medicine and Law. The first of these, unless they enter upon graduate study, would not be expected to return the following quarter. They have been deducted from the gross loss in Table IV and with them have been included a small group of those who have so nearly completed their degree requirements that they find it advantageous to finish their work *in absentia*.

b. *Special and unclassified students.*—With the exception of the School of Mines, each of the undergraduate schools and colleges makes provision for unclassified or special students. In this classification may be included:

1. Those who have been admitted on the basis of maturity and experience, without having formally satisfied the entrance requirements. Such students are not qualified to receive college credit. As a rule they enter the University for work in a special field, follow no stated curriculum and at the time of admission have no intention of continuing in the institution for more than a limited period.

2. The part-time student who may or may not be able to qualify for collegiate credit, but who is employed in some capacity in the vicinity of the University and who desires to devote a limited amount of time to study.

3. The student who is temporarily “unclassified” due to a small program or delay in the adjustment of credentials, but who follows a regularly outlined curriculum and is in every other respect comparable with the regularly matriculated student.

For the purpose of this study, unclassified students in groups 1 and 2 have been excluded from the net total loss provided the work of the quarter for which they were registered was completed.

c. *Students excluded by the University.*—This group consists of those who have been dropped, or discontinued by the University for low scholarship or disciplinary reasons. There have been included also a limited number who have been strongly advised by the University not to return, altho not actually excluded and, in addition, students under the direction of the United States Veterans' Bureau who have been withdrawn from training or transferred by that bureau.

d. *Transferred registrations.*—While the losses from individual colleges and schools include students who cancel their registrations for the purpose of enrolling in some other unit of the University, these have been omitted from the net total loss since they do not represent an actual loss in registration to the University as a whole.

e. *Students returning after cancellation.*—One other group has been excluded from consideration at this time, namely, those who after cancelling their registration or withdrawing for one or more quarters have re-enrolled.

Table IV gives the numbers of cancellations that may be deducted from the gross total as given in Table III, and the net total loss with which this survey is primarily concerned.

CLASSIFICATION OF NET LOSS BASED ON REASONS GIVEN  
BY STUDENTS

During the year covered by this study the cancellation procedure was modified in order that, so far as possible, each student who cancelled his registration in person might come in contact with the dean of his college, or the dean's representative, for a personal conference concerning the reasons for cancellation. It was the opinion of the committee that the average student would feel less hesitancy in stating his real reason for leaving college in such a conference than at the request of a record clerk in the registrar's office. It seemed probable, too, that such a conference together with the more or less intimate knowledge which the dean or adviser would have concerning the student's personal circumstances might in some cases yield more definite information than the reply to a printed form. It was found impossible, however, to effect this contact in all cases even of those who cancelled in person, and obviously such a conference was impracticable in instances of cancellation by mail, cancellations through the agency of another student, and non-return.

In every instance the student who cancelled his registration in person was handed the following statement with the request that it be filled out and returned, together with his dean's or adviser's signature on his deposit clearance slip, as a prerequisite to the refundment of the general deposit fee:

The authorities at the University are interested in knowing why a considerable number of students fail to complete their college courses, and would very much appreciate a frank statement from you as to your reason for leaving college. No publicity will be given to individual replies and all reasons of a personal nature will be considered as confidential.

Will you kindly assist the University in this matter by stating below your reason for leaving college?

Thanking you for your courtesy and co-operation, I am  
Very truly yours,

R. M. WEST, Registrar

Reason for leaving college?.....  
Present occupation?.....  
Do you now expect to return at some future time and finish your course of study?.....  
Signed\_\_\_\_\_

A similar notice was mailed to each student who cancelled his registration by mail and to each student who failed to re-register for the fall, winter, or spring quarters of 1922-23.

This request for information met with a fairly generous response. Of the total number of 1659 students who would normally have been expected to complete their courses of study and who have been included in the "net total student loss" for the year, replies were received from a total of 1154, or 69.6 per cent.

The distribution of these returns by colleges and by men and women is shown in Table VI.

The reasons for cancellation or non-return as given by the students in response to the request for this information are classified in Table VII. It should be stated in connection with these data that it was not always possible

to ascertain from the student's statement the primary reason necessitating cancellation. The two most clearly defined causes are "illness" and "financial," altho in some cases the actual reason for not returning after illness may have been on account of the unexpected drain on the student's finances occasioned by his illness.

A considerable group are classed as "transferring to another college."

Here, too, the real reason for the transfer was seldom indicated. Some stated that they "preferred a smaller college," others that they were "dissatisfied at Minnesota," others that they wished to return to the college where they started their course of study, but it was apparent in some cases, and frankly stated in others, that the reason for transfer was primarily a financial one and that the student's choice lay between discontinuing his college career or completing his course nearer home.

Possibly one of the most significant features of the replies which were received was the large number, 62.4 per cent, who stated that it was their present intention to return and complete their courses of study.

#### RECLASSIFICATION OF NET LOSS BASED ON REASONS GIVEN BY STUDENTS AND ALL AVAILABLE SUPPLEMENTARY INFORMATION

In addition to those students who replied to the request for information, there were a number for whom the probable reason was obtainable from other sources. It seemed desirable, too, to take into consideration certain other factors than the students' replies, particularly in instances where it was difficult to classify the reason given by the student. Accordingly, for each case of cancellation of registration and non-return to college, requests for any available information pertinent to the student's discontinuance were sent to (a) the Health Service, (b) the dean of the college in which the student was registered, or to the student's adviser, (c) the chairman of the Students' Work Committee of the college, and (d) to the dean of student affairs (in the case of men), or to the dean of women (in the case of women). In those colleges in which it has been customary to give psychological tests, the results of such tests were also obtained as were the results of the English tests which, during the past two years, have been administered to incoming freshmen in the colleges of Science, Literature, and the Arts, and Engineering and Architecture. These tests, however, had been given in so relatively small a number of the cases under consideration that no conclusions could be drawn from their results.

Such information, also, as is available on the records of the registrar's office was made a part of the assembled data for each student as it seemed probable that some clue to the real reason for cancellation or non-return might be found, in some instances, in the scholastic record.

The following data were assembled in each case so far as available:

- a. Name of student
- b. College and course
- c. Classification (freshman, sophomore, etc.)



- d. Address
  - 1. Home
  - 2. Local
- e. Nationality
- f. Age
- g. High school record: (resumé)
- h. College record: (resumé)
- i. Psychological test
- j. English test
- k. Report of Health Service
  - 1. Report of dean or adviser
- m. Report of dean of student affairs or dean of women
- n. Report of chairman of Students' Work Committee
- o. Reason for leaving college as given by the student
- p. The student's expectation of returning
- q. The student's present occupation

On the basis of the information obtained from these sources, it was possible to assign probable reasons for cancellation or non-return to a total of 148 cases in addition to those from whom replies were received.

It was also possible in the light of this supplementary information to reclassify some cases which from the student's statement alone might be classified in any one of two or more groups.

The results of this reclassification are shown in Table VIII.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF ILLNESS

As shown in Table VIII, 256 students cancelled their registration or failed to return to college on account of "illness." Table IX gives more detailed information concerning this group.

Distribution according to men and women shows that 43.4 per cent of those who cancelled on account of illness were women. This figure may be compared with the distribution of the net total loss of which only 36.5 per cent are women, and with the total collegiate registration in the undergraduate units for 1922-23 of which women constitute 38.5 per cent. A somewhat larger proportion of cancellation for illness among women students than among men might be expected.

There are two fairly distinct groups of students included in this class: (1) those whose illness has been of such a nature as to render their withdrawal imperative, such as major operations, serious incapacitating illnesses as pneumonia, scarlet fever, etc., or injury from accidents; and (2) those subject to chronic ailments or in an impaired condition of health, or having been temporarily incapacitated, find it impossible on their return to the classroom to make up the work which they have missed.

It is quite apparent in some instances in the latter group that "illness" is not the sole reason for cancellation. A temporary illness which may be a negligible factor in the case of the better student represents a severe scholastic handicap to the poor student. In many cases, too, the immediate cause for cancellation may have been the student's poor financial condition accentuated by the additional expense incident to his illness. In all of these cases, however, it seems fair to assume that the student's illness was the primary cause of withdrawal.

It is somewhat surprising to note that of the total of 256 cases under consideration, in only 125, or 48.8 per cent, the University Health Service report corroborated the other information available. This might occasion some doubt as to the authenticity of the reason given were it not for the fact that in 63 per cent of the remaining cases information supporting the statement of the student was received from other sources on the campus.

The distribution of the total number of cases on the basis of residence, 55.9 per cent Twin City residents, 30.5 per cent other residents of Minnesota, and 13.6 per cent non-residents may be compared with a similar distribution of all undergraduate collegiate students (excluding War Specials) registered during 1922-23 as given in the *President's Report*. This shows 58.9 per cent as coming from Hennepin and Ramsey counties, 30.0 per cent as coming from the other counties of Minnesota, and 11.1 per cent from outside of the state.

The conclusion would naturally be drawn, that with so large a number of students resident in the Twin Cities, the family physician rather than the Health Service had been consulted in many of these instances. Table X supports this conclusion to some extent.

It is interesting to note the relative use of the privileges of the Health Service by men and women in these cases under consideration as shown in Table XI. While the data show that the Health Service had positive information concerning 44.2 per cent of the cases of men residents of the Twin Cities and 69.1 per cent of men resident of other localities, in the case of women cancelling for illness the percentages were only 34.8 and 46.7 respectively. Only 8 of the 131 cases on which the Health Service had no information can be explained by the fact that they failed to return at the opening of the fall quarter and may have contracted their illness during the summer vacation when the facilities of the Health Service were not available.

Referring again to Table IX, it may be noted that of the 256 cases of cancellation or non-return on account of illness 154, or 60.2 per cent, definitely expect to return to the University; 21, or 8.2 per cent, are undecided; 70, or 27.3 per cent, did not reply to the question; and only 11, or 4.3 per cent, state that they do not expect to return.

Of this last group one is a good student, has been in residence for four quarters, and has a scholarship average of about "B." He is moving to California for his health and will probably complete his course there. Four of the group are fair students of about "C" grade. Of these one has married, one has decided definitely to go into business, and for the other two no further information is available. Four are poor students of "D" grade or lower, a condition to which their state of health may have contributed. Two of these have left town, one is to be married shortly, and no further information is available concerning the fourth. The remaining two of this group who did not expect to return were in residence only a few weeks and no information as to scholarship is on record. They are both unclassified students who were carrying partial programs, and apparently found their University programs too heavy a load in addition to other duties.

Of the 21 who are uncertain as to their return, 2 are "B" students and both expect to attend a girls' school for at least a year. Eight are students

of "C" grade. Two of these are reported as subject to chronic disease; 5 state that they will return if health permits; and 1 who contracted "sleeping sickness" is very doubtful of returning. Nine of the group have done work of only "D" grade during their period of residence. Four of these will return if their health permits. The other 5 are undecided and apparently are discouraged by the scholastic progress which they have been able to make.

The remaining 2 students failed in practically all of their work and, while they state that they may possibly return, for the present have gone into business.

It must not be assumed, of course, that all of those who express their intention of returning to college, will actually re-enroll. It is safe to expect, however, that the larger proportion of them will, and it seems reasonable to suppose that nearly an equal percentage of those who failed to answer the question and of those who are doubtful as to their return will eventually complete their courses of study.

In general, therefore, cancellation on account of illness can be largely regarded as an interruption of the college course rather than of its probable termination and from the standpoint of student mortality is less serious than the figures for the year would indicate.

The classification in terms of scholarship as given in Table IX and in those tables that follow is based on the relation of credits earned to honor points. The plan commonly used for determining honor points in the various colleges of the University has been followed, except that failures have been valued at minus one honor point for each credit of registration irrespective of whether the failure was subsequently removed.

This plan, while in some cases it does not give the actual number of honor points which may be counted toward graduation, better reflects the type of scholarship which a student has exhibited.

On this basis a student with approximately three honor points for each credit earned has been classed as an "A" student; a student with approximately two honor points per credit a "B" student; a student with approximately an equal number of honor points and credits a "C" student; those with credits far in excess of honor points as "D" students; and those with a large proportion of negative honor points as "failing."

Lack of uniform standards throughout the University, however, makes it difficult to compare too closely the results of any such classification. For example, as an indication of the effect of scholarship on the discouragement of the student as a factor in the discontinuance of his course, it must be remembered that in such colleges as Science, Literature, and the Arts, Agriculture, Forestry, and Home Economics, Medicine, Education, and Business where approximately one honor point per credit is required as a minimum scholarship requirement for continuance in college or for graduation, the "D" student must be considered as being on approximately the same basis as the "failing" student in other units.

Furthermore, to be of the greatest value, it should be possible to make a comparison of the scholarship of these groups with the scholarship of all students in the corresponding unit of the University. Such information is not available, but as a standard for comparison the scholarship in the first

hundred cases in each college (selected in alphabetical order) has been determined and classified into the five groups described above. The results of this classification are shown in Table XII.

In order to obtain a scholarship figure for any unit or for the entire group of those cancelling or failing to return on account of illness which can be compared with the average for the University, the data in Table IX may be reduced to the relative number of students in each class for 100 students or the following formula may be used:

$$\frac{3A + 2B + C - F}{A + B + C + D} = \text{honor point ratio.}$$

In either case the number for whom no data is available as a basis for an estimate must be disregarded. On this basis the honor point ratio for those cancelling on account of illness is 0.60 as compared with the average honor point ratio for the University of 0.89.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF ILLNESS OR DEATH IN FAMILY

Closely allied to "illness" as a cause of discontinuance of a student's college course is that of illness or death in the student's family.

Table XIII gives an analysis of the cases of those who cancelled or failed to return on that account. The discrepancies in numbers given in this table in comparison with those in Table VII based solely on the students' replies are due to those cases in which the supplementary information showed clearly that the real reason for cancellation lay in lack of funds rather than in the necessity for being at home on account of illness in the family.

Of the total number cancelling for this reason 60 per cent are women, and represent 4.8 per cent of the total net loss of women students as compared with a corresponding percentage of 1.8 for men. This difference is to be expected partly because with a larger number of men students self-supporting, the financial stringency at home due to illness or death would be less likely to affect their continuance in college, and partly because in so far as the illness necessitates actual assistance in the home the women of the family would be called upon more generally than the men.

It is difficult to determine, as in the case of student illness, the number of cases in which the student is actually needed at home, the number in which, on account of death or very serious illness, the temporary interruption was of sufficient length to render it impossible to make up the work of the quarter; and the number in which withdrawal was necessitated by the financial situation incident to illness in the family. In all of the instances included, however, it appeared fair to assume that home illness was the immediate cause of cancellation.

