The start date for our Freshman Survey course that fits the description you gave in your July 24, 2003 e-mail request would be Autumn Quarter, 1969. It was given through our University College which was designed as an entry college of all freshmen. The students got one credit hour for it.

However, prior to the 1969-70 academic year, the individual colleges had "Survey Courses." The very first one was in the College of Agriculture in 1916-17 at which time one hour of credit was given and the focus was primarily to assist students in selecting courses. >From the 1920's through the 1940's, the Colleges of Agriculture, Arts & Sciences, Education, and Engineering had survey courses. Some of them were narrow in focus and others used the definition of "Orientation to the University." By the 1950's, our College of Commerce (Business) and School of Social Work had survey courses until 1969 when the University College took on the task of assisting freshmen in all areas.
LABORATORY EXERCISES ON ATTACKING
A NEW ASSIGNMENT

FRESHMAN WEEK, 1928

CHAPTER I: PERSONALITY MADE AND REMADE *
INTRODUCTION

During periods extending over four years, I was in daily contact with thirty-three mentally disordered men. We lived together, ate the same food, attended the same amusements, walked together, and talked together. I came to know these unfortunate men intimately. I knew them better than they understood themselves. If they had really been able to understand themselves, most of them would have been spared a long sojourn in a mental hospital.

I came to like these men with unhealthy minds, and I learned a great deal about myself from them. The better I became acquainted with them, the clearer it became that they were but exaggerations of the personalities one finds among his friends — and, often, in himself.

Among these thirty-three patients was a young man we shall call Charles. He was the most obstinate person I have ever met. If he was told to sit down, he would stand up on a chair. If asked to open his mouth so this throat could be examined, he would seal his lips. Charles did not do this to be intentionally obstinate; he could not help himself. His mental life had gotten the best of him. I sometimes find my mental life trying to play a similar trick when I disagree with someone and search for arguments to justify my attitude.

Then there was a jolly Irish carpenter. He had been a carpenter all his life but, in the hospital, he received wireless messages from Washington and ran the government by return, and just as imaginary, messages. Mike also thought he owned the entire universe. He was content, though he was a great personage, to wash the dishes and sweep the floors. There were others equally interesting and pathetically amusing.

Only one person out of every 150 is insane, but for each person with actual mental disorder, there are dozens with unhealthy personalities that the mentally disordered develop. Their commonness does not lessen their potent danger.

Porewarmed, so the proverb has it, is forearmed. It is well to know about these unhealthy personalities, even though they may turn out to be very personal. A knowledge of them reduces their potency considerably.

TYPES OF PERSONALITY

The Egocentric Personality. We perform praiseworthy altruistic acts; we give attention to the comforts of others; we care for the aged and the helpless. But we also contrive to give considerable attention to ourselves.

* Adapted from Laird, D. A. Increasing Personal Efficiency.
A balance is usually maintained between the self-centered and the social-centered impulses. In this respect, we live a duel but a balanced existence. The personality in which this balance is lost is familiar. It is the one in which the self-centered impulses overpower the others. He lives for himself alone; there is no give and take between his personality and others.

These are the egocentric personalities. This name is given them because everything centers about their own interests. Their own ego is the core of their thoughts, plans, and actions. This personality is scheming. Others must be used for the personal advancement of the egocentric. They are domineering; others must obey their orders and their least desires. They resent being bossed or being forced to take commands. The egocentric is unfeeling. He will use his friends for his own advantage, and he does not share their misfortune or misery. He excuses his lack of human sympathy by excelling it good business, or by saying that his victims would do the same if they had the chance.

If this sounds like a description of some of your friends, or of yourself, do not blame me. If the description is not agreeable, it is because the egocentric personalities are not agreeable. They are neither rare personalities nor are they healthy personalities. By their own one-sidedness they defeat what they are most desirous of — their own personal progress.

The Emotional Personality. People with an emotional personality become greatly excited over events that others take as a matter of course. Life is a long-continued tension for them. There is no calm; everything is hurry and agitation. In these respects, the emotional personalities are typically modern since at present the qualities of haste and vigor are at a premium. At the same time, their very personalities deny them the full advantage of these qualities. They have excess activity, and lack emotional balance. Other unhealthy personalities are unable to balance their own interests with the interests of others. These personalities are unable to maintain an evenly balanced emotional life within themselves.

From intense anger to the depths of despair is a common journey for these personalities. They are easily discouraged just as they are easily aroused to a fury. Rubbishes that are not noticed by others become imagined obstacles to the emotional personality. Their greatest obstacle, however, is their own personality.

Inferences on Efficiency. Their emotional nervousness brings their mental efficiency to still lower levels. They are “shifty” and easily irritated. A slamming door brings beads of nervous sweat to their brows. A tapping sound or the appeal of a caller sets them on edge and haunts them for a day at a time. An accident, whether seen or merely read about, sends a cold shiver down their backs.

Such are the emotional personalities, handicapped by personality — the very thing that brings success to others.

The Inadequate Personality. Almahouse has to be maintained largely on account of personalities. We work and talk with these same personalities daily, without realizing that they are unhealthy. The ne'er-do-well personalities have a characteristic inaptitude for work. It almost amounts to laziness.

Inadequate might better describe their attitude toward work and life. Accordingly, psychologists have termed these the inadequate personalities. Lack of ambition goes along with their apparent laziness. The inadequate personality is content; to live without working or striving for anything better. He is the one who has lived from hand to mouth for thirty years and does not boast himself at the prospect of facing thirty more years of such inadequate existence. The ambitious person is not inadequate. The person who has accomplished something in the world is not inadequate.

Interest in all things except eating and sleeping is very low in these personalities. They take no hobbies to follow with consuming interest after working hours. This lack of interest may be a symptom of a cause of their inadequacy, it is difficult to tell which. At any rate, one of the best antidotes for the inadequate personality is an intense interest in something.

They also seem to be lacking in energy. Great bulk of men with powerful muscles and yet they are unable to carry a board unless someone gives them a lift. They would appear to practice conservation of their bodily resources but, in fact, they lose their resources by not exercising enough to keep fit. Such personalities are made, not born. The two major ingredients in the prescription for their unmaking are: enthusiasm and a stiff job.

The Paranoid Personality. Early one summer morning, I stepped off a train in a small mid-Jurassic town. On my way to the hotel I passed the loafer's rendezvous. In front of a store sat the inadequate personalities of the village. Among them, however, we can be certain was a square-deal personality.

He was dressed in a black broadcloth frock coat, silk hat, fancy vest, loud necktie, and he carried a walking stick. His clothes had evidently been of expensive make and materials, but they now bore unmistakable signs of lack of care. They were soiled, stained, and out of press. Living with the loafers, this man was strangely in contrast with them. He had not met with any reverses of fortune that had lowered his estate and had thrown him among the ne'er-do-wells. He had never had an estate to lose or a fortune to be reversed. He was a paranoid personality.

He was putting on an impressive appearance; that is one of the characteristics of the paranoid. Have you ever met such a person?

Chronic Complaint of the Paranoid. They might be called square-deal personalities because they frequently complain that they are never getting a square deal. They complain that their employer does not treat them fairly, their landlord is unfair, their neighbors are taking advantage of them, and the farmer is discriminating against them. Have you ever met such an individual? Sometimes the paranoid imagines that others are persecuting him. The paranoid student maintains that his instructors do not give him the grades he merited. The neighborhood gossip talks spitefully of others often times because he imagines that they are persecuring her.

When you think you are not getting a square deal, think again. Perhaps it is a paranoid personality searching for trouble. When you are much impressed with your own importance and your own accomplishments, think again. Perhaps no one else agrees with you in this particular and certainly others
are in a more important position to judge; and, when you listen to someone bewailing the unfair treatment that he has received, pause to think of the paranoid personality.

CAUSES OF UNHEALTHY PERSONALITY

Color of hair, tilt of nose, family wealth, and many other things are inherited. There is no justification for blaming a person if his nose tilts up rather than down. This is because of heredity. Inheritance also has a great influence in mental efficiency. Alone, however, it does not account for all the abilities or handicaps of human beings.

Unhealthy personalities are made, not born. I know many people with unhealthy personalities. For some of these people I know also how the unhealthy personality came to be made.

Importance of the Home Environment. Warner is a case in point. He was a college student, one of the brightest on the campus. In grades, he was one of the poorest. He was conceited, egotistic, scheming, expecting everything from others, and not intending to return the favors given him. He had the type of unhealthy personality that is known as egocentric.

Here is how his personality was made. His parents were uneducated foreigners. He was sensitive about them and their queer manners. As a child, the other children in the neighborhood had not let him play with them. They called his "Greasor" and fought him off every time he ventured out of his alley. He was a sensitive child and this almost brutal treatment cut deeply. He gradually soaked the hurt by coming to feel that they treated him as they did because they were jealous of some of his superior abilities. He really felt very inferior. He compensated for this feeling of inferiority by believing that he was in reality much superior to others. His haughty, condescending attitude was not his real, inner attitude. It was a veneer assumed to conceal his real feelings.

Not a single unhealthy personality is the real personality of the individual. They are all spontaneous attempts to cover up a sore spot in memory. We should extend every consideration to these unhealthy personalities. They are the victims of circumstances.

William had a paranoid personality, until a short time ago. He imagined that he was not being trusted fairly by anyone. His fraternity brothers, so he thought, were treating him badly. His instructors were making him do more work than they required of other students and, in return, gave him poorer marks than he deserved. Finally, he began falling in his courses because he refused to do any of the assigned work.

Some of his friends, who knew little of psychology, tried to argue with him and convince him of his error. At that time, he did not know why he reacted as he did and arguments only served to estrange him. The more firmly in his unhappy personality.

When he was studied psychologically, it was found that he had shown the same traits in high-school and grammar-school work. He had always rebelled at authority and, as soon as one in authority tried to get him to obey, William began to think that this person was persecuting him. His rebellion against authority went back to a time when he was about three years old when his father had whipped him severely. He hated his father; he hated the least semblance of authority over him.

The reason for his reactions were explained to him and soon his unhealthy personality cleared up. Arguments had helped none; it was not until he had really understood why he was acting in such a manner that his personality began to change for the better.

The Remaking of Personalities. The wrong way to go about remaking an unhealthy personality is to attempt to force out, as it were, all the unhealthy traits. The traits are but evidences of a deeper-lying cause. It is the cause that must be removed. When the cause has been discovered, then the symptoms commonly fade away.

The remaking of a personality hinges upon a competent understanding of the causes for the personality traits. Get acquainted with your real personality — not the selfish person that others know, but your real self.

DEFENSE MECHANISMS OF UNHEALTHY PERSONALITIES

Mental law is based on character traits, lapses of memory, mistakes in speech, the little absent-minded acts of the day. The mental laws bear the name of mental mechanisms. Certain mental mechanisms are at work in creating the queer traits of the person who thinks his friends are persecuting him. Other mental mechanisms are at work in the person who is liable to the point of obsession. Other mental mechanisms are at work when one forgets to post a letter or keep an appointment. It would seem that most of these are started in our mental underworld, which we must now try to unmask.

The Mechanism of Compensation. If a plump is laid across a brick and one end of the board is stepped on, the opposite end rises in the air. One end rises as the other falls. One end compensates for the lowering of the other. Human beings oftentimes act in a way quite similar to this plump. We shall give some examples of this kind. Ways of reacting by compensation bear the general name of mental mechanisms. There are many mental mechanisms — compensation is only one of them.

Edward is a student whose predominating mental mechanism seems to be compensation. In high school, he had been fairly popular and active in all school affairs. When he came to college, he expected to be a leader and as popular as he had been in high school. Other boys were pledged to fraternities, but Edward was not approached. He tried to join an honor society but failed. Then he began to feel inferior. Of course he told no one. That was at the bottom of his compensation.

Six months later, the unassuming Edward had changed into a conceited snob. He prided himself upon his intellectual superiority over the other men on the campus. He had what might be called an exaggerated case of the 'big head.' It was nothing more, however, than a compensation for his inward feeling of inferiority. His mental underworld had played a trick on him. He did not understand himself. He did not realize that all his apparent conceit was nothing but a veil for his inner feeling that was exactly the opposite.
Compensation works out in a multitude of ways. The person who feels his poverty keenly may compensate by taking pride in his honesty. The person who feels inferior because of a weak body may compensate by giving unusual attention to his clothes. The person who is afraid to take part in athletics for fear of being hurt, or who is not in the social swin may compensate by developing into a bookworm who considers book learning and reading the most important things in the world.

The Mechanism of Projection. A common trick played on us by our mental underworld is that of accusing others of doing our thinking. This is not the exact form in which we usually know it, but this is exactly what it is psychologically.

Some time ago I learned about a widow in a small town who accused her neighbors of talking about her. She thought that they were saying mean and disagreeable things about her. She seemed to be most agitated, however, about their saying that she was a "designing widow." Inquiry around the neighborhood disclosed that no one was talking about her, at least not in the way she had imagined them. Her ideas in the matter were entirely unwarranted and for a while they seemed to be signs of a disordered mind. Disordered minds are normal minds that have become out of order, or exaggerated in their workings. Such was the case with this widow. Many of us are in mental straits similar to this form time to time. It is a test of a well-adjusted mind to be able to adapt itself to situations such as these.

Psychological investigation of this woman disclosed some unexpected mental mechanisms. It was found that these things she was accusing others of saying about her were really things she would like to do. When she imagined they were saying her a designing widow, she was accusing them of the very thing that she was thinking. It was an attempt to avoid facing her own thoughts frankly.

In psychological terms, she was projecting her thoughts into the conversation of others. This is the mental mechanism of projection.

When an individual hears a group of people engaged in conversation in a low tone and imagines that they are talking about him, it is another case of projection.

Self rather than in society. The student who thinks his instructors are set against him is really accusing them of something that is within his own mental life. The voice of conscience is not a projection, but it may be projected into the thoughts of others.

The gossip, as she spreads scandal about others, is usually accusing others of having done what she would like to do. Her deeper mental life has played a trick on her. What she is accusing others of really expresses her own nature.

The Mechanism of Rationalization. Why do you prefer a four-in-hand tie to a bow tie? You probably can assign some plausible reason for this preference. This is not a reason, however, it is an excuse, or what is known psychologically as rationalization.

A few weeks ago I talked with a student whose conversation for several hours was little more than a series of these excuses. He called them arguments and reasons but they were not. They were nothing but excuses or rationaliza-

tions. He argued for a long time that nothing but books should count in college. Dance, parties, athletics, and all similar outside activities, so he opemely reasoned, should be abolished from the school.

I listened patiently to his words. Then I asked him how he had liked his high-school friends. Soon, he was telling me about some of the dances and escapades he was a party to back in his high-school days only a few years previously. He was evidently sincere when he said that he had been popular among the high-school students.

Then I followed up my psychological attack on him. I asked him if he had expected to continue to be just as popular when he came to college. In a rather embarrassed manner, he admitted that he had expected to be equally as popular if not more popular than ever. He had not succeeded. When he first came to the college campus, he had been overconcerned of himself and was accordingly not liked by the other students. They did not invite him to the fraternity parties and the college girls treated him somewhat cooly.

His attitude that the social affairs and outside activities of a college are worthless was not his real attitude, even though he may have firmly thought that it was. His arguments through which he had bolstered up his attitudes and courage were psychological excuses — rationalizations.

The person with queer ideas is one who has rationalized a great deal. An excess of explaining, whether to ourselves or others, is unhealthy mentally. Rationalizations deceive ourselves even more than anyone else. People usually rationalize when they do not have the courage to face situations frankly and openly. They have to take refuge behind some high sounding "reasons" which are simply disguised excuses.

What are some of the excuses you have made today?
CHAPTER II: CONTRIBUTION OF THE GERMANS

Of the new elements introduced by the Germans, whose continued life and influence we can most clearly trace to our own time, the most important were political and institutional.

The Germans were passing at the time of their contact with the Romans through a stage of political development through which the classic nations had passed long before. The political arrangements of the primitive Germans of Tacitus were in many ways very closely like those of the primitive Greeks of Homer. But in the case of the Germans the race possessed so solid and conservative a political character, and these primitive institutions had received such definiteness of form that they were able to survive for centuries the danger of absorption and assimilation which faced them in the more highly developed Roman institutions, and, through some channels at least, permanently to influence the public life of the world. And while the classic nations, starting from the same beginning, failed to construct successful and permanent free governments, but ended in a universal despotism in which such of the forms of free government as survived had lost all meaning, in the history of the Teutonic nations, on the contrary, the experience of absolute monarchy, through which the germs of liberty were destined to pass, did not destroy their life or more temporally check their growth.

Of these original institutions, three are of special importance and interest in their bearing upon later times, and these are selected for specific notice.

First, the public assemblies. The early Germans had assemblies of two grades. The highest in grade was the assembly of all the freemen of the tribe, which we may call the tribal or national assembly. This possessed distinct legislative rights, like a market democracy, at least so much as a right of decision for or against important measures submitted to it by a smaller council of elders or chiefs. In it were elected the kings and the chiefs of the smaller district, and it also acted on occasion as a supreme judicial tribunal for the hearing and decision of such cases as might be brought before it. It would seem as if this assembly would furnish a most promising beginning, which ought to grow into a free and national system of legislation. As a matter of fact it did not. The national assembly was one of the earliest victims of the centralizing tendency, and everywhere sank into a mere form or entirely disappeared. This was as true of England as of any continental state, and though it is possible that the smaller assembly of chiefs remained through the successive changes of government until it grew into the House of Lords, even this is not perfectly certain. It is, however, for our present purpose, a matter of no importance whether it did or not. For, whatever its origin, the assembly of notables under the Norman kings was no longer in any sense a public assembly, nor did it have in any true sense a representative character or any legislative power.

To find the real origin of the modern representative system we must turn to the assemblies of the second grade in the early German states. In these

* Adapted from Adams, J. B. Civilizations Before the Middle Ages.
the freemen of the smaller locality — the Hundred or Canton — came together in a public meeting which possessed no doubt legislative power over matters purely local, but whose most important function seems to have been judicial — a local court, presided over by a chief who suggested and announced the verdict, which, however, derived its validity from the decision of the assembly, or, in later times, of a number of their body appointed to sit for the whole. These local courts, probably, as has been suggested, because of the comparatively restricted character of the powers which they possessed, were destined to a long life. On the continent they lasted until the very end of the middle ages, when they were generally overturned by the introduction of the Roman law, too highly scientific for their simple methods. In England they lasted until they furnished the model, and probably the suggestion, for a far more important institution — the House of Commons. How many grades of these local courts there were on the continent below the national assembly is a matter of dispute. In England there was clearly a series of three. The lowest was the township assembly, concerned only with matters of very slight importance and surviving still in the English vestry meeting and the New England town meeting. Above this was the hundred's court formed upon a distinctly representative principle, the assembly being composed, together with certain other men, of four representatives sent from each township. Then, third, the tribal assembly of the original little settlement, or the small kingdom of the early conquerors, seems to have survived when this kingdom was swallowed up in a larger one, and to have originated a new grade in the hierarchy of assemblies, the county assembly or shire court. At any rate, whatever may have been its origin, and whatever may be the final decision of the vigorously disputed question, whether in the British state there were any assemblies or courts for the counties distinct from the courts of the hundreds, it is certain that courts of this grade came into existence in England and were of the utmost importance there. In them, too, the representative principle was distinctly expressed, each township of the shire being represented, as in the hundred's court, by four chosen representatives. These courts, also, began essentially unchanged through the English feudal and absolutist period, maintaining local self-government and preserving more of the primitive freedom than survived elsewhere.

