

# Continuity of College Attendance

By

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## FOREWORD

**E**DUCATION in the United States has developed from two opposite starting points. Colleges were organized to train leaders, particularly for the churches and the courts. They needed schools to prepare their prospective students, and so a system of academies grew up dominated largely by the colleges.

But widespread public elementary schools developed for a quite different purpose. The people needed education for their own personal satisfaction and for the requirements of citizenship. These schools were soon supplemented by high schools. States established State universities. Thus there came to be the unbroken chain of public education from the kindergarten through the university.

Liberal arts colleges, while originating in the former movement, are, of course, a very important link also in the public education chain. They are affected, therefore, by the present tendency of communities to extend the period of secondary education upward to include the thirteenth and fourteenth grades. They are also affected by the increasing distinctness with which the two functions of the college, namely, general education and specialization, are being identified, respectively, with the first 2 years and last 2 years of the curriculum.

Because of the influence of these trends upon the continuity of attendance of students in the liberal arts college, it has seemed important to study, for colleges of different types, such questions as: How many years do students remain in a given liberal arts college? How many transfer from one college to another? and How many drop out from year to year?

It is believed that this bulletin, which has resulted from such a study, will prove helpful to those interested in the liberal arts college.

BESS GOODYKOONTZ,  
*Assistant Commissioner of Education.*

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## CONTINUITY OF COLLEGE ATTENDANCE

**I**T IS COMMON knowledge that a considerable fraction of the 4-year liberal arts colleges in this country are predominantly freshman and sophomore institutions, if judged by the proportion of students enrolled in the two lower classes. It is also common knowledge that independent junior colleges are developing rapidly in this country.

Students completing the first 2 years in the 4-year college, as well as those graduating from the junior colleges, frequently enter either another liberal arts college or some professional school to continue their college work. These transfers constitute a problem for higher education in general, but for liberal arts colleges in particular. Shall the 4-year liberal arts college be set up essentially as a continuous curriculum designed for those who remain in the institution for 4 years? Or shall it be essentially two successive curriculums, one of 2 years' duration for those who either do not intend to pursue education further or will pursue their education in some other institution, and on top of this 2-year course another 2-year course for those who desire specialization in the liberal arts?

The problem has been made somewhat more acute during the recent depression because of the financial aspects of the situation. The colleges find that the specialization period of the last 2 years is relatively much more expensive than the more general education period of the first 2 years. Those institutions which rely to a large extent upon student fees can maintain a satisfactory 2-year curriculum, but find it much more difficult to maintain a satisfactory 4-year curriculum. Students appear to be somewhat more critical and exacting in their demands with respect to their college courses than formerly. This is particularly true of the college courses taken during the last 2 years of college. Specialization in the arts and sciences is coming to be regarded as a curriculum comparable with professional curricula, requiring not only thorough scholarship on the part of the instructors but expensive equipment and libraries as well.

There is, therefore, an increasing demand that the courses in the first 2 years of the liberal arts college as well as those in the academic junior college shall be so planned as to prepare for transfer into the junior year of the liberal arts college as well as for entrance into the first year of the several professional schools. Liberal arts colleges are experiencing some difficulty in fitting these transfer students into their junior year courses. Students, on the other hand, are finding themselves embarrassed in their attempts to transfer from one institution to another without loss of time. This is handicapping them and their parents, who desire that the first 2 years beyond high school should

be spent in an institution near home even though the last 2 years might be spent in a distant institution.

In an effort to shed light upon the many questions involved in the situation described above, the study reported herein was undertaken. The original data for it were secured through a questionnaire addressed to the presidents or deans of all the liberal arts colleges in this country on August 15, 1936. The questionnaire, which is reproduced as appendix A, contained but four questions, the last two of which had two divisions. The first question asked about the distribution of enrollments among the four classes—freshmen, sophomore, junior, and senior—as of October 1935. The second question asked for the number in the graduating class and of this total the number who had entered the institution as freshmen, as sophomores, as juniors, or as seniors. The third question asked for the number of students received in the institution by transfer from other institutions during 1935-36. The fourth question asked for the number of students who had transferred from the institution to some other college or university during 1935-36.

From the above questions it will be observed that the purpose of the study is to ascertain the extent to which students in the liberal arts colleges take less than the typical 4-year course in any given college. The question concerns the numbers coming into a given college for only the upper years of the course, as well as those who remain in a given college for only the early years of the course.

It must be made clear at the outset that no criticism of any institution is implied if it is found to be serving quite largely freshmen and sophomore students. Colleges of liberal arts have as a part of their legitimate function preparing for other curricula which they do not themselves provide. Professional schools throughout the country in a great many cases require at least 2 years of liberal arts college training for admission. Furthermore, many liberal arts colleges maintain terminal courses of less than 4 years in length designed to round out the general training carried on through the high school, or to provide vocational training of nonprofessional types.

#### *THE NUMBER OF COLLEGES INCLUDED IN THE STUDY*

In the directory of colleges and universities published by the Office of Education there are listed 656 institutions under the general title of colleges and universities attended by white students. These exclude all institutions maintained solely for Negroes, and they also exclude all professional schools, teachers colleges, normal schools, and junior colleges.

Within each one of these 656 institutions there is a unit known by some such name as the college of liberal arts and sciences. Sometimes this unit has only the arts as distinguished from the sciences, but in most cases it includes both the arts and the sciences. Sometimes the

institution consists of only this college of arts and sciences. Sometimes it has associated with it a few professional schools, or in the case of universities many professional schools. Whatever the organization within the institution, this study is limited to the colleges of arts and sciences.

The questionnaire was addressed to the president or dean of the college of liberal arts in each of these 656 institutions. Usable replies were received from 426 of them. Not all replies answered all questions, but usable information on at least one of the questions was contained in each of these replies. The colleges thus replying were grouped for purposes of tabulation into the five following classes:

	<i>Number replying</i>
A. Colleges under the general control of some Protestant Church and not within university organizations.....	146
B. Colleges under the general control of the Catholic Church and not within university organizations.....	73
C. Colleges under the control of a private corporation and not within university organizations.....	66
D. Liberal arts colleges under public control, and mostly within university organizations.....	74
E. Liberal arts colleges under private or church control and within university organizations.....	67

All of the following tabulations will treat these five groups separately. The total numbers of students enrolled in these colleges, the distribution of the students among the four classes, and also the numbers graduating are given below.