In 17 of the 48 cases, or 35 per cent, the statement of the students points conclusively to the fact that the cancellation was necessary in order to assist at home; in 12, or 25 per cent, it seems probable that the length of the interruption was the principal factor. In 8, or 17 per cent, the cause may have

been largely financial altho the evidence is not sufficient to warrant classification with those cancelling for financial reasons. In the remaining cases, 23 per cent, no information other than the student's statement of "illness at home" was obtainable.

It is interesting to note that 31, or 64 per cent, of this group intend definitely to return; 8, or 17 per cent, will return if possible, while only 3 state that they will not re-enroll. Of these three, one has changed her objective since cancellation, the other two give no further information.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF NECESSITY OF BEING AT HOME

In Table XIV are shown those students who cancelled their registrations or failed to return to college on account of the necessity of assisting at home. The reasons given by this group are very similar to those given by the preceding group except that the immediate factor of illness is not indicated.

In comparison with the net total loss given in Table V the proportion of cancellations among the women is somewhat higher than among the men, the percentages being 1.5 and 1.0 respectively.

There is supplementary evidence in support of the reason given in only 8 of the 20 cases which might indicate that discouragement over scholastic progress would account for some of the instances under consideration. The general scholarship of the group, however, is unusually high (honor point ratio 0.94) and would scarcely support this theory. The expression of intention to return is also contradictory. Of the 6 individual cases of those who state that they will not return, those that are doubtful, and those failing to answer the question, 3 have a scholarship record approximately "C," 2, approximately "D," and one has no record upon which an estimate of scholarship can be based.

Typical statements of the students in this group are:

- Needed at home to help on the farm.
- Responsible for household duties and unable to obtain help.
- Father needs me in his business.

As in the case of the two preceding groups, the large proportion of those who definitely expect to return, 70 per cent, largely minimizes the importance of this reason as a cause of permanent loss of students from the University.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF REMOVAL OF FAMILY

Table XV shows those cases of cancellation or non-return on account of the removal of the student's family to another city or state. There have been included in this group, too, those who, without further explanation, stated merely that they were leaving the city.

Of the men in this group 71 per cent are minors and of the women 53 per cent. Of the five men in the group of legal age, three are residents of the Philippine Islands and state merely that they are leaving the city. Two of these three have unsatisfactory scholastic records and discouragement may be a factor in their cancellation.

It is not to be expected that any considerable number of those cancelling for the reason under discussion will return to this University altho, without doubt, a considerable number will complete their college education elsewhere. Transcripts of record have already been issued in 12 of the 32 cases. As will be noted from Table XV only 4, or 12.5 per cent, definitely expect to return to the University of Minnesota.

By far the larger portion of this group were residents of the Twin Cities. The change in family residence, however, in the case of the ten students whose homes were already outside of Minneapolis and St. Paul deserves some further comment. Of the three whose homes were in Minnesota the family of one is moving to Saskatchewan, one to Texas, and one to an eastern state (not specified). Of the seven students from outside Minnesota, one is from Wisconsin, one from North Dakota, one from South Dakota, and four from the Philippine Islands. In the first two cases the families are moving to California. In the third instance the family is moving to Mitchell, South Dakota, a college town where the student can complete her course and live at home. Three of the cases of the Filipino students have already been referred to above. The fourth is moving to Chicago in order to be with his brother at that institution.

It is doubtful whether scholarship has been a factor in any of these cases with the possible exception of the four students from the Philippines, three of whom had unsatisfactory records. The honor point ratio for the group is 0.91 as compared with 0.89 for all students in the University.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF MARRIAGE

Table XVI shows the distribution of those leaving college to be married. All of this group are women and, except for the obvious fallacy, might have been included in the group headed "change of objective."

It is doubtful whether any of this group with the exception of the one who stated definitely that she expected to return to college, will re-enroll. The loss from this factor, however, is a very small proportion, less than one per cent of the total net loss for the year.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF FINANCIAL REASONS

The most frequent reason given for cancellation is "financial." This would be expected even under normal conditions in an institution like the University of Minnesota where, according to a recent report of the dean of student affairs, 72 per cent of the men and 29 per cent of the women are partially or wholly self-supporting. With the abnormal economic conditions of the last few years it is not surprising that 25 per cent of those who cancel or fail to return to college should be largely influenced in their decision by the financial situation. The proportion in the case of the men is higher than for women. The percentage of the net total cancellations for the former is 30 and for the latter 16. This difference in the proportionate number affected bears some relation to the relative numbers of men and women who are partially or totally self-supporting, but it must not be concluded that this

is the only group forced to leave for this reason. Unfortunately, information is not available to show which of those cancelling for financial reasons, have been actually self-supporting, but it seems safe to assume that the increasing difficulty of finding suitable part-time employment in the Twin Cities has been paralleled by the increasing difficulties with which parents have been faced in attempting to finance their sons' and daughters' college courses.

On the other hand, it must be recognized as a fact, that a large number of students who assigned "finances" as the cause of their discontinuance, use the term in a comparative sense. In some cases the students are unwilling to undertake the sacrifices necessary to make it financially possible to remain in college. This may be due to a distorted sense of values; to a certain amount of discouragement in scholastic progress, to a genuine feeling that the benefits received do not justify necessary expenditures, or to any number of similar reasons. To be limited to a sum of money which would be considered ample by one student, would be looked upon as adequate justification by another for assigning "finances" as his reason for leaving college.

Here, as in the groups previously discussed, a large proportion of those who discontinued their college work expect to return. Eighty per cent state definitely that they will re-enroll, 9 per cent are undecided, 5.5 per cent did not reply, 5.5 per cent definitely expect not to return.

In considering discouragement over scholastic progress as a factor in these cases, students of "D" grade in the colleges of Science, Literature, and the Arts, Agriculture, Forestry, and Home Economics, Medicine, Education, and Business should be included in the group of those doing unsatisfactory work on account of the honor point requirements of those colleges. On this basis 113, or 27 per cent, might have been partially influenced by this situation. It is interesting to note, however, that of the 61 students who expect not to return or are doubtful of returning, the percentage with unsatisfactory records is only 34, so that while in individual cases the scholastic progress may have been a contributing factor, it is impossible to draw any definite general conclusion for the group as a whole from these figures.

In comparing the scholastic record with the average for a typical hundred students in residence as shown in Table XII, it must be kept in mind that many of the group who cancelled for financial reasons were self-supporting by means of outside work during the college year and as a group they would be expected to show somewhat poorer scholastic records. The honor point ratio for the group is 0.67 as compared with the figure 0.89 for all students.

It appears rather significant that an unusual proportion of this group are from outside the Twin Cities. These constitute 62 per cent of the total number cancelling for this reason which may be compared with 41.1 per cent of all students in residence during 1922-23 who live outside of Ramsey and Hennepin counties.

Seventy-four per cent of the group indicate that they have definite employment, 5 per cent are attending other institutions, 2 per cent state that they have no employment, and the remaining 19 per cent fail to answer the question. Of those attending other institutions there are two groups; one that transferred in order to curtail expenses by attending institutions in or

near their home towns, and the second consisting of those who have transferred temporarily to a different type of institution such as a business college or a normal school in order more quickly to fit themselves for remunerative employment.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF BUSINESS REASONS

The students included in this group fall into two fairly well-defined classes: first, there are a number who may be considered as not primarily college students. These are persons employed in some line of business who registered incidentally in most cases for a partial program, for work at the University and who either completed the particular course they desired or found it impossible because of their outside duties to continue in college. Second, are those who after entering the University were offered positions which appealed to them as more profitable than a college course. There have been included, too, a number who, if further information were available, might be found to belong in the group of those cancelling for financial reasons. For lack of any positive evidence to that effect, however, they have not been so classified.

This group has been differentiated from the preceding on the basis of choice of work in preference to further college training in place of necessity for remunerative employment as the determining factor in the cancellation or non-return.

It will be noted that while the larger number, 65 per cent, are men, the proportion of men and women discontinuing their college course for this reason in comparison with the net total loss is approximately the same, 6.7 per cent in the case of men, and 6.2 per cent in the case of women.

Twenty-seven of the group were registered as "unclassified" or special students. These with ten others having regular classification, making 34 per cent of the total, can clearly be considered as having undertaken their college work as incidental to their regular employment. Practically half of the women in the group are Twin City teachers. Thirty-four per cent unquestionably decided in favor of outside positions as representing to them better opportunity for advancement than the completion of their course of study.

The remaining 32 per cent may have been aided in their decisions partially by financial necessity or partially through discouragement or lack of interest in their college course. Forty per cent of this last group have unsatisfactory records.

Approximately 50 per cent declared their intention of returning, 33 per cent are doubtful or fail to answer the question, while 17 per cent have definitely changed their plans so far as the University is concerned. Eight of this last group have unsatisfactory records, 4 were employed at the time of matriculation, and have found it impossible to carry their University work satisfactorily. The remaining 7 apparently have definitely transferred their interest to the position which they have accepted.



## CANCELLATION OR NON-RETURN ON ACCOUNT OF OPPORTUNITY TO TRAVEL

In Table XIX is shown the distribution of a few cases of students who cancelled or failed to return in order to avail themselves of an opportunity to travel.

As there shown, practically all of this group expect to return to college. Of the 9 who indicated their designation, 2 were going to Europe, 2 to Alaska, 1 to South America, and the other 4 to travel in this country. All of the group, apparently, considered that this change in their plans offered a real educational opportunity for which they could well afford temporarily to postpone their college work.

## CANCELLATION OR NON-RETURN ON ACCOUNT OF DESIRE FOR PRACTICAL EXPERIENCE

Another small group of students temporarily discontinued their college courses in order to gain practical experience in the field for which they are preparing to enter after graduation. As in the case of those leaving for travel, these students look upon the interruption as a part of their educational course. It is possible that in some instances the student was influenced by the necessity for earning additional funds before completing his course of study.

Table XX shows the distribution of these cases.

All except one student who failed to answer the question directly, definitely expect to return.

The following may be cited as typical of this group:

A student in Pharmacy obtained a position as assistant pharmacist for drugstore experience necessary for a license after graduation.

A student in Business is a mail order house correspondent.

Two students in Engineering are obtaining practical work in railroad engineering crews, one is in telephone work, and one is a steel foreman in elevator construction work.

A student in Agriculture is obtaining practical experience in a creamery.

One Arts College student writes that he "desired practical experience before entering the School of Business."

Others state that they desired to obtain some business experience as a basis for a better perspective of their college course.

While in a number of cases the specific type of experience is not indicated, it seems fairly evident that the students in this group should in no sense be considered as having permanently dropped out of the University.

## CANCELLATION OR NON-RETURN ON ACCOUNT OF TRANSFER TO ANOTHER COLLEGE OR UNIVERSITY

The loss by transfer to other institutions represents 6.8 per cent of the net total loss and is fairly evenly divided proportionately between men and women. The percentage in the case of the former is 6.5 and in the latter 7.2. (See Table XXI.)

There have not been included in this group those who have transferred elsewhere on account of the removal of their families to other cities or states, those who clearly have transferred because of financial necessity, those who are attending other institutions because of expressed dissatisfaction with the

University of Minnesota, nor those who by transferring to an entirely different type of institution show definite evidence of a change in objective. On the other hand, it is true that the primary reason for transfer is not apparent in most of the cases in this group, and undoubtedly one or more of the factors mentioned above may be responsible for the transfer in many instances.

There have been included in this group, too, those for whom transcripts of record have been sent to other institutions of collegiate grade immediately following or preceding their cancellation at the University of Minnesota even tho there is no direct evidence to show that the student actually enrolled in the institution to which the transcript was sent. Cases where the transcript of record was issued direct to the student himself have been excluded as by itself this does not appear to be sufficient evidence of intention to transfer.

Out of the total of 112 cases, transcripts of record were issued for 88, or 79 per cent. Of the remaining 24, 10, or 9.0 per cent of the total number, had earned no credits at Minnesota. In 38 cases, or 35 per cent of the total number in the group, the transcript issue is the only available evidence of the intention to transfer as the reason for cancellation of registration or non-return of the student.

It is doubtful whether any considerable portion of these students can be expected to return to Minnesota altho a little more than 10 per cent express the intention of doing so.

A comparison of the scholarship for the group with the average scholarship for all registrants (see Table XXX) affords no basis for any general conclusion as to the influence of unsatisfactory scholarship upon the intention to transfer altho undoubtedly that was a factor in a number of these cases. Forty-five, or over 40 per cent of the total number, have done unsatisfactory work.

It is of interest to note that 35, or 31 per cent of this group, attended one or more collegiate institutions prior to matriculation at Minnesota. A little more than half of these 35 discontinued at Minnesota in order to return and complete their course of study at the institution from which they transferred.

Of the 112 cases of transfer 9 were in residence at the University of Minnesota less than a quarter, 65 were in residence one or more quarters of one college year, 20 attended Minnesota part or all of two college years, 15 for three college years, 2 for four college years, and 1 for one or more quarters of six college years.

A glance at the residence distribution of the group shows a large proportion of these transferring students to be residents of the Twin Cities and students from out of the state. Approximately a third of the latter are returning to their own state university or local college.

Students from the Twin Cities who transferred are apparently actuated by the desire to "go away from home" to college. It is evident from their replies that a portion of this group will return to complete their course of study and receive their degrees from the University of Minnesota.

A number of the women state that they wish to "attend a girls' school." Several stated that they "preferred a small college."

As long as this migration is not due to unsatisfactory conditions at the University, and in none of these cases is there definite evidence that such is the case, it would appear that more or less interchange between universities is advantageous and rather to be desired than discouraged.

CANCELLATION OR NON-RETURN ON ACCOUNT OF LACK OF DEFINITE OBJECTIVE OR CHANGE OF OBJECTIVE

In this group (see Table XXII) have been included those who discontinued their course because, as they stated, they had no objective and felt that it was not profitable to continue further with their college training without some definite end in view. There have also been included those who clearly have changed their objective since matriculation. In some cases this is indicated by the type of school to which the student has transferred. For example, transfers to business colleges, normal schools, vocational training schools, conservatories of music and art, kindergarten training schools, etc., have been considered as sufficient evidence for classification in this group. A considerable number cancelled their registrations or failed to return for the winter and spring quarter of the year on account of a decision to change their course from one professional school to another. In most of these cases the student will return to the University, but the curriculum and program arrangements made some interruption necessary in making the change.

The numbers of men and women in this group are approximately the same. This indicates a somewhat larger proportion of the total cancellations in the case of the women, 7.1 per cent, than in the case of men, 4.4 per cent.