The first of the special political bodies brought in by the Germans is, then, the public assembly, the original germ of our modern free assemblies; but this germ is to be found in their local, not in their national assemblies. The second one of these special elements to be noticed is the elective monarchy. The freemen of all the early German tribes clearly possessed the right of electing their king. In all these tribes, however, the tendency was just as clearly toward the establishment of hereditary succession. It depended entirely upon the special circumstances of each case whether the forms of an election, preserved everywhere for a considerable time, sank into mere forms without meaning, and finally out of sight, or whether they retained life and meaning and became recognized as the royal right of their people. In Germany an accidental circumstance — the fact that no dynasty lasted for more than three or four generations — kept alive the principle of election until it resulted in a real elective monarchy; but, owing to another circumstance — the loss on the part of the royal power itself of all control over the state — this fact had no valuable results for liberty. In France an accidental circumstance again — the fact that for more than three hundred years after the election of the Capetian family to the throne, it never lacked a direct male heir, had the opposite result, and the principle of election passed entirely out of sight and the monarchy became strictly hereditary. In England the monarchy also became, in time, strictly hereditary. But there, before the principle of election had passed entirely out of the public consciousness, a series of depositions and of disputed successes revived it, or what is far more important, its corollary, the right of the people to depose an unsatisfactory king and put another in his place. Many cases established definitely the principle that the sovereign obtains his right to rule from the consent of the people; that the title to the throne is elective — a principle which has been distinctly recognised by the princes of the House of Hanover. It will be seen at once that this is a vitally important principle if a monarchy is to be transformed into what is virtually a republican government. Without the clear recognition of this principle, explicitly or implicitly, by the reigning sovereign, it would be impossible to continue a historic line of kings at the head of a republic, the object which is sought, and more or less completely secured, by all modern constitutional monarchies.

In this case, again, the second of the original elements of free government among the Germans — the elective monarchy — was developed into a fundamental principle of modern constitutions by the Anglo-Saxons.

The third element of free government originating with the Germans was an independent or self-developing system of law. The law systems of all the Germans at the time of the invasion were very crude both in the law itself and in the method of its enforcement, but they were all characterized alike by this fact, that the law was asserted, defined, and declared by the courts, or, in other words, since the courts were public assemblies, by the people themselves. It follows necessarily from this that the courts, by establishing precedents, by declaring customs which had grown up in the community to have the force of law, and by applying the common judgment and sense of justice of the people to new cases, as they arose, were constantly enlarging the body of law; and building up by a natural process of growth a great body of customary or common law — unwritten law. The importance of this practice as an element of liberty does not consist in the law itself which is created in this way. That is apt to be unscientific and experimental. It consists in the fact that the law is not imposed upon the people by a power outside itself, and declared and enforced by a series of irresponsible agents, but that the people themselves make it and also interpret it. This practice continued in vigorous life in the continental states much longer than any other of the specific institutions mentioned, and, together with the popular courts which gave it expression, preserved some remains of freedom long after it had entirely disappeared from every other part of the state. In the last part of the middle ages the adoption of the Roman law, and the system of scientific jurisprudence which that law fostered, practically destroyed on the Continent those self-developing bodies of law. In England the common law has continued to develop by the same natural process through every generation of its history, and, however, seriously at any point the native principles may have been modified by the introduction of foreign ideas and doctrines of law, such modification has never been of a character to check for a moment the natural growth of
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The second one of these special elements to be noticed is the elective monarchy. The freemen of all the early German tribes closely possessed the right of electing their king. In all these tribes, however, the tendency was just as clearly toward the establishment of hereditary succession. It depended entirely upon the special circumstances of each case whether the forms of an election, preserved everywhere for a considerable time, sank into mere forms without meaning, and finally out of sight, or whether they retained life and meaning and became recognized as constitutional.

In Germany an accidental circumstance—the fact that no dynasty lasted for more than three or four generations—kept alive the principle of election until it resulted in a real elective monarchy; but, owing to another circumstance—the loss on the part of the royal power itself of all control over the state—this fact had no valuable results for liberty. In France an accidental
the common law, or to deprive it of its independence of the executive and legislative branches of government, which are the vitally important parts. It is at this moment, in every quarter of the Anglo-Saxon world, and in the midst of a thousand new conditions of social and geographical environment, as vigorous and creative a part of the nation's life as ever in the past, and one of the most important processes of our free self-government.

These three institutions, though by no means covering every detail which might be mentioned, are the most important political elements brought into modern civilization by the German race. The great system of free self-government which the Anglo-Saxons have built upon this foundation is making the conquest of the world. After much experimenting in other directions under the lead of the French, all the modern nations which have adopted constitutional government are returning to the Anglo-Saxon model, as expressed either in England or in the United States, making such modifications of type as local necessities, or local prejudices not yet overcome, may require. That the political future of the world belongs to Anglo-Saxon institutions seems assured.
WITH this you receive the official recognition of the State University that you have satisfactorily completed certain subjects preparatory to courses offered by that institution. If at any time you wish to extend your studies beyond those of the High School, these certificates will relieve you of the necessity of entrance examinations in these subjects.

You ought not to forget that the times demand young men and young women who have the mental development, strength, and alertness which result from sound training and higher education; and that through the State University the State offers you every opportunity to secure this training and education, TUITION FREE.

You should remember that it is just as natural and desirable to pass from the High School to the University, as from the grades to the High School.

We will be glad to correspond with you at any time. Address "THE PRESIDENT, State University, Columbus."
FRESHMAN WEEK

Freshman Week will be one of the outstanding events of your University life. You as a member of the Class of 1932 will occupy the center of the stage at the University for a few days. You will have an opportunity to get adjusted to the routine of college life and to get rid of the strange feelings of a newcomer. You will have all the chance in the world to get started right. When classes begin at 8 A.M. on Tuesday morning, October 1, you will be prepared to enter upon your real University work.

FRESHMAN MANUAL

A copy of the Freshman Manual will be sent to you by mail. It contains a number of points and suggestions which will be of great value to you as you are entering upon your University career. Read it very carefully and have the whole of it with you when you come to the University. Your parents, too, will find the Manual of value in indicating some of the problems you will face in your University work.

GENERAL INSTRUCTIONS

Section Organization

You are one of a group of thirty students constituting a section which will go through the Freshman Week program as a unit. You are to observe this schedule rigidly and to report promptly at all of the required events.

Faculty and Student Leaders

A member of the University faculty will act as leader of your section. He or she will be assisted by an upper classman. You should get acquainted with these leaders and have them assist you in all of your problems of adjustment. They will gladly help you in locating buildings, in answering questions on schedule, and in helping you in every way to get a good start in your University life.

PERSONAL INTERVIEW

You are required to have at least one personal conference with your Faculty Leader some time during the week. You are asked to refrain from scheduling engagements during the open periods of the program until the date and hour of your interview with your Faculty Leader is fixed at the organization meeting.

PAYMENT OF FEES

You should complete your registration and pay all fees before September 25, in order that you may be entirely free to take part in all the events of this program.

PENALTY

You are required to be present on the opening date, September 25, for the first meeting at 2:00 P.M. A penalty of $2.00 for each day of absence will be imposed, this being the usual penalty for late registration. All cases of failure to appear on the opening day or to be present at any of the required exercises of Freshman Week will be reported to the President of the University for action. Attendance will be taken at all required projects.

ATTENDANCE

Attendance at all projects is required except for those which are marked optional. A book of coupons will be issued as a means of recording attendance at required projects.

ROOMS

In general all rooms numbers 100, in the University buildings, are on the first floor, 200 on the second floor, 300 on the third floor, and 400 on the fourth floor.

TELEPHONE

You will have a number of calls during Freshman Week. There is no preparation that you can make for them, but you should take all of them seriously and do your best. The Faculty is trying to develop your power of attention at the earliest moment so that you may be given as much respect as possible in starting your University work to the best advantage and in carrying it on with credit and success.

STUDENT MEDICAL SERVICE

The Student Medical Service, Hayes Hall, Room 11, will be open during Freshman Week for free medical advice, treatment, and emergency aid. Hours 8 A.M. to 12 M. and 2 to 5 P.M. on Thursday, Friday, and Monday and 9 A.M. to 12 M. on Saturday.

DENTAL CLINIC

The Dental Clinic, Hamilton Hall, will be open daily from 8 A.M. to 12 M. and afternoons by appointment. Dental work is done for the cost of the materials.

EYE CLINIC

The Eye Clinic, Wendell Hall Laboratory, will be open for emergency cases only, as members of the staff are engaged in physical examinations.

BOOBS AND SUPPLIES

Books and supplies should be purchased during Freshman Week. The list issued by the University Bookstore. Engineering students are cautioned against purchasing drawing instruments before coming to Freshman Week.

MEDICAL TVIOUS

Tryouts for the University Orchestra may be taken at any free hour at the Music Building. You must bring your own violin.

PROGRAM OF EVENTS

Wednesday, September 25, 1929

3:00 P.M. Horticulture Building, Room 203

Project 1—Stadium Organization.

Assembly at the standard bearing your section number (1, 2, 3, 4, 5). Standards are erected beside the long walk in the center of the Campus Oval. Your Faculty Leader and Student Leader will be there to welcome you.

2:45 P.M. Administration Building, Room 100

Conference for Parents. A meeting of parents of freshmen students at which the Freshman Personnel Program of the University will be explained. A reception at the Faculty Club will follow.

7:30 P.M. — Stadium

Project 2—Glee Club, Acquainted Night. Meeting of the entire freshman class. Songs, skits, and a short talk by President G. W. Rightmire. Seating by section. Find the board at entrance with your section number. Report there to the faculty leader of you section.

Thursday, September 26, 1929

10:00 A.M. — University Chapel

Project 4—Intelligence Test. Bring two pencils. It is important to be in as good
music, skills, or other entertainment will be provided. The locations of the meetings are as follows:

Agriculture—Campbell Hall, Arts—University Chapel.
Commerce—Commerce Building, Room 106.
Education—Education Building.
Engineering—Chemistry Building, Room 106.
Pharmacy—Chemistry Building.
Veterinary Medicine—Veterinary Clinic, Room 120.

Friday, September 27, 1929
8:00 A.M. Liberal Arts Building, Room 125
Pomerene 12 Test in Essential Preparation in the Social Sciences. These tests cover the points with which a student must be familiar in order to do successful work in the Social Sciences. (Bring two pencils.)

9:00 A.M. Pomerene Hall Project 16—Register at the office of the Dean of Women.
11:00 A.M. University Chapel—Health Facilities. This will be a discussion of methods of keeping in good condition by utilizing the health and recreational facilities of the University.
4:00 P.M. Music Building—Pomerene Hall and Field House Organized Recreations. (Optional.) Same as on Thursday.
4:00 P.M. Pomerene Hall and Field House Organized Recreations. (Optional.) Same as on Thursday.

Saturday, September 28, 1929
2:00 P.M. Stadium
Project 16—Open Football Practice, (Optional). Rally, songs, cheers. Admissions only on presentation of coupon or fee card.

7:00 P.M. Pomerene Hall, Y.M., and Y.W. Mier, (Optional.)

Sunday, September 29, 1929
9:15 A.M. Local Churches—Bible School Classes. (Optional.) Host of the churches have special classes for University students.
10:00 A.M. Local Churches—Morning Services. (Optional.) See program distributed by the University Church Association.

Monday, September 30, 1929
8:00 A.M. Botany & Zoology Bldg., Room 100
Project 11—Test in Essential Preparation for Work in Science and in Mathematics. (Bring two pencils.)
9:00 A.M. Hayes Hall, Room 211
Project 8—Discussion of Extra-Curricular Activities. An informal presentation of the opportunities for participation in extra-curricular activities such as music and dramatics. Information as to how and where to make contacts with these various activities.
10:00 A.M. Library—Library Tour. This project acquaints the student with the registration system, methods of circulation, use of catalogue and reference books, location of reserve books, periodicals, and reading rooms. Have your fee card with you for registration in the Library.
11:00 A.M. Pomerene Hall—Physical Examination. It is necessary to have with you the copy of the Health Statement which you received by mail from the Department of Physical Education. Secure your gym locker at this time, or at the earliest moment.
1:15 P.M. Townshend Hall, Room 105
Project 10—Chemistry Placement Test. Required of all students registered in Chemistry 411. Bring pencils. Do your best. Your score in this test will be used in making up sections.
2:00 P.M. Chemistry Building, Room 100
Project 15—English Placement Test. Required of all students. The purpose of this test is to determine the location of students in higher, average, or lower sections of English 401 and 410. Bring pencils.
4:00 P.M. Library Lawn—Final Assembly. Gather on the Oval east.
FRESHMAN WEEK

Freshman Week will be one of the outstanding events of your University life. You as a member of the Class of 1932 will occupy the center of the stage at the University for a few days. You will have an opportunity to get adjusted to the routine of college life and get rid of the strange feelings of a newcomer. You will have all the chances in the world to get started right. When classes begin at 8 a.m. on Tuesday morning, October 1, you will be prepared to enter upon your real University work.

FRESHMAN MANUAL

A copy of the Freshman Manual will be sent to you by mail. It contains a number of points and suggestions which will be of great value to you as you are entering upon your University career. Read it very carefully and bring it with you when you come to the University. Your parents, too, will find the Manual of value as indicating some of the problems you will face in your University work.

GENERAL INSTRUCTIONS

Section 10

You are one of a group of thirty students constituting a section which will go through the Freshman Week program as a unit. You are to observe this schedule rigidly and to report promptly at all of the required events.

FACULTY AND STUDENT LEADERS

A member of the University faculty will act as leader of your section. He or she will be assisted by an upperclassman. You should get acquainted with these leaders and have them assist you in all of your problems of adjustment. They will gladly aid you in locating buildings, in answering questions on schedule, and in helping you in every way to get a good start in your University life.

PERSONAL INTERVIEW

You are required to have at least one personal conference with your Faculty Leader some time during the week. You are asked to refrain from scheduling engagements during the open periods of the program until the date and hour of your interview with your Faculty Leader is fixed at the organization meeting.

PAYMENT OF FEES

You should complete your registration and pay all fees before September 25, in order that you may be entirely free to take part in all of the events of this program.

Penalty

You are required to be present on the opening day, September 25, for the first meeting at 11:30 A.M. A penalty of $2.00 for each day of absence will be imposed, this being the normal penalty for late registration. All cases of failure to appear on the opening day or to be present at any of the required exercises of Freshman Week will be reported to the President of the University for action. Attendance will be taken at all required projects.

ATTENDANCE

Attendance at all projects is required except for those which are marked optional. A lack of coupons will be issued as a means of recording attendance at required projects.

ROOMS

In general all rooms numbered 101, in the University buildings, are on the first floor; 200 on the second floor; 300 on the third floor; and 400 on the fourth floor.

TESTS

You will have a number of tests during Freshman Week. There is no preparation that you can make for them, but you should take all of them seriously and do your best. The Faculty is trying to discover your level of attainment at the earliest moment so that you may be given as much expert help as possible in starting your University work to the best advantage and in carrying it on with credit and success.

Student Medical Service

The Student Medical Service, Hayden Hall, Room 103, will be open during Freshman Week for free medical advice, treatment, and emergency aid. Hours 8 A.M. to 12 M. and 2 to 5 P.M. on Thursday, Friday, and Monday and 9 A.M. to 12 M. on Saturday.

Dental Clinic

The Dental Clinic, Hamilton Hall, will be open daily from 8 A.M. to 12 M. and afternoons by appointment. Dental work is done for the cost of the materials.

Eye Clinic

The Eye Clinic, Hendon Hall, will be open for emergency cases only, as members of the staff are engaged in physical examinations.

DOLLS AND SUPPLIES

Books and supplies should be purchased during Freshman Week. See list issued by the University Bookstore. Engineering students are cautioned against purchasing drawing instruments before coming to Freshman Week.

MEDICAL SUPPLIES

Tryouts for the University Orchestra may be taken at any free hour at the Music Building. You must bring your own instrument.

PROGRAM OF EVENTS

Wednesday, September 25, 1939

3:00 P.M. — University Hall, Room 100

Project 1 — Section 4 (0.80 to 1.20 p.m.)

3:30 P.M. — Administration Building, Room 100

Conference for Parents. All parents of freshmen students, at which the Freshman Program of the University will be explained. A reception at the Faculty Club will follow.

4:00 P.M. — Administration Building, Room 100

Stadium

PROJECT 2 —Tent Assembled Night. Meeting of the entire Freshman class. Songs, skits, and short talks by President G. W. Rambin.

5:30 P.M. — Administration Building, Room 100

Stadium

PROJECT 3 — Tent Assembled Night. Meeting of the entire Freshman class. Songs, skits, and short talks by President G. W. Rambin.

Thursday, September 26, 1939

8:00-10:00 A.M. — Hotel Pennsylvania

Peer of Commerce Building (going East)

The Day (Continued)

PROJECT 2 — Tour of the Campus. This tour is to familiarize you with the location of the important buildings and with other points of interest on the campus. Outstanding facts in university history and traditions will be included. Report promptly to your faculty leader. Tours must start on time as sections leave the same point at ten-minute intervals.

10:00-12:00 A.M. — University Chapel

Project 4 — Intelligence Test. Bring two pencils. It is important to be in as good condition as possible when taking this test. Your record will be used by deans and other university officers during your university career and perhaps by employers after you are graduated.

1:00 P.M. — Military Barracks, West Side

Project 5 — Mess Uniform for Military Uniforms.

2:00 P.M. — Men's Gymnasium

Project 6 — Physical Examinations. Report at the main entrance. Be sure to have with you the two copies of the Health Statement which you received by mail from the Department of Physical Education. Secure your gym locker this afternoon, or as early as possible.
Thursday (Continued)

Free pitching; report at Stadium; no uniform needed; equipment provided. Free beer and wine may be had at either Stadium or Gymnasium. Showers may be taken at either place. Sections are encouraged to challenge each other, and to compete as groups.

7:30 p.m.   Various College Buildings
Project 7—College Night. (Optional.)
You are urged to attend the gathering scheduled for the college in which you are registered. This is an opportunity to get acquainted with the dean, faculty, and fellow students of your college. The program will vary in the different colleges, but music, dance, or other entertainments will be provided. The locations of the meetings are as follows:

Agriculture—Campbell Hall.
Arts—University Chapel.
Commeroe—Commercial Building, Room 150.
Education—Education Building.
Engineering—Chemistry Building, Room 150.
Pharmacy—Chemistry Building.
Veterinary Medicine—Veterinary Clinic, Room 150.

Friday, September 27, 1929

9:00 A.M.   Page Hall, Room 100
Project 8—Discussion of Extra-Curricular Activities. An informal presentation of the opportunities for participation in extra-curricular activities by members of the present class and dramatics. Information as to where and when to make contacts with these various activities.

10:00 A.M.   Library, Room 102
Project 9—Library Tour. This project acquaints the student with the registration system, methods of circulation, use of catalogue and reference books, location of reserve books, periodicals, and reading room.

9

Friday (Continued)

11:00 A.M.   Local Church Bible School Class. (Optional.) Local church Bible schools have special classes for University students.
1:00 P.M.   Local Church Morning Services. (Optional.) See program distributed by the University Church Association.

Saturday, September 28, 1929

10 A.M.   Campbell Hall, Room 200
Project 11—Test in Essential Preparation for Work in Science and in Mathematics. These tests cover the essentials that students must know in order to do successful work in the Sciences and in Mathematics. (Bring two pencils.)

10:30 A.M.   Local Church Student Receptions. (Optional.) See program distributed by University Church Association.

1:30 P.M.   Local Church Services. (Optional.) See program distributed by University Church Association.

8

Sunday, September 29, 1929

9:15 A.M.   Local Church Bible School Class. (Optional.) Local church Bible schools have special classes for University students.
10:30 A.M.   Local Church Morning Services. (Optional.) See program distributed by the University Church Association.

Monday, September 30, 1929

8:00 A.M.   Liberal Arts Building, Room 100
Project 13—Test in Essential Preparation for the Social Sciences. These tests cover the principles with which a student must be familiar in order to do successful work in the Social Sciences. (Bring two pencils.)

9:00 A.M.   University Chapel
Project 14—Health Facilities. This will be a discussion of methods of keeping in good condition by utilizing the health and recreational facilities of the University.

11:00 A.M.   Commerce Building, Room 100
Project 15—English Placement Test. Required of all students. The purpose of this test is to determine the location of students in honor, average, or lower sections in English 101 and 102. Bring proctor.

1:15-3:00 P.M.   Horticulture Building, Room 200
Project 16—Chemistry Placement Test. Required of all students registered in Chemistry 111. Bring your best. Your record in this test will be used in making up sections.

3:00 P.M.   Stadium
Project 17—Performance by the Competitive Unit of the Military Department. Scoring will be by row and column numbers.