Class	Protestant colleges	Catholic colleges	Private colleges	Public colleges	Colleges in private and church universities	Total
1	2	3	4	5	6	7
Freshmen.....	19,562	7,133	11,920	36,044	19,708	94,367
Sophomores.....	12,809	4,871	8,987	28,171	14,994	69,832
Juniors.....	9,164	3,869	6,679	18,106	11,680	49,498
Seniors.....	7,556	3,546	6,232	14,604	9,880	41,818
Total.....	49,091	19,419	33,818	96,925	56,262	255,515
Number graduated in 1936..	7,795	3,310	6,315	14,155	10,744	42,319

The answers to the questions upon which this study is expected to throw light may depend somewhat upon the size of the student body. Therefore, all of the tabulations which are based upon enrollment divide the institutions into groups according to enrollment. Where the questions relate to the size of the graduating class the institutions are grouped again according to the numbers graduated.

In the succeeding pages data will be given on the questions in the order in which they appear on the questionnaire. In all of them it

will be understood that only regular students enrolled in undergraduate curricula are included. All special, irregular, and graduate students are excluded. The data on enrollment are as of October 1935.

#### DISTRIBUTION OF ENROLLMENT

The question was asked in the following words:

Distribution of enrollment, October 1935:

Freshmen .... Sophomores ..... Juniors ..... Seniors ..... Total .....

The numbers thus secured from each institution were reduced to percentages of the total. In order to save space, the percentages of freshmen and of sophomores were then added and the distribution tables based upon this sum.

Table 1 represents the distribution of colleges according to the percentages of students enrolled in the freshman and sophomore classes grouped by types of control and by numbers enrolled. The table should be read as follows: Among the Protestant institutions of from 1 to 200 students, one college has 49 percent or less of its students in the freshman and sophomore classes, two colleges have from 50 percent to 54 percent in the freshman and sophomore classes, etc.

Based upon table 1, the following observations may be made:

*Size of student body.*—Of the Protestant colleges, 30, or 20.5 percent, have 200 or fewer students. Of the Catholic colleges, 31, or 42.4 percent, have 200 or fewer. Of the other three groups—the privately controlled colleges and the colleges of arts within publicly controlled or privately controlled universities—there are few with enrollments of 200 or fewer.

Of the Protestant colleges, 69.8 percent have 400 or fewer students. Of the Catholic colleges, 80.8 percent have 400 or fewer students. Of the private colleges, 45.5 percent have 400 or fewer.

Of the colleges within publicly controlled universities, 54.1 percent have more than 800 students, and 18.9 percent have more than 2,000 students. Of the colleges within privately controlled universities, 43.3 percent have more than 800 students, and 8.9 percent have more than 2,000 students.

Of all types of colleges combined, the predominant size is from 200 to 400, with more than half enrolling fewer than 400. There are, however, more students in the 41 largest colleges enrolling more than 1,200 each than in the 218 smallest colleges enrolling 400 or fewer each.

*Percent of students enrolled as freshmen and sophomores.*—The medians and quartiles recorded in the right-hand columns of table 1 indicate the percents which the combined freshman and sophomore classes are of the total enrollments. The figures are to be read as follows: Of the 146 Protestant colleges, half have less than 67 percent

and half have more than 67 percent of their students enrolled as freshmen and sophomores. One quarter of the colleges have 62 percent or less and one quarter have 72 percent or more of their students enrolled as freshmen and sophomores.

TABLE 1.—DISTRIBUTION OF COLLEGES ACCORDING TO PERCENT THAT THE COMBINED FRESHMAN AND SOPHOMORE ENROLLMENT IS OF TOTAL ENROLLMENT

Colleges grouped by type of control and by enrollment	Number of colleges having the following percents										Quartile percentages		
	Up to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 to 79	80 to 84	85 to 89	Total	First quartile	Median	Third quartile
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Protestant:</b>													
Up to 200.....	1	2	4	3	8	7	2	2	1	30			
201 to 400.....	1		7	20	19	15	8	2		72			
401 to 600.....	1	1	5	7	9	6	1			30			
601 to 800.....			2	2	6	3	1			14			
<b>Total.....</b>	<b>3</b>	<b>3</b>	<b>18</b>	<b>33</b>	<b>42</b>	<b>31</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>146</b>	<b>63</b>	<b>67</b>	<b>72</b>
<b>Catholic:</b>													
Up to 200.....	1		5	8	8	7	2			31			
201 to 400.....	1	2	8	7	6	2	2			28			
401 to 600.....	1		2	3	4	1				11			
601 to 800.....			1	1		1				3			
<b>Total.....</b>	<b>3</b>	<b>2</b>	<b>16</b>	<b>19</b>	<b>18</b>	<b>11</b>	<b>4</b>			<b>73</b>	<b>59</b>	<b>64</b>	<b>69</b>
<b>Private:</b>													
Up to 200.....		1		2			2			5			
201 to 400.....	2	1	2	4	8	4	2	1	1	25			
401 to 600.....			3	3	4	1	1			12			
601 to 800.....		4	13	3	2	1				24			
<b>Total.....</b>	<b>2</b>	<b>6</b>	<b>18</b>	<b>12</b>	<b>14</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>66</b>	<b>58</b>	<b>64</b>	<b>69</b>
<b>Public:</b>													
Up to 200.....		1				1				2			
201 to 400.....					4	1		1		6			
401 to 600.....		1	3	1	1	4	1	2		13			
601 to 800.....			1	3	3	3	2	1		13			
801 to 1,200.....		1	4	2	5	2	1			15			
1,201 to 2,000.....			1	4	3	1	1	1		11			
Above 2,000.....			2	6	3	2		1		14			
<b>Total.....</b>	<b>1</b>	<b>3</b>	<b>11</b>	<b>16</b>	<b>19</b>	<b>14</b>	<b>5</b>	<b>6</b>		<b>74</b>	<b>61</b>	<b>67</b>	<b>72</b>
<b>Private or church university:</b>													
Up to 200.....				1	1					2			
201 to 400.....		1	2	3	4	5	2			17			
401 to 600.....	1		2	1	3	4	2			13			
601 to 800.....			1	1	4					6			
801 to 1,200.....		2	5	3	1	1	1			13			
1,201 to 2,000.....		2	3	2	2		1			10			
Above 2,000.....		2	1	1	2					6			
<b>Total.....</b>	<b>1</b>	<b>7</b>	<b>14</b>	<b>13</b>	<b>17</b>	<b>16</b>	<b>6</b>			<b>67</b>	<b>63</b>	<b>65</b>	<b>70</b>
<b>All institutions:</b>													
Up to 200.....	2	4	9	14	17	15	6	2	1	70			
201 to 400.....	4	4	19	34	41	27	14	4	1	148	61	67	72
401 to 600.....	3	2	15	15	21	16	5	2		79	67	66	71
601 to 800.....		4	18	10	15	8	4	1		60	67	64	69
801 to 1,200.....		3	9	5	6	3	2			28	67	62	68
1,201 to 2,000.....		2	4	6	5	1	2	1		21	67	64	69
Above 2,000.....		2	3	7	5	2		1		20	67	64	68
<b>Total.....</b>	<b>9</b>	<b>31</b>	<b>77</b>	<b>91</b>	<b>110</b>	<b>72</b>	<b>33</b>	<b>11</b>	<b>3</b>	<b>436</b>	<b>66</b>	<b>66</b>	<b>71</b>

The medians and quartiles of the other groups are to be read similarly.