The following tabular statement indicates the various types of cases:

1. Will return to some other college of the University.....	12
2. Transferred to a business college .....	8
3. Transferred to a kindergarten school .....	6
4. Transferred to a normal school.....	8
5. Transferred to a special school of art, music, or dramatic art...	5
6. Gone into hospital training.....	7
7. Transferring to special school of journalism.....	3
8. Transferring to military or naval academy.....	2
9. Transferring to study for ministry.....	2
10. Cancelled because of lack of definite objective.....	12
11. Changed objective after starting course and decided that the particular college course they were carrying did not lead in the right direction.....	24

The 29 students who state that they expect to return to the University will be found in items 1, 10, and 11 above. Those classed in item 11 who declare their intention of returning, probably belong with those in item 1, but the reply was not sufficiently definite to warrant their being so classified.

It will be noted that this group is made up of a somewhat larger proportion of students from the Twin Cities. In support of the frequently expressed opinion that many of the students from these two cities attend the University primarily because the University is the next step in the educational process after high school graduation, it is interesting to note that except for two cases, all of those stating that they were cancelling for lack of a definite objective, were registered from Minneapolis.

There is no very clear demarcation between some of the cases in this group and those in the groups classed as leaving on account of "business opportunities," and transferring to other colleges.

It will be noted that over half of the group were doing work of "D" grade or lower, which in those cases may have been either a factor in influencing the change of objective or the result of disinterest due to lack of a definite goal.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF PROGRAM OR CURRICULUM DIFFICULTIES

The cases in this group require little comment. (See Table XXIII.) Practically all of the students expect to return.

This group includes three types of cases: those in the professional schools with prescribed curricula in which the inflexibility of the course of study makes it difficult if not impossible to arrange a program where delinquencies have been incurred in prerequisite courses: those in the Arts College and other colleges with elective curricula in which requirements of the major sequence selected result in a situation similar to that existing in the professional schools, and those in the preprofessional curricula who, having completed the requirements for admission to a professional school, find it impossible or unprofitable to begin their professional course until the opening of the following college year.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF DISSATISFACTION WITH THE UNIVERSITY

In making the request as to the reason for cancellation or non-return (see page 7), students were invited to make a frank statement as to the real reason for their decision. It was expected that this would lead to a certain amount of criticism of the University and it was hoped that if the results showed any considerable amount of the student loss to be due to conditions for which the University is responsible that the criticism would be such as to lead to some constructive modification. Surprisingly few cases, however, could be classified in this group. Only 42, or 2.5 per cent of the replies could in any way be considered as criticism of the University. Unless this result was to a considerable measure due to a hesitancy on the part of the students to accept the committee's invitation, the figures are encouraging. On the other hand, it was a disappointment to find that few of the statements were sufficiently explicit to be of real value.

It might be expected that a number of those who had failed to make good in their University work would stand ready to waive their own share of the responsibility for such failure and to lay the blame on the institution. It is surprising, however, to see that while some such cases are apparent, by far the majority of the unfavorable criticism came from students with satisfactory or good records. Only 14, or a third of the group, showed unsatisfactory scholarship records, and only 3, or about 7 per cent, could be classed as "failing." On the other hand, there were few students in the group of

better than "C" grade and reference to Table XXX shows an honor point ratio of only 0.59 as compared with the ratio for all students of 0.89.

A number of the replies classed as belonging to this group may not have been intended as unfavorable criticism of the University so much as an expression of dissatisfaction by the student at his own progress. On the other hand, there was specific criticism of the honor point system and the methods of its application by some instructors; the inflexibility of the specified curricula; and, in a few instances, of individual members of the teaching and administrative staffs.

Undoubtedly much of the feeling expressed in these replies arises from misunderstandings. If all of the evidence in each instance were available it might prove that there is little real foundation for the statements which were received. It would be futile, however, to deny that a certain amount of feeling as evidenced by these replies exists or that the University is responsible even tho it merely fails through its administrative officers, advisers, or members of its teaching staff to make clear to the student the reasons for those things which appear to be the result of disinterestedness and discrimination.

#### CANCELLATION OR NON-RETURN ON ACCOUNT OF DISCOURAGEMENT OR LACK OF INTEREST

This group includes 5.7 per cent of the total net loss. (See Table XXV.) Less than a quarter of the group are women. Thirty-two per cent express the intention of returning, and apparently feel that while their program during the year was discouraging, they will be successful with a fresh start. Seventy-one per cent would be classed as doing unsatisfactory work in the colleges in which they are enrolled. The remaining 29 per cent, altho their scholarship appears satisfactory on the basis of work completed, state in several instances that they were unable to do satisfactory work in courses for which they were registered at the time of cancellation, or that they had lost interest in their work.

A considerable number of those classed in the scholarship column as "failing" had been dropped for low scholarship previously and had found themselves unable to do better work after reinstatement. The honor point ratio for this group is lower than for any other group of students included in the study with the exception of those leaving for miscellaneous personal reasons.<sup>1</sup> Table XXX shows for this ratio only 0.19.

#### CANCELLATION OR NON-RETURN FOR MISCELLANEOUS OR "PERSONAL" REASONS

In a few instances personal reasons were given by students for the non-continuance of their courses of study which could not be classified in any of the foregoing groups. For example, one man, a Chinese student, stated that it was "far too cold. Could not stand"; another, "Domestic troubles, divorce action pending"; several merely indicated that their reason for non-return was "personal." The distribution of these cases is given in Table XXVI.

<sup>1</sup>The number classed in this group is too small to place any special significance on the low honor point ratio.

## CANCELLATION AND NON-RETURN FOR WHICH NO INFORMATION COULD BE OBTAINED

Approximately a fifth, 21.5 per cent, of the net total loss could not be classified. No returns in these cases were received either from the students or from other sources except in a very few instances where the information was insufficient for classification. (See Table XXVII.)

The scholarship average for the group is low, 44 per cent doing unsatisfactory work. This may indicate that a somewhat larger proportion of these students were discouraged by their progress than in the total of the cases which could be classified. The apparent lack of interest in replying also might indicate a comparatively larger number of dissatisfied and disinterested students and that a smaller percentage will eventually resume their college work.

Out of the total of 357 cases, transcripts of record were issued to the student in 25 instances, or 7 per cent, which may indicate transfer to another institution.

It seems fair to assume, however, that were it possible to include this unclassified group in the distribution, the proportion in the various classes would not be materially changed.

### SUMMARY

A. *Number of students involved.*—In comparison with a total registration of undergraduate collegiate students of 9025 for the college year 1922-23, there were 4281 cases of cancellation and non-return to college or 47.4 per cent. Of this number 2622 may be left out of consideration on account of transfer to another unit of the University, death, subsequent return, completion of course of study, or exclusion by the University, leaving a net loss of 1659 students or 18.4 per cent of the year's registration.

B. *Relative numbers of men and women.*—The relative numbers of men and women who discontinue their courses do not differ materially. A noticeably larger percentage of women leave on account of illness, illness or death in the family, necessity of being at home, removal of the family, marriage, and change or lack of objective; while in cases of financial difficulties, business opportunities, desire for practical temporary experience, and program and curriculum difficulties, the percentage of men is the higher. (See Table XXVIII and Charts III and IV.)

C. *Probability of return.*—Table XXIX and Chart V show a summary of the relation between the numbers who expect eventually to return and the various reasons for cancellation. It appears, aside from those cases in which the parents are leaving the city or state, the women who marry, cases of transfer to other institutions, and those leaving on account of dissatisfaction, that a very considerable proportion will re-enroll. In the cases of illness and financial difficulty which together represent nearly half the instances of discontinuance, over 83 per cent expect to return. These factors in student loss, therefore, while important as causes of interruption of the college course, do not appear to be of as serious concern to the University as the smaller groups of those leaving from dissatisfaction and discouragement.

D. *Scholarship*.—With the exception of those cases of discontinuance on account of illness or death in the family, necessity of being at home, and removal of the family from the city or state, all of which may be grouped as exterior causes so far as the student is concerned, the scholarship appears to be an important factor. (See Table XXX and Chart VI.) To the causes enumerated above should probably be added those leaving to be married and those leaving on account of miscellaneous personal reasons. Both of these groups are too small for any significance to be placed on the honor point ratio.

In cases of ill health, financial difficulty, and change or lack of objective, the low scholarship is probably in general a reflection of the existence of these conditions. In many of the remaining cases, without a doubt, the poor scholastic progress was one of the determining factors in the student's decision to discontinue.

E. *Residence*.—In comparison with the residence of all students in the colleges under consideration a larger proportion of the cases of cancellation and non-return appear among students residing outside of the Twin Cities. (See Table XXXI and Chart VII.) This condition is most noticeable in the group cancelling for financial reasons as might be expected. The fact that a comparatively small percentage of those living in the Twin Cities left on account of dissatisfaction with the University is of interest in that it points to the possibility that this dissatisfaction may have been at least partially incidental to the fact that the student was living away from home.

F. *Classification*.—Approximately two thirds of the cases of discontinuance occur in the cases of students of junior college grade. It is somewhat surprising, however, to find that the proportion for second year students is larger than for freshmen. Reference to Table XXXII, however, shows that the group largely responsible for this condition are those leaving for financial reasons, those whose families are leaving the city, those leaving to take advantage of business opportunities, those desiring practical experience, and those transferring to other colleges and universities. When it is remembered that students who have completed one full year of work have been counted as second year students even tho they may not have re-enrolled the second year, a larger proportion discontinuing for the reasons listed above than for first year students does not appear unreasonable. Where finances are a factor, the situation may be explained by the fact that many students, having acquired sufficient funds to start their college course, were unable to continue a second year without first recuperating financially.

The upper class students are, of course, those that have already survived the period of the greatest elimination, and have acquired a greater interest in their course and a more definite objective. It is natural to find that a smaller proportion would leave college under the same conditions which might cause a student of the freshman or sophomore years to discontinue.

G. *The University's responsibility*.—The chief concern of the University should rest with those students with an uncertain or no objective, with those who are dissatisfied with some phase of the University course, and with those who leave through discouragement or because of lack of interest. It is true that these three groups aggregate only 225 students, 13.5 per cent of the total

loss, and but 2.5 per cent of the total registration. Aside from those who cancel for these reasons, however, there are unquestionably many more in exactly similar circumstances and with similar states of mind who continue with their college courses.

Much may be accomplished through the efforts of the University to establish a systematic scheme of vocational guidance. Steps should be taken to assist each student in formulating a definite objective as soon as possible after matriculation and thereby create an interest in his educational opportunity which he otherwise lacks.

While discouragement due to poor scholastic progress is not necessarily a responsibility of the institution, reasonable care should be exercised to insure against the loss of students from this cause, in those cases where there is evidence of ability and possible success if temporary causes inhibiting good scholarship can be obviated. It is possible that the extension of the psychological tests and a more intimate personal contact between students and advisers will make it possible to recognize such cases and permit of greater assistance and reduction of the number who leave college because of discouragement.

Finally, every possible effort should be made to avoid appearances of unfairness or discrimination. Every student against whom an adverse decision is rendered is entitled to, and should have, a full explanation and justification of the institution's viewpoint.



**REGISTRATION REPORT**

Week Ending.....192.....

College.....

Last Rept.											Unclassed			Total			
		M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Last Rept.	1. Total to date																
	2. Act. Attend.																
Additions	3. New—H.S.																
	4. Adv. St.																
	5. Prev. Reg.																
	6. Transferred																
	7. Changed Class																
	8. Reinstated																
	9. Total add.																
	10. Total to date																
	Deductions	11. Illness															
12. Financial																	
13. Personal																	
14. Miscellaneous																	
15. Request																	
16. Temporary Suspension																	
17. Changed Class																	
18. Transferred																	
19. Not returned																	
20. Graduated																	
21.																	
22. Total Deduct																	
23. Total Act. Attend.																	
24. Remarks																	

25

.....  
Record Superintendent

FORM I

FORM 2

REGISTRATION REPORT

Week ending ..... 192.....

College or School	Additions			Deductions			Act. Attend.			Total to Date		
	M	W	T	M	W	T	M	W	T	M	W	T
1. War Specials												
2. Science, Literature, and Arts												
3. Engineering and Architecture												
4. Agric., For., and Home Econ.												
5. Law School												
6. Medical School												
7. School for Nurses												
8. College of Dentistry												
9. Dental Hygienists												
10. School of Mines												
11. School of Chemistry												
12. College of Pharmacy												
13. College of Education												
14. School of Business												
15. Graduate School												
16. Total Collegiate												
17. Duplicates												
18. Net Total												
19. University High School												
20. Central School of Agriculture												
21. Northwest School of Agriculture												
22. West Central School of Agri.												
23. Total Sub Collegiate												
24. Duplicates												
25. Net Total												
26. Evening Extension												
27. Correspondence												
28. Short Courses (Extension)												
29. Short Courses (Agriculture)												
30. Total Extension and Short Courses												
31. Duplicates												
32. Net Total												
33. Grand Total U. of M.												
34. Duplicates												
35. Net Grand Total												