4:00 P.M.   Library Lawn
Final Assembly. Gather on the Oval and
FRESHMAN WEEK

Freshman Week will be one of the outstanding events of your University life. You as a member of the Class of 1934 will occupy the center of the stage at the University for a few days. You will have an opportunity to get adjusted to the routine of college life and to get rid of the strange feelings of a newcomer. You will have all the chances in the world to get started right. When classes begin at 8 a.m. on Tuesday morning, September 28, you will be prepared to enter upon your real University work.

FRESHMAN MANUAL

A copy of the Freshman Manual will be sent to you by mail. It contains a number of points and suggestions which will be of great value to you as you are entering upon your University career. Read it very carefully and bring it with you when you come to the University. Your parents, too, will find the Manual of value as indicating some of the problems you will face in your University work.

GENERAL INSTRUCTIONS

Section Organization

You are one of a group of thirty students constituting a section which will go through the Freshman Week program as a unit. You are to observe this schedule rigidly and to report promptly at all of the required events.

Faculty Adviser

Two members of the University faculty will act as advisers for your section. You should get acquainted with these leaders and have them assist you in all of your problems of adjustment. They will gladly aid you in locating buildings, in answering questions on University regulations, and in helping you in every way to get a good start in your University life.

PERSONAL INTERVIEW

You are required to have a personal conference with one of your Faculty Advisers some time during the week. You are asked to refrain from scheduling engagements during the open periods of the program until the date and hour of your interview with your Faculty Adviser is fixed at the organization meeting.

PAYMENT OF FEES

You should complete your registration and pay all fees before September 24, in order that you may be entirely free to take part in all the events of this program.

PENALTY

You are required to be present on the opening date, September 24, for the first meeting at 3:00 P.M. A Penalty of $1.00 for each day of absence will be imposed, this being the usual penalty for late registration. All cases of failure to appear on the opening day or be present at any of the required exercises of Freshman Week will be reported to the President of the University for action. Attendance will be taken at all required projects.

ATTENDANCE

Attendance at all projects is required except for those which bear optional marks. Registration cards will be issued as a means of recording attendance at required projects.

ROOFS

In general all rooms numbered 100, in the University buildings, are on the first floor, 200 on the second floor, 300 on the third floor, and 400 on the fourth floor.

BOOKS AND SUPPLIES

Books and supplies should be purchased during Freshman Week. The list of textbooks used in Freshman courses is published in the Freshman Manual. Engineering students are cautioned against purchasing drawing instruments before coming to Freshman Week.

PROGRAM OF EVENTS

Wednesday, September 28, 1938

9:30 P.M., University Hall, Room 371. Section Organization. (Required) Assemble at the standard bearing your section number (1, 2, 3, 4, etc.). All are to arrive in the center of the Campus Oval. Your Faculty Adviser will be there to welcome you.

3:30 P.M., University Chapel. (Required) A presentation of important facts in the history of the University, illustrated with a series of slides showing old and new features on the campus.

10:15-12:15 A.M., Front of Commerce Building. (Going East) Tour of the Campus. (Required) This tour is to familiarize you with the location of the important buildings and with other points of interest on the campus. Report promptly to your Faculty Adviser. Tours must start on time as sections leave the same point at ten-minute intervals.

3:00-5:00 P.M., Men's Gymnasium. (Required) Men's Gymnasium. (Required) 11:00-2:00 P.M., Women's Gymnasium. (Required) Women's Gymnasium. (Required) 4:00 P.M., Music Building. (Optional) Music Building. (Optional) 5:00 P.M., Women's Gymnasium. (Optional) Women's Gymnasium. (Optional)
Thursday (Continued)

no uniform required; gym equipment and
officials provided. Tennis: report at Sta-
dium or Men's Gymnasium; wear rubber
shoes; bring racket and balls. Horse-
shoe pitching: report at Stadium; no uni-
form needed; equipment provided.

ladder and towel may be had at either
Stadium or Gymnasium. Showers may be
taken at either place. Sections are en-
couraged to challenge each other, and to
compete as groups. Each group has an
athletic chairman.

7:00 p.m. —— Stadium
Student Senate Night. (Optional). This
outing will be a student rally in charge of
the Student Senate. Prominent cam-
pus leaders will speak. There will be
singing of University songs and cheers.

Friday, September 26, 1930

8:00-10:00 a.m. — Chemistry Building
Room 121

Intelligence Test. Required of all stu-
dents. If you took the Ohio State In-
elligence Test (Form 16) in high school in
November, 1929, and your score is on file
with the University, you are excused from
repeating the test in Freshman Week. The
score made in this test are of the utmost
importance. They are used by Daing and other University officers during
your University career and by employers
after graduation. It is important that
you should approach this test in the
proper attitude of mind and attempt to
make the highest score possible. Bring
two pencils.

11:00 a.m. — Men's Gymnasium
Physical Examination. (Required). Report
at the main entrance of the Men's Gym-

Two Education at the organization meet-
ing. Secure your gym lockers for the

12:00 a.m. — Men's Gymnasium
"Manner for Military Uniforms. (Re-
quired). Military service is required of
all men students for two years.

2:00 p.m. — Commerce Building, Room 100
Place and Function of the College of Coun-
tering and Administration in the Com-
pany. Talk by Walter C. Welker, Dean,
College of Commerce and Administration.

Attendance required.

3:00 p.m. — Derby Hall, Room 100
English Placement Test. (Required) The
purpose of this test is to determine the
location of students in higher, average, or
lower sections of English 401 and 456.
Bring pencils.

3:00-5:00 p.m. — Men's Gymnasium
Band Room, 3rd floor

Trophies for University Bands. (Optional)
All wood winds and percussion — clar-
inet, flute, piccolo, oboe, bassoons, sax-
ophones, drums, cymbals, bells, xylo-
ophones, and trape. Bring your own in-
struments.

4:00 p.m. — Music Building
Trophies for University Chorus. (Optional)
Professional training is not a pre-requisite.

4:00 p.m. —— Stadium and Men's Gymnasium
"Manner for Recreation. (Optional); Same
as on Thursday. For description see pro-
gram for Thursday, 4:00 p.m.

7:20 p.m. — University Church
Student Receptions. (Optional) The
churches affiliated with the University
Churches Association extend to all stu-
dents an invitation to attend this social
gathering. See the special program dis-
tributed by the Association.

FRESHMAN WEEK PROGRAM
THE OHIO STATE UNIVERSITY

September 24-29, 1930

Every Freshman is
required to attend
Freshman Week

FRESHMAN WEEK
Edwin Long Beck
Charles Wells Roeder
Office, Room 106 Administration Building

SECTION NO. 41

Monday (Continued)

11:00 a.m. —— Commerce Building, Room 100
"Placement Test. (Required). Talk
by C. W. Reader, Junior Dean, College of
Commerce and Administration.

1:00-5:00 p.m. — Men's Gymnasium
Band Room, 3rd floor
Trophies for University Orchestras. (Op-
tional). All instruments. Bring your
own instruments.

4:00 p.m. —— Music Building
Trophies for Glee Clubs and University
Chorus. (Optional) Arranged for those
unable to attend on Thursday or Friday.

7:00 p.m. — Ohio Union
Ohio Union Opera Night. (Optional)
Tickets may be secured from your Faculty
Advisor.

Sunday, September 28, 1930

9:15 a.m. — University Church
Church School Classes. (Optional) Most
of the churches have special classes for
University students. See University
Churches folder.

10:30 a.m. — University Church
Morning Services. (Optional) See program
distributed by the University Churches
Association.

Monday, September 29, 1930

10:00 a.m. — Library, Room 204
Library Tour. (Required) This pro-
curriculum includes the student with the registration
system, methods of circulation, use of
catalogues and reference books, location of
reserve books, periodicals, and reading
rooms. Have your registration card with you for
registration in the library.
FRESHMAN WEEK

Freshman Week will be one of the outstanding events of your University life. You as a member of the Class of 1944 will occupy the center of the stage at the University for a few days. You will have an opportunity to get adjusted to the routine of college life and to get rid of the strange feelings of a newcomer. You will have all the chance in the world to get started right. When classes begin at 8 A.M. on Tuesday morning, September 30, you will be prepared to enter upon your real University work.

FRESHMAN MANUAL

A copy of the Freshman Manual will be sent to you by mail. It contains a number of points and suggestions which will be of great value to you as you are entering upon your University career. Read it very carefully and bring it with you when you come to the University. Your parents, too, will find the Manual of value as indicating some of the problems you will face in your University work.

GENERAL INSTRUCTIONS

SECTION ORGANIZATION

You are one of a group of thirty students constituting a section which will go through the Freshman Week program as a unit. You are to observe this schedule rigidly and to report promptly at all of the required events.

FACULTY ADVISERS

Two members of the University faculty will act as advisers for your section. You should get acquainted with those leaders and have them assist you in all of your problems of adjustment. They will gladly aid you in locating buildings, in answering questions on University regulations, and in helping you in every way to get a good start in your University life.

PERSONAL INTERVIEW

You are required to have a personal conference with one of your Faculty Advisers some time during the week. You are asked to refrain from scheduling engagements during the open periods of the program until the date and hour of your interview with your Faculty Adviser is fixed at the organization meeting.

PAYMENT OF FEES

You should complete your registration and pay all fees before September 24, in order that you may be entirely free to take part in all of the events of this program.

PENALTY

You are required to be present on the opening date, September 30, for the first meeting at 3:00 P.M. A penalty of $2.00 for each day of absence will be imposed, this being the usual penalty for late registration. All cases of failure to appear on the opening day or to be present at any of the required exercises of Freshman Week will be reported to the President of the University for action. Attendance will be taken at all required projects.

ATTENDANCE

Attendance at all projects is required except for those which are marked optional. Registration cards will be issued as a means of recording attendance at required projects.

BOOKS

In general all numbers numbered 100 in the University buildings, are on the first floor, 200 on the second floor, 300 on the third floor, and 400 on the fourth floor.

TEXTS

You will have a number of texts during Freshman Week. There is no preparation that you can make for them, but you should take all of them seriously and do your best. The Faculty is trying to discover your level of attainment at the earliest moment so that you may be given as much expert help as possible in starting your University work to the best advantage and in carrying it on with credit and success.

STUDENT MEDICAL SERVICE

The Student Medical Service, Rhea's Hall, Room 101, is open during Freshman Week for free medical advice, treatment, and emergency aid. Hours 9 A.M. to 12 M., and 1 to 5 P.M. on Thursday, Friday, and Monday, and 9 A.M. to 12 M. on Saturday.

DENTAL CLINIC

The Dental Clinic, Hamilton Hall, will be open daily from 8 A.M. to 12 M. and afternoons by appointment. Dental work is done for the cost of materials.

EYE CLINIC

The Eye Clinic, Mendenhall Laboratory, will be open for emergency cases only, as members of the staff are engaged in physical examinations.

ROOMS

Books and supplies should be purchased during Freshman Week. The list of textbooks used in Freshman courses is published in the Freshman Manual. Engineering students are cautioned against purchasing drawing instruments before coming to Freshman Week.

PROGRAM OF EVENTS

Wednesday, September 24, 1936

3:30 P.M. Commencement Building, Room 100

Section Organizational (Required) - Assembly at the standard bearing your section number (1, 2, 3, 4, etc.). Standards are carried beside the long walk in the center of the Ramon Oval. Your Faculty Advisor will be there to welcome you.

3:55 P.M. University Chapel Conference for Parents. Parents of Freshman students are cordially invited to attend the conferences arranged for them during Freshman Week. Talks will be given by the President and Junior Deans and a reception at the Faculty Club in the Administration Building will follow this meeting.

7:00 P.M. Stadium General Assembly. (Required) Meeting of the entire Freshman class. Songs, skits, and an address by President G. W. Ritschard. Seating by sections. Find the block of seats marked with your section of the Campus Oval. Your Faculty Advisor of your section. This meeting will be broadcast over Station WUAB.

7:20 P.M. Social Hall Conference for Parents of (a) Parents of Men, (b) Parents of Women.

A round-table discussion for parents of Freshman to talk over the problems which
Thursday (Continued)

4:00 P.M. Music Building

Trips for Men’s Glee Club and Women’s Glee Club. (Optional)

4:00 P.M. Stadium and Men's Gymnasium

Organized Recreation. (Optional) Playground ball: report at Men's Gymnasium; no uniforms required; gym equipment and officials provided. Tennis: report at Stadium or Men's Gymnasium; wear rubber shoes and bring racket and balls. Horse-shoe pitching: report at Stadium; no uniform needed equipment provided. Free locker and towel may be had at either Stadium or Gymnasium. Showers may be taken at either place. Sections are encouraged to challenge each other, and to compete as groups. Each group has an athletic chairman.

7:30 P.M. Stadium

Student Senate Night. (Optional) This meeting will be a student rally in charge of the Student Senate. Prominent campus leaders will speak. There will be singing of University songs and choirs.

Friday, September 26, 1930

8:00 A.M. University Chapel

Place and Function of the College in Education. Talk by Emory A. Hitchcock, Dean, College of Engineering. Attendance required.

10:00-12:00 M. Chemistry Building, Room 161

Chemistry Placement Test. Required of all students registered in Chemistry 411. Others excused. Bring two pencils. Year record in this test will be used in making up sections of the above course.

1:00-3:00 P.M. Chemistry Building, Room 100

Intelligence Test. Required of all students. If you took the Ohio State Intelligence Test, your score is on file with the University, you are excused from mentioning the test in Freshman Week. The scores made in this test are of the utmost importance. They are used by Deans and other University officers during your University career by employers after your graduation. It is important that you should approach this test in the proper attitude of mind and attempt to make the highest score possible. Bring two pencils.

8:00-9:30 P.M. Men's Gymnasium

Band Room, 3rd Floor

Trips for University Funds. (Optional) All wood wind and percussion—clarinet, flute, piccolo, cymbal, bassoon, saxophone, drums, cymbals, bells, xylophone, and xylophone, and tray. Bring your own instruments.

4:00 P.M. Music Building

Trips for University Chorus. (Optional) Professional training is not a prerequisite.

4:00 P.M. Stadium and Men's Gymnasium

Organized Recreation. (Optional) Same as on Thursday. For description see program for Thursday, 4:00 P.M.

7:30 P.M. University Churches

Student Receptions. (Optional) The churches affiliated with the University Churches Association extend to all students an invitation to attend this social gathering. See the special program distributed by the Association.

Saturday, September 27, 1930

11:00 A.M. Derby Hall, Room 100

English Placement Test. (Required) The purpose of this test is to determine the

SECTION NO. 51
FRESHMAN WEEK PROGRAM
THE OHIO STATE UNIVERSITY
September 24-29, 1930

Monday (Continued)

11:30 A.M. Library, Room 104

Library Tour. (Required) This tour acquaints the student with the registration system, methods of circulation, use of catalogues and reference books, location of reserve books, periodicals, and reading rooms. Leave your fee card with you for registration in the library.

1:00-5:00 P.M. Men's Gymnasium

Trips for University Orchestra. (Optional) All instruments. Bring your own instruments.

4:00 P.M. Music Building

Trips for Glee Clubs and University Chorus. (Optional) Arranged for those unable to attend on Thursday or Friday.

4:00 P.M. Stadium and Men's Gymnasium

Organized Recreation. (Optional) Same as on Thursday. For description see program for Thursday, 4:00 P.M.

7:00 P.M. Ohio Union

S Sunday, September 28, 1930
9:15 A.M. University Churches

Church Social Classes. (Optional) Most of the churches have special classes for University students. See University Churches' folder.

10:30 A.M. University Churches

Morning Services. (Optional) See program distributed by the University Churches Association.

Monday, September 29, 1930
9:00 A.M. University Chapel

Extra-Curricular Activities. (Required) An informal presentation of the opportunities for participation in campus activities. Information as to where and when to make contacts with these various activities. Discussion will be conducted by a representative of the Student Senate.

9:30 A.M. Chemistry Building, Room 100

Reception in College. (Required) Talk by W. L. Turnbull, Junior Dean, College of Engineering.
FEESMAN WEEK
Freshman Week will be one of the outstanding events of your University life. You as a member of the Class of 1934 will occupy the center of the stage at the University for a few days. You will have an opportunity to get adjusted to the routine of college life and to get rid of the strange feelings of a newcomer. You will have all the chances in the world to get started right. When classes begin at 8 A.M. on Tuesday morning, September 24, you will be prepared to enter upon your real University work.

FEESMAN MANUAL
A copy of the Freshman Manual will be sent to you by mail. It contains a number of points and suggestions which will be of great value to you as you are entering upon your University career. Read it very carefully and bring it with you when you come to the University. Your parents, too, will find the Manual of value in indicating some of the problems you will face in your University work.

GENERAL INSTRUCTIONS
Section Organization
You are one of a group of thirty students constituting a section which will go through the Freshman Week program as a unit. You are to observe this schedule rigidly and to report promptly at all of the required events.

FACULTY ADVISERS
Two members of the University faculty will act as advisers for your section. You should get acquainted with these leaders and have them assist you in all of your problems of adjustment. They will gladly sit you in locating buildings, in answering questions on University regulations, and in helping you in every way to get a good start in your University life.

PERSONAL INTERVIEW
You are required to have a personal conference with one of your Faculty Advisers some time during the week. You are asked to refrain from scheduling engagements during the open periods of the program until the date and hour of your interview with your Faculty Adviser is fixed at the organization meeting.

PAYMENT OF FEES
You should complete your registration and pay all fees before September 24, in order that you may be entirely free to take part in all the events of this program.

PENALTY
You are required to be present on the opening date, September 24, for the first meeting at 3:30 P.M. A Penalty of $5.00 for each day of absence will be imposed, this being the usual penalty for late registration. All cases of failure to appear on the opening day or to be present at any of the required exercises of Freshman Week will be reported to the President of the University for action. Attendance will be taken at all required projects.

ATTENDANCE
Attendance at all projects is required except for those which are marked optional. Registration cards will be issued as a means of recording attendance at required projects.

ROOMS
In general all rooms numbered 100, in the University buildings, are on the first floor, 200 on the second floor, 300 on the third floor, and 400 on the fourth floor.

TEXTS
You will have a number of texts during Freshman Week. There is no preparation that you can make for them, but you should take all of them seriously and do your best. The faculty is trying to discover your level of attainment at the earliest moment so that you may be given as much help as possible in starting your University work to the best advantage and in carrying it on with credit and success.

STUDENT MEDICAL SERVICE
The Student Medical Service, Hayus Hall, Room 101, will be open during Freshman Week for free medical advice, treatment, and emergency aid. Hours 8 A.M. to 12 M. and 2 to 5 P.M. on Thursday, Friday, and Monday, and 9 A.M. to 12 M. on Saturday.

DENTAL CLINIC
The Dental Clinic, Hamilton Hall, will be open daily from 8 A.M. to 12 M. and afternoons by appointment. Dental work is done for the cost of materials.

EYE CLINIC
The Eye Clinic, Mendenhall Laboratory, will be open for emergency cases only. Members of the staff are engaged in physical examinations.

BOOKS AND SUPPLIES
Books and supplies should be purchased during Freshman Week. The list of textbooks used in Freshman courses is published in the Freshman Manual. Engineering students are cautioned against purchasing drawing instruments before coming to Freshman Week.

PROGRAM OF EVENTS
Wednesday, September 24, 1930
3:30 P.M.: Horticulture and Forestry Building Room 115 Section Organization, (required.) Section at the standard bearing your section number (1, 2, 3, 4, etc.). Manuals are printed inside the door in the center of the Campus Oval. Your Faculty Adviser will be there to welcome you.
3:35 P.M.: University Chapel Conference for Parents. Parents of Freshman students are cordially invited to attend the conference arranged for them during Freshman Week. This will be given by the President and Junior Deans. A reception at the Faculty Club in the Administration Building will follow this meeting.
7:30 P.M.: Stadium General Assembly, (required.) Meeting of the entire Freshman class. Songs, cheers, and an address by President G. W. Lightburne. Seating by sections. Find the block of seats marked with your section number. Report there to the Faculty Adviser of your section. This meeting will be broadcast over Station WEAQ.
7:00 P.M.: Parent-Teacher Conferences for (A) Parents of Men, (B) Parents of Women, A round-table discussion for parents of freshmen to talk over the problems which

Wednesday (Continued)
will be faced by the incoming men and women. These conferences will be conducted by the Dean of Men and the Dean of Women.