The percents of juniors and seniors can be calculated by merely subtracting the quartiles and medians from 100. For example, half the Protestant colleges have 33 percent or less in the junior and senior classes, one-fourth have 28 percent or less, and one-fourth have 38 percent or more.

It will be observed that while three Protestant colleges have less than 50 percent freshmen and sophomores, five others have more than 80 percent freshmen and sophomores.

The Catholic colleges have significantly smaller percentages of freshmen and sophomores than do the Protestant colleges. This is true despite the fact that the Catholic colleges typically have smaller enrollments than the Protestant colleges, and in general smaller enrollments mean larger percentages of freshmen and sophomores, as indicated in that section of the table where all institutions are combined.

The privately controlled colleges have slightly lower percentages of freshmen and sophomores than do any other group. It will be observed, too, that the public colleges have larger percentages of freshmen and sophomores than do the privately controlled colleges or the colleges within privately controlled universities. This is true despite the fact that they have typically larger enrollments.

Taking all institutions together, the median shows that there are typically about two freshmen and sophomores to one junior and senior. In the colleges enrolling from 800 to 1,200 students, the percentage of freshmen and sophomores is less than for any other enrollment group.

#### *LENGTH OF TIME GRADUATING STUDENTS HAVE BEEN IN A GIVEN COLLEGE*

It is shown above that in general the liberal arts colleges have about half as many juniors and seniors as freshmen and sophomores. The figures are not concerned with whether the students in the junior and senior classes have spent their freshman and sophomore years in the same college, or whether they have transferred from some other college. It is conceivable, for example, that one college with 200 juniors and seniors receives them all from the lower classes in the same college while another college with the same number might receive 100 juniors and seniors by transfer. Continuity of attendance in college is conditioned by transferees as well as by drop-outs.

Answers will here be sought to two questions: (1) What percentage of the graduating class enter the given college as freshmen? This is answered in table 2; and (2) What percentage of the graduating class enter the given college as juniors or seniors? This is answered in table 3.

CONTINUITY OF COLLEGE ATTENDANCE

TABLE 2.—DISTRIBUTION OF COLLEGES ACCORDING TO PERCENT OF GRADUATING CLASS WHO ENTERED THE SAME COLLEGE AS FRESHMEN

Colleges grouped by type of control and by size of graduating class	Number of colleges having the following percents												Quartile percentages		
	Up to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 to 79	80 to 84	85 to 89	90 to 94	95 to 100	Total	First quartile	Median	Third quartile
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Protestant:</b>															
Up to 25.....			2	2	2	1	3	7	5	1	4	27			
26 to 50.....	3	1	2	5	3	9	9	10	6	5	3	56			
51 to 75.....			1	2	1	3	4	5	7	6	1	30			
76 to 100.....				1	1	2	4	2	4	1	3	19			
Above 100.....					1		4	4	2	1		12			
<b>Total.....</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>15</b>	<b>24</b>	<b>28</b>	<b>24</b>	<b>14</b>	<b>11</b>	<b>143</b>	<b>73</b>	<b>81</b>	<b>84</b>
<b>Catholic:</b>															
Up to 25.....	2	1	1			1	3	2	6	3	4	23			
26 to 50.....	3	3				2	5	3	7	1	3	27			
51 to 75.....	1				1		1	3	2		4	12			
76 to 100.....							1	1	1		3	6			
Above 100.....								1	1		1	3			
<b>Total.....</b>	<b>6</b>	<b>4</b>	<b>1</b>		<b>1</b>	<b>3</b>	<b>10</b>	<b>10</b>	<b>17</b>	<b>4</b>	<b>15</b>	<b>71</b>	<b>76</b>	<b>85</b>	<b>87</b>
<b>Private:</b>															
Up to 25.....		1					1			3	1	6			
26 to 50.....				2			4	2	4	1		13			
51 to 75.....	1			1	1		1	5	4	1	3	17			
76 to 100.....	1	1	1		2		1	1	1			6			
Above 100.....	1		1			1	1	3	3	5	5	20			
<b>Total.....</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>63</b>	<b>76</b>	<b>85</b>	<b>87</b>
<b>Public:</b>															
Up to 25.....				1				1			1	3			
26 to 50.....				1				1	3	1		7			
51 to 75.....			1		3			2	2		1	9			
76 to 100.....	1	2	1	1	1			1	1		2	10			
101 to 200.....	1		1	2	1	1	3	2	2	5		18			
201 to 400.....	1		1	2	3			1	2		3	13			
Above 400.....	1	1		1	1	1				1	1	7			
<b>Total.....</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>67</b>	<b>65</b>	<b>79</b>	<b>80</b>
<b>Private or church university:</b>															
Up to 25.....												1			
26 to 50.....		1		1		2	1	4		1		10			
51 to 75.....	2			1	2	3	2	2	1	2	2	17			
76 to 100.....				1		3	1	1	1			7			
101 to 200.....		1		1	1			1	1	1	1	7			
201 to 400.....			1			2	1	4	2	3		13			
Above 400.....		1				1		1	1	1	2	6			
<b>Total.....</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>61</b>	<b>71</b>	<b>81</b>	<b>81</b>
<b>All institutions:</b>															
Up to 25.....	2	2	3	3	2	2	7	10	11	8	10	60	76	84	92
26 to 50.....	6	5	2	9	3	13	20	22	18	9	6	113	71	80	86
51 to 75.....	4	2	2	4	8	6	8	17	16	9	11	85	73	83	88
76 to 100.....	1	3	2	3	4	6	6	5	7	2	8	47	68	79	89
101 to 200.....	2	1	2	3	3	2	8	11	9	12	7	60	76	84	92
201 to 400.....	1		1	1	2	3	2	2	6	2	6	26		86	
Above 400.....	1	2		1	1	2			1	2	3	13			
<b>Total.....</b>	<b>17</b>	<b>13</b>	<b>12</b>	<b>24</b>	<b>23</b>	<b>31</b>	<b>51</b>	<b>67</b>	<b>68</b>	<b>44</b>	<b>51</b>	<b>404</b>	<b>73</b>	<b>82</b>	<b>89</b>