CHART I  
 COMPARISON OF TOTAL COLLEGIATE  
 REGISTRATION WITH ACTUAL ATTENDANCE  
 1921-22 AND 1922-23

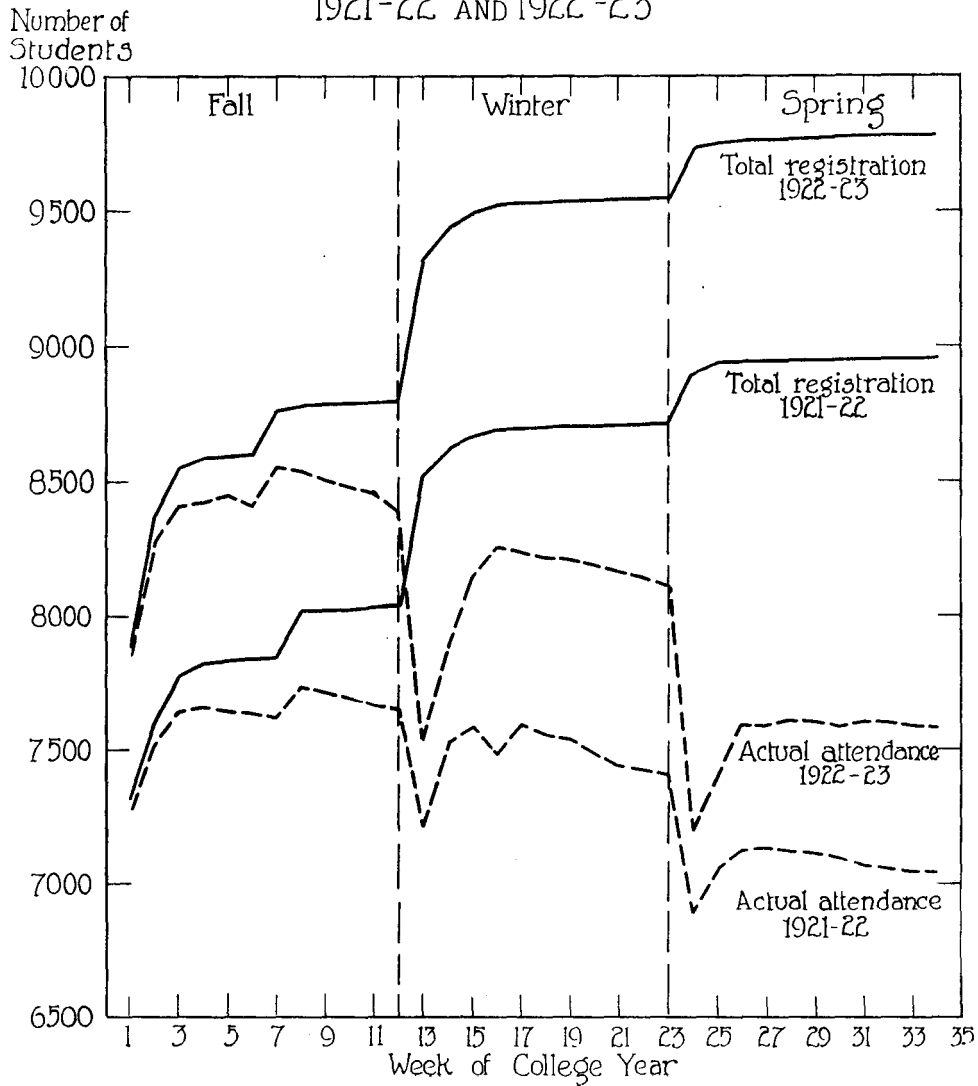


CHART II  
 GROSS TOTAL LOSS IN REGISTRATION BY  
 CANCELLATION AND NON-RETURN TO COLLEGE  
 1922-1923

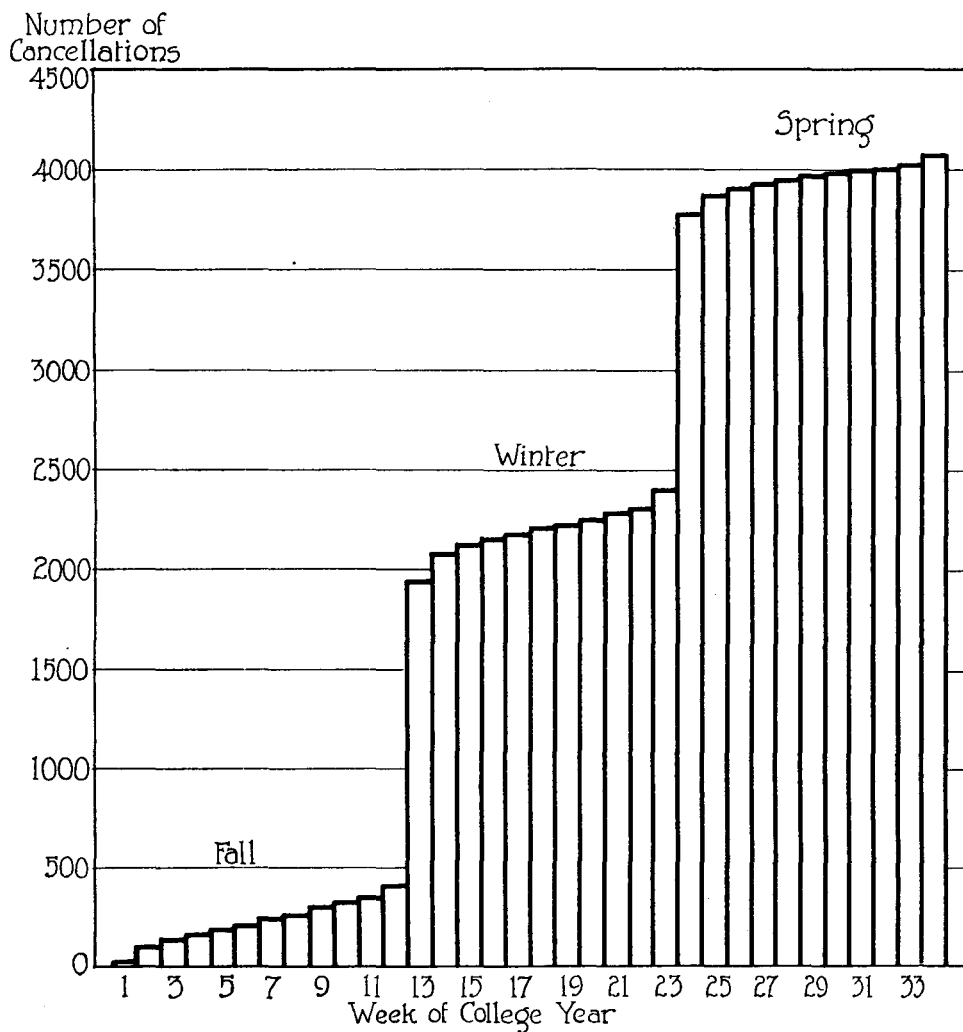


CHART III  
 COMPARISON OF RELATIVE PERCENTAGES  
 OF NET TOTAL LOSS, MEN AND WOMEN  
 WITH REASON FOR DISCONTINUANCE

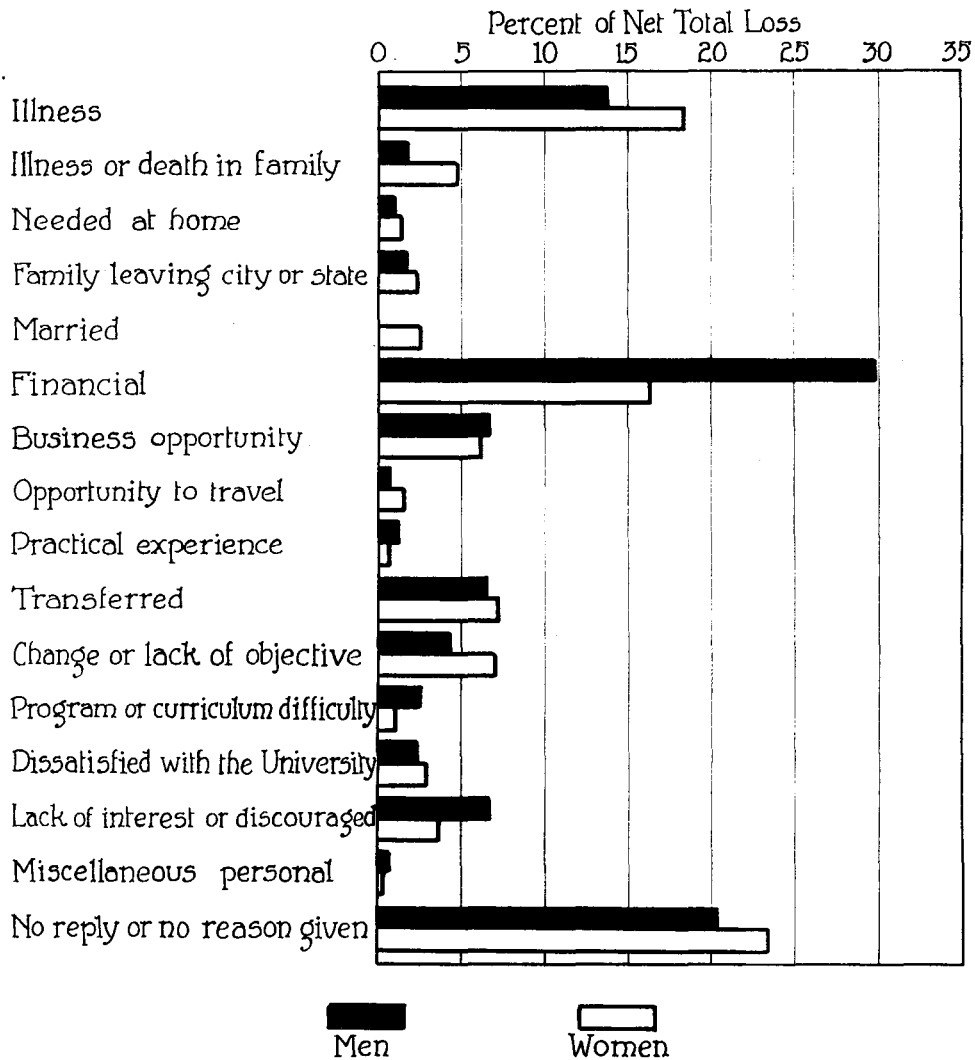


CHART IV  
 COMPARISON OF RELATIVE PERCENTAGES OF  
 TOTAL REGISTRATION, MEN AND WOMEN  
 WITH REASON FOR DISCONTINUANCE

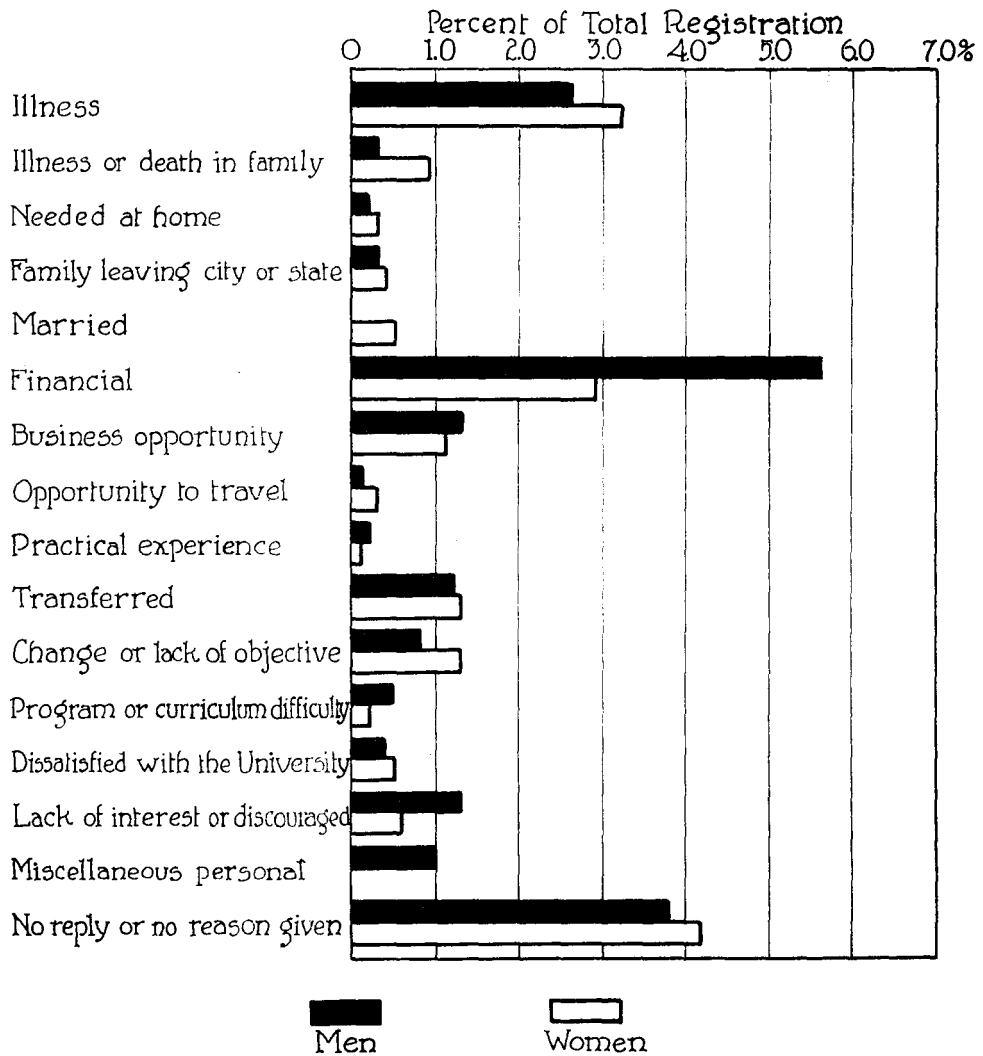


CHART V  
 COMPARISON OF PROBABILITY OF RETURN  
 WITH REASON FOR DISCONTINUANCE

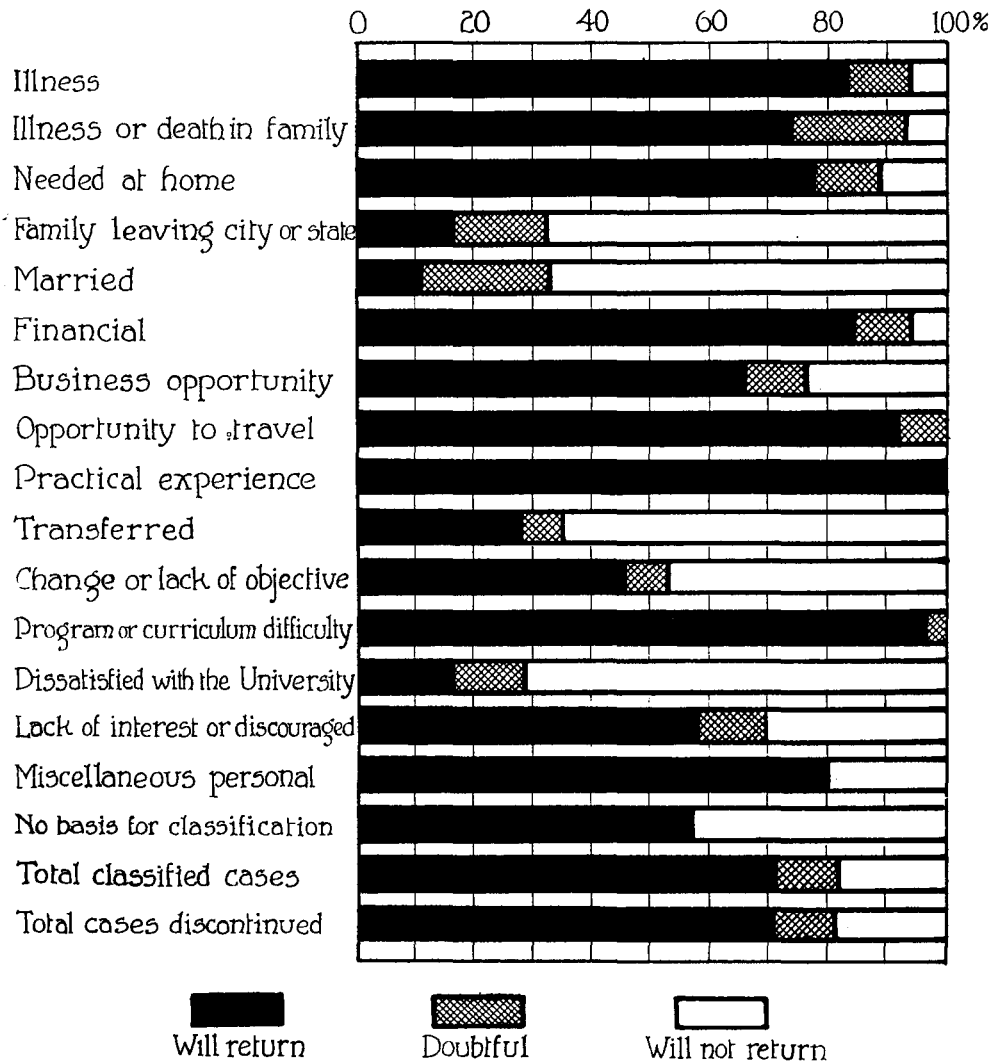


CHART VI  
 COMPARISON OF HONOR POINT RATIO AND  
 REASON FOR DISCONTINUANCE OF COURSE

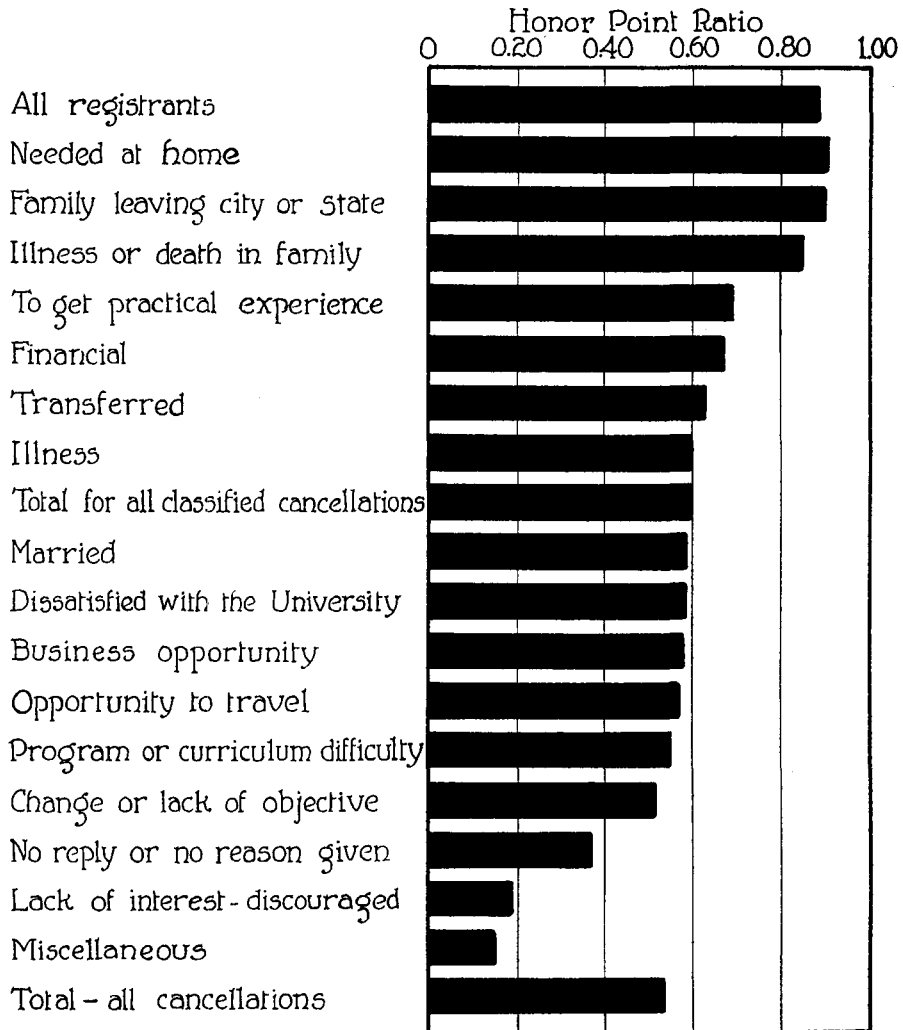




CHART VII  
 RESIDENCE DISTRIBUTION OF  
 CASES OF DISCONTINUANCE

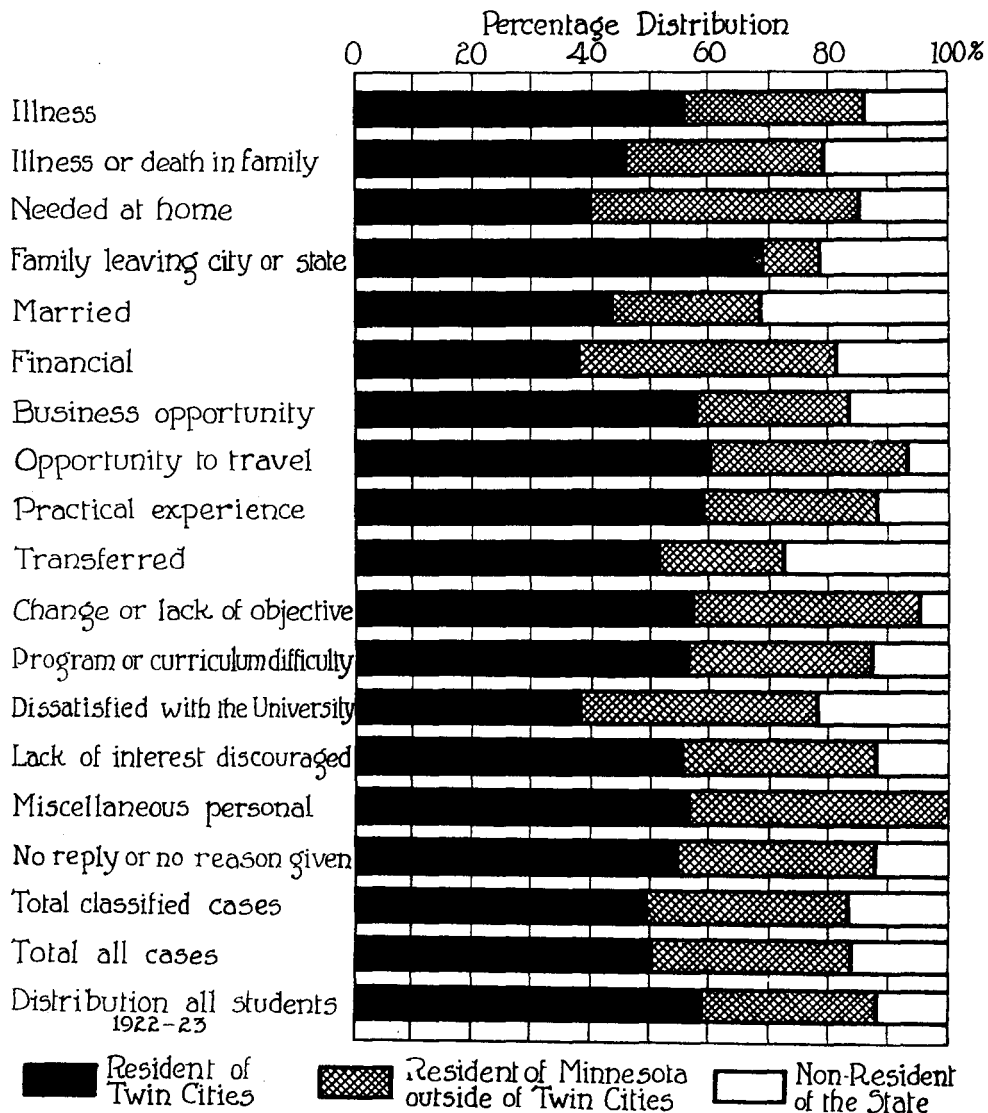


TABLE I  
COMPARISON OF TOTAL REGISTRATION AND ACTUAL ATTENDANCE  
FOR 1921-22 AND 1922-23

Week	1921-1922		1922-1923		Quarter
	Total Registration	Actual Attendance	Total Registration	Actual Attendance	
1	7323	7269	7875	7854	Fall
2	7625	7526	8371	8280	
3	7771	7637	8544	8410	
4	7827	7664	8577	8425	
5	7838	7643	8586	8451	
6	7850	7636	8595	8408	
7	7858	7623	8769	8559	
8	8017	7734	8784	8541	
9	8019	7711	8785	8500	
10	8023	7686	8786	8479	
11	8027	7668	8786	8455	
12	8028	7650	8786	8397	
13	8516	7212	9323	7538	Winter
14	8622	7535	9432	7900	
15	8657	7583	9494	8135	
16	8683	7484	9511	8254	
17	8687	7596	9517	8245	
18	8696	7555	9524	8220	
19	8698	7537	9526	8211	
20	8698	7485	9529	8183	
21	8698	7446	9532	8159	
22	8705	7439	9533	8139	
23	8705	7422	9533	8107	
24	8903	6785	9727	7201	Spring
25	8930	7053	9751	7407	
26	8934	7115	9766	7598	
27	8940	7125	9769	7597	
28	8942	7114	9773	7604	
29	8942	7107	9775	7596	
30	8943	7090	9775	7586	
31	8943	7066	9790	7597	
32	8943	7053	9791	7594	
33	8943	7048	9791	7582	
34	8943	7045	9791	7578	

TABLE II  
 COMPARISON OF NUMBER OF THEORETICAL FULL-TIME STUDENTS  
 WITH NUMBER OF ACTUAL MATRICULANTS IN THE COLLEGE OF  
 SCIENCE, LITERATURE, AND THE ARTS, AND THE COL-  
 LEGE OF EDUCATION, FALL QUARTER 1922-23

College	Total Regis- tration	Number Registered For			Average Registra- tion in Credit Hours	Number of Theo- retical Full-Time Students
		Less than 15 Credit Hours	15 Credit Hours	More than 15 Credit Hours		
Science, Liter- ature, and the Arts ...	3427	1206	1412	809	14.1	3218
Education* ..	814	426	145	243	11.2	607

\* Students registered in Agricultural Education and Home Economics Education were not included in this count as the normal registrations for those groups are 17 and 16 credit hours, respectively.

TABLE III  
GROSS LOSS OF STUDENTS BY NON-RETURN AND CANCELLATION JUNE 1922-JUNE 1923

School or College	Total Registration 1922-23	Fall Quarter		Winter Quarter		Spring Quarter		Total for Year			Per Cent of Registration
		Non-Return	Cancelled	Non-Return	Cancelled	Non-Return	Cancelled	Non-Return	Cancelled	Total	
Science, Literature, and the Arts.....	3933	862	255	212	321	218	163	1292	739	2031	51.6
Engineering and Architecture.....	1078	236	39	84	26	63	35	383	100	483	44.8
Agriculture, Forestry, and Home Economics .....	890	165	33	43	30	41	27	249	90	339	38.1
Law .....	269	115	5	10	10	3	...	128	15	143	53.2
Medicine .....	592	71	3	34	8	16	8	121	19	140	27.9
