Number of withdrawals soaring

By Dave Seals

Classically, there are three distinct ways to get out of an institution: have learning grad- uate, flunk, or drop out. Euphemisms have been invented to correspond to the latter. Variations on the first option are too numerous to mention, but the administration is widely dispersed. And while the second option—contain- ered under the auspices of one office (the Committee on Academ- ic Performance)—is handled in a standardized manner, it is interesting to note, however, that the distribu- tions on the basis of the limited information provided. It is interesting to warn against any hasty conclu- sions on the basis of the limited information. From the limited information, she writes: "As of now, we really have no idea of the number of students who did simply fail to register for the term—we're working on getting figures those figures now." In-depth study

The main point of the study was concerned with the 77 vol- untary withdrawals for the fall of 1970-71, categorized by class (see figure 1), for which Dean Smith did in-depth, personalized investigations. Literature review by offices yielded little in the way of significant correla- tions; courses selected by each course correspond- ed roughly with the registration for that course. There was one exception: Mathematics (Course 18) accounted for 12 of 77 withdrawals.

CLASS: NO.
(70) 73
(71) 72
(72) 74
(72) 3
Special
Total
2

(Figure 2) - Voluntary With- drawn withdrawals—Fall, 1970-71

withdrawals, slightly higher than expected would be expected. Dean Smith, however, could make no conjecture concerning this anomaly. The hardest part of the study, according to Dean Smith, involved compiling the variety of reasons for the voluntary with- drawals, which she attempted to do by "carefully reviewing notes written by each Dean following his conversations with a with- drawing student." Her classifications of motives, with the number of students involved in parentheses, is listed below:

I. Personal Concerns (21)
A. personal concerns—unde- terminable (2)
B. mental illness (2)
C. personal problems (6)
D. marriage (2)
II. Social Affairs (34)
A. parental problems (2)
B. career (1)
C. miscellaneous (13)
III. Educational (6)
A. not sure what it meant to gain and lose the credits; not sure if they want to remain (2)
B. MIT education not meeting expectations (4)
C. academic status is jeopardized (4)
D. not sure what degree they want (2)
E. transferring (2)
IV. Medical (25)
A. pre-existing illness (5)
B. negative influence of others (10)
C. academic status is jeopardized (6)
D. academic status may not be jeopardized (5)

(Figure 3) - Actions of the Committee on Academic Performance (CAP), NW = Negotiated Withdrawal, D = Disqualification.

YEAR FALL TERM SPRING TERM YEAR FALL TERM SPRING TERM
NW D Total NW D Total NW D Total
1970-71 31 11 42
1969-70 27 17 44
1968-69 41 55 106
1967-68 54 48 82

The new Norelco Tripleheader III. Now with micro-thin heads that shave you up to 45% closer. A new

3 heads

The new Speedsaver III. With one less head. And a very small price. But otherwise, just like the Tripleheader.

2 heads

90-80% discount that lets you shave up to 50% faster than any previous Norelco. Floating heads that follow your face. Pop-out trimmer for sideburns. And more.

3 heads, same heads. Same close shaves. An inexpensive shaver with an expensive shave.

Irrving doesn't shave. But if he ever changes his mind, Norelco will be ready. We'll just make it easy to use. With 18 self-sharpening blades.

Irrving