TABLE 3.—DISTRIBUTION OF COLLEGES ACCORDING TO PERCENT OF GRADUATING CLASS WHO ENTERED THE SAME COLLEGE AS EITHER JUNIORS OR SENIORS

Colleges grouped by type of control and by size of graduating classes	Number of colleges having the following percents													Quartile percentages		
	0 to 1.9	2 to 3.9	4 to 5.9	6 to 7.9	8 to 9.9	10 to 14.9	15 to 19.9	20 to 24.9	25 to 29.9	30 to 39.9	40 to 49.9	50 or more	Total	First quartile	Median	Third quartile
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Protestant:</b>																
Up to 25.....	6			2	4	7	5		3				27			
26 to 50.....	1	3	1	5	7	14	7	6	4	2	2		58			
51 to 75.....	1		6	6	2	7	4	2	2				30			
76 to 100.....	2	2	1	3	1	3	2	2	2				18			
Above 100.....	1		1	2	3	2	2	1					12			
<b>Total.....</b>	<b>11</b>	<b>5</b>	<b>9</b>	<b>18</b>	<b>17</b>	<b>33</b>	<b>30</b>	<b>11</b>	<b>11</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>143</b>	<b>7</b>	<b>12</b>	<b>19</b>
<b>Catholic:</b>																
Up to 25.....	7		1	1	2	6		3		1		2	23			
26 to 50.....	4	2		1	8	2	2	2	1	1	3	1	27			
51 to 75.....	1	3	1	1		1	3	1			1		12			
76 to 100.....	3		1			1		1					6			
Above 100.....	1					1							2			
<b>Total.....</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>10</b>	<b>11</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>70</b>	<b>2</b>	<b>10</b>	<b>20</b>
<b>Private:</b>																
Up to 25.....	2			2	1		1						6			
26 to 50.....	2		1		2	7		1					13			
51 to 75.....	5		3	1	1	4		2			1		17			
76 to 100.....			1				2		2			1	6			
Above 100.....	4	2	4	3		4		1	1	1			20			
<b>Total.....</b>	<b>13</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>15</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		<b>62</b>	<b>4</b>	<b>8</b>	<b>14</b>
<b>Public:</b>																
Up to 25.....	1		1								1		3			
26 to 50.....			2	1	1	2		1	1				4			
51 to 75.....	1		1	1		3		1	1	1			9			
76 to 100.....	2	1				1			2	3			9			
101 to 200.....		3	2	2	1	3	1	2	3	1		1	19			
201 to 400.....	1	2	1	1		3	1	3			1		13			
Above 400.....	2						2			2			6			
<b>Total.....</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>12</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>67</b>	<b>5</b>	<b>13</b>	<b>25</b>
<b>Private or church university:</b>																
Up to 25.....	1												1			
26 to 50.....			1		1	3	2	1	1	1			10			
51 to 75.....	1	2	2		1	2	2	3	1	1	2		17			
76 to 100.....				1	2		3		1				7			
101 to 200.....	2		1			1		1	1		1		7			
201 to 400.....	2	3	2	3	1		1		1				13			
Above 400.....	2									1	1		6			
<b>Total.....</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>4</b>		<b>61</b>	<b>4</b>	<b>10</b>	<b>22</b>
<b>All institutions:</b>																
Up to 25.....	17		2	5	7	13	6	3	3	1	1	2	60	2	10	15
26 to 50.....	7	5	5	7	19	28	11	11	7	6	5	3	114	8	13	22
51 to 75.....	9	5	13	9	4	17	9	9	4	3	3		85	5	11	18
76 to 100.....	7	3	3	4	3	5	7	3	7	3	1		46	5	13	25
101 to 200.....	8	5	8	7	4	11	3	5	5	2	1	1	60	4	9	19
201 to 400.....	3	5	3	4	1	3	2	3	1				26	5	7	16
Above 400.....	4		2				2			3	1		12			
<b>Total.....</b>	<b>55</b>	<b>33</b>	<b>38</b>	<b>38</b>	<b>38</b>	<b>77</b>	<b>40</b>	<b>34</b>	<b>27</b>	<b>18</b>	<b>13</b>	<b>6</b>	<b>403</b>	<b>5</b>	<b>11</b>	<b>20</b>

These tables group the colleges according to type of control, and within each type according to the numbers graduated in 1936. For example, in table 2 it will be noted that of the Protestant colleges,

27 graduate 25 or fewer students each. Of these 27 colleges 2 have from 55 percent to 59 percent of the graduating class enter as freshmen, while 4 other of these colleges have 95 to 100 percent of the graduating class enter as freshmen. In the right-hand columns are shown the median, first quartile, and third quartile percentages. Of the 143 Protestant colleges, one-half have less than 81 percent and one-half have more than 81 percent of their graduating class enter as freshmen; one-fourth have less than 73 percent enter as freshmen; and one-fourth have more than 88 percent enter as freshmen.

The public colleges appear to have somewhat smaller percentages of graduating classes than other groups who enter as freshmen. That means that a somewhat larger percentage transfer to the public colleges than to other types after spending at least the freshman year at some other institution.

The Catholic colleges and the private colleges have the largest percentage of graduating classes entering as freshmen. When all institutions are combined, it will be noted that 17 colleges have less than 50 percent of their graduating classes enter as freshmen, while 51 other colleges have more than 95 percent. No apparent relation exists between the size of the college as represented by the number in the graduating class and the percentage entering as freshmen. In general, more than four out of five of the graduating class of 1936 had entered as freshmen the college from which they graduated.

In table 3 the same situation as presented in table 2 is approached from another basis, namely, the percent of the graduating class who enter the same institution as juniors or seniors. The table needs little explanation. While 55 colleges—more than an eighth of the total—receive less than 2 percent of their graduating classes as juniors or seniors, 19 other colleges receive more than 40 percent of their graduating classes as juniors or seniors. One-half the colleges receive 11 percent or more of their graduating classes as juniors or seniors, a fourth of the colleges receive 5 percent or less, and another fourth receive 20 percent or more.