Nurses .....	206	8	2	19	19	5	5	32	26	58	28.1
Dentistry .....	396	108	6	19	4	2	1	129	11	140	35.4
Dental Nurses.....	33	10	...	1	1	...	1	11	2	13	39.4
Mines .....	138	32	5	6	5	5	7	43	17	60	43.5
Chemistry .....	135	35	1	7	5	10	...	52	6	58	43.0
Pharmacy .....	142	57	13	3	2	3	6	63	21	84	59.1
Education .....	1241	316	48	125	30	156	23	597	101	698	56.3
Business .....	254	61	6	16	11	22	4	99	21	120	47.2
<b>Total .....</b>	<b>9217</b>	<b>2076</b>	<b>416</b>	<b>579</b>	<b>472</b>	<b>544</b>	<b>280</b>	<b>3199</b>	<b>1168</b>	<b>4367</b>	<b>47.4</b>
Duplicates* in Agricultural Education and Home Economics Education .....	192	47	14	5	11	5	4	57	29	86	44.8
<b>Net total .....</b>	<b>9025</b>	<b>2029</b>	<b>402</b>	<b>574</b>	<b>461</b>	<b>539</b>	<b>276</b>	<b>3142</b>	<b>1139</b>	<b>4281</b>	<b>47.4</b>

\* Students in Agricultural Education and Home Economics Education are counted as registrants in the College of Agriculture, Forestry, and Home Economics and in the College of Education. In this and subsequent tables, therefore, it is necessary to deduct the number falling in this group from the totals for the colleges in order to show the net totals for the University.

TABLE IV

NET TOTAL LOSS BY CANCELLATION AND NON-RETURN OF STUDENTS, CLASSIFIED BY SCHOOLS AND COLLEGES

College or School	Total Regis- tration 1923-24	Total Cancelled or Non- Return from Table III	Trans- ferred to Another Unit of the University	Re- turned during the Year	Course of Study Com- pleted	Un- classified and Special Students	Ex- cluded by the University	Total To Be Deducted from Gross Total of Cancellations		Net Total Loss		
								Number	Per Cent of Total Loss	Number	Per Cent of Total Registration	
Science, Literature, and the Arts	3393	2031	25	2	288	241	246	277	1079	53.1	952	24.2
Engineering and Architecture..	1078	483	27	1	52	114	1	75	270	55.9	213	19.7
Agriculture, Forestry, and Home Economics .....	890	339	20	..	35	124	6	15	200	59.0	139	15.6
Law .....	269	143	1	1	3	54	13	42	114	79.7	29	10.8
Medicine .....	502	140	8	..	11	79	22	7	127	96.7	13	2.6
Nurses .....	206	58	1	1	5	13	..	12	32	55.2	26	12.6
Dentistry .....	396	140	3	..	8	104	..	8	123	87.8	17	4.3
Dental Nurses .....	33	13	..	..	..	5	..	..	5	38.4	8	24.3
Mines .....	138	60	4	..	5	22	..	2	33	53.3	27	20.3
Chemistry .....	135	58	1	..	1	19	..	5	26	44.8	32	23.7
Pharmacy .....	142	84	1	..	3	34	2	7	47	56.0	37	26.1
Education .....	1241	698	32	..	33	249	232	4	550	78.4	148	12.2
Business .....	254	120	3	..	7	69	5	9	93	77.5	27	10.6
Total .....	9217	4367	126	5	451	1127	527	463	2699	61.7	1668	18.1
Duplicates* in Agricultural Ed- ucation and Home Eco- nomics Education.....	192	86	23	..	5	49	..	..	77	89.5	9	4.7
Net total.....	9025	4281	103	5	446	1078	527	463	2622	61.1	1659	18.4

\* See footnote to Table III.

TABLE V  
DISTRIBUTION OF NET LOSS BY MEN AND WOMEN AND BY COLLEGES

School or College	Men	Women	Total
Science, Literature, and the Arts.....	593	359	952
Engineering and Architecture.....	212	1	213
Agriculture, Forestry, and Home Economics....	75	64	139
Law .....	26	3	29
Medicine .....	11	2	13
Nurses .....	...	26	26
Dentistry .....	16	1	17
Dental Nurses.....	...	8	8
Mines .....	27	...	27
Chemistry .....	31	1	32
Pharmacy .....	30	7	37
Education .....	15	133	148
Business .....	23	4	27
Net total .....	1059	609	1668
Duplicates* in Agricultural Education and Home Economics Education.....	5	4	9
Total .....	1054	605	1659

\* See footnote to Table III.