Thursday, September 25, 1930
8:00 A.M.: University Chapel Pre-Tour Illustrated Talk. (required.) A presentation of important facts in the history of the University, illustrated with a series of slides showing old and new features on the campus.
9:00-11:00 A.M.: Front of Commerce Building Time of the Campus, (optional.) This tour is to familiarize you with the location of the important buildings and with other points of interest on the campus. Report promptly to your Faculty Adviser. Tours must start on time as sections leave the same point at ten-minute intervals.
10:00 A.M.: Men's Gymnastics Physical Examination. (required.) Report at the main entrance of the Men's Gymnastics. Be sure to have with you the two copies of the Health Statement which you received from the Department of Physical Education at the registration meeting. Secure your gym locker at this time.
2:00 P.M.: Men's Gymnastics Measurement for Military Uniform. (required.) Military service is required of all male students for two years.
3:00-5:00 P.M.: Men's Gymnastics Open Gymnasium. (Optional) Band Room, 3rd floor
6:00 P.M.: Ironhouse—brains, also horses, French horns, baritones, trombones, and tubas. Bring your own instruments.
Thursday (Continued)

4:00 p.m.: Music Building
Tretya for Alpha Glee Club and Women's Glee Club. (Optional)

4:00 p.m.: Stadium and Men's Gymnasium
Organized Recreation. (Optional) Play-ground ball; report at Men's Gymnasium; no uniform required; game equipment and officials provided. Tchotchke; report at Stadium or Men's Gymnasium; wear rubber shoes and bring racket and ball. Homer- shoe pitching; report at Stadium; no uniform needed; equipment provided. Free luau and towl may be had at either Stadium or Gymnasium. Showers may be taken at either place. Sections are encouraged to challenge each other; aid to compete as groups. Each group has an athletic chairman.

7:30 p.m.: Stadium
Student Senate Night. (Optional) This meeting will be a student rally in charge of the Student Senate. Prominent campus leaders will speak. There will be singing of University songs and cheers.

Friday, September 29, 1939

9:00-10:00 a.m.: Chemistry Building, Room 154
Intelligence Test. Required of all students. If you took the Ohio State Intelligence Test (Form 154) in high school in November, 1938, and your score is on file with the University, you are excused from repeating the test in Freshman Week. The scores made in this test are of the utmost importance. They are used by Deans and other University officers during your University career and by employers after your graduation. It is important that you approach this test in the proper attitude of mind and attempt to make the highest score possible. Bring two pencils.

10:00 a.m.: Chemistry Building, Room 154
Extra-Curricular Activities. (Required)
An informal presentation of the opportunities for participation in campus activities. Information as to where and when to go to make contacts with these various activities will be given. This discussion will be conducted by a representative of the Student Senate.

11:00 a.m.: Chemistry Building, Room 100
Place and Function of the College of Education in the University. Talk by George F. Arps, Dean, College of Education. Attendance required.

2:00-4:00 p.m.: Chemistry Building, Room 161
Chemistry Placement Test. Required of students majoring in chemistry 411. Others excused. Bring two pencils. Your record in this test will be used in making up sections of the above course.

3:00-5:00 p.m.: Men's Gymnasium
Board Room, 3rd floor
Tretya for University Guides. (Optional)
All wood winds and percussion—clarinets, flutes, piccolo, oboe, bassoon, saxophones, drums, cymbals, bells, xylophones, and traps. Bring your own instruments.

4:00 p.m.: Music Building
Tretya for University Chorus. (Optional)
Professional training is not a prerequisite.

4:00 p.m.: Stadium and Men's Gymnasium
Organized Recreation. (Optional) Same as on Thursday, for description see program for Thursday, 4:00 p.m.

7:30 p.m.: University Church
Student Receptions. (Optional) Many of the churches are open to students. Many of the churches have special clergy for University students. See University Church folder.

10:30 a.m.: University Churches
Morning Services. (Optional) See program distributed by the University Churches Association.

Saturday, September 27, 1939

8:30 a.m.: Derby Hall, Room 100
English Placement Test. (Required) The purpose of this test is to determine the level of students in higher, average, or lower sections of English 411 and 414. Bring pencils.

9:00 a.m.: Library, Room 105
Library Talk. (Required) This report acquaints the student with the registration schedule, the methods of circulation, use of catalogues and reference books, locations of reserve books, periodicals, and reading rooms. Have your fee card with you for registration in the library.

2:00 p.m.: Stadium
Football game; Ohio State vs. M. (Vict.) Admission only on presentation of receipted fee card.

7:30 p.m.: Pomerene Hall
E. M. and N. E. Dinner. (Optional) Tickets may be secured from your Faculty Advisor.

7:30 p.m.: Ohio Union
Ohio Union Open Night. (Optional) Tickets may be secured from your Faculty Advisor.

Sunday, September 28, 1939

9:15 a.m.: University Church
Church Schools. (Optional) Most of the churches have special classes for University students. See University Church folder.

10:30 a.m.: University Churches
Morning Services. (Optional) See program distributed by the University Churches Association.

FRESHMAN WEEK
Edwin Long Beck
Charles Wells Reeder
Office, Room 100 Administration Building
This book contains coupons for every required project. At each project the proper coupon must be detached and presented. Sign your name and indicate section number on each coupon and hand in when project is completed.
The Ohio State University

Study Conducted by
The University Counseling and Testing Center
in Cooperation with the Junior Council

This study has to do with the 3233 freshmen who entered the University in the Autumn Quarter, 1952, and what happened to them during the period through Spring Quarter, 1955. Table 1 presents the persistence pattern of these freshmen in terms of four major persistence groups:

1. In School—Those who were enrolled in the University in the Spring Quarter, 1955.
2. Withdrawn—Those who formally withdrew from the University during some Quarter
3. Did Not Return—Those who did not return or register in an ensuing Quarter.
4. Dismissed—Those who were formally dismissed from the University due to academic performance.

It will be noted that about one-third of the freshmen dropped out or were dismissed by the end of the third Quarter, and this proportion rises to about one-half at the end of the second year. After three years about 44 per cent were in school, 40 per cent had dropped out, and 16 per cent had been dismissed. The percentage of those who graduate will undoubtedly be a few percentage points smaller than the percentage in school at the end of three years, but the great bulk of drop-outs and most dismissals occurred in three years.

What background data or characteristics of entering freshmen students relate to persistence in the University? The answer to this question is obviously important for the future planning of policies and procedures.
<table>
<thead>
<tr>
<th>Number of Quarters In School</th>
<th>In School</th>
<th>Withdraw</th>
<th>Did Not Return</th>
<th>Dismissed</th>
<th>Total</th>
<th>Cumulative Total Not In School</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>79</td>
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<td>1</td>
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<td>70</td>
<td>165</td>
<td>16</td>
<td>251</td>
<td>330</td>
<td>10.25</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>36</td>
<td>120</td>
<td>21</td>
<td>177</td>
<td>507</td>
<td>15.74</td>
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<tr>
<td>3</td>
<td></td>
<td>41</td>
<td>236</td>
<td>255</td>
<td>532</td>
<td>1039</td>
<td>32.26</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>37</td>
<td>85</td>
<td>70</td>
<td>193</td>
<td>1231</td>
<td>38.22</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>25</td>
<td>76</td>
<td>36</td>
<td>140</td>
<td>1368</td>
<td>42.74</td>
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<tr>
<td>6</td>
<td>25</td>
<td>24</td>
<td>188</td>
<td>68</td>
<td>305</td>
<td>1648</td>
<td>51.15</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>12</td>
<td>49</td>
<td>26</td>
<td>115</td>
<td>1735</td>
<td>53.87</td>
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<td>8</td>
<td>95</td>
<td>7</td>
<td>36</td>
<td>12</td>
<td>150</td>
<td>1790</td>
<td>55.57</td>
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<tr>
<td>9</td>
<td>1022</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>1039</td>
<td>1807</td>
<td>56.10</td>
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<tr>
<td>10</td>
<td>140</td>
<td>2</td>
<td></td>
<td>2</td>
<td>146</td>
<td>1813</td>
<td>56.29</td>
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<tr>
<td>11</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td>94</td>
<td>1813</td>
<td>56.29</td>
</tr>
<tr>
<td>Total</td>
<td>1408</td>
<td>338</td>
<td>964</td>
<td>511</td>
<td>3221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>43.71</td>
<td>10.49</td>
<td>29.93</td>
<td>15.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tabulation does not include 5 graduates and 7 other miscellaneous cases.
Data regarding the following are presented in this study:
1. Rank in High School Graduating Class
2. Ohio State Psychological Examination Scores
3. O.S.U. English Placement Test Ratings
4. O.S.U. Mathematics Placement Test Ratings
5. Sex
6. Age at time of Admission
7. Year of High School Graduation
8. Participation in the Pre-College Conferences Program of 1952
9. College of Enrollment and Transfers
10. Cumulative Point-Hour Ratio

Rank In High School Graduating Class

Chart 1 presents the proportion of students in the upper, middle, and lower thirds of the high school class in each of the four major persistence groups. It will be noted that about one-half of the entering freshmen were in the upper third of their high school class, one-third in the middle third, and one-sixth in the lower third.

About 58 per cent of the upper third remained in school as contrasted with about 21 per cent of the lower third. It is, of course significant that one out of five lower third students remained in school. Very few (6 per cent) upper third students were dismissed while 2 out of 5 lower third students were formally dismissed. Little relation was found between high school rank and dropping out of the University.

Ohio State Psychological Examination Scores

Chart 2 presents the proportion of each major persistence group within each decile grouping for the Ohio State Psychological Examination. Twenty-three per cent of those students receiving OSPE scores between 1 and 10 remained in school as contrasted with 64 per cent of those with scores from 90 to 100. The reverse relationship exists for dismissals. As in the case of high school rank, there is surprisingly little
CHART #1

RELATION OF RANK IN HIGH SCHOOL GRADUATING CLASS TO PERSISTENCE IN THE UNIVERSITY

TOTAL IN TABULATION 3058
NO. CASES NO DATA 163
TOTAL IN STUDY 3221

IN SCHOOL

WITHDREW

DID NOT RETURN

DISMISSED

PERCENT

UPPER 1/3 H.S. CLASS

MIDDLE 1/3 H.S. CLASS

LOWEST 1/3 H.S. CLASS

N 1507 1034 517

% 49.3 33.8 16.9
CHART #2

RELATION OF DECILE RATING ON THE OHIO STATE PSYCHOLOGICAL EXAMINATION TO PERSISTENCE IN THE UNIVERSITY
CHART #4

RELATION OF RATING ON O.S.U. ENGLISH PLACEMENT TEST TO PERSISTENCE IN THE UNIVERSITY

TOTAL IN TABULATION 3200
NO DATA 21
TOTAL 3221

<table>
<thead>
<tr>
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<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 417</td>
<td>391</td>
<td>12.2</td>
</tr>
<tr>
<td>ENGLISH 416</td>
<td>2283</td>
<td>71.3</td>
</tr>
<tr>
<td>ENGLISH 400</td>
<td>526</td>
<td>16.5</td>
</tr>
</tbody>
</table>
CHART #5

RELATION OF RATING ON THE O.S.U. MATHEMATICS PLACEMENT TEST TO PERSISTENCE IN THE UNIVERSITY

TOTAL IN TABULATION 3118
NO DATA 103
TOTAL 3221

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
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</thead>
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<tr>
<td>Math 421-416</td>
<td>946</td>
<td>30.3</td>
</tr>
<tr>
<td>Math 401-416</td>
<td>1168</td>
<td>37.5</td>
</tr>
<tr>
<td>Math 401-409</td>
<td>1004</td>
<td>32.2</td>
</tr>
</tbody>
</table>
relationship of proportion of drop-outs and OSPE scores. The capable students drop out almost as frequently as the low ability students.

Chart 3 presents the same data analyzed for proportions of students in each OSPE decile grouping within each of the four major persistence groups. Note the relative flatness of the graph lines for the "Withdrew" and "Did Not Return" groups.

**Rating on the C.S.U. English Placement Test**

Chart 4 presents the proportion of students qualifying for English 417, 416, and 400 in each of the four major persistence groups. The results are quite comparable to those for high school rank in Chart I.

**Rating on the C.S.U. Mathematics Placement Test**

Chart 5 presents the proportion of students of each of the three rating groups in each of the four major persistence groups. Although the results are in the same direction as for Chart I and 4 the differences are less marked. In other words, competency level in mathematics is less predictive of persistence in the University than high school rank, OSPE score, or English Placement Test rating.

**Sex and Persistence in the University**

As shown in Table 2 the proportion of women persisting in school is almost identical with the proportion of men persisting. There is also little difference in proportion of men and women who withdrew. Women, however, were dismissed less but dropped out more than the men. Apparently, women dropped out before being dismissed more readily than men. Men tended to persist until official action was taken.

-9-
Table # 2

Sex and Persistence in the University

<table>
<thead>
<tr>
<th></th>
<th>In School</th>
<th>Withdraw</th>
<th>Did Not Return</th>
<th>Dismissed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Men</td>
<td>896</td>
<td>43.56</td>
<td>225</td>
<td>10.94</td>
</tr>
<tr>
<td>Women</td>
<td>505</td>
<td>44.26</td>
<td>110</td>
<td>9.64</td>
</tr>
</tbody>
</table>

Age and Persistence in the University

Table 3 presents the age distribution within the four major persistence groups. The spread is least for the "In School" group with 75 per cent being born in 1934. The "Withdraw" group has the largest age spread with only 59 per cent being born in 1934. In general, the older students tend to persist less well than the younger students.

Year of High School Graduation and Persistence in the University

The proportion of each persistence group graduating from high school in 1952 (just prior to entering the University) is shown in Table 4. About 25 per cent of the "Withdraw" group graduated prior to 1952 while there is relatively little difference among the other three groups.

Participation in Pre-College Conferences Program and Persistence in the University

In the summer of 1952 approximately one-third of the freshmen participated in the Pre-College Conference Program. Those who attended the program are compared with those who did not attend in Table 5, according to persistence groups. Those who attended persisted in the University more than those who did not attend.
Table # 3

Age and Persistence in the University

<table>
<thead>
<tr>
<th>Group</th>
<th>1932 or earlier</th>
<th>1933</th>
<th>1934</th>
<th>1935 or later</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>In School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>118</td>
<td>110</td>
<td>105.4</td>
<td>116</td>
<td>1398</td>
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<tr>
<td>Percent</td>
<td>8.44</td>
<td>7.87</td>
<td>75.39</td>
<td>8.30</td>
<td></td>
</tr>
<tr>
<td>withdrew</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>57</td>
<td>54</td>
<td>196</td>
<td>27</td>
<td>334</td>
</tr>
<tr>
<td>Percent</td>
<td>17.07</td>
<td>16.17</td>
<td>58.68</td>
<td>8.08</td>
<td></td>
</tr>
<tr>
<td>Did Not Return</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>105</td>
<td>137</td>
<td>626</td>
<td>86</td>
<td>954</td>
</tr>
<tr>
<td>Percent</td>
<td>11.01</td>
<td>14.36</td>
<td>65.62</td>
<td>9.01</td>
<td></td>
</tr>
<tr>
<td>Dismissed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>59</td>
<td>73</td>
<td>341</td>
<td>33</td>
<td>506</td>
</tr>
<tr>
<td>Percent</td>
<td>11.66</td>
<td>14.43</td>
<td>67.39</td>
<td>6.52</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>339</td>
<td>374</td>
<td>2217</td>
<td>262</td>
<td>3192</td>
</tr>
<tr>
<td>Percent</td>
<td>10.62</td>
<td>11.72</td>
<td>69.45</td>
<td>8.21</td>
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</table>
Table # 4

Year of High School Graduation and Persistance in the University

Percent Who Graduated from High School in 1952 by Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Total</th>
<th>N Grad in 1952</th>
<th>% Grad in 1952</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School</td>
<td>1398</td>
<td>1262</td>
<td>90.27</td>
</tr>
<tr>
<td>Withdraw</td>
<td>329</td>
<td>245</td>
<td>74.47</td>
</tr>
<tr>
<td>Did Not Return</td>
<td>946</td>
<td>817</td>
<td>86.36</td>
</tr>
<tr>
<td>Dismissed</td>
<td>502</td>
<td>450</td>
<td>89.64</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3175</td>
<td>2774</td>
<td>87.37</td>
</tr>
</tbody>
</table>

Table # 5

Participation in the Pre-College Conferences Program and Persistence in the University

<table>
<thead>
<tr>
<th></th>
<th>In School</th>
<th>Withdraw</th>
<th>Did Not Return</th>
<th>Dismissed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro-College N</td>
<td>538</td>
<td>94</td>
<td>288</td>
<td>178</td>
</tr>
<tr>
<td>Percent</td>
<td>49.0</td>
<td>8.6</td>
<td>26.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Non-Pro-College N</td>
<td>870</td>
<td>244</td>
<td>676</td>
<td>333</td>
</tr>
<tr>
<td>Percent</td>
<td>41.0</td>
<td>11.5</td>
<td>31.9</td>
<td>17.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1408</td>
<td>338</td>
<td>964</td>
<td>511</td>
</tr>
</tbody>
</table>

-12-
College of Enrollment and Transfers in Relation to Persistence in the University.

Table 6 presents an analysis for each of the five undergraduate colleges. The top row under each college shows the number of students in each persistence group who started out in that college and remained in that college while enrolled in the University. Below, in each case, is shown the number of transfers, and to which college, according to persistence group. For example, of the 850 students who entered the College of Arts and Sciences, 595 remained in the College while in the University, and 235 of those were in school as of Spring Quarter, 1955. Of the 255 who transferred to other colleges 167 were in school as of Spring Quarter, 1955.

Cumulative Point-Hour Ratio and Persistence in the University.

Table 7 presents the cumulative point-hour ratio distribution for each persistence group at the end of the first quarter, third quarter, and sixth quarter (and ninth quarter for the In School group). The distribution of the final point-hour ratios (at the end of the last quarter enrolled) is also presented except for the In School group. It will be noted that 65 per cent of those who did not return had cumulative point-hour ratios above 1.8 at the time of leaving. The comparable figure for those who withdrew is 57.8 per cent.