The large colleges appear to have smaller percentages of graduating classes enter as juniors or seniors than do the smaller colleges. The private colleges have the fewest and the public colleges the most graduating students enter in the upper years of the course. That may suggest that junior college graduates transfer more generally to public colleges than to others.

#### *STUDENTS ADMITTED BY TRANSFER*

Questions 3a and 3b and the alternative form of (a) and (b) on the questionnaire were designed to ascertain the number of students received by each college on transfer after completing some short curric-

ulum elsewhere and the numbers received without completing any regularly organized curriculum. These questions proved more difficult to answer than questions 1 and 2. Only 147 colleges replied to question 3a and 186 to question 3b.

The alternative to questions 3a and 3b was answered by 281 colleges, some answering who also answered either 3a or 3b or both 3a and 3b. Thus there is some overlapping of institutions, but this fact does not invalidate the summary of replies. Hence there are given three tables compiled, respectively, from the replies to the three questions, 3a, 3b, and the alternative form of the question.

**TABLE 4—DISTRIBUTION OF COLLEGES ACCORDING TO THE PERCENT OF TOTAL ENROLLMENT 1935-36 RECEIVED BY TRANSFER THAT YEAR ON COMPLETING THE JUNIOR COLLEGE OR SOME OTHER LESS THAN 4-YEAR CURRICULUM IN SOME OTHER COLLEGE**

Type of control	Number of colleges having the following percents							Total
	0 to 1.9	2 to 3.9	4 to 5.9	6 to 7.9	8 to 9.9	10 to 11.9	12 or more	
1	2	3	4	5	6	7	8	9
Protestant.....	23	6		2				31
Catholic.....	17	8	7	5	1		1	39
Private.....	23	6		2				31
Public.....	14	2	1	1				18
Private university.....	12	3	3	4	4	1	1	28
<b>Total.....</b>	<b>89</b>	<b>25</b>	<b>11</b>	<b>14</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>147</b>

Question 3a was stated thus: "Number of students received by transfer from other institutions during 1935-36 on completing the lower division or some other curriculum of less than 4 years . . . ." This figure is reduced to a percentage of the total enrollment reported in question 1. The colleges are distributed in table 4 according to these percentages, and should be read as follows: Of the 31 Protestant colleges, 23 admitted less than 2 percent of their enrollment in 1935-36 by transfer of students who had completed some regularly organized curriculum of less than 4 years in some other college.

Two-fifths of the colleges report that less than 2 percent of their enrollment had been received by transfer during the year on completing some short curriculum elsewhere. About 15 percent of the colleges had received 6 or more percent by such transfer.

Question 3b asks for the number received "without completing any regularly organized curriculum . . . ." This figure was reduced to a percentage of the total enrollment and the colleges distributed in table 5 according to these percentages.

TABLE 5.—DISTRIBUTION OF COLLEGES ACCORDING TO THE PERCENT OF THE TOTAL ENROLLMENT 1935-36 RECEIVED BY TRANSFER THAT YEAR FROM SOME OTHER COLLEGE WITHOUT COMPLETING ANY REGULARLY ORGANIZED CURRICULUM

Colleges grouped by type of control and by enrollments	Number of colleges having the following percents												Total
	0.1 to 1.9	2 to 3.9	4 to 5.9	6 to 7.9	8 to 9.9	10 to 11.9	12 to 13.9	14 to 15.9	16 to 17.9	18 to 19.9	20 and above		
1	2	3	4	5	6	7	8	9	10	11	12	13	
<b>Protestant:</b>													
Up to 200	6	3	3	3		1						1	17
201 to 400	11	10	14	7		2		1					44
401 to 600	4	2	4	3									13
601 to 800	1	2	2										5
<b>Total</b>	<b>22</b>	<b>17</b>	<b>23</b>	<b>12</b>		<b>3</b>		<b>1</b>				<b>1</b>	<b>79</b>
<b>Catholic:</b>													
Up to 200	7	2	3	1	2								15
201 to 400	3	3	2	1				1					10
401 to 600	3		1		1								5
601 to 800	1												1
<b>Total</b>	<b>14</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>3</b>			<b>1</b>					<b>31</b>
<b>Private:</b>													
Up to 200	1	1											2
201 to 400	2	2	4	3									11
401 to 600	2				1								3
601 to 800	4	5	3		1								13
<b>Total</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>2</b>								<b>29</b>
<b>Public:</b>													
Up to 200				1									1
201 to 400			1	1									2
401 to 600	2			2	1				1				5
601 to 800	1												1
801 to 1,200	1		1									2	4
1,201 to 2,000	1			1		1							3
Above 2,000	2			1				1					4
<b>Total</b>	<b>7</b>		<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>		<b>1</b>	<b>1</b>			<b>2</b>	<b>21</b>
<b>Private or church university:</b>													
Up to 200	1					1							2
201 to 400	1	4	4	1									10
401 to 600		1	3			2							6
601 to 800									1				1
801 to 1,200		3											3
1,201 to 2,000	2		1										3
Above 2,000			1										1
<b>Total</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>1</b>		<b>1</b>					<b>26</b>
<b>All institutions:</b>													
Up to 200	15	6	6	5	2	2						1	37
201 to 400	17	19	25	12		2							76
401 to 600	11	3	8	5	5			2	1				32
601 to 800	7	7	5		1								21
801 to 1,200	1	3	1									2	7
1,201 to 2,000	3		1	1		1							6
Above 2,000	2		1	1				1					5
<b>Total</b>	<b>54</b>	<b>38</b>	<b>47</b>	<b>24</b>	<b>8</b>	<b>5</b>		<b>4</b>	<b>1</b>			<b>3</b>	<b>166</b>

The percents in table 5 are somewhat higher than those in table 4, indicating that the numbers received by transfer without completing any regular short curriculum are greater than the numbers received on completing some regularly organized curriculum. While the median percentage in table 5 is 4, it must be remembered that this represents only the transfers received during 1 year. If all the students in the

total enrollment who had been so received were counted, probably the median percentage of such students would be at least 10. That is, in the typical college of liberal arts, at least one-tenth of the students start their work in some other college and transfer to the given college without having completed any short curriculum in the former college.

Caution must be used in interpreting this fact. Many justifiable reasons may account for students changing from one college to another in the middle of a course. Change of residence of the family, for example, accounts for many such transfers.

The alternative form of the question was stated thus: "If the above information is not available, please give the number of transfer students admitted as: Freshmen ----- Sophomores ----- Juniors ----- Seniors -----."