TABLE VI  
DISTRIBUTION OF REPLIES TO REQUEST FOR REASONS FOR  
DISCONTINUING COLLEGE COURSE

College or School	Number of Replies			Per Cent of Net Total Loss		
	Men	Women	Total	Men	Women	Total
Science, Literature, and the Arts.....	425	229	654	72.0	63.3	68.7
Engineering and Architecture.....	151	1	152	71.2	100.0	71.3
Agriculture, Forestry, and Home Eco- nomics .....	63	50	113	84.0	78.1	81.3
Law .....	15	2	17	57.7	66.7	58.6
Medicine .....	11	1	12	100.0	50.0	92.3
Nurses .....	...	15	15	....	57.7	57.7
Dentistry .....	11	...	11	68.8	....	64.7
Dental Nurses .....	...	5	5	....	62.5	62.5
Mines .....	16	...	16	59.2	....	59.2
Chemistry .....	21	...	21	67.7	....	65.6
Pharmacy .....	21	6	27	70.0	85.7	73.0
Education .....	9	89	98	60.0	65.4	64.9
Business .....	18	2	20	78.3	50.0	74.1
Total .....	761	400	1161	72.0	65.0	69.4
Duplicates* in Agricultural Educa- tion and Home Economics Education .....	4	3	7	80.0	75.0	77.8
Net total.....	757	397	1154	72.0	65.0	69.4

\* See footnote to Table III.

TABLE VII  
REASONS FOR LEAVING COLLEGE AS GIVEN BY STUDENTS IN RESPONSE TO QUESTIONNAIRE\*

School or College	Total Replies	Illness	Illness or Death in Family	Needed at Home	Family Leaving City or State	Married	Financial	Entering Business	Opportunity to Travel	Temporary, for Experience	Transferred to Another School	Change or Lack of Definite Objective	Program Difficulties	Dissatisfied with the University	Discouraged with Progress or Lack of Interest	Reason Given as "Personal" or Not Indicated	Number Indicating Intention to Return†	Per Cent of Total Replies
Science, Literature, and the Arts	654	128	32	12	9	6	213	51	13	7	83	25	14	18	29	12	401	61.3
Engineering and Architecture...	152	25	..	2	1	..	83	7	..	2	11	2	6	3	8	2	108	71.1
Agriculture, Forestry, and Home Economics .....	113	17	5	9	1	1	45	9	1	1	12	4	2	3	2	1	80	70.8
Law .....	17	5	..	..	1	..	3	3	..	..	2	1	..	1	..	..	11	64.7
Medicine .....	12	4	2	..	..	..	4	..	1	..	..	..	1	..	..	..	11	92.5
Nurses .....	15	9	1	..	..	..	..	..	..	..	..	1	..	1	..	3	..	...
Dentistry .....	11	3	..	..	1	1	5	..	..	..	..	2	..	..	..	..	10	90.9
Dental Nurses.....	5	..	..	..	1	..	1	..	..	..	..	1	..	1	..	..	2	40.0
Mines .....	16	2	..	..	..	..	7	2	..	..	1	..	1	..	2	1	12	75.0
Chemistry .....	21	2	..	..	1	..	13	..	..	..	2	1	..	..	2	..	15	71.4
Pharmacy .....	27	5	..	..	2	..	10	3	..	1	2	2	..	..	2	..	14	51.9
Education .....	98	19	6	..	2	4	24	16	..	..	12	3	3	1	2	6	52	53.1
Business .....	20	2	1	..	..	..	8	3	..	1	1	1	..	3	..	..	10	50.0
Total .....	1161	221	47	23	19	12	416	94	15	12	126	43	27	31	47	25	726	62.5
Duplicates‡ .....	7	..	1	..	..	..	5	1	..	..	..	..	..	..	..	..	6	85.7
Net total.....	1154	221	46	23	19	12	411	93	15	12	126	43	27	31	47	25	720	62.4
Per cent.....	100.0	19.2	4.0	2.0	1.7	1.0	35.7	8.1	1.3	1.0	10.9	3.7	2.4	2.7	4.1	2.2	62.4	...

\* See also Table VIII for more complete classification on the basis of supplementary information.

† In addition to those shown in this column 106, or 9.2 per cent, expressed uncertainty but the desire to return if possible, and 154, or 13.3 per cent, did not answer this question. Only 174, or 15.1 per cent, stated definitely that they would not return.

‡ See footnote to Table III.



TABLE VIII  
CLASSIFICATION OF NET LOSS BASED ON ALL AVAILABLE INFORMATION

College or School	Net Total Loss by Cancellation and Non-Return	Illness	Illness or Death in Family	Needed at Home	Family Leaving City or State	Married	Financial	Business (not financial)	Opportunity to Travel	Temporary for Experience	Transferred	Change or Lack of Definite Objective	Program or Curriculum Difficulties	Dissatisfied with the University	Lack of Interest and Discouraged	Miscellaneous Personal Reasons	Total Classified	Per Cent of Net Total Loss	No Reply or No Reason Assigned
Science, Literature, and the Arts	952	145	31	10	16	8	217	63	13	8	84	53	13	23	54	6	744	78.2	208
Engineering and Architecture....	213	31	1	1	1	..	80	7	..	4	5	7	10	4	12	..	163	76.5	50
Agriculture, Forestry, and Home Economics .....	139	19	6	8	3	1	43	8	1	2	4	9	4	4	3	..	115	82.7	24
Law .....	29	5	..	..	1	..	4	3	..	1	5	3	..	1	1	..	24	82.8	5
Medicine .....	13	5	2	..	..	..	4	..	1	..	..	..	1	..	..	..	13	100.0	..
Nurses .....	26	11	1	..	..	..	2	..	..	..	..	5	..	2	2	..	23	88.5	3
Dentistry .....	17	3	..	..	1	..	5	..	..	..	..	2	..	..	..	..	11	64.7	6
Dental Nurses .....	8	1	..	..	1	1	1	..	..	..	..	1	..	1	..	..	6	75.0	2
Mines .....	27	3	..	..	1	..	5	2	..	..	..	1	1	..	4	..	17	63.0	10
Chemistry .....	32	3	..	..	1	..	15	..	..	..	3	1	..	..	2	..	25	78.1	7
Pharmacy .....	37	4	..	..	3	..	12	1	..	1	2	3	..	..	3	..	29	78.4	8
Education .....	148	23	7	..	4	6	25	21	..	..	7	4	3	4	8	1	113	76.5	35
Business .....	27	3	1	1	..	..	5	5	..	1	2	1	..	3	5	..	27	100.0	..
<b>Total .....</b>	<b>1668</b>	<b>256</b>	<b>49</b>	<b>20</b>	<b>32</b>	<b>16</b>	<b>418</b>	<b>110</b>	<b>15</b>	<b>17</b>	<b>112</b>	<b>90</b>	<b>32</b>	<b>42</b>	<b>94</b>	<b>7</b>	<b>1310</b>	<b>78.5</b>	<b>358</b>
Duplicates* in Agricultural Education and Home Economics Education .....	9	..	1	..	..	..	5	1	..	..	..	1	..	..	..	..	8	88.9	1
<b>Net total.....</b>	<b>1659</b>	<b>256</b>	<b>48</b>	<b>20</b>	<b>32</b>	<b>16</b>	<b>413</b>	<b>109</b>	<b>15</b>	<b>17</b>	<b>112</b>	<b>89</b>	<b>32</b>	<b>42</b>	<b>94</b>	<b>7</b>	<b>1302</b>	<b>78.5</b>	<b>357</b>
Per cent of total to which cause of discontinuance is assigned.....	....	19.7	3.7	1.5	2.5	1.2	31.7	8.4	1.2	1.3	8.6	6.8	2.5	3.2	7.5	0.5	100	...	...
Per cent of net total loss.....	100	15.4	2.9	1.2	2.0	0.9	24.9	6.6	0.9	1.0	6.8	5.3	2.0	2.5	5.7	0.4	78.5	...	21.5
Per cent of total registration.....	18.4	2.8	0.5	0.2	0.4	0.2	4.6	1.2	0.2	0.2	1.2	1.0	0.4	0.4	1.0	0.1	14.4	...	4.0
Per cent of total registration including all losses on basis of those classified.....	18.4	3.6	0.7	0.3	0.5	0.2	5.8	1.5	0.2	0.2	1.6	1.2	0.4	0.6	1.3	0.1	18.4	...	...

\* See footnote to Table III.

TABLE IX  
ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN ON ACCOUNT OF ILLNESS

College or School	Total Number			Classification Based On						Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Re-plies Only	Supplemented by Health Service	Supplemented from Other Sources	Health Service	Other Sources	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Classification	Twin Cities	Minnesota	Non-Residents	
Science, Literature, and the Arts	82	63	145	28	57	42	9	9	89	8	15	33	..	10	61	55	16	3	83	41	21	
Engineering and Architecture..	31	..	31	8	14	4	4	1	16	..	2	13	..	..	11	16	3	1	16	10	5	
Agriculture, Forestry, and Home Economics.....	8	11	19	3	10	5	1	..	14	1	3	1	..	2	10	6	1	..	12	7	..	
Law .....	4	1	5	1	2	1	..	1	4	..	..	1	..	1	2	2	..	..	2	1	2	
Medicine .....	3	2	5	1	3	..	1	..	4	..	..	1	..	1	2	2	..	..	5	..	..	
Nurses .....	..	11	11	1	1	7	1	1	..	1	..	10	..	3	7	1	..	..	4	4	3	
Dentistry .....	3	..	3	1	2	..	..	..	3	..	..	..	..	..	1	1	..	1	1	1	1	
Dental Nurses.....	..	1	1	..	..	..	1	..	..	..	..	1	..	..	1	..	..	..	..	1	..	
Mines .....	3	..	3	..	1	..	1	1	2	..	..	1	..	..	3	..	..	..	2	1	..	
Pharmacy .....	4	..	4	..	1	2	1	..	3	..	..	1	..	..	1	2	..	1	2	1	1	
Chemistry .....	3	..	3	..	3	..	..	..	3	..	..	..	..	..	2	..	..	1	2	1	..	
Education .....	1	22	23	6	8	5	3	1	14	1	1	7	..	5	10	3	3	2	14	7	2	
Business .....	3	..	3	..	1	1	..	1	2	..	..	1	..	..	3	..	..	..	..	3	..	
<b>Total .....</b>	<b>145</b>	<b>111</b>	<b>256</b>	<b>49</b>	<b>103</b>	<b>67</b>	<b>22</b>	<b>15</b>	<b>154</b>	<b>11</b>	<b>21</b>	<b>70</b>	<b>..</b>	<b>22</b>	<b>113</b>	<b>90</b>	<b>23</b>	<b>9</b>	<b>143</b>	<b>78</b>	<b>35</b>	

TABLE X

RELATION BETWEEN HEALTH SERVICE INFORMATION ON CANCELLATIONS FOR ILLNESS AND RESIDENCE  
IN THE TWIN CITIES

	Residents of Twin Cities		Residents Outside of Twin Cities	
	No.	Per Cent	No.	Per Cent
Cases of cancellation assigned to illness by Health Service.....	57	45.6	68	54.4
Cases assigned to illness by student with no information from Health Service .....	86	65.6	45	34.4
Total .....	143	55.5	113	44.5

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TABLE XI

COMPARISON OF HEALTH SERVICE INFORMATION AVAILABLE IN CASES OF MEN AND WOMEN CANCELLING  
FOR ILLNESS

	Total		Illness Assigned Cause by Health Service				No Information from Health Service			
	No.	Per Cent	Residents of Twin Cities		Residents Outside		Residents of Twin Cities		Residents Outside	
			No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Men .....	145	56.6	34	59.7	47	69.1	43	50.0	21	44.4
Women .....	111	43.4	23	40.3	21	30.9	43	50.0	24	55.6
Total .....	256	100.0	57	...	68	...	86	...	45	...

TABLE XII  
DISTRIBUTION ON THE BASIS OF SCHOLARSHIP OF THE FIRST 100  
RECORDS IN EACH UNIT

College or School	A	B	C	D	F
Science, Literature, and the Arts.....	2	16	51	22	9
Engineering and Architecture.....	0	12	44	31	13
Agriculture, Forestry, and Home Economics	0	15	54	30	1
Law .....	4	16	44	30	6
Medicine .....	1	24	66	9	0
Nurses .....	2	33	51	13	1
Dentistry .....	0	10	60	26	4
Dental Nurses.....	0	5	50	45	0
Mines .....	1	16	36	44	3
Pharmacy .....	4	12	29	40	15
Chemistry .....	4	12	38	33	13
Education .....	1	30	52	14	3
Business .....	0	25	58	13	4
Average of all units.....	1	17	49	27	6
Average for the University*.....	1	18	51	23	7

\* The average scholarship for the University has been determined by weighting the scholarship in each unit in proportion to the registration in that unit for 1922-23.

TABLE XIII

## ANALYSIS OF CASES OF CANCELLATION OR NON-RETURN ON ACCOUNT OF ILLNESS OR DEATH IN FAMILY

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Supported by Additional Information	Information from Other Sources	Yes	No	Doubtful	Question Not Answered	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	13	18	31	17	12	2	20	2	5	4	..	2	16	9	4	..	17	9	5
Engineering and Architecture.....	1	..	1	..	..	1	..	..	1	..	..	..	..	..	..	1	..	1	..
Agriculture, Forestry, and Home Economics .....	2	4	6	2	3	1	5	..	1	..	..	..	6	..	..	..	1	3	2
Medicine .....	2	..	2	2	..	..	2	..	..	..	..	1	1	..	..	..	..	1	1
Nurses .....	..	1	1	1	..	..	..	1	..	..	..	..	1	..	..	..	..	1	..
Education .....	..	7	7	3	3	..	3	..	2	2	..	2	5	..	..	..	3	2	2
Business .....	1	..	1	..	1	..	1	..	..	..	..	1	..	..	..	..	1	..	..
Total .....	19	30	49	25	19	5	31	3	9	6	..	6	29	9	4	1	22	17	10
Duplicates* in Agricultural Education and Home Economics Education .....	..	1	1	..	1	..	..	..	1	..	..	..	1	..	..	..	..	1	..
Net total.....	19	29	48	25	18	5	31	3	8	6	..	6	28	9	4	1	22	16	10

\* See footnote to Table III.