Much additional information is available from this study and may be provided upon request. Request for further information should be made to the University Counseling and Testing Center, 10 Student Services Bldg. Reactions to this study are welcome in order to determine the need for future studies.
### College of Agriculture

<table>
<thead>
<tr>
<th></th>
<th>In School</th>
<th>Withdrew</th>
<th>Did Not Return</th>
<th>Dismissed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Agri</td>
<td>148</td>
<td>34</td>
<td>122</td>
<td>49</td>
<td>353</td>
</tr>
<tr>
<td>Percent</td>
<td>41.9</td>
<td>9.6</td>
<td>34.6</td>
<td>13.9</td>
<td></td>
</tr>
<tr>
<td>Trans to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Comm</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Educ</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Engr</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>H Ec</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Prof</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>25</strong></td>
<td><strong>58</strong></td>
</tr>
<tr>
<td>Percent</td>
<td>62.1</td>
<td>10.3</td>
<td>12.1</td>
<td>15.5</td>
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### College of Arts and Sciences

<table>
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<tr>
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<th>Withdrew</th>
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<th>Dismissed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Arts</td>
<td>235</td>
<td>74</td>
<td>179</td>
<td>107</td>
<td>595</td>
</tr>
<tr>
<td>Percent</td>
<td>39.5</td>
<td>12.4</td>
<td>30.1</td>
<td>18.0</td>
<td></td>
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<tr>
<td>Trans to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comm</td>
<td>146</td>
<td>7</td>
<td>22</td>
<td>13</td>
<td>88</td>
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<td>74</td>
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<td>4</td>
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<td>H Ec</td>
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<td>7</td>
<td>-</td>
<td>16</td>
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<td>26</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>29</td>
</tr>
<tr>
<td>Comb. Cur.</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
<td><strong>51</strong></td>
<td><strong>25</strong></td>
<td><strong>255</strong></td>
</tr>
<tr>
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<td>9.8</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In School</td>
<td>Withdraw</td>
<td>Did Not Return</td>
<td>Dismissed</td>
<td>Total</td>
</tr>
<tr>
<td>In Comm</td>
<td>180</td>
<td>72</td>
<td>182</td>
<td>137</td>
<td>571</td>
</tr>
<tr>
<td>Percent</td>
<td>31.5</td>
<td>12.6</td>
<td>31.9</td>
<td>24.0</td>
<td></td>
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<tr>
<td>Trans to:</td>
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<td></td>
</tr>
<tr>
<td>Arts</td>
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<td>16</td>
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<td></td>
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</tr>
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<td></td>
<td>1</td>
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<td>27</td>
<td>6</td>
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<td>9.0</td>
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</tr>
<tr>
<td>Agri</td>
</tr>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>Comm</td>
</tr>
<tr>
<td>Engr</td>
</tr>
<tr>
<td>H Ec</td>
</tr>
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<td>Nurs</td>
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<tr>
<td>Prof</td>
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<tr>
<td>Comb. Cur.</td>
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<tr>
<td>Total</td>
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<td>Per cent</td>
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<tr>
<td>Percent</td>
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<td>Trans to:</td>
</tr>
<tr>
<td>Agri</td>
</tr>
<tr>
<td>Arts</td>
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<tr>
<td>Comm</td>
</tr>
<tr>
<td>Educ</td>
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<tr>
<td>Total</td>
</tr>
<tr>
<td>Per cent</td>
</tr>
<tr>
<td>CPHR</td>
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</tr>
<tr>
<td>1st Qu. N</td>
</tr>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>3rd Qu. N</td>
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<td>Percent</td>
</tr>
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<td>9th Qu. N</td>
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<tr>
<td>Percent</td>
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</table>

<table>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>3rd Qu. N</td>
</tr>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>6th Qu. N</td>
</tr>
<tr>
<td>Percent</td>
</tr>
<tr>
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### Table #7 (Cont.)

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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1st Qu. N</td>
<td>105</td>
<td>213</td>
<td>261</td>
<td>254</td>
<td>131</td>
<td>964</td>
</tr>
<tr>
<td>Percent</td>
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<td>22.1</td>
<td>27.1</td>
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<td>13.6</td>
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</tr>
<tr>
<td>3rd Qu. N</td>
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<td>123</td>
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<td>215</td>
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<td>Percent</td>
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<td>37.0</td>
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<td></td>
</tr>
<tr>
<td>6th Qu. N</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Final</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                |       |         |         |         |      |       |
| **Dismissed**   |       |         |         |         |      |       |
| 1st Qu. N      | 157   | 216     | 106     | 28      | 4    | 511   |
| Percent        | 30.7  | 42.3    | 20.7    | 5.5     | 0.8  |       |
| 3rd Qu. N      | 97    | 301     | 70      | 5       | 1    | 473   |
| Percent        | 20.5  | 63.6    | 14.3    | 1.1     |      |       |
| 6th Qu. N      | 1     | 90      | 19      | 2       |      | 112   |
| Percent        | 0.9   | 80.4    | 17.0    | 1.8     |      |       |
| Final          | 130   | 373     | 5       | 1       |      | 508   |
| Percent        | 25.6  | 73.4    | 1.0     |         |      |       |
The Story
of a
Freshman Class

and how
it relates to your future
here at

THE OHIO STATE UNIVERSITY
The Story of a Freshman Class

This is the story of a freshman class of several years ago. It is the story of what happened to them from the time they entered The Ohio State University, several thousand strong, until five years later when one of five things had taken place. Some had graduated. Others had been dismissed. Some had entered professional schools, or dropped out of college; a few were still enrolled.

This could be the story of any class. These young men and women came here from high schools large and small. They came from the top, and from the middle, and from the bottom ranks of their graduating classes. All were admitted to this University. All were given the chance to prove how well they could master the kinds of learning involved in earning a college degree. Let us see what happened.

What Happened to Them

At the start of the second school year, one-third of these students were no longer enrolled. Some had been dismissed for academic failure; some had not returned after one year; some had withdrawn even earlier. But two-thirds of the class were still in school and still expecting to continue on for a degree.

At the start of the third school year, one-half of the original group was missing for academic or personal reasons. Finally, the time came when most had expected to be marching out in the caps and gowns of graduation (see large illustration). True, 45% had earned this right, but 38% had left college by choice, and 17% by failure.1

Your Past, Present, and Future

What characteristics of entering freshmen relate to persistence in an institution of higher learning? Do you know anything about your own past (high school record) and your present (measured ability to use and understand words) that will help you predict your future?

Past

In the illustration on high school rank, you will note that more than half (striped area) of those from the upper third of their high school graduating class were graduated from college, while few (solid black) were dismissed for poor grades. But only one-fourth (striped area) of those who ranked lower third in high school were able to complete college, while about one-third (solid black) were dismissed. Among those who left college voluntarily there was little difference between students of high or low ability.

Present

In the illustration on Ohio State Psychological Examination rank, you will note that the higher the rank on this college aptitude measure, the greater probability of completing college. Thus, if you rank in the upper fourth (Classes I and II) and study reasonably well, you are most likely to graduate (striped area) and your chance of failure (solid black) is slim. However, if you rank in the lower fourth (Classes IV and V) you must study long hours in order to make average grades, and you are much more likely to fail out. If you rank in the middle (Class III) your chances are almost fifty-fifty.

1 Rate regarding failure expected to increase in future as work of higher students requirements now set lower.
The Story of a Freshman Class

100%  17%  38%  45%
PERSISTANCE IN COLLEGE
AS RELATED TO HIGH SCHOOL RANK

- Upper Third:
  - 35% of students
  - 58% of students
  - 7% of students

- Middle Third:
  - 42% of students
  - 37% of students
  - 21% of students

- Lower Third:
  - 34% of students
  - 25% of students
  - 40% of students

PERSISTANCE IN COLLEGE
AS RELATED TO RANK ON O.S.P.E.

- Upper Fourth:
  - 31% of students
  - 31% of students
  - 67% of students

- Middle Half:
  - 47% of students
  - 36% of students
  - 55% of students

- Lower Fourth:
  - 17% of students
  - 27% of students
  - 46% of students
Your Future

In College...

Putting together the things you have learned from the illustrations and from your test results, you have the basis for a reasonable prediction about your future in college.

For example, if you have demonstrated above-average learning ability, according to high school and OSPE rank, then you may predict a rosy future in college—provided you also have the maturity of self-discipline required to convert ability into accomplishment.

The question everyone must ask is “Why am I here in college?” Study habits and reading skills will improve when you have found the answer. Sooner or later, some of you will begin to grasp the meaning and significance of what you are studying. Only then will you gain real satisfaction from those hours in the classroom and in the library. Only then will you be successful college students.

Those of you who ranked “lower third” in high school and “lower fourth” on the OSPE, and placed in remedial English, know in advance that college subjects are going to give you trouble. Even though you try hard for a while, you may not be able to grasp the meaning of what you study. Then you may come to the conclusion that college is not for you.

In Life...

None of these charts or words can tell the Story of a Freshman Class in terms of all that college meant to them. Whether they stayed here for one year or five, they can look back on college as a unique experience which made their lives richer, one way or another. Now your turn has come to learn how college is worthwhile. Economically, socially, intellectually, college is investment for life.

For copies of this brochure, apply to
ORIENTATION PROGRAMS OFFICE
154 West Twelfth Avenue
Columbus 10, Ohio
UNIVERSITY CALENDAR

1964

WINTER QUARTER
Dec. 5 Last day for applications
Jan. 6 Welcome Program begins for all new students
Jan. 6 Classes begin
March 16-20 Final Examinations
March 19 Winter Commencement, 9:30 a.m.
March 20 Winter Quarter ends

SPRING QUARTER
March 1 Last day for applications
March 10 Welcome Program begins for all new students
March 10 Classes begin
May 30 Memorial Day. No classes
June 6-12 Final Examinations
June 12 Spring Commencement, 9 p.m.
June 12 Spring Quarter ends

SUMMER QUARTER
June 22 Last day for applications
July 4 No classes
July 4 First term ends
July 27 Second term begins
Aug. 28 Summer Quarter ends

AUTUMN QUARTER
Sept. 1 Last day for applications
Sept. 24 Welcome Program begins for all new students
Sept. 24 Classes begin
Nov. 27-28 Thanksgiving vacation. No classes
Dec. 11 Final Examinations
Dec. 18 Autumn Commencement, 9:30 a.m.
Dec. 18 Autumn Quarter ends
For the
High School Graduate

This booklet has been prepared primarily for the information of the high school graduate who is contemplating going to college. In the State of Ohio, he has more than 50 colleges and universities from which to choose.

People go to college for different reasons. Some seek cultural development and a broader understanding of man and his history through an education in the liberal arts. Others go to gain skills for financial achievement, or for service in specialized fields or the professions. Some go for all these reasons. Others go to college because they know that typically a college graduate is better informed and better able to make his way in life.

Colleges in Ohio offer all of these opportunities. Which one you select should depend on which one you feel offers best that which you want at a cost you can afford to pay. Your school library or advisor should have material to guide you in the selection of a college, or you may send a request for information to the Admissions Office of any other college in which you are interested.

Material in this booklet has been prepared for those who are interested in The Ohio State University. In addition to the main campus in Columbus, the University operates five branch campuses in the state—at Lakewood, Lima, Mansfield, Marion, and Newark—offering beginning courses for undergraduate students. For information, write to the Entrance Board of The Ohio State University, 190 North Oval Drive, Columbus, Ohio, 43210.

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The William Oxley Thompson Memorial Library
Selecting Your Program of Study

More than 250 different programs of study ranging from a broad, liberal education to many specialized fields and the professions are offered by The Ohio State University.

This brochure is designed to assist you in arriving at a decision on the program of study you would want to pursue at Ohio State, as well as provide you with other information about the University. All the programs of study for undergraduates will be found listed on the pages following.

The University is composed of ten Colleges, a Graduate School, and eight Special Schools. The more than 250 programs of study referred to above are available in these colleges and schools:

High school graduates, entering college for the first time, may enroll in any of these colleges and special schools except those in certain professional and graduate fields that require preparatory or pre-professional study or degrees prior to admittance.

Thus the Colleges and Special Schools that you may enter after high school graduation to study toward a degree in that College or School, or prepare for admission later to a professional or graduate field of study are:

- Colleges of Agriculture and Home Economics, Arts and Sciences, Commerce and Administration, Education, and Engineering (Pre-Engineering Division).
- Special Schools of Architecture and Landscape Architecture, Art, Home Economics, Journalism, Music, Nursing, Optometry, and Social Work.

If you plan to enter one of the professional fields, you must prepare in those Colleges:

Pre-professional training for the Colleges of Dentistry, Medicine, and Pharmacy, and the Schools of Nursing and Optometry must be taken in the College of Arts and Sciences. Work preparatory to admission to the College of Law may be taken in any undergraduate college subject to certain course requirements. A Bachelor's degree is required. Pre-professional work (two years) in preparation for admission to the three-year Professional Division Program in Engineering may be completed in the Pre-Engineering Division of Engineering, in the College of Arts and Sciences, or in the College of Agriculture and Home Economics for those interested in Agricultural Engineering. Pre-professional training for admission to the College of Veterinary Medicine may be completed either in the College of Agriculture and Home Economics or the College of Arts and Sciences.

The College of Dentistry offers a special two-year program in Dental Hygiene for which a limited number of well-qualified women applicants may be considered.

For more detailed information about the offerings in any of the Colleges or Special Schools, write the Entrance Board.
Major Programs of Study Available to Undergraduate Students

The curricula listed here show the programs available to undergraduate students. Note: This list does not include the curricula available to students who have completed prerequisite training for the professional colleges or Graduate School. Write the Entrance Board for bulletins in these areas. While the student is fulfilling degree requirements, he may prepare for service as an Army, Navy, or Air Force officer by completing the appropriate ROTC program.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

Four-year Curricula (B.S. in Agriculture Degree)


Special Degree Curricula, Four-year, B.S. in:

- Agricultural Machinery
- Dairy Technology
- Food Technology

COMBINATION CURRICULA

- Agriculture/Veterinary Medicine

- Pre-Professional Curricula (Two-year)

- Pre-Engineering (Agricultural)

- Pre-Veterinary Medicine

- Special Curricula

- Agriculture (One to six quarters)

- Dairy Science (Two to three)

SCHOOLS OF JOURNALISM

Four-year Curricula (B.A. Degree)

- School of Journalism

- Journalism

- Newspaper

- Radio/Television

COLLEGE OF COMMERCE AND ADMINISTRATION

Four-year Curriculum (B.S. in Business Administration)

- Common program of courses for all students for first two years. Major areas of study for third and fourth years may be selected from the following: Accounting, Finance, Marketing, Economics, and Management, Information Systems, Business Management, Transportation, Management, Risk Insurance, Special Major, and Individual Arrangement.

SCHOOL OF MUSIC

Four-year Curriculum (B.S. in Music Education)

- General Studies

- Music Education

- Instrumental and Vocal Music Education

- Composition

- Music History

- Music Theory
Your Admission to the University

The University's school year is divided into quarters rather than semesters. Admission to the University at the start of any quarter (see Calendar on back cover) is assured to any Freshman applicant who is a resident of Ohio and a graduate of an accredited high school or other accredited preparatory school, with the following exception. Those graduating in the lower third of their classes may not be admitted in the Autumn Quarter to the Columbus campus unless they are able to place in the upper two-thirds of the American College Tests.

Any applicant of mature years lacking the required 15 units of high school work should write to the Director of Admissions for information about entrance examinations.

Those students who are non-residents of Ohio must have ranked in the upper one-third of their graduating classes in order to be admitted to Ohio State as Freshmen.

All the undergraduate colleges and schools at the University strongly recommend that the student preparing for enrollment have: four units of English; two units of mathematics in addition to general mathematics; two units of science in addition to general science; two units of the same foreign language (except Agriculture) and as much social science as you can elect, including American History and Government. If you are interested in engineering or architecture, write to the Entrance Board for bulletins in these areas explaining the specific requirements.

If you wish to enroll in Ohio State, this is what you should do: Write a letter to the Entrance Board, The Ohio State University, 190 North Oval Drive, Columbus, Ohio, 43210, preferably during your senior year in high school requesting an application blank.

In your letter to the Entrance Board, state briefly the amount of high school (and college) training you have had, the probable date of graduation and the approximate date on which you wish to enter the University. It will be necessary for you to take the American College Tests during your senior year in high school.

Where You Would Live—

Women

The Dean of Women is responsible for arrangements for all women students and supervises the operation of all housing. To apply for housing, complete the housing section of the official admission form sent to you by the Entrance Board. You will be sent appropriate housing information.

Eleven modern residence halls accommodating 3,500 women are available on the campus. All provide excellent meals and service. It is the policy of Ohio State to house as many Freshman women in University Residence Halls as space permits.

Men

Residence facilities for men on the campus include nine halls with a total of 3,374 housing units. All residents are provided with meal service.
Some Brief Facts—
The Ohio State University, largest of the state universities in Ohio, is a land-grant school, founded in 1870 and opened in 1873. It is situated two and one-half miles north of downtown Columbus, capital of Ohio. Its extensive lands comprise 3,780 acres, consisting of the main campus area shown on the map, the university farms to the west, and two golf courses and a university airport northwest of the main campus. The educational plant, which includes some 200 buildings, is valued at $160,778,000.

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After Your Admission
As a new undergraduate student admitted for the Autumn Quarter, you are required to attend a two-day Orientation and Registration Program at a time selected by you during August or September. If you are entering at another Quarter, you will be provided with a two-day program sometime during the Quarter prior to the start of classes. Information will be sent to you along with the final notice of your admission.

All tests and examinations necessary for registration and scheduling of courses can be completed during these two days. Course schedule cards will be distributed so that they can be completed by you at your college office. The tests are served as a guide to your counselor in placing you in such subjects as English and mathematics.

A Welcome Program, designed to acquaint you further with the campus, your undergraduate College or School, and fellow students will be held immediately before the opening of classes. This also is a required part of your introduction to the University.
You and Learning

Here at Ohio State your life will be touched by inspiring scholars under whose guidance in the classrooms, the libraries, and the laboratories, you will stretch your mind in the quest for new knowledge.

The faculty of the University numbers more than 1,500. The great University Libraries, 17th in size in the nation, contain more than 1,500,000 volumes, providing by far the largest research and academic collection in the state.

The experiences of studying and living at Ohio State in such an environment will enrich the set of values by which you live, enlarge your concept of your function as a citizen in a democracy and send you into the future equipped to take your rightful place as a responsible citizen and to give intelligent leadership to those who follow you.

While you may not yet have determined your area of special interest and while the first two years of your college work will be centered largely on a basic and broadening program of liberal education, it is advisable that you lose no time in making a decision on what you are going to do with your life.

This will put purpose and direction into your work and reduce the chance of failure. In order to remain in the University a Freshman must attain a minimum point-hour of 0.75 (D+ or C-) at the end of his first or second Quarter and at least a 1.70 (D+ or C-) at the completion of his third Quarter.

A point-hour ratio of 2.00 (C average) is required for graduation.

There are four grades recognized as passing by the University. They range from A (highest), through B and C, to D (lowest). An E indicates failure.

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Special Services Available

Scholarships

Scholarships are available to both entering and enrolled students who meet scholastic and financial need requirements of the University Scholarships and Loan Committee. Approximately 150 renewable scholarships carrying stipends of $300 to $800 per year are awarded annually to Freshmen, irrespective of school or college in the University.

For consideration, entering Freshmen should rank relatively high in their graduating class; a least upper-fourth standing. Scholarship Applications for high school seniors are available on November 1st each year and must be submitted by March 15th. Freshman awards are made in May ahead of each Autumn Quarter. To receive information and application for scholarships and low-cost Student Dormitory Scholarship Housing, contact the Student Financial Aid Office, 154 West 12th Avenue, Columbus, Ohio 43210.

Other Financial Aids

Financial aid to regularly enrolled full-time students is available in the form of loans and part-time employment. These forms of assistance are also administered in the Student Financial Aid Office on the campus.

Counseling Service

For those students who need assistance in deciding an courses of study, adjusting to University life or in seeking solutions to other personal problems, the University has made available a number of counseling services.
The Entrance Board handles the admission of students to all colleges of the University and also provides counsel to prospective students puzzled by the problem of which college or school offers the program they want. Representatives of the Entrance Board are available to visit Ohio high schools to advise with seniors on their college plans.

The University Counseling and Testing Center on the campus provides counseling on educational and vocational planning and other problems you may face as a college student.

Each of the College offices is a counseling center particularly on educational programs. Placement Officers in each College assist graduates in finding employment.

Offices of the Dean of Women and Dean of Men play important roles in the lives of all students of the University. Advice and assistance is rendered both to individuals and to the various student groups; supervisory assistance is given to all sororities and fraternities.

Health Service

The University Health Service is maintained on the campus to serve the health needs of the student body. A well qualified staff of physicians, including representatives from most specialties, is available to care for those conditions which may be adequately treated in an out-patient clinic, and also to maintain liaison with family physicians. Emergency cases and seriously ill students are referred to the University Hospital or to the hospital of choice of the individual. Primary financial responsibility for hospital service rests with the student. Therefore, all students are urged to consider the advantages of the Ohio State University Student Insurance Program.

For Your Spiritual and Cultural Growth

As a student at the University, you will find ample opportunities also for your continued spiritual and cultural growth. The Ohio State community includes student religious centers, fellowship groups for members of all faiths.

These centers and the churches of the University community provide opportunities for you to worship, to participate in wholesome social and cultural programs and to form lifelong friendships among students with religious backgrounds and interests similar to your own. A few of these centers are pictured here.

A Religious Affairs Center in the Student Services Building serves a coordinating function for students and religious groups and in bringing together the various faiths in cooperative projects such as the year-round Religion-In-Life Program.

The beautiful Mershon Auditorium, gift of a distinguished alumnus, is an important cultural influence on the campus. Here during the year you may enrich your life through attendance at concerts and programs in which some of the greatest artists and lecturers of our time will be appearing.
Wonderful World of Ohio State

College is more than the classroom, the laboratory or the library, important as these are in your education. Leisure-time activities are important, too, in your development as a useful, intelligent, and accomplished individual.