The answers were reduced to percentages of the total enrollment (the juniors and seniors were combined), and the colleges were then distributed in table 6 according to these percentages. The table is read the same as table 5.

Of the 281 colleges reporting, 211 receive less than 2 percent of their students as freshmen transfers. This percentage is small in all types of institutions but public colleges receive more than other types, thus indicating the tendency of students to transfer more commonly to public institutions than to other types without completing their freshman work elsewhere.

More transfer students enter as sophomores than as freshmen. About as many enter as sophomores as enter both junior and senior classes combined. This when considered with table 5 would seem to indicate that the transfer time is most commonly after a year in college but before completing any organized curriculum.

Examining more particularly the section of table 6 which deals with publicly controlled colleges, it will be noted that 11 of the 50 institutions receive 6 percent or more of their total enrollment as junior or senior transfer students. It will be recalled that in publicly controlled institutions as a group less than one-third of the enrollment are juniors and seniors. Assuming that the 11 institutions noted above are typical with respect to the percentages of their enrollments who are juniors and seniors, then these 11 colleges admitted 18 or more percent of their junior and senior classes in 1935-36 as transfers that year. Since a like number may have been received the previous year, it is safe to assume that from a fourth to a third of the present junior and senior classes had transferred to the college as juniors or seniors.

TABLE 6.—DISTRIBUTION OF COLLEGES ACCORDING TO THE PERCENT THAT THE NUMBER ENTERING BY TRANSFER AS (A) FRESHMEN, (B) SOPHOMORES, (C) JUNIORS AND SENIORS IS OF THE TOTAL ENROLLMENT.

Colleges grouped by type of control and by enrollments	Number of colleges having the following percents														
	Freshmen					Sophomores					Juniors and seniors-				
	0.1 to 1.9	2 to 3.9	4 to 5.9	6 or more	Total	0.1 to 1.9	2 to 3.9	4 to 5.9	6 or more	Total	0.1 to 1.9	2 to 3.9	4 to 5.9	6 or more	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Protestant:</b>															
Up to 200.....	12	1	1	1	15	6	7	1	1	15	7	4	3	1	15
201 to 400.....	36	7	3	2	48	24	17	7		48	23	20	3	2	48
401 to 600.....	15	3		1	19	9	8	2		19	8	7	4		19
601 to 800.....	9	1			10	3	5	2		10	4	4	1	1	10
<b>Total.....</b>	<b>73</b>	<b>12</b>	<b>4</b>	<b>4</b>	<b>93</b>	<b>43</b>	<b>37</b>	<b>12</b>	<b>1</b>	<b>93</b>	<b>42</b>	<b>35</b>	<b>11</b>	<b>4</b>	<b>92</b>
<b>Catholic:</b>															
Up to 200.....	20				20	10	7	2	1	20	10	7	3		20
201 to 400.....	19	1			20	9	10	1		20	9	7	4		20
401 to 600.....	6				6	5	1			6	4	1		1	6
601 to 800.....	2				2	2				2	2				2
<b>Total.....</b>	<b>47</b>	<b>1</b>			<b>48</b>	<b>26</b>	<b>18</b>	<b>3</b>	<b>1</b>	<b>48</b>	<b>25</b>	<b>15</b>	<b>7</b>	<b>1</b>	<b>48</b>
<b>Private:</b>															
Up to 200.....	5				5	2	2	1		5	3	2			5
201 to 400.....	13	3			16	10	6			16	9	6	1		16
401 to 600.....	8				8	4	3		1	8	4	3		1	8
601 to 800.....	12	2	1	2	17	11	3	1	2	17	11	2	3	1	17
<b>Total.....</b>	<b>38</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>46</b>	<b>27</b>	<b>14</b>	<b>2</b>	<b>3</b>	<b>46</b>	<b>27</b>	<b>13</b>	<b>4</b>	<b>2</b>	<b>46</b>
<b>Public:</b>															
Up to 200.....	1	3		1	5		3	2		5	1	2	1		5
201 to 400.....	5	1	3		9	2	3	1	3	9	3	5	1		9
401 to 600.....	6	2	2	1	11	3	4	1	3	11	4	3	1	3	11
601 to 800.....	8	4			12	2	4	2	4	12	2	3	3	4	12
801 to 1,200.....	4	1		1	6	1	3	2		6	1	2	3		6
1,201 to 2,000.....	2	4		1	7		2	3	2	7	2	1	1	3	7
<b>Total.....</b>	<b>26</b>	<b>15</b>	<b>5</b>	<b>4</b>	<b>50</b>	<b>8</b>	<b>19</b>	<b>11</b>	<b>12</b>	<b>50</b>	<b>13</b>	<b>16</b>	<b>10</b>	<b>11</b>	<b>50</b>
<b>Private or church university:</b>															
Up to 200.....	1			1	2	1	1			2	1		1		2
201 to 400.....	8	2	2		12	6	4	2		12	9	1	2		12
401 to 600.....	3	3	1	1	8	1	5	1	1	8	3	2		3	8
601 to 800.....	1	1			2	1	1			2		1	1		2
801 to 1,200.....	7	1	1	1	10	4	4	1	1	10	6	2	2		10
1,201 to 2,000.....	5	1	1		7	4	3			7	4	2		1	7
Above 2,000.....	3		1		4	3		1		4	2	1	1		4
<b>Total.....</b>	<b>28</b>	<b>8</b>	<b>6</b>	<b>3</b>	<b>45</b>	<b>20</b>	<b>18</b>	<b>5</b>	<b>3</b>	<b>45</b>	<b>25</b>	<b>9</b>	<b>7</b>	<b>4</b>	<b>45</b>
<b>All institutions:</b>															
Up to 200.....	38	1	1	2	42	19	17	4	2	42	21	13	7	1	42
201 to 400.....	77	16	5	3	101	49	40	12		101	51	36	11	3	101
401 to 600.....	37	7	4	2	50	21	20	4	5	50	22	18	5	5	50
601 to 800.....	30	6	3	3	42	20	13	4	5	42	21	10	6	5	42
801 to 1,200.....	15	5	1	1	22	6	8	3	5	22	8	5	5	4	22
1,201 to 2,000.....	9	2	1	1	13	5	6	2		13	5	4	3	1	13
Above 2,000.....	5	4	1	1	11	3	2	4	2	11	4	2	2	3	11
<b>Total.....</b>	<b>311</b>	<b>41</b>	<b>16</b>	<b>13</b>	<b>381</b>	<b>133</b>	<b>106</b>	<b>33</b>	<b>19</b>	<b>381</b>	<b>123</b>	<b>88</b>	<b>39</b>	<b>37</b>	<b>381</b>

The difference in this respect between publicly controlled colleges and those under other forms of control is too great to be accounted for by chance, even though the number of institutions concerned is

not large. It is quite clear that more students transfer to publicly controlled colleges than to other types not only as freshmen but as sophomores and as juniors or seniors.