TABLE XIV  
ANALYSIS OF CASES OF CANCELLATION OR NON-RETURN ON ACCOUNT OF NECESSITY OF BEING  
AT HOME

College or School	Total Number			Classification Based On		Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Supported by Additional Information	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	5	5	10	4	6	7	1	1	1	..	1	7	1	..	1	7	1	2
Engineering and Architecture.....	1	..	1	..	1	1	..	..	..	..	..	1	..	..	..	..	1	..
Agriculture, Forestry, and Home Economics .....	5	3	8	7	1	6	1	1	..	..	1	4	2	..	1	1	7	..
Business .....	..	1	1	1	..	..	..	..	1	..	..	1	..	..	..	..	..	1
<b>Total .....</b>	<b>11</b>	<b>9</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>14</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>..</b>	<b>2</b>	<b>13</b>	<b>3</b>	<b>..</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>3</b>

TABLE XV

ANALYSIS OF CASES OF CANCELLATION OR NON-RETURN ON ACCOUNT OF FAMILY LEAVING CITY OR STATE

College or School	Total Number			Classification Based On				Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Supported by Other Information	Other Sources Only	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents	
Science, Literature, and the Arts.....	9	7	16	12	3	1	2	9	1	4	..	4	5	7	..	..	11	2	3	
Engineering and Architecture.....	1	..	1	1	..	..	..	..	..	1	..	..	1	..	..	..	..	..	1	
Agriculture, Forestry, and Home Economics .....	1	2	3	2	1	..	..	2	..	1	..	1	2	..	..	..	2	1	..	
Law .....	..	1	1	..	1	..	..	1	..	..	..	..	1	..	..	..	1	..	..	
Dentistry .....	1	..	1	1	..	..	..	..	1	..	..	1	..	..	..	..	..	..	1	
Dental Nurses.....	..	1	1	..	1	..	1	..	..	..	..	..	1	..	..	..	1	..	..	
Pharmacy .....	3	..	3	3	..	..	1	..	1	1	..	..	2	..	1	..	2	..	1	
Mines .....	1	..	1	1	..	..	..	1	..	..	..	..	..	1	..	..	1	..	..	
Chemistry .....	1	..	1	1	..	..	..	1	..	..	..	..	1	..	..	..	1	..	..	
Education .....	..	4	4	3	..	1	..	3	1	..	..	..	3	1	..	..	3	..	1	
Total .....	17	15	32	24	6	2	4	17	4	7	..	6	16	9	1	..	22	3	7	

**TABLE XVI**  
**DISTRIBUTION OF CASES OF CANCELLATION OF REGISTRATION OR**  
**NON-RETURN ON ACCOUNT OF MARRIAGE**

College or School	Total No.	Expect to Return			No Reply
		Yes	No	Doubtful	
Science, Literature, and the Arts.....	8	1	3	1	3
Agriculture, Forestry, and Home Economics..	1	..	..	..	1
Dental Nurses.....	1	..	1	..	..
Education .....	6	..	2	1	3
	—	—	—	—	—
Total .....	16	1	6	2	7



TABLE XVII

## ANALYSIS OF CASES OF CANCELLATION OR NON-RETURN ON ACCOUNT OF FINANCIAL REASONS

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Information from Other Sources	Supplementary Information	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	154	63	217	157	5	55	169	11	23	14	..	18	110	71	16	2	83	86	48
Engineering and Architecture.....	80	..	80	70	2	8	68	3	8	1	..	4	35	36	4	1	29	44	7
Agriculture, Forestry, and Home Economics .....	33	10	43	36	1	6	38	3	1	1	..	3	26	14	..	..	16	19	8
Law .....	4	..	4	4	..	..	3	..	1	..	..	..	1	3	..	..	2	..	2
Medicine .....	4	..	4	3	..	1	3	..	..	1	..	2	2	..	..	..	..	2	2
Nurses .....	..	2	2	..	2	..	..	..	..	2	..	1	1	..	..	..	..	1	1
Dentistry .....	5	..	5	4	..	1	5	..	..	..	..	..	2	3	..	..	4	1	..
Dental Nurses.....	..	1	1	1	..	..	1	..	..	..	..	..	1	..	..	..	..	1	..
Mines .....	5	..	5	3	2	..	4	..	..	1	..	..	2	3	..	..	4	1	..
Chemistry .....	15	..	15	13	..	2	13	2	..	..	..	..	9	4	1	1	8	5	2
Pharmacy .....	8	4	12	7	..	5	7	..	2	3	..	2	6	4	..	..	3	7	2
Education .....	5	20	25	21	..	4	20	4	1	..	..	5	12	7	1	..	7	15	3
Business .....	4	1	5	4	..	1	3	..	2	..	..	1	3	1	..	..	1	2	2
Total .....	317	101	418	323	12	83	334	23	38	23	..	36	210	146	22	4	157	184	77
Duplicates* in Agricultural Education and Home Economics Education .....	3	2	5	5	..	..	5	..	..	..	..	1	2	2	..	..	1	4	..
Net total.....	314	99	413	318	12	83	329	23	38	23	..	35	208	144	22	4	156	180	77

\* See footnote to Table III.

TABLE XVIII

## ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN ON ACCOUNT OF BUSINESS REASONS NOT DEFINITELY SHORTAGE OF FUNDS

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Information from Other Sources	Supplementary Information	Yes	No	Doubtful	No Reply	A.	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	48	15	63	35	16	12	30	11	4	18	..	1	28	24	6	4	41	13	9
Engineering and Architecture.....	7	..	7	7	..	..	4	1	2	..	..	1	4	2	..	..	3	3	1
Agriculture, Forestry, and Home Economics .....	4	4	8	5	3	..	5	2	1	..	..	..	6	2	..	..	5	2	1
Law .....	3	..	3	3	..	..	2	1	..	..	..	..	1	2	..	..	1	2	..
Mines .....	2	..	2	2	..	..	..	1	1	..	..	..	1	1	..	..	2	..	..
Pharmacy .....	1	..	1	..	1	..	1	..	..	..	..	..	..	..	1	..	1	..	..
Education .....	2	19	21	15	3	3	11	3	1	6	..	3	7	3	..	8	8	7	6
Business .....	5	..	5	2	3	..	2	..	..	3	..	..	3	2	..	..	2	2	1
Total .....	72	38	110	69	26	15	55	19	9	27	..	5	50	36	7	12	63	29	18
Duplicates* in Agricultural Education and Home Economics Education .....	1	..	1	1	..	..	1	..	..	..	..	..	1	..	..	..	..	1	..
Net total.....	71	38	109	68	26	15	54	19	9	27	..	5	49	36	7	12	63	28	18

\* See footnote to Table III.

TABLE XIX  
DISTRIBUTION OF CASES OF CANCELLATION AND NON-RETURN ON  
ACCOUNT OF OPPORTUNITY TO TRAVEL

College or School	Total Number			Expect to Return			No reply
	Men	Women	Total	Yes	No	Doubtful	
Science, Literature, and the Arts.....	4	9	13	10	..	1	2
Agriculture, Forestry, and Home Economics .....	1	..	1	1	..	..	..
Medicine .....	1	..	1	1	..	..	..
Total .....	6	9	15	12	..	1	2

TABLE XX  
DISTRIBUTION OF CASES OF CANCELLATION AND NON-RETURN ON  
ACCOUNT OF DESIRING SOME PRACTICAL EXPERI-  
ENCE IN THEIR FIELD OF WORK

College or School	Total Number			Expect to Return			No reply
	Men	Women	Total	Yes	No	Doubtful	
Science, Literature, and the Arts.....	6	2	8	8	..	..	..
Engineering and Architecture.....	4	..	4	3	..	..	1
Agriculture, Forestry, and Home Economics .....	1	1	2	2	..	..	..
Law .....	1	..	1	1	..	..	..
Pharmacy .....	..	1	1	1	..	..	..
Business .....	1	..	1	1	..	..	..
Total .....	13	4	17	16	..	..	1

TABLE XXI

ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN IN ORDER TO TRANSFER TO ANOTHER SCHOOL OR COLLEGE

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Information from Other Sources	Supplementary Information	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	51	33	84	15	28	41	9	13	3	59	..	6	38	35	3	2	42	20	22
Engineering and Architecture.....	5	..	5	2	3	..	2	1	..	2	..	..	3	2	..	..	1	2	2
Agriculture, Forestry, and Home Economics .....	..	4	4	4	..	..	..	3	..	1	..	1	2	1	..	..	1	2	1
Law .....	5	..	5	2	3	..	..	5	..	..	..	..	1	4	..	..	4	..	1
Pharmacy .....	2	..	2	..	1	1	..	1	..	1	..	..	1	..	..	1	1	..	1
Chemistry .....	3	..	3	1	2	..	1	2	..	..	..	1	1	1	..	..	2	..	1
Education .....	..	7	7	..	4	3	..	2	..	5	..	2	2	3	..	..	7	..	..
Business .....	2	..	2	..	1	1	..	1	..	1	..	..	2	..	..	..	..	..	2
Total .....	68	44	112	24	42	46	12	28	3	69	..	10	50	46	3	3	58	24	30

TABLE XXII  
ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN ON ACCOUNT OF CHANGE OF OBJECTIVE  
OR LACK OF DEFINITE OBJECTIVE

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Information from Other Sources	Supplementary Information	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	27	26	53	32	14	7	17	13	8	15	..	4	13	32	3	1	32	17	4
Engineering and Architecture.....	7	..	7	7	..	..	4	2	..	1	..	1	3	2	..	1	5	2	..
Agriculture, Forestry, and Home Economics .....	2	7	9	6	2	1	3	3	..	3	..	..	7	1	..	1	4	5	..
Law .....	3	..	3	3	..	..	1	2	..	..	..	..	2	1	..	..	2	1	..
Nurses .....	..	5	5	..	..	5	..	..	..	5	..	..	3	2	..	..	..	5	..
Dentistry .....	2	..	2	2	..	..	2	..	..	..	..	..	1	1	..	..	1	1	..
Dental Nurses.....	..	1	1	1	..	..	..	..	1	..	..	..	1	..	..	..	1	..	..
Mines .....	1	..	1	1	..	..	1	..	..	..	..	..	..	1	..	..	..	1	..
Pharmacy .....	2	1	3	2	..	1	..	1	2	..	..	1	..	2	..	..	2	1	..
Chemistry .....	1	..	1	1	..	..	..	1	..	..	..	..	..	1	..	..	1	..	..
Education .....	1	3	4	3	1	..	..	2	..	2	..	1	3	..	..	..	2	2	..
Business .....	1	..	1	1	..	..	1	..	..	..	..	..	1	..	..	..	1	..	..
<b>Total .....</b>	<b>47</b>	<b>43</b>	<b>90</b>	<b>59</b>	<b>17</b>	<b>14</b>	<b>29</b>	<b>24</b>	<b>11</b>	<b>26</b>	<b>..</b>	<b>7</b>	<b>34</b>	<b>43</b>	<b>3</b>	<b>3</b>	<b>51</b>	<b>35</b>	<b>4</b>
Duplicates* in Agricultural Education and Home Economics Education .....	1	..	1	..	1	..	..	..	..	1	..	..	1	..	..	..	..	1	..
<b>Net total.....</b>	<b>46</b>	<b>43</b>	<b>89</b>	<b>59</b>	<b>16</b>	<b>14</b>	<b>29</b>	<b>24</b>	<b>11</b>	<b>25</b>	<b>..</b>	<b>7</b>	<b>33</b>	<b>43</b>	<b>3</b>	<b>3</b>	<b>51</b>	<b>34</b>	<b>4</b>

\* See footnote to Table III.

TABLE XXIII  
 DISTRIBUTION OF CASES OF CANCELLATION AND NON-RETURN ON  
 ACCOUNT OF PROGRAM OR CURRICULUM DIFFICULTIES

College or School	Total Number			Expect to Return			No reply
	Men	Women	Total	Yes	No	Doubtful	
Science, Literature, and the Arts.....	11	2	13	12	..	..	1
Engineering and Architecture.....	9	1	10	8	..	1	1
Agriculture, Forestry, and Home Eco- nomics .....	4	..	4	4	..	..	..
Medicine .....	1	..	1	1	..	..	..
Mines .....	1	..	1	1	..	..	..
Education .....	..	3	3	2	..	..	1
<b>Total</b> .....	<b>26</b>	<b>6</b>	<b>32</b>	<b>28</b>	<b>..</b>	<b>1</b>	<b>3</b>

TABLE XXIV  
ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN ON ACCOUNT OF DISSATISFACTION WITH  
THE UNIVERSITY

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Information from Other Sources	Supplementary Information	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	16	7	23	15	5	3	4	12	1	6	..	..	13	8	2	..	12	9	2
Engineering and Architecture.....	4	..	4	3	1	..	1	2	1	..	..	..	3	..	1	..	1	3	..
Agriculture, Forestry, and Home Economics .....	1	3	4	3	1	..	..	1	1	2	..	..	4	..	..	..	1	2	1
Law .....	1	..	1	1	..	..	..	1	..	..	..	..	1	..	..	..	..	..	1
Nurses .....	..	2	2	1	1	..	..	1	..	1	..	1	..	1	..	..	..	1	1
Dental Nurses.....	..	1	1	..	1	..	..	..	..	1	..	..	..	1	..	..	..	1	..
Education .....	..	4	4	4	..	..	..	2	1	1	..	..	2	2	..	..	1	..	3
Business .....	3	..	3	3	..	..	..	3	..	..	..	..	2	1	..	..	1	1	1
Total .....	25	17	42	30	9	3	5	22	4	11	..	1	25	13	3	..	16	17	9

TABLE XXV

ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN ON ACCOUNT OF DISCOURAGEMENT OVER SCHOLASTIC PROGRAM OR LACK OF INTEREST IN COURSE OF STUDY

College or School	Total Number			Classification Based On			Expect to Return				Scholarship						Residence		
	Men	Women	Total	Students' Statements	Supplementary Information	Information from Other Sources	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Basis for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	44	10	54	21	14	19	20	12	2	20	..	..	6	28	19	1	34	14	6
Engineering and Architecture.....	12	..	12	4	5	3	2	2	2	6	..	..	2	5	4	1	2	8	2
Agriculture, Forestry, and Home Economics .....	2	1	3	3	..	..	1	2	..	..	..	..	..	1	2	..	1	1	1
Law .....	1	..	1	1	..	..	1	..	..	..	..	..	1	..	..	..	..	..	1
Nurses .....	..	2	2	..	2	..	..	..	..	2	..	..	..	1	1	..	..	2	..
Mines .....	4	..	4	1	2	1	3	..	1	..	..	..	..	2	2	..	2	2	..
Pharmacy .....	3	..	3	2	..	1	1	..	..	2	..	..	1	1	..	1	3	..	..
Chemistry .....	2	..	2	2	..	..	..	2	..	..	..	..	1	1	..	..	1	21	..
Education .....	1	7	8	4	3	1	2	2	2	2	..	..	3	3	2	..	5	2	1
Business .....	3	2	5	2	..	3	..	2	..	3	..	1	2	2	..	..	4	1	..
Total .....	72	22	94	40	26	28	30	22	7	35	..	1	16	44	30	3	52	31	11