In the wonderful world that is Ohio State, opportunities abound for pursuing those interests and talents which will contribute to your growth and development.

Membership, for example, in one or more of Ohio State's 400 student organizations will give you a chance to try your ingenuity and leadership or just to enjoy the satisfaction of sharing in group projects.

If you have interests in the direction of singing, writing, instrumental music, debate, athletics or dramatics, you will find group and individual outlets in these areas, coached and directed often by individuals of international repute.

Mershon Auditorium, the School of Music auditorium in Hughes Hall, St. John Arena, the Ohio Union and University Theatre are a few of the locations on campus providing staging for student talent. The University's famous Marching Band and football teams play before audiences of 80,000 in Ohio Stadium.

Center for student activities on the campus is the magnificent Ohio Union. Here are the offices for student organizations, and other facilities for recreation, dining and relaxing. Many of the parties, dances, and other social events to liven your weekends are staged in the Union.
When It's All Over

When it's all over and you march past to receive your diploma you will have become a part of a great family of alumni, more than 125,000 strong. This is a proud family, numbering among its members names that stand for fame, for accomplishment, for sacrifice, for service.

Among the alumni of the University are journalist Willard M. Kiplinger, actor and playwright Elliott Nugent, surgeon George Thomas Pack, the lace humorist James G. Thurber, broadcasting executive Frank Stanton, General Curtis E. LeMay, cartoonist-author Milton Caniff, inventor Melvin DeGroote and many other noted persons.

More than 500 persons listed in "Who's Who in America" are former Ohio Staters. Not all who graduate build cathedrals, but they build homes and rear families, and show what enlightened and useful citizens can be.
UNIVERSITY CALENDAR

1964

WINTER QUARTER
Dec. 1       Last day for applications
Jan. 6       Welcome Program begins for all new students
Jan. 6       Classes begin
March 16-20  Final Examinations
March 19     Winter Commencement, 9:30 a.m.
March 20     Winter Quarter ends

SPRING QUARTER
March 1      Last day for applications
March 20     Welcome Program begins for all new students
March 30     Classes begin
May 30      Memorial Day, No classes
June 6-12    Final Examinations
June 12      Spring Commencement, 9 a.m.
June 12      Spring Quarter ends

SUMMER QUARTER
June 1       Last day for applications
June 22     Classes begin
July 4       No classes
July 24      First term ends
July 27      Second term begins
Aug. 28      Summer Quarter ends

AUTUMN QUARTER
Sept. 1      Last day for applications
Sept. 24     Welcome Program begins for all new students
Sept. 28     Classes begin
Nov. 27-28   Thanksgiving vacation, No classes
Dec. 12-18   Final Examinations
Dec. 18      Autumn Commencement, 9:30 a.m.
Dec. 18      Autumn Quarter ends
Weight gain not unusual for freshmen

By Michele Wigginton
Lantern staff writer

A new lifestyle and bad eating habits may be one reason many freshmen gain weight during their first year in college, according to OSU faculty members.

Students tend to gain 10 to 15 pounds during their first year of college, said Peg Howley, associate director of residence and dining halls-food service.

The weight gain occurs whether a student is eating in the dining halls on campus or preparing meals in an apartment, Howley said.

Virginia Vivian, professor of human nutrition and food management, speculated that one reason for the weight gain is a change in eating habits.

"The whole lifestyle is shifted when you come to college," she said. Students probably eat more snacks or larger meals with more carbohydrates, she added.

Students may order pizza or subs at night, after they have already eaten three meals. Vivian said, "That's what I did in college. We ate four meals a day and I gained weight." Pizza or subs eaten in place of dinner would not be as bad, she said.

Robert Kaplan, professor of health education, said you can tell students to choose what they eat more carefully. He said, "You can talk 'til you're blue in the face, but I don't know how you're going to get them to stop eating like that."

Kaplan said less physical activity is one of the biggest causes of weight gain. He said students are less active in college than they were in high school. He suggested increasing activity to lose weight or avoid weight gain.

Howley said that in recent years, studies conducted by OSU dining halls food service show that students' eating habits are improving.

She said low calorie foods are more popular than they were a few years ago. Students are more interested in chicken, turkey, and grilled foods, she said, although deep-fried foods are still the most popular.

Howley said students are more aware of nutrition, but they are not interested enough to change their eating habits.
Freshmen encounter real OSU

By Gary Wellier
Lantern staff writer

The lines are long; the rooms are small; the meals are cold; the buses are late. I love it.

Those sentiments are the consensus of various freshmen interviewed in the Morrill Tower area Thursday.

S.J. Kanter, from Gates Mills, described the campus as immense. "But I only got lost twice in two days," he said.

Nearly everyone admitted to getting lost at least once, in spite of most freshmen classes being held on West Campus. In fact, getting lost may be a social ploy for some.

Brent Leibowitz, from Akron, admits, "I left my map at home and just asked people. It gives me a chance... to talk to the good-looking girls," he said.

Crowded dorm rooms, bad food and long lines were the standard freshman complaints. But all the students interviewed admitted it wasn't as bad as they'd been led to believe.

Although most students agreed the campus is big, most said they were not overwhelmed by it. "Classes are sometimes far apart," said Karen Kouros, from Huntington, W. Va., "but it doesn't take all that long to get there."

Crowded classes, a standard complaint in the past, weren't a problem for most of the freshmen. In fact, most commented on the small class size.

"The most popular aspect of college for most students was their newfound independence. "The thing that I like the most is the freedom - to go or not to go - to make my own decisions," Kanter said.

This freedom spawns a variety of lifestyles. The extreme fashions found on campus were upsetting for students from more rural communities. But Dee Anne Drown, from Clyde, said, "I like the attitude here. You can be different and people don't judge you."

Kenny Spencer, a freshman from Columbus, desperately searches for Hitchcock Hall. After a few minutes of studying the campus map, he found the building, which was just around the corner.
In 1986, Debbie Fox graduated from a small-town high school whose entire student body numbered only 500. At Ohio State University, she entered a freshman class of 6,800. To Debbie, it was a big step into a larger world. To write this week's cover story, DISPATCH reporter Ruth Hanley kept in touch with the Beverly, Ohio, student through her first year at OSU.
Right: A return to the site of past glory. At Fort Frye High School, Debbie once held a school shot put record. But classes started without her last fall, and she now feels like a stranger in the once-familiar surroundings.

Opposite Page: Cards poised, Debbie and the rest of the Block O section await their cue to cheer the Buckeyes to victory in Ohio Stadium.
The EDUCATION OF DEBBIE FOX

A Year In The Life Of An OSU Freshman

STORY BY RUTH HANLEY
PHOTOS BY MARY CIRCELLI

JULY 17, 1986: FRESHMAN ORIENTATION

She can walk through her hometown of Beverly, Ohio, in less time than it takes to tour the campus of Ohio State University. That point hits home with Debbie Fox today, shortly after she finishes the tour and just before she decides she is lucky she likes to walk.

As she settles down to lunch on the second day of freshman orientation, Debbie is not thinking of how many miles she will log during her first year of college. The size of its reputation, not its campus, attracted her to OSU. And she is concentrating, with characteristic attention to the matter at hand, on the classes she will sign up for this afternoon.

She sits with her mother and sister, but an occasional glance at the other freshmen scattered around the Morrill Tower cafeteria betrays her curiosity about who will join her in OSU’s newest crop of 6,800 freshmen. They will once again be the youngest kids in school, no longer the hot-shot seniors at the top of the high school hierarchy. But it will be different this time, because it’s college. They will shake the shackles of parental protection and explore the independence and adulthood of their dreams.

“I’m excited about moving out and seeing if I can make it,” says Debbie, smiling at the thought. “I want to get away from home, to have the opportunity to experience something different.”

For Debbie, college also means the big city, a chance to break away from the cozy constrictions of her small town in southeastern Ohio. She will trade Beverly for big-time Columbus, familiarity for freedom, lack of opportunity for the seemingly endless array of options offered by OSU.

She may be a small-town girl, but she is not a stranger to OSU. Occasional visits to campus while her older brother Steve was a student convinced her in high school that OSU would help her meet her goal of “bettering my lifestyle. I can go out and get a good job, make lots of money and live happily ever after.”

Debbie is not the only freshman who dreams of such bliss. According to a 1986 national survey of almost 300,000 fellow freshmen, getting a better job and making more money are two of the three most important reasons for going to college. Wanting to learn more is the other.

Because she is generally calm, practical, and realistic in her expectations, Debbie does not expect college to change her much; but she anticipates a host of new experiences. She was a good student and an active athlete at Beverly’s Fort Frye High School, but she admits that the environment there was sheltered. Fort Frye had no black or foreign students. There probably was some drug use, but she didn’t see it. Drinking was more common, but alcohol does not interest her.

In Columbus, “there’s so much more to do,” she says. “I’m sure a lot of things will shock me, but I’ll get used to it.”

SEPT. 16, 1986: AT HOME, EIGHT DAYS BEFORE CLASSES START

The jitters do not easily or often push their way into Debbie’s life — she does not let them — but she admits to a slight case of nerves today, two days before she is to leave for school. Still, she is more excited than nervous, more enthusiastic than scared.

“My first day will probably be the worst,” reasons the brown-eyed freshman with the athletic build and wavy brown hair as she packs books, stationery and other supplies in the bedroom she has shared with her sister, Brenda, for the past 13 years. “At times, I start thinking about what will happen. But I think I’m more excited. It’s a new change. I look forward to it.”

Just give her a few days to get organized. Debbie, who turned 18 on Aug. 28, likes to keep her life in order. She prefers well-laid plans to the un-
expected, and so the prospect of this new adventure called college has kept her a bit on edge.

She is glad she will have a familiar face from home to lend moral support. Lori Hennessy, whom she has known "forever," will be one of her three roommates. Together, they plan to add "OSU freshman" to their list of Girl Scouts, school and church activities, and other shared experiences.

Debbie said goodbye to most of her other friends over a farewell pizza in nearby Lowell, in keeping with a longstanding tradition of going somewhere other than Beaver to celebrate a special occasion or just to have fun. They often made the half-hour drive to the Burger King in Marietta and the 45-minute trip to the Grand Central Mall in Parkersburg, W.Va.

"There's really not much to do around here," Debbie says as she surveys Beaver's main drag - 5th St. to the locals. Rt. 60 to the rest of the state.

That's not exactly so. For fast food, there's the Dari Haven, beckoning with the invitation "Come in and have a shrimp basket, just $3.29." For financial matters, there's the Citizens Bank, whose civic-mindedness includes the "Beaver: A little town with a big welcome" sign at the east edge of the village. To spend money, try Sporn's IGA, Kent's Kars or the Island Park bar. There's even a tourist attraction: the Oliver Tucker Museum and Old Log House.

It takes less than three minutes to drive through town, and that includes getting stopped at the two traffic lights.

"It's a nice town," Debbie says, waving at a passing car, "It's a nice place to grow up. People are nice, but I don't think I want to live here. I think I'll be a city type.

Most of Beaver's 3,000 or so residents have rejected that notion. Many work in Marietta but prefer a small-town home. Others, like Debbie's father, grew up nearby and stayed to work at the Muskingum Power Plant, along the Muskingum River about four miles west of town.

The river also provides the backdrop for Fort Frye elementary and high schools in the heart of Beaver. The one-story brick buildings occupy the site of what once was a 1790s fort built to protect settlers from Indian attacks.

For Debbie, the familiar red, white and blue banner of the Fort Frye Cadets has already faded in comparison with the Buckeye scarlet and gray. Still, on this day when blue skies dotted with wispy white clouds overtook three boys running around the high school track, and the crisp air is punctuated by the recess clamor of the elementary school pupils, she unexpectedly feels like a stranger.

NOV. 8, 1986: OSU VS. NORTHWESTERN IN OHIO STADIUM

Ask Debbie what has made the biggest impression so far in her first quarter at OSU and she will not mention Pharmacy 200, Math 151, Political Science 101 or even bowling, her easiest class. The highlight of her fall has been the football games. Today, even with her parents up from Beaver for their first game, she will fill into the Black O seats in the curve of the Ohio Stadium horseshoe and flash her cards with the ardor of a seasoned Buckeye.

For Debbie and her roommates, a favorite pastime during the week is trying to spot a football player on campus. "We try to pick them out by their build, but there are so many big-bodied people," Debbie explains. Instead, they look at feet, to spot the distinctive red or white turf shoes favored by the players in their off hours.

To Debbie's chagrin, they have yet to encounter linebacker Chris Spielman, her favorite, whose picture adorns her bulletin board in her Barrett House room and whose prowess is a frequent topic of conversation and conjecture. In Spielman's absence, there are plenty of other prospects on campus, but Debbie confesses to a bit of shyness in that area. "You see guys all over you'd love to meet. Most of them seem friendly ... But I'm not that outgoing, to go up to them or sit next to them. I might sit behind them."

She doesn't mind not having a steady boyfriend. "Sure, it would be nice, but people don't really date up here," she says. In college, just as in high school, she and her friends go out in groups.

She has made a few good friends to socialize with, but meeting people is not always easy. Except for the women on her dorm floor, she seldom sees people twice, except into her classes; and even then, after a quarter, they will be gone. But, as she starts taking more pharmacy courses, she expects to get acquainted with students with the same major.

For now, she likes the feeling of being one in thousands, so different from knowing and being known by most of the 500 students in her high school. The size of OSU has not intimidated her or kept her from seeking adventure. She has marched in the crazy High St. parade after a football game, attended parties at the rowdier coeducational dorms, sneaked to the top of the high-rise Jones Tower for a wide-angle view of the campus. "I like it this big," she says. "You can always find something to do here."

JAN. 5, 1987: FIRST DAY OF WINTER QUARTER

A new quarter brings new classes and new faces, but today, Debbie couldn't care less. She will later clas- sify this week as the worst experience of her freshman year. Yesterday, when she returned to campus after the three-week winter break, she brought with her the intestinal flu. She feels miserable and helpless. "It's hard when you're by yourself and you don't know what to do," she says.

Medication from the student health center didn't help, but she will not miss a class. This weekend, at home, her family doctor will prescribe an antibiotic that will make her feel better.

Home. Debbie is not homesick at school, but she thinks part of that may be because she still relies on her family, two hours away. "I really don't feel like I'm on my own," she says. "This is just like a big band camp. You always fall back on home."

Every few weeks, she hitches a ride home with Kevin Huck, who lives in nearby Waterford. She sometimes has to ration the trips, because those weekends away are so relaxing that she doesn't get any studying done. Her mother fusses over her and bakes cookies for her, and the lure of a big-screen color television, rather than the small black-and-white portable in her dorm room, is too much to resist.

Home is a trim brick ranch house on one acre, about three miles north of Beverly. Decorative foxes, collected by her mother, areon the walls and shelves throughout the three-bedroom house. By no means a mansion, the house seems bigger to Debbie now, compared to the cramped quarters of her bedroom-sitting room-bathroom suite at school.

She falls back into familiar routines when she is home. Little has changed. Brenda, 14, has even left Debbie's books on the shelves and pictures on the walls of the room they share. One brother, Kevin, 22, will soon get a job in Cambridge, Ohio; but for now, he is still at home after graduating from nearby Washington Technical College. Steve, 23, graduated from OSU in 1985 and works for a Columbus car dealer, so she sees him frequently when she is at school.

Her parents, Ruth and Claude, have always given her freedom, so she doesn't feel stifled when she is home. "It doesn't seem like anything has changed," she reflects. "There's
a lot to catch up on, but when you’re there awhile, it’s the same.

But something has changed. Her parents now look at their daughter with a new pride. “We never got a chance to go to college, so we’re glad our kids did,” says Mrs. Fox, a receptionist for a Beverly optometrist. “We both came from big families and just went to work. That’s what people in our area did.”

Adds her father. “I didn’t want to force her to go to college, but she decided.” She also turned down her parents’ offer to help her with tuition and other fees, preferring to pay her own way.

“She’s very determined,” says Mrs. Fox. “That’s the way she is.”

JAN. 27, 1987: GENESIS CONCERT IN CLEVELAND

A casualty of Debbie’s freshman year is Michael J. Fox, star of “TV’s Family Ties.” Once a favorite, he has been relegated to “still cute but not awesome” status. Although his picture is still on the wall of her room at home, she feels no regret when she frequently misses the Thursday night show.

The Equalizer is another story. Watching Edward Woodward come to the aid of distressed victims is a high light of her week. She keeps his picture on the bulletin board above her desk. His show is the only one she will put aside studying for, she says.

Her roommates tease her about her addiction. Jackie Ruff periodically tells Debbie that she heard on the news that Woodward has died, even though Debbie never believes her.

Debbie will introduce Marine Pille, a French student, who will stay with them spring quarter, to the show one Wednesday night. “I started watching, then 15 minutes later I fell asleep,” Marine says.

“Debbie was furious.”

Rock star Bruce Springsteen is right up there with Woodward on Debbie’s list of heroes. His poster on the sitting room wall reminds her of her dream of going to one of his concerts.

It’s not a Springsteen concert, but Debbie is excited today about seeing Genesis in Cleveland. It’s her first major rock concert, and the timing — in the middle of the traditionally dreary winter quarter — is perfect. She has a great time.

Not that she has to go to Cleveland to have fun. Columbus has lived up to her expectations with its variety of things to do. She doesn’t do them all, since she studies a lot, has no car and isn’t old enough to drink. But just knowing so much is available makes her feel good.

Living away from home is “about what I expected, except I thought I’d always be on the run and never be home. That’s not true.”

She goes bowling and to movies in the Ohio Union, swims at Larkins Hall and attends Mass in the Newman Center. She likes to dance and go to basketball games. She played intramural volleyball in the fall. She walks around campus and visits the High St. stores, often with Lori, Jackie, and Jackie’s boyfriend, Brian Long.

She is accustomed to being busy. In high school, she lettered in varsity volleyball and track, played saxophone in the marching band and clarinet in the concert band. From 1984 until this year, she held the school record for girls’ shot put, with a toss of 30 feet, 1 inch. As a senior, she got the top score on a math achievement test and was invited to join English Honor Society.

Her college activities are not as organized. Clubs, sororities and a part-time job interested her at the beginning of the year, but she has decided to put those off until she feels she is on solid academic ground.

She doesn’t know what student government does. She has not voted in a governmental election at home. She has no plans to become a student activist and change the world. She doesn’t go to rallies or protests on the Oval; she says she seldom hears about such events in advance but probably wouldn’t go even if she did.

She admires the students who have such commitment. “I look up to them for wanting to get involved,” she says. But she thinks they are atypical of college students today: “Most people I know aren’t in anything.”

The 1986 national survey of college freshmen bears her out. In that poll of almost 300,000 students, 47 percent said they expected to take part in a campus protest, 14.5 percent listed “influencing the political structure” as a top goal, and 15.9 percent expected to become involved in environmental cleanup efforts. Debbie was among a majority of 86 percent of the freshmen who said they were politically “middle of the road,” down from 60.5 percent in 1983.

“I’m not really strong on anything. I’m in college, and it doesn’t really matter,” Debbie says. “I don’t think I’ll have a big effect, no matter which way I turn.”

WINTER QUARTER. ANY DAY. 1 P.M.

Chemistry class. The very thought causes tremors of anxiety in Debbie’s mind and stomach. It’s her hardest class, and this is only the beginning.

As a pharmacy major, she has to take four more quarters. She wonders if she will make it. She sometimes dreams of being a teacher, the career choice of her childhood.

Although she has started taking chemistry and other preparatory courses, she will not officially enroll in the College of Pharmacy until her junior year. The program usually requires five years; she may take six, since she is already slightly behind by having skipped chemistry her first quarter. The thought of extra time at college doesn’t bother her: “For the money, I’ll make it when I get out. It’ll be worth it.”

She is not sure whether she wants to work in a drugstore, a hospital, or a pharmaceutical company. Those decisions can come later. Starting salaries for some pharmacists are in the $35,000-a-year range, and that appeals to her. “Money’s important,” she says.