An examination of the final section of table 6 makes it clear that the larger colleges admit relatively more transfer students as juniors and seniors than do the smaller colleges. However, there is little relation between the size of college and the percentages of enrollment admitted as freshman or as sophomore transfer students.

#### *STUDENTS TRANSFERRED TO OTHER COLLEGES.*

The final question on the questionnaire was stated thus:

Number of students who transferred from your college to enter some other college or university in 1935-36:

- (a) On completing the lower division or some other curriculum of less than four years. -----
- (b) Without completing any regularly organized curriculum. -----

The answers to (a) and (b) were reduced to percentages of the total enrollment, and the colleges distributed in table 7 according to these percentages. The question is very difficult to answer accurately because few colleges follow up their students after giving them an honorable dismissal and a transcript of their college record. Nevertheless, 214 colleges answered question (a) and 266 answered question (b).

Noting first the left-hand section of table 7 which concerns the transfers on completing some organized short curriculum, it will be observed that of the 22 Protestant colleges enrolling up to 200 students each, 9 transferred less than 2 percent of their enrollment to some other college during 1935-36, on completing some regular curriculum. Three of these colleges transferred 8 or more percent. Considering the total of all types of colleges, 99 out of 214 transfer less than 2 percent of their enrollment per year to some other college, on completing a regularly organized curriculum. On the other hand, 32 of the colleges transfer 8 percent or more of their enrollment per year in this way.

The right-hand section of table 7 concerns the students who transfer to some other college without completing any organized curriculum. It will be noted that the distributions in this section on the whole are not greatly unlike those of the other section. The percentages are in general a little larger. This means that by and large the colleges transfer a few more students who have not completed any regular curriculum than students who have.

TABLE 7.—DISTRIBUTION OF COLLEGES ACCORDING TO THE PERCENT THAT THE NUMBER TRANSFERRING IN 1935-36 TO SOME OTHER COLLEGE (A) ON COMPLETING THE LOWER DIVISION OR SOME OTHER LESS-THAN-4-YEARS' CURRICULUM, (B) WITHOUT COMPLETING ANY ORGANIZED CURRICULUM IS OF THE TOTAL ENROLLMENT

Colleges grouped by types of control and by enrollments	Number of colleges having the following percents—											
	On completing some curriculum						Without completing organized curriculum					
	0.1 to 1.9	2 to 3.9	4 to 5.9	6 to 7.9	8 or more	Total	0.1 to 1.9	2 to 3.9	4 to 5.9	6 to 7.9	8 or more	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Protestant:</b>												
Up to 200.....	9	4	4	2	3	22	5	3	2	5	4	29
201 to 400.....	16	9	7	3	7	42	19	12	7	9	11	58
401 to 600.....	3	3	3	1		10	9	4	4	8	2	27
601 to 800.....	2	1				3	3			2	3	8
<b>Total.....</b>	<b>30</b>	<b>17</b>	<b>14</b>	<b>6</b>	<b>10</b>	<b>77</b>	<b>37</b>	<b>19</b>	<b>13</b>	<b>24</b>	<b>30</b>	<b>113</b>
<b>Catholic:</b>												
Up to 200.....	11	1	4	2	5	23	11	5	5	1		22
201 to 400.....	7	3		1	3	14	10	2	2	1	4	19
401 to 600.....	4	1	2		1	8	1	1	2			4
601 to 800.....	1	1				2						
<b>Total.....</b>	<b>23</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>9</b>	<b>47</b>	<b>22</b>	<b>8</b>	<b>9</b>	<b>2</b>	<b>4</b>	<b>45</b>
<b>Private:</b>												
Up to 200.....		1		1		2	1	2	2			5
201 to 400.....	8	2	2		2	14	5	3	7	1	3	19
401 to 600.....	3	2			1	6	2	2		1	2	7
601 to 800.....	10	1		1		12	4	3	4		1	12
<b>Total.....</b>	<b>21</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>34</b>	<b>12</b>	<b>10</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>43</b>
<b>Public:</b>												
Up to 200.....						4	1	1	1	1	1	1
201 to 400.....	3	1				4	3	1	1		2	6
401 to 600.....	2	1			1	4	1	2	1		1	5
601 to 800.....		1				1	1	1	1		1	4
801 to 1,200.....	2				3	5	1	2	1	1	1	6
1,201 to 2,000.....						4	4		1			1
Above 2,000.....	3		1			4	4					4
<b>Total.....</b>	<b>10</b>	<b>3</b>	<b>1</b>		<b>5</b>	<b>19</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>28</b>
<b>Private or church university:</b>												
Up to 200.....	2	1				3	1		1			2
201 to 400.....	6	1	4	1	2	14	5	3	1		1	10
401 to 600.....		5			3	8	1		3		4	8
601 to 800.....				1		1		1		1		2
801 to 1,200.....	4		1			5	2	1	4			7
1,201 to 2,000.....	2		1			3	3	1	1			5
Above 2,000.....	1		1	1		3	1			1	1	3
<b>Total.....</b>	<b>15</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>37</b>	<b>13</b>	<b>6</b>	<b>10</b>	<b>2</b>	<b>6</b>	<b>37</b>
<b>All institutions:</b>												
Up to 200.....	22	7	8	5	8	50	19	10	10	6	5	50
201 to 400.....	40	16	13	5	14	88	40	21	18	12	20	111
401 to 600.....	12	12	5	1	6	36	16	8	9	9	10	52
601 to 800.....	13	4		2	1	20	8	6	5	3	5	27
801 to 1,200.....	6		1		3	10	3	3	5	1	1	13
1,201 to 2,000.....	2					3	3	1	2			6
Above 2,000.....	4		2	1		7	5			1	1	7
<b>Total.....</b>	<b>99</b>	<b>39</b>	<b>39</b>	<b>14</b>	<b>33</b>	<b>214</b>	<b>84</b>	<b>49</b>	<b>49</b>	<b>33</b>	<b>43</b>	<b>208</b>

*CONTINUITY OF ATTENDANCE IN RELATION TO ENDOWMENT*

The foregoing tables with the brief comments and interpretations concerning each one tell the principal quantitative story of continuity of college attendance when all the colleges are grouped together into a few categories. There are many other forms of college grouping into which the data might be thrown. Only one of these possible groupings will be considered here.