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TABLE XXVI  
 DISTRIBUTION OF CASES OF CANCELLATION AND NON-RETURN ON  
 ACCOUNT OF MISCELLANEOUS PERSONAL REASONS

College or School	Total Number			Expect to Return			No reply
	Men	Women	Total	Yes	No	Doubtful	
Science, Literature, and the Arts.....	6	..	6	4	1	..	1
Education .....	..	1	1	..	..	..	1
Total .....	6	1	7	4	1	..	2

TABLE XXVII

ANALYSIS OF CASES OF CANCELLATION AND NON-RETURN IN WHICH NO ANSWER WAS RECEIVED AND IN WHICH NO REASON CAN BE ASSIGNED

College or School	Total Number			Classification		Expect to Return				Scholarship						Residence		
	Men	Women	Total	No Reply	Answer In-sufficient for Classification	Yes	No	Doubtful	No Reply	A	B	C	D	F	No Data for Estimate	Twin Cities	Minnesota	Non-Residents
Science, Literature, and the Arts.....	117	91	208	203	5	2	1	..	205	1	10	78	74	41	4	117	67	24
Engineering and Architecture.....	50	..	50	49	1	1	..	..	49	..	2	7	28	12	1	27	21	2
Agriculture, Forestry, and Home Economics .....	11	13	24	23	1	1	..	..	23	..	5	9	7	3	..	11	8	5
Law .....	4	1	5	4	1	..	1	..	4	..	1	2	1	..	..	2	1	2
Nurses .....	..	3	3	3	..	..	..	..	3	..	..	3	..	..	..	2	1	..
Dentistry .....	5	1	6	6	..	..	..	..	6	..	..	2	3	1	..	2	3	1
Dental Nurses.....	..	2	2	2	..	..	..	..	2	..	..	..	2	..	..	2	..	..
Mines .....	10	..	10	9	1	..	1	..	9	..	..	1	7	2	..	5	3	2
Chemistry .....	6	1	7	7	..	..	..	..	7	..	1	4	2	..	..	4	2	1
Pharmacy .....	7	1	8	8	..	..	..	..	8	..	..	1	5	2	..	4	4	..
Education .....	5	30	35	35	..	..	..	..	35	..	..	20	13	2	..	20	10	5
Total .....	215	143	358	349	9	4	3	..	351	1	19	127	142	63	5	196	120	42
Duplicates* in Agricultural Education and Home Economics Education .....	..	1	1	1	..	..	..	..	1	..	..	1	..	..	..	1	..	..
Net total.....	215	142	357	348	9	4	3	..	350	1	19	126	142	63	5	195	120	42

\* See footnote to Table III.

TABLE XXVIII  
COMPARISON OF RELATIVE NUMBERS OF MEN AND WOMEN AND CAUSE OF DISCONTINUANCE

Cause of Discontinuance	Number			Per Cent of Net Total Loss of Men and Women Respectively		Per Cent of Registration for 1922-23 for Men and Women Respectively		
	Men	Women	Total	Men	Women	Men	Women	Total
Illness .....	145	111	256	13.8	18.3	2.6	3.2	2.8
Illness or death in family.....	19	29	48	1.8	4.8	0.3	0.9	0.5
Needed at home.....	11	9	20	1.0	1.5	0.2	0.3	0.2
Family leaving city or state.....	17	15	32	1.6	2.5	0.3	0.4	0.4
Married .....	...	16	16	...	2.6	...	0.5	0.2
Financial .....	314	99	413	29.8	16.4	5.6	2.9	4.6
Business opportunity.....	71	38	109	6.7	6.2	1.3	1.1	1.2
Opportunity to travel.....	6	9	15	0.6	1.5	0.1	0.3	0.2
Temporary for experience.....	13	4	17	1.2	0.7	0.2	0.1	0.2
Transferred .....	68	44	112	6.5	7.3	1.2	1.3	1.2
Change of, or lack of, objective.....	46	43	89	4.4	7.1	0.8	1.3	1.0
Program or curriculum difficulties.....	26	6	32	2.5	1.0	0.5	0.2	0.4
Dissatisfied with University.....	25	17	42	2.4	2.8	0.4	0.5	0.4
Lack of interest, discouraged.....	72	22	94	6.7	3.6	1.3	0.6	1.0
Miscellaneous personal.....	6	1	7	0.6	0.2	0.1	...	0.1
<b>Total classified.....</b>	<b>839</b>	<b>463</b>	<b>1302</b>	<b>79.6</b>	<b>76.5</b>	<b>14.9</b>	<b>13.6</b>	<b>14.4</b>
No reply or no reason assigned.....	215	142	357	20.4	23.5	3.8	4.2	4.0
<b>Total .....</b>	<b>1054</b>	<b>605</b>	<b>1659</b>	<b>100.0</b>	<b>100.0</b>	<b>18.7</b>	<b>17.8</b>	<b>18.4</b>

TABLE XXIX  
COMPARISON OF INTENTION TO RETURN WITH CAUSE OF DISCONTINUANCE

Cause of Discontinuance	Number Expecting to Return					Per Cent of Total				Per Cent of Those Replying		
	Yes	No	Doubt-ful	No Re-ply	Total	Yes	No	Doubt-ful	No Re-ply	Yes	No	Doubt-ful
Illness .....	154	11	21	70	256	60.2	4.3	8.2	27.3	82.8	5.9	11.3
Illness or death in family.....	31	3	8	6	48	64.6	6.3	16.7	12.4	73.8	7.1	19.1
Needed at home.....	14	2	2	2	20	70.0	10.0	10.0	10.0	77.8	11.1	11.1
Family leaving city or state.....	4	17	4	7	32	12.5	53.1	12.5	21.9	16.0	68.0	16.0
Married .....	1	6	2	7	16	6.2	37.5	12.5	43.8	11.1	66.7	22.2
Financial .....	329	23	38	23	413	79.7	5.6	9.1	5.6	84.4	5.9	9.7
Business opportunity.....	54	19	9	27	109	49.5	17.4	8.3	24.8	65.9	23.2	10.9
Opportunity to travel.....	12	..	1	2	15	80.0	..	6.7	13.3	92.3	..	7.7
Temporary for experience.....	16	..	..	1	17	94.1	..	..	5.9	100.0	..	..
Transferred .....	12	28	3	69	112	10.7	25.0	2.7	61.6	27.9	65.1	7.0
Change of, or lack of, objective.....	29	24	11	25	89	32.6	27.0	12.4	28.0	45.3	37.5	17.2
Program or curriculum difficulties.....	28	..	1	3	32	87.5	..	3.1	9.4	96.6	..	3.4
Dissatisfied with the University.....	5	22	4	11	42	11.9	52.4	9.8	25.9	16.1	71.0	12.9
Lack of interest, discouraged.....	30	22	7	35	94	31.9	23.4	7.4	37.3	50.8	37.3	11.9
Miscellaneous personal.....	4	1	..	2	7	57.1	14.3	..	28.6	80.0	20.0	..
Total classified.....	723	178	111	290	1302	55.5	13.7	8.5	22.3	71.4	17.6	11.0
No reply or no reason assigned	4	3	..	350	357	1.1	0.8	..	98.1	57.1	42.9	..
Total .....	727	181	111	640	1659	43.8	10.9	6.7	38.6	71.3	17.7	11.0

TABLE XXX  
COMPARISON OF SCHOLARSHIP AND CAUSES OF DISCONTINUANCE

Cause of Discontinuance	Scholarship						Number of Each per 100 Disregarding Those Without Data					Honor Points per Credit
	A	B	C	D	F	No Data for Estimate	A	B	C	D	F	
Illness .....	..	22	113	90	23	9	..	9	46	36	9	0.60
Illness or death in family.....	..	6	28	9	4	1	..	13	60	19	8	0.85
Needed at home.....	..	2	13	3	..	2	..	11	72	17	..	0.94
Family leaving city or state.....	..	6	16	9	1	..	..	19	50	28	3	0.91
Married .....	..	1	7	7	..	1	..	6	47	47	..	0.59
Financial .....	..	35	208	144	22	4	..	9	51	35	5	0.67
Business opportunity.....	..	5	49	36	7	12	..	5	51	37	7	0.58
Opportunity to travel.....	..	1	7	6	1	..	..	7	46	40	7	0.57
Temporary, for experience.....	..	1	10	5	1	..	..	6	59	29	6	0.69
Transferred .....	..	10	50	46	3	3	..	9	46	42	3	0.63
Change of, or lack of, objective....	..	7	33	43	3	3	..	8	38	50	4	0.52
Program or curriculum difficulties..	..	2	13	8	4	5	..	7	48	30	15	0.55
Dissatisfied with the University....	..	1	25	13	3	..	..	2	60	31	7	0.59
Lack of interest, discouraged.....	..	1	16	44	30	3	..	1	18	48	33	0.19
Miscellaneous personal.....	..	..	2	2	2	1	..	..	34	33	33	0.15
Total classified.....	..	100	590	465	104	44	..	8	47	37	8	0.60
No reply or no reason.....	I	19	126	142	63	5	..	6	36	40	18	0.37
Total .....	I	119	716	607	167	49	..	7	45	38	10	0.54
Weighted mean—all colleges.....	..	..	..	..	..	..	I	18	51	23	7	0.89

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TABLE XXXI  
COMPARISON OF RESIDENCE AND CAUSES OF DISCONTINUANCE

Cause of Discontinuance	Number			Per Cent		
	Resident of Twin Cities	Resident of Minnesota Outside of Twin Cities	Non-Resident of Minnesota	Resident of Twin Cities	Resident of Minnesota Outside of Twin Cities	Non-Resident of Minnesota
Illness .....	143	78	35	55.9	30.5	13.6
Illness or death in family.....	22	16	10	45.9	33.3	20.8
Needed at home.....	8	9	3	40.0	45.0	15.0
Family leaving city or state.....	22	3	7	68.8	9.4	21.8
Married .....	7	4	5	43.8	25.0	31.2
Financial .....	156	180	77	37.8	43.6	18.6
Business opportunity.....	63	28	18	57.8	25.7	16.5
Opportunity to travel.....	9	5	1	60.0	33.3	6.7
Temporary, for experience.....	10	5	2	58.8	29.4	11.8
Transferred .....	58	24	30	51.8	21.4	26.8
Change of, or lack of, objective.....	51	34	4	57.3	38.2	4.5
Program or curriculum difficulties.....	18	10	4	56.3	31.2	12.5
Dissatisfied with the University.....	16	17	9	38.1	40.5	21.4
Lack of interest, discouraged.....	52	31	11	55.3	33.0	11.7
Miscellaneous personal.....	4	...	3	56.3	...	43.7
Total classified.....	639	444	219	49.1	34.1	16.8
No reply or no reason.....	195	120	42	54.6	33.6	11.8
Total .....	834	564	261	50.3	34.0	15.7
Per cent of distribution of collegiate students from <i>President's Report</i> , 1922-23.....	...	...	...	58.9*	30.0	11.1

\* This figure is for Hennepin and Ramsey counties, but is fairly comparable.

TABLE XXXII  
COMPARISON OF CLASSIFICATION AND CAUSE OF DISCONTINUANCE

Reason for Cancellation or Non-Return	Number							Per Cent of Distribution							Per Cent of Registration						
	Year of Course						Un- classified	Year of Course						Un- classified	Year or Course					Un- classified	
	1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5		6
Illness .....	112	82	27	22	1	..	12	43.8	32.0	10.5	8.6	0.4	..	4.7	4.5	3.5	1.6	1.5	0.4	..	1.8
Illness or death in family.....	15	14	8	7	1	..	3	31.2	29.2	16.7	14.6	2.1	..	6.2	0.6	0.6	0.4	0.5	0.4	..	0.4
Needed at home.....	11	3	2	2	..	..	2	55.0	15.0	10.0	10.0	..	..	10.0	0.4	0.1	0.1	0.1	..	..	0.3
Family leaving city or state.....	8	13	3	5	..	..	3	25.0	40.6	9.4	15.6	..	..	9.4	0.3	0.6	0.2	0.3	..	..	0.4
Married .....	1	8	2	4	..	..	1	6.3	50.0	12.5	25.0	..	..	6.2	..	0.3	0.1	0.3	..	..	0.1
Financial .....	123	146	97	38	2	1	6	29.8	35.4	23.5	9.2	0.5	0.2	1.4	4.9	6.2	5.6	2.5	0.8	1.6	0.9
Business reasons.....	18	28	22	14	..	..	27	16.5	25.7	20.2	12.8	..	..	24.8	0.7	1.2	1.3	0.9	..	..	4.0
Opportunity to travel.....	2	10	2	..	..	1	..	13.3	66.7	13.3	..	..	6.7	..	0.1	0.4	0.1	..	..	1.6	..
Practical experience.....	1	4	11	1	..	..	..	5.9	23.5	64.7	5.9	..	..	..	..	0.2	0.6	0.1	..	..	..
Transferred .....	15	49	27	19	1	..	1	13.4	43.7	24.1	17.0	0.9	..	0.9	0.6	2.1	1.6	1.3	0.4	..	0.1
Change of, or lack of, objective...	42	31	10	5	1	..	..	47.2	34.8	11.2	5.6	1.2	..	..	1.7	1.3	0.6	0.3	0.4	..	..
Program or curriculum difficulties	11	8	7	1	..	..	5	34.4	25.0	21.9	3.1	..	..	15.6	0.4	0.3	0.4	0.1	..	..	0.7
Dissatisfied with the University..	13	12	9	5	1	..	2	31.0	28.6	21.4	11.9	2.4	..	4.7	0.5	0.6	0.5	0.3	0.4	..	0.3
Lack of interest, discouraged.....	49	25	10	9	..	..	1	52.1	26.6	10.6	9.6	..	..	1.1	2.0	1.1	0.6	0.6	..	..	0.1
Miscellaneous personal reasons...	6	1	..	..	..	..	..	85.7	14.3	..	..	..	..	..	0.2	..	..	..	..	..	..
Total classified.....	427	434	237	132	7	2	63	32.8	33.3	18.2	10.1	0.5	0.2	4.9	16.9	18.5	13.7	8.8	2.8	3.2	9.1
No reply .....	103	157	66	25	2	..	4	28.9	43.9	18.5	7.0	0.6	..	1.1	4.1	6.7	3.8	1.7	0.8	..	0.6
Total .....	530	591	303	157	9	2	67	31.9	35.6	18.3	9.5	0.5	0.1	4.1	21.0	25.2	17.5	10.5	3.6	3.2	9.7