But first she has to be accepted into the college, and so she studies hard. Her father likes to recall the incident when the naive of the initiated, she said last summer, “I like to study. I’ve got pretty good study habits.”

Now she realizes that the demands of college make high school seem like an extended vacation. “I never realized there’d be so much studying here, but I feel more like a student. I’m taking responsibility. I know I have to pass, so I try to do good.”

“I think I’m an average student,” she continues. “Most people think of college students as always wanting to party and not worrying about their classes. I like to have a good time, but I also want to get good grades.”

She is off to a good start. Her 3.6 grade average from fall quarter brought her invitations to join two freshman honor fraternities, Alpha Lambda Delta and Phi Eta Sigma.

“...That was pretty neat,” she says.

Math is easy; English is “gross.” But chemistry is the true test. “If I can get through the chemistry classes, I’ll be all right,” she sighs.

APRIL 9, 1987: PIZZA PIGOUT

The bet is on. At stake tonight is a pack of gum, a can of pop and Lori Hennessy’s honor. Debbie and Jackie have wagered that Lori can’t eat 20 pieces of pizza at one of their favorite hangouts, The Oval restaurant on N. High St.

Lori eats 15 and gets sick. She still maintains she would have made it if she hadn’t eaten dinner first.

Of such antics are college memories made. It helps if you have, with roommates, and Debbie does. “We laugh all the time,” she says. The degree of amusement varies with the situation. They shrieked during the shaving cream fight in their sitting...
room, but they only tittered nervously when fresh from aasher movie, Debbie penned warning notes about staying out of the shower.

Some incidents brought laughter only after the fact. Jackie, a journalism major from Lancaster, Ohio, remembers the morning she woke Debbie up because there was a huge bee in the room. "I'm terrified of bees," says Jackie. "I got her out of bed. She didn't get mad or anything. Marine went in the bathroom and locked the door."

Debbie's roommates praise her for her even temper, her sense of humor, her organization, her dependability. "She's the most independent person I know," Lori says. "She doesn't cry or panic. She doesn't beat around the bush. If we don't know anything, we ask Debbie."

"I would call her our mother," she adds. "If you have personal problems, she's the one to talk to. I depend on Debbie."

Only occasionally do they get on each other's nerves. Sometimes, Debbie's attention to her own studies gives Lori, an education major, a "guilt trip about not going to class." To Jackie, Debbie "always knows what she's doing," and sometimes that's aggravating. But mostly those are little things, and they consider themselves lucky to have found each other.

Earlier in the school year, there was tension in Room 106, Barrett House, because the original fourth roommate and the others didn't get along. Marine was welcomed into the group. "I am very lucky to be with these roommates," the French student says with a smile. "I was very nervous about coming here."

All four agree that getting along with roommates is a key to feeling good about college. "If your roommates don't like you, it's hard to be positive about anything," Jackie says.

With each other, they commiserate about the dorm's cramped quarters, restricted visiting hours and lousy food, and they dream of the freedom that will come next year when they move to off-campus apartments. Jackie and Lori will live together in a condominium near campus. Debbie and Mary Strong, an electrical engineering major who now lives across the hall, will soon sign a lease for a furnished, two-bedroom apartment on 18th Ave.

Debbie figures that once they split the cost — $850 per month plus utilities and food — they will be paying about the same as they did this year for campus room and board, "plus I get my own room and a garage." She needs a garage for the car she will buy this summer.

JUNE 10, 1987: SCHOOL'S OUT

The ink is hardly dry on her last final, but Debbie is headed home. She can finally give in to the spring fever that has teased all quarter, but which she tried to squelch in favor of studying. Now, she's free.

"School was getting old," she admits. "I like studying, but after a while, you get tired of it."

Her summer will be more than just lazy days, although she has plans for many of those. She will work at B&W Pharmacy, Beverly's only drugstore. She will help prepare prescriptions and fill in as cashier, for about 32 hours a week. If pharmacy isn't for her, she figures now is the time to find out.

She also needs the money. This year, she had a $1,200 student loan. Next year, she may need another. Her parents give her spending money and pay for her clothes and other supplies; but she still is determined to pay her own tuition, room and board, and book fees.

She is eager to see Kris Walburn, Tina Jackson and her other Beverly friends again, even if all there is for them to do is go to Marietta. When she swims at Beverly's public pool, she will see Lori, a lifeguard there. She will visit Jackie in Lancaster. Mary Strong in New Jersey. She will write to Marine, who has taken off on a tour of the United States before returning to France. And she will go to Myrtle Beach, S.C., with her parents in July.

Summer, of course, will be too short. Ever beckoning, just around the corner, will be chemistry class and its cohorts — biology, physics, anatomy. "I don't want to say I wish I was done with school... but I do," Debbie says. "Just think of all the studying I wouldn't have to do."

JUNE 22, 1987: AT HOME

"I don't think I have changed," Debbie says slowly, looking back over her freshman year. After a week on the job, she is off today. She lounges in T-shirt and shorts in front of the television, her gaze occasionally attracted by a game show or mid-afternoon rerun. She hasn't bothered to put in her contact lenses.

She thinks about how she has changed and comes up with only a few minor things, like going to bed later and sleeping till noon on weekends. She is less attached than she once was to her dog, 7-year-old Cinnamon, whom she raised from a puppy.

Sure, she saw some people that she never encountered in Beverly, such as drunken bums on High St. and other "low-class people. That was an experience," she says. "I'd never been around that sort of people. But it didn't bother me."

She took those experiences in stride, saying she saw nothing at OSU that shocked her or revised her opinions of the world. She still goes to church every Sunday; she still respects her parents; she still believes that "people who do drugs are stupid." She still doubts she will drink much, even when she is old enough, but "it doesn't bother me if other people drink, as long as they can control it."

She is not surprised; she didn't expect to change.

Yet, even if she can't see it in herself, she is different. Lori, for one, has noticed. "I think she is more positive about herself," she says. Before, "she was more timid about what
people would think about her. Now if they don’t like her, too bad.”

Hints of this new self-assurance creep into the conversation as Debbie talks about her job, her home, OSU, her future. Beverly is the same, and “it feels like I never left.” But she is glad she did. Leaving home, even for one year at college, “makes you realize you can go somewhere else, and I will have that opportunity.”

“I don’t feel better than other people here, but now I have a year in, and in four or five years, I’ll have made. I’ll have graduated from college, and, if I stay in pharmacy, I’ll have a good job.” She looks pleased at the prospect.

Her future? “I don’t have a timetable,” she says. But then she predicts playfully that she will graduate, get a job, get married, have kids, retire and die.

Ohio is home, but she toys with the idea of living on the West Coast before settling down here. Ten years from now, “I’ll be living in a rich suburb of Columbus in my big house, being a pharmacist, married with one kid.” She confidently expects to have both career and family.

She does not yet know who that husband will be, but she is in no hurry to find him. “Sure, it would be nice,” she says. “But people don’t really date up here. You go out in groups, and it’s a lot of fun.”

She knows she has made the right start by choosing OSU. “It’s a great school. I’ve learned more than I’ve learned any time. And you can do anything you want — that’s a plus. You can always meet new people. It’s neat to say you go there.”

The best part of her freshman year was making it through, she says positively. And she did it in style, finishing with a 3.35 grade average on a 4-point scale.

She shakes her head and laughs at how far off she was in her earlier estimation of OSU. “I thought it would be so much fun, and I would study a little bit. But it didn’t happen that way.”

Still, she will advise her sister to go there. And when the time comes, Debbie will ease Brenda’s freshman fears with the news that making the transition from small town to big city, from childhood to adulthood, is just no big deal.

Ruth Hanley is a DISPATCH reporter.
Mary Cirelli is a DISPATCH photographer. Debbie Fox begins her sophomore year at Ohio State University on Wednesday.
Thousands gear up for class at OSU

By Tim Doulin
Dispatch Staff Writer

Amy Carday, freshman from Lithopolis, Ohio, waits to check out $140 in books at the new OSU bookstore.

"Students stand in so many lines when the quarter begins." — Gay Taylor

is expected again this year.

For new freshmen, OSU's size can be overwhelming.

"My high school only had about 400 students, so this is quite a change," said Tim Williams, a freshman from Waynesville, Ohio.

Unlike most freshmen, Williams has been living on campus about a month. He is a backup punter and place-kicker for the OSU football team.

Williams will have a few days to settle into classes, then it's off to Los Angeles, where the Buckeyes play the University of Southern California on Saturday.

"I'm the second-team punter and the second-team place-kicker," Williams said. "So if one of those guys goes down, I'm in the game."

Yesterday, some students made sure they could get into classes.

A steady stream of students filed into Lincoln Tower to pay fees for the quarter.

It took most about 30 minutes to work their way through the line. Kim Anderson, recovering from reconstructive knee surgery, was an exception.

"I went right to the front of the line," said the senior from Cleveland as she pointed to the cast on her right leg.

Long lines are as much a part of OSU as football. But one place students shouldn't be left standing is the new OSU bookstore.

After being housed in Derby Hall since 1928, the bookstore has moved to 2020 Millikin Rd. and features 18 cash registers in the textbook area.

"Students stand in so many lines when the quarter begins," said Gay Taylor, assistant director of the bookstore. "We hope that will not happen here."

Students may find it a little more congested on campus.

For the first time in years, all undergraduate classes will be taught on the central campus. Buildings on the West Campus, used in the past primarily for lower-level courses, will be used for research, interdisciplinary programs and administrative offices.

Students living in Morrill and Lincoln towers will enjoy more breathing room.

For years, the university has heard complaints about cramped conditions in the towers' four-person suites. This year, two students will be assigned to each room on 23 of the 27 residence floors in the towers.

"It gives the students a little more ego room, I call it," said Roger A. Meyer, associate director of residence and dining halls administration.

The towers will house a total of about 1,100 students.
Fifteen-year-old from Singapore enters OSU studies with aplomb

By Connie A. Higgins
Dispatch Staff Reporter

While Evelyn Chow's peers are taking algebra classes as high school sophomores, she is tackling calculus as a freshman at The Ohio State University.

Evelyn, 15, graduated in June from New Albany High School where she was the valedictorian of her class. She is attending OSU on several academic scholarships.

Evelyn is majoring in international business and Chinese. Although she is younger than most of her classmates, she doesn't feel intimidated.

"I try not to let people know my age because some will expect a lot from me," Evelyn said. "I know I can get the same grades they can get or even better. I like to set my own expectations."

A native of Singapore, Evelyn moved to New Albany with her mother and stepfather three years ago. She speaks English and Chinese and has studied French.

Although she was only 12, school officials allowed her to enter ninth grade because she could do the work and her mother wanted her to be able to continue studying a foreign language, which was not offered in lower grades.

"Singapore is a very academically geared society because you have no other way to survive," Evelyn said.

She said Americans are more lax about education than people in Singapore. Teenagers there rarely have jobs because school comes first, Evelyn said.

"Teachers chase after you or embarrass you if you don't have your homework for school," she said.

She is accustomed to having older friends because most of the students she attended high school with were two or three years older.

"I see students around here (OSU) shorter than me, and they look about 12," she said. "I don't look like I'm 15."

Evelyn is unable to experience some of the things typically associated with being a college student, such as driving to school. But she plans to obtain her driver's license when she turns 16 next month.

Evelyn says she's not the only brain in her family. She lives in an apartment near OSU with her brother Stanley, 18, who is a senior in electrical engineering. He drives Evelyn to school.

"He helps me with my math and gets a little frustrated at times when I don't understand," she said. "We get along, but we argue just like any other brother and sister."

New Albany Councilwoman Cally Kardules said Evelyn is ambitious.

"Kardules, owner and manager of the New Albany Dairy Cream, 82 W. Granville Rd., said Evelyn has been working for her for two years.

"She's an extremely hard worker, intelligent," Kardules said.

Evelyn Chow but has no patience," Kardules said with a laugh. "I enjoy sparring with her."

Evelyn said she wants to become a corporate or diplomatic translator and make as much money as Donald Trump.

"I told her she better find another role model," Kardules said.
Student sings lead in song for U.S. troops

By Todd Harrell
Lantern arts writer

For most of America, this was an uneasy holiday season. With the threat of war hanging on the shoulders of the American soldiers stationed in Saudi Arabia and with the economy in a recession, it was difficult even for the cheeriest of people to smile when they heard the normal dousing of holiday music.

For Jennifer Nicole, an 18-year-old freshman from Reynoldsburg majoring in vocal performance, the holidays were not spent listening to the news or any holiday music, but rather making it. Nicole was the lead vocalist on "There'll Always Be A Christmas," a locally produced and distributed Christmas song inspired by the American soldiers in Saudi Arabia.

"There'll Always Be A Christmas" tells the story of a little girl who writes to Santa asking for nothing more than to have her father come home and spend Christmas with her and for people everywhere to make peace.

The song's message struck such a chord with central Ohioans that it became an instant hit locally, and to an extent in other parts of the country. With rapid promotion by radio station WSNY's "Sunny 95" and by television station WCMF-Channel 4, the cassettes of the song sold out in less than a week.

By Christmas, the song was played on approximately 1,000 radio stations throughout the country. News reports about the song were shown as far west as San Francisco and as far south as Orlando, Fla. It even reached the people it was created for - the American troops stationed in Saudi Arabia.

"Channel 4 ran a film clip from the 24th battalion division in Saudi Arabia that showed soldiers watching the video of our song," said Phil Wallace, writer and creator of the song. "The soldiers said that our video went over bigger than the Bob Hope show.

Wallace, director of vocal music at Walnut Ridge High School, said he wrote the song because a student in his ensemble was shipped over to Saudi Arabia.

"After I had seen this happen to him and what was going on over there, I just began to have this helpless feeling," Wallace said. "Then after going to a restaurant that night and hearing a woman talk about her husband over there, I realized that I should do something."

What Wallace did was put good use his teaching and writing skills in music and wrote a song aimed at supporting the troops in Operation Desert Shield.

"The melody and harmony came to me all at once, and then the lyrics were finished about a week and a half later," Wallace said.

From there, Wallace took the song to his brother Brian, owner and president of Concept 2000 Inc., a music management and talent-looking agency. McGuffey Lane, a well-known local group, is among those the agency has managed.

With the up-front financial support of Concept 2000 Inc., the Wallace brothers were prepared to record. All they needed now was a lead vocalist - that is where Jennifer Nicole entered the picture.

"I met Phil Wallace my senior year in high school at a solo and ensemble show," Nicole said. "After he heard me sing, he approached me and said that if I ever wanted to record any songs with his choir (the Walnut Ridge High School Choir), I could. So we kept in touch and when this project came along, he asked me if I wanted to do it."

The song was written at Thanksgiving, recorded a week later and released the first week of December. "It was boom, boom, quick," Nicole said. "We did not have time to plan this out, and maybe if we did, there could of been more exposure. But then again, we never thought it would take off like it did."

"It was timely, and it was what people needed to see," Wallace said. "There was a need, and I tried to respond to it in the best way I know how - as an artist."

"I don't think the whole team of us - Jennifer, Brian, or Victor (Victor Alexeiff, co-producer and instrumental arranger of the song) could have anticipated the response the song received," Wallace said.

Although the song was almost certainly a moral success, it was not successful on the financial end of the scale.

"We definitely took a loss on this project," said Brian Wallace, the song's executive producer. "We ordered too many compact discs and not enough cassettes, but that's alright, because making a profit was not our goal."

A major goal set by the producers is for the song to obtain musical immortality. "We are planning on pitching it to a major record label sometime this year, and who knows? Hopefully it will become a Christmas classic along the lines of 'I'm Dreaming of a White Christmas,'" Brian Wallace said.

Nicole is getting somewhat accustomed to her newfound fame. "All this attention has happened to me so quick," she said. "It has opened some doors for me a little bit, but I never want to count my chickens before they hatch, especially in this business."

Nicole experienced the ups and downs firsthand when she was 13, when a supposedly solid deal with Motown Records fell through in the closing stages.

So what does Nicole have to say for the hundreds, if not thousands, of soldiers across the Atlantic who have been moved by this song, have listened to her voice and have seen her on TV?

"To think that there are soldiers being touched by something I did is a very nice feeling," Nicole said. "You know, I feel like at least I have done a little something to help out those soldiers' lives."
Less space for next year's freshman class

By Laura Briggs
Lantern staff writer

Autumn quarter 1991's freshman class is estimated to be only 5,400 students because of the increase in student retention at Ohio State. This will be the smallest number of new students at Ohio State in decades.

"Current students are staying, so there is less room for new students," said Jim Mager, director of admissions. The only other option to accommodate more students is for the university to grow, which is not what enrollment planners desire.

The average freshman student enrolling full quarter is in the top 20 percent of his or her high school class, Mager said. Ten percent are in the top three percent.

"A second group of people who did not quite meet the admission criteria were offered winter, spring and summer classes at the Columbus campus, and also were offered classes at regional campuses with the option to transfer," Mager said.

The lower third of the 1991 high school graduating class is only offered to enroll spring quarter, Mager said.

Although this is a viable option, Mager said he would never recommend for a student to wait nine months before enrolling because it hinders a student academically.

"We are not encouraging students at the bottom of their class to apply unless there are some very special circumstances," Mager said.

There are certainly some students who can succeed in college and are able to succeed at Ohio State who we are not able to accommodate," he said. "We spend 90 percent of our time in admissions telling students not admitted what their options are."

Ohio State does not specialize in accommodating lower-ability students, Mager said. This is the mission of two-year schools. He said Ohio State has been working with a state-wide commission on articulation and transfer. The commission identifies courses from two-year institutions that will transfer to four-year colleges.

Because of the current enrollment trend, Ohio State can no longer guarantee admission of transfer students with just a 2.0 grade point average, he said.

The two main factors Ohio State looks at when admitting students are whether or not students took college-prep courses in high school and how well they did in these courses, measured by grade point or class rank, Mager said.

Students are recommended to take an average of 16 units in high school instead of the traditional 15 units, he said.

Mager said other factors the admissions office looks at are the competitiveness of the high school attended, learning disabilities, whether the student was a late bloomer and if a single bad year has tarnished the student's record.

Mager said off-campus outreach has increased because university applications have decreased in the past few years.

"We are able now to go to every high school and college fair that invites us," Mager said.

Ohio State was hurt in the business of recruiting, he said. Now colleges and departments in the university have follow-ups, while campus visits are more strongly encouraged and merit-based financial aid has been established.

"We are extremely optimistic that the number of honors students will increase," said David Hothersall, university honors director.

Over the next few weeks, prospective freshmen honors students must decide if they want to enroll in the honors program, he said.

Hothersall said incoming freshmen are invited into the program if they obtain a score of 1250 on the SAT or better, or have a score of 28 or better on the ACT, and are in the top 10 percent of their high school class.

Last fall quarter, 1,000 students were eligible to participate in the program, he said.

On March 14 and 16, 435 students participated in a competition for merit-based scholarships, Hothersall said.

New scholarships include 10 presidential scholarships worth $2,000, and several National Merit scholarships. Hothersall said the new scholarship program has allowed Ohio State to evenly compete with other state universities and Big Ten schools.

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FALL FRESHMAN CLASS OF 5,400 IS "BEST PREPARED" IN HISTORY

COLUMBUS -- When autumn quarter classes begin at The Ohio State University on Wednesday (9/25), there are expected to be about 5,400 new freshmen, 1,600 new undergraduate transfer students, 1,700 new graduate students, and 450 new professional students on the Columbus campus, as well as about 600 new continuing education students.

Total enrollment on the Columbus campus is expected to be about the same as last year, 54,000. Another 6,000 students, including 1,800 new freshmen, are expected at the extended campuses in Lima, Mansfield, Marion and Newark and the Agricultural Technical Institute in Wooster, for a total university enrollment of about 60,000.

Director of Admissions James J. Mager said the incoming freshmen are the best prepared class in the last 20 years, perhaps in the history of the university.

"All indicators show that this is the best class we've ever had," he said. "The average freshman is in the top 20 percent of his or her high school class and has taken three or four additional units of college preparatory courses above our minimum requirements. More than 25 percent of them are in the top 10 percent of their high school classes."
The new freshmen include 102 National Merit Scholars, 119 high school valedictorians, and 435 recipients of the university's new merit scholarships for students who are in the top 3 percent of their high school classes and demonstrate their academic ability in other ways.

Mager noted that the autumn freshman class is slightly smaller than last year's group of 6,072, reflecting the university's efforts to stay within the state-mandated enrollment cap. As the ability of the students admitted has increased, the retention rate has improved. More than 83 percent of last year's freshmen are returning. With more returning students, the number of new freshmen must be limited to keep the undergraduate total within the state guidelines.

The percentage of freshman minority students is expected to be about the same as last year, Mager said. About 8 percent of the new freshmen are African American and about 2 percent are Hispanic.

Mager cautioned that all figures are preliminary. "We work very hard to try to stay within the enrollment cap, so we expect the total enrollment to be very similar to last year, but there are always a few last minute changes. Nothing will be official until the the 14th day counts are completed."

The Office of the University Registrar compiles official enrollment statistics every quarter based on the enrollments on the 14th day of the quarter. The autumn quarter figures will be released in mid-October.

Contact: James Mager, (614) 292-3474.
Freshman class could spark OSU

By Desree Segul
Lantern staff writer

This year's freshman class is the best prepared class for college in Ohio State's history.

OSU freshmen might look like they are wandering around campus for the first few days, but according to Director of Admissions James Mager, they are well prepared for their college careers.

"This class may have the impact of changing the university's reputation," Mager said. Most college guidebooks base its evaluation of schools on the most recent freshman class. This year's incoming freshmen are highly qualified to improve the status of Ohio State.

The number of National Merit students attending Ohio State this fall has increased to more than 100. The class rank of this year's freshmen has also increased from the 60-70th percentile to the 80th percentile.

There has been a steady increase in the level of competition among each year's class, Mager said.

This competition has increased the entrance requirements, decreased the size of the freshman class, increased the retention rate, and increased the amount of students who complete their college education.

More students are taking college preparatory classes during high school than in the past. According to Mager, 98 percent of this fall's freshmen have 14 units of college preparatory classes.

This year's class is good news for OSU students and alumni of Ohio State, Mager said. "A good reputation has a positive effect on almost everyone in connection with the university," he said.
OSU freshman class smaller, smarter

By Tim Doulin
Dispatch Higher Education Reporter

Smaller sometimes means smarter.

With the beginning of fall quarter classes today, The Ohio State University welcomes an incoming freshman class of about 5,400 students.

The class is one of the smallest in the last 25 years at the school, and OSU is calling the new freshmen the best prepared ever to attend the university.

“As far as we can trace back, this is the best class we’ve ever had,” said James J. Mager, director of admissions at OSU.

The new students carry impressive credentials.

The average freshman finished in the top 20 percent of his or her high school class, and about one in four graduated from high school in the top 10 percent, the university said.

OSU credits the better qualifications of the freshmen to the university’s switch in 1987 to a selective admissions policy — which admits students primarily on the basis of their high school academic record and scores on college aptitude tests.

Prior to that, OSU had an open admissions policy, with students admitted on a first-come, first-served basis.

Mager said that OSU started attracting better prepared freshmen in 1984 after the university began advising high schools that their students should take a college preparatory curriculum.

OSU also is reaping the rewards of putting about $500,000 into scholarships earlier this year to attract top students. The new freshmen include 102 National Merit scholars.

Last fall’s freshman class included 23 National Merit scholars.

The freshman class has about 650 students fewer than last year’s. That can be traced to OSU attracting better, prepared students, too, Mager said.

In recent years, the increasingly better qualified students have been less inclined to drop out. The university, which is under a state-mandated enrollment cap, has fewer openings for new freshmen.

About 86 percent of students who were freshmen in the fall of 1989 returned to school the following year. In the early 1980s, retention was about 75 percent, Mager said.

“The increase in retention can be attributed to the selective admissions and the better prepared students,” Mager said.

The incoming freshman class size should continue to shrink in the coming years, Mager said. The overall enrollment, however, doesn’t figure to get smaller, at least not this year.

The university is expecting about 44,000 students on the main campus and about 6,000 additional students to attend OSU regional campuses this fall. Those figures are roughly the same as last year.

That means students can expect to spend a lot of time standing in line.

Yesterday, students at the Drake Union stood in line for up to 90 minutes to have student loans processed by the university.

Please see OSU Page 2C.
"I just got out of the army so I'm used to standing in line like this," said Kurt Bishop, a sophomore from Phoenix, Ariz.

Jon Guzman, a senior from Columbus, passed the time in line by playing chess on a portable chessboard.

"You sort of get used to the long lines here. It is kind of a part of your education," Guzman said.

OSU will hand out loans to about 10,000 students this quarter. About half of the loans will have been processed over the last three days.

Alvin C. Rodack, associate treasurer at OSU, said federal guidelines require students come to the university and sign for the loans.

"If it were up to us, we would credit the loans to the student's bill to us," Rodack said.

After standing in line to pick up loans, some students walked across the street to Lincoln Tower to stand in an equally long line to pay tuition.

Nichole Kerner, a sophomore from Fairport, N.Y., said she spent a total of 3½ hours in the two lines yesterday, but said it comes with the territory.

"If you want to go to school here, you know that this is what you have to do," she said.

A postage stamp could have saved students the aggravation.

About 55 percent of the students pay tuition by mail. Those who miss the payment deadline must pay in person.
A Crash Course in Surviving College

Upperclassmen, graduates help incoming freshmen negotiate the jungle

By Lee Stratton
Dispatch-Acorn Reporter

A lot of college-bound freshmen will soon pack their calculators, computers and Calvin Kleins, and think they are ready for school. They're probably not.

What about roommates who don't pay their share of the phone bill, academic advisors who give bad advice or the feeling of being alone on a campus of 60,000 people?

To help incoming freshmen, we sought advice from those who have been there: students at Ohio State and Capital universitites.

We gave something of a pop quiz to upperclassmen we encountered on the OSU campus.

At Capital, two women were singled out for more detailed interviews. Tusca Scott, 36, of Xenia, Ohio, is a junior majoring in public relations.

Krista Skipper, 32, of Dayton graduated in May with a bachelor's in education. Here are their college survival tips:

HOUSING
• "If you are going to live in a dorm, be laid-back," advised Eugene Uriso, a senior in accounting at OSU. "You have to be tolerant of people a lot more. There's no privacy. Be open to learning about other cultures."
• "If you are looking for an apartment, look for beer cans on the sidewalk and alleys," said Sylvia Oerke, an OSU graduate student majoring in public. "If you don't like the neighborhood, drop them off."

ROOMMATES
• Meet or call your roommate before school opens. "I got to meet my roommate in the summer," Skipper said. "I stayed with her for three days. It made it a lot easier to already have a friend at school."
• "If you have pets, keep your roommate right from the start," Scott said. "You can do it in a light-hearted way, but let them know. Find out what their preferences are, too."
• Agree from the start on the rules for using the phone and paying the bills.
• If you find you have problems with a roommate, try to work it out right away. "Go get help. See a resident advisor or counselor. You don't want to live under stress all year," Scott said.

SCHEDULING
• Don't overload yourself with a heavy class schedule the first year.
• Balance tough courses with those you are interested in or those you can master.
• Don't put off taking required courses, particularly those with labs, which take more time. "You won't get them out of the way," Skipper said. "You may need some of these for next year's and internships in your junior year.
• Take some major or courses early. "If you want to change your major -- you will know in time," Skipper said.
• "Don't wait for someone to get in touch with you. Find your advisor and make plans for the next year," said OSU Junior Media Holgate, a fine arts major from Dublin. "It's the persistent."
• "Some of the best classes you ever have are ones you take because you get closed out.

Please see SURVIVING Page 2F
of something else,” Onder said. “Freshmen are at the bottom, so you will get closed out.”

**CLASSES**

- “Go to classes. It helps,” said Tracy Turner, an OSU junior in international studies from Dublin. “Go even if somebody says it’s a blowoff class.”

- “Don’t try to write down every word the professor says,” Scott said. “I found it is better to concentrate on listening to what they say and to write down the key points.”

- Don’t be intimidated by the class: “At first I was afraid to ask questions because I didn’t want to look stupid,” Scott said. But she learned that other students were in the same boat.

- “I went from C’s to B’s when I started asking questions in French class.”

- Don’t be intimidated by professors: “It’s scary the first time you call your professor at home,” Skipper said. But most will take the time to help.

- Don’t drop a course at the first sign of trouble.

- “Pough it out,” Skipper said. Ask the professor to help or to recommend a tutor.

- “Learn to write well,” said Phil Payne of Trenton, Ohio, an OSU graduate student majoring in history. “Even if you don’t have all the information, you may get some credit if you make yourself clear.”

**STUDYING AND GRADES**

- Find a good place to study. Your dorm room probably will have too many distractions.

- Study every day; don’t wait until test time and try to cram.

- “I found that having study partners really improved my test scores,” Scott said. “A group of us get together before a test and ask each other questions and talk about the material. Of course, you have to study before that, or it doesn’t do any good.”

- Avoid all-nighters: “You find yourself falling asleep during the test,” Scott said. “All you’re going to think about is going back to bed.”

- “Make sure you control your own time. Don’t let your friends set your schedule,” Holgate said. “Surround yourself with people interested in doing well in school, instead of those who want to do everything else but that.”

- Don’t panic if your first grades are lower than they were in high school; adjusting takes time.

- “The first semester is bombshell city,” Scott said. “Eventually you learn to know what to expect from individual professors.”

**JOBS**

- Part-time jobs are better, especially if you are working for spending money instead of tuition. Look for on-campus jobs, baby-sitting, lawn work or light housekeeping in the university area.

- “I worked at a day-care center,” Scott said. “It was not a good idea just coming into school; it was too stressful. Find a job that’s flexible. Ask if you will be permitted to rearrange your working schedule at finals time or when there are class field trips. School comes first.”

**ILLNESS**

- When you are sick, take care of yourself. Go to the health center if you aren’t better in a day. Call your professors to let them know you are sick. Make arrangements to get notes from them or a classmate.

- “When you are sick is when you will miss home,” Scott said. “The first time I was sick at school, I was getting by pretty well until I called home. I talked to Mom and started crying. I missed Mom taking care of me. You just have to realize you’ll get through it.”

**SOCIAL LIFE**

- Safety in numbers is the rule, whether going on dates, hanging out with friends or walking across campus.

- “It’s also less expensive because you can share gas money or cab fare,” Turner said.

- Don’t rush into rushing. Get acquainted with campus life before deciding whether to join a fraternity or sorority.

- “I’ve had a very social four years without belonging to a sorority,” Skipper said.

- “It may be more difficult for commuter students to have a campus social life,” said Angela Welsh, an OSU junior in marketing who commutes from Canal Winchester. “Get involved in clubs and organizations within your major. You will meet people with similar interests.”

**OSU**

- “Home the place down and find a small network of people, a group you can feel comfortable in,” Payne said.

- Buy good walking shoes and a map. A bicycle may help, but be warned: The bike lanes are gone from High Street, many drivers are rude to cyclists, and the sidewalks are crowded with pedestrians, said Abe Springer, an OSU graduate student in geology.

- “The best place to park if you’re commuting is the north stadium lot,” said Kevin Webb, a senior in international studies from Columbus.

- “If you can get into the really early classes, it is easier to find parking places,” Welsh said. “I’m trying to get in all 8 o’clocks.”
FRESHMAN CLASS IS BEST EVER IN PREPARATION, HIGH SCHOOL RANKING

COLUMBUS -- The numbers are in, and they confirm what Ohio State University administrators had predicted: this year's freshmen are even better prepared for college than last year's class, which had been the best in the university's history.

Officially, 5,411 new freshmen enrolled at the Columbus campus this fall, practically the same number as last year (5,433). They include 100 National Merit Scholars, six National Achievement Scholars, 160 high school valedictorians, and 405 University Scholars. University Scholars rank in the top 3 percent of their high school classes and among the top 7 percent of college-bound students. Last year, the comparable numbers were 102 National Merit Scholars, seven National Achievement Scholars, 138 valedictorians, and 338 University Scholars.

In addition, both this year and last, more than one-fourth of all Columbus campus freshmen ranked in the top 10 percent of their high school classes.

Incoming students continue to prepare well in high school. Over 87 percent of the incoming freshmen had taken all of the recommended college preparatory courses in high school. These include four units of English, four units of mathematics, three

- more -
units of science, three units of social studies, three units of foreign language, and one unit of fine arts.

"We are very pleased with the 1992 class," said James J. Mager, director of admissions. "In this time of increased competition for students and difficult budgets, it is a true accomplishment to have met and, in some ways, to have exceeded last year's class."

Mager noted that the 1992 class also showed improvement toward the goal of increasing the number of students from underrepresented racial and ethnic groups. There are 447 African Americans in the freshman class, an increase of 23, or 5.4 percent, over last year. Hispanic freshman enrollment rose from 97 to 111, an increase of 14.4 percent. Asian American freshmen increased by 18.1 percent, from 226 last year to 267 this year.

Mager attributed the increases in quality and diversity to several factors: the priority placed on meeting these goals by President E. Gordon Gee; the work of many offices and individuals throughout the university; and increased financial aid for high ability and minority students.

"President Gee has made recruiting high ability students and a diverse student body a top university priority and has given momentum to this effort," he said. "This has not just been an Admissions Office program; many offices have been involved universitywide, including the individual colleges, faculty members, the University Honors Program, the Office of Minority Affairs, and various support services."

- more -
Last year's freshmen were the first class to participate in a new Ohio State merit scholarship program which offered $1,000 awards to all University Scholars, who were also given the opportunity to compete for 10 "full-ride" Presidential Scholarships and 40 full in-state tuition Medalist Scholarships. The program also offered Distinguished Scholarships providing in-state tuition and room and board to National Merit and National Achievement Scholars. The scholarship competition drew 438 entrants the first year and 499 entrants this year.

Gee said that Ohio State is attractive to high ability students for several reasons. "Number one, we have done a better job of telling students about the university's strengths and the unique opportunities that are available here," he said. "Ohio State is one of the finest universities in this country, and these students recognize that. We also, frankly, have made this a priority by adding significantly to merit scholarship funding so that Ohio State can compete on equal financial ground with other top universities for these high ability students."

While this year's class showed minor improvements over last year, the comparison to two years ago is much more dramatic. The autumn 1990 freshman class, recruited before the increased efforts began, included 26 National Merit Scholars, two National Achievement Scholars, 130 valedictorians, and 272 Freshman Scholars (same criteria as University Scholars).

"We have made good progress in the past two years," Mager said. "But we are not stopping here. We'll continue to try to attract top students and a diverse population. We're well under way with that right now for next year's class."

Contact: James Mager, (614) 292-3474.
Written by Ruth Gerstner.
Ohio State recruits freshmen
‘more prepared’ to face college

By Robert Neifach
Lantern staff writer

This year’s OSU freshman class has the most prepared students coming from high school in the history of Ohio State.

The freshman class includes 100 National Merit Scholars, six National Achievement Scholars, 160 high school valedictorians and 405 University Scholars — students who rank in the top three percent of their high school classes and among the top seven percent of college-bound students.

“We have had this increase despite the fact that there are not as many high school graduates in Ohio,” said James J. Mager, director of admissions.

Since President E. Gordon Gee has been at Ohio State, there has been more of an effort to get these “more prepared” students, Mager said.

“The work of the admissions office, the honors office, the alumni supporters, and the faculty have all contributed in increasing the admissions,” Mager said.

Admissions officials and alumni have visited about 200 high schools in Ohio and have attended more than 100 college fairs in the state.

“The programs that we set up at Ohio State for visiting high school students hasn’t changed,” Mager said. “We have just set up more of these type of programs.”

There are two types of tours that have been set up for incoming freshmen. One includes a complete tour of the campus, along with a financial aid presentation and an admissions presentation. The other tour deals with more specific major programs offered at Ohio State.

The programs were installed before the budget cuts went into effect and President Gee has protected these programs from any possible cuts.

“We’re trying to make more of a conscious effort to keep in touch with the students,” Mager said. “We send them copies of the Lantern to try to give them a feel for what it’s like to be a student at the university.”

A new merit scholarship program was also added for last year’s freshman class. This program offered $1,000 awards to all University Scholars. These scholars were also given the opportunity to compete for 10 “full-ride” Presidential Scholarships and 40 full in-state tuition Medalist Scholarships.

“High school students who are in the top three percent in their class, a 29 ACT score, and above a 1250 SAT score are eligible for the University Scholarship,” said David Hothersall, director of the University Honors Center.

The Presidential Scholarship is a one day competition where the students are asked to write a number of essays judged by a panel of faculty members, he said.

“The scholarships were added so that we would be more competitive with other institution’s scholarship programs,” Mager said. “Now we’re on the same playing field as other big universities.”
Frosh mix of ‘me’ and ‘thee’

College freshmen want the best for themselves, others

By Alan D. Miller
Dispatch Higher Education Reporter

They are the ’60s “flower children” and the ’80s “me generation” rolled into one.

Today’s college freshmen are an unusual lot, with “both a social conscience and expensive taste,” said Richard Hollingsworth, who, as a professor and now Ohio State University dean of students, has been observing students for 20 years.

Generations are shaped by events that occur when the people were young children, he said.

“Here’s a scary thought,” Hollingsworth said. “Traditional-age freshmen entering college this fall were born in 1974 or 1975.

“In that era Nixon resigned, and streaking was hot. Saturday Night Live premiered, and Jimmy Hoffa disappeared. U.S. unemployment reached its highest level since 1941, and New York City declared bankruptcy. Hank Aaron broke Babe Ruth’s home run record, and disco was in.”

Hollingsworth said his generation, composed of people in their mid-40s, was shaped by the assassinations of John F. Kennedy and the Rev. Martin Luther King Jr. For those in a previous generation, it was the bombing of Pearl Harbor.

“For many of today’s freshmen, their world view-altering event came when they were about 12 in 1986. That event was the Challenger explosion that was witnessed on live television by millions of schoolkids.

“This . . . shattered their youthful idealism. NASA was fallible. American technology was fallible. And the government was fallible.”

The end of the Cold War and the fall of communism were positive influences that leave this generation optimistic about the possibility of nuclear disarmament during their lives, Hollingsworth said.

But these students grew up with the AIDS epidemic and economic decline, he said. They have seen an increase in teen-age pregnancies. They saw the Rodney King beating and subsequent riots.

They have lived in an era when sneakers became a fashion statement and “supermodels” defined the standard of both beauty and Madison Avenue, Hollingsworth said.

“The result of these experiences is a freshman class that possesses an unusual juxtapositioning of values,” he said.

“On the one hand, they are somewhat pessimistic or skeptical about the ability of government to solve the complex issues of society and the world. But they are optimistic about their own future and the future of their local communities.”

University officials have seen a significant increase in student volunteerism as a result, he said.

“This is not to suggest that students are all going to go out and join the Peace Corps and devote their lives to unpaid public service,” he said. “Students today also are concerned about the quality of their financial life.”

Students are working more than one job to pay for school — and to pay for a standard of living that is several steps above having a beat-up car, a pair of jeans and a couple of T-shirts, Hollingsworth said.

“I fear sometimes the words ‘delayed gratification’ are not part of the vocabulary of many of today’s young people.”
OSU freshmen not yet motivated for grad school studies

By Martha McCray
Lantern staff writer

Ohio State students don't exactly fall in line with the results of a national survey regarding the importance of graduate school.

The national survey, sponsored by the American Council on Education, questioned 220,757 freshmen at 437 different colleges and universities on graduate school and other decisions facing college students.

According to the survey, 65 percent of the students interviewed felt that graduate school was necessary to get a good job after graduation.

In a survey of approximately 20 freshman at Ohio State, the Lantern found that although the majority of those interviewed agreed that graduate school was important, most felt it was not necessary for their majors.

The Lantern's survey also found that unlike students in the national survey, most of the freshman interviewed had not made a final decision on whether or not to attend graduate school.

"I would have to say that in today's environment, graduate school is necessary because it gives you the skills to move beyond your opponent in the job market," Christian Hallows, a freshman from Piqua, Ohio said.

"I don't think I'm going to go unless I go into political law or something like that, but I can't really say one way or the other because I'm not sure yet," Hallows said.

Mike