The question is sometimes asked whether colleges with relatively small endowments tend to lose their students at the end of the sophomore year more so than do colleges with larger endowments. It seems important to attempt to answer that question by a special grouping of the colleges.

Each of the three categories—Protestant, Catholic, and private—was divided into three groups: (1) Those having 60 percent or fewer of their enrollments in the combined freshman and sophomore classes; (2) those having more than 60 percent but less than 70 percent; and (3) those having 70 percent or more of their enrollments in the combined freshman and sophomore classes. No use was made of the middle group, but for each of the colleges in groups (1) and (3), there was calculated the percentage which the income from student fees for educational purposes was of income from endowment. Figures found in the Office of Education biennial statistical report on higher education, 1931-32, were used for these calculations.

The distribution of colleges in group (1) according to the percentages thus calculated is given in table 8, and the distribution of colleges in group (3) is given in table 9. Table 8 reads as follows: Of the 30 Protestant colleges having 60 percent or fewer of their enrollments in the freshman and sophomore classes, 3 have from 51 to 100 percent as much educational income from student fees as from endowment. At the other end of the scale 2 Protestant colleges have educational income from student fees which is more than 1,000 percent of the endowment income, or 10 times as great.

In tables 8 and 9 certain totals are smaller than would be expected from the figures in table 1. These discrepancies are explained in footnotes to the tables.

TABLE 8.—DISTRIBUTION OF COLLEGES HAVING 60 PERCENT OR FEWER OF THEIR ENROLLMENTS IN THE COMBINED FRESHMAN AND SOPHOMORE CLASSES, ACCORDING TO THE PERCENT THAT THE EDUCATIONAL INCOME FROM STUDENT FEES IS OF THE INCOME FROM ENDOWMENT

Percents	Protes- tant	Catho- lic	Private	Total	Percents	Protes- tant	Catho- lic	Private	Total
1	2	3	4	5	1	2	3	4	5
0 to 50.....		1	3	4	601 to 700.....				3
51 to 100.....	3		5	8	701 to 800.....	2			2
101 to 150.....	4	1	5	10	801 to 900.....			1	1
151 to 200.....	2	1	4	7	901 to 1,000.....				
201 to 300.....	4	1	5	10	Over 1,000.....	2	3		5
301 to 400.....	1		6	7	<b>Total.....</b>	<b>30</b>	<b>7</b>	<b>29</b>	<b>66</b>
401 to 500.....	5			5	<b>Median.....</b>				<b>260</b>
501 to 600.....	4			4					

1 Protestant college reported student fees but no endowment income; 2 Protestant colleges were not listed in 1931-32; and 3 Catholic colleges were not listed in 1931-32; 15 other Catholic colleges reported student fees but no endowment income.

TABLE 9.—DISTRIBUTION OF COLLEGES HAVING 70 PERCENT OR MORE OF THEIR ENROLLMENTS IN THE COMBINED FRESHMAN AND SOPHOMORE CLASSES, ACCORDING TO THE PERCENT THAT THE EDUCATIONAL INCOME FROM STUDENT FEES IS OF THE INCOME FROM ENDOWMENT

Percents	Protes- tant	Catho- lic	Private	Total	Percents	Protes- tant	Catho- lic	Private	Total
1	2	3	4	5	1	2	3	4	5
0 to 50.....		2		2	601 to 700.....	3	1		4
51 to 100.....	2			2	701 to 800.....	1			1
101 to 150.....	2	1	4	7	801 to 900.....	3			3
151 to 200.....	13			13	901 to 1,000.....				
201 to 300.....	5		2	7	Over 1,000.....	4	1		5
301 to 400.....	3		1	4	<b>Total.....</b>	<b>20</b>	<b>5</b>	<b>9</b>	<b>33</b>
401 to 500.....	3		2	5	<b>Median.....</b>				<b>235</b>
501 to 600.....									

5 other Protestant colleges reported student fees but no endowment income; 6 other Catholic colleges reported student fees but no endowment income; 1 privately controlled college reported student fees but no endowment income; 4 other Catholic colleges were not listed in 1931-32; and 3 other privately controlled colleges reported as junior colleges in 1931-32.

These tables reveal that there is little or no relation between the ratio of income from student fees to income from endowment and the percentage which the freshmen and sophomores are of the total enrollment. In other words, colleges having 70 percent or more of their students in the freshman and sophomore classes have but little lower ratio of student fees to endowment income than do the colleges having only 60 percent or fewer of their students in the freshman and sophomore classes.

**APPENDIX A**  
**QUESTIONNAIRE USED**  
**UNITED STATES**  
**DEPARTMENT OF THE INTERIOR**  
**OFFICE OF EDUCATION**  
**WASHINGTON**

*A study of the continuity of student attendance in colleges of arts and sciences*

Name of college ..... Address .....  
 Information supplied by ..... Title .....

All questions refer only to the college of arts and sciences, and only to regular students enrolled in undergraduate curricula. Omit all special, irregular, and graduate students.

1. Distribution of enrollment, October 1935:  
     Freshmen ..... Sophomores ..... Juniors ..... Seniors ..... Total .....
2. Number graduated in the class of 1936 ..... Number of these graduates who entered the college as:  
     Freshmen ..... Sophomores ..... Juniors ..... Seniors .....
3. Number of students received by transfer from other institutions during 1935-36:
  - a. On completing the lower division or some other curriculum of less than 4 years .....
  - b. Without completing any regularly organized curriculum .....

If the above information is not available, please answer the following:  
 Number of transfer students admitted as:

Freshmen ..... Sophomores ..... Juniors ..... Seniors .....

4. Number of students who transferred from your college to enter some other college or university in 1935-36:
  - a. On completing the lower division or some other curriculum of less than 4 years .....
  - b. Without completing any regularly organized curriculum .....

(This question is designed to ascertain the extent of development of shorter-than-four-year curricula, such as premedical, which lead to more advanced college study not offered by your institution as well as the extent of transfer at the end of the lower division. It is also designed to ascertain how many students transfer while still in the midst of some curriculum.)

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The institutions are grouped into classes, as universities, schools of technology, teacher training, etc. Tables show by subjects the semester hours passed and failed with reference to the types of institutions. All the reports include data for higher institutions in the Southern territory only except the two earliest. They show a wide range of difference in percentages of failures in the various types of institutions. Practically the same conclusions drawn throughout the reports.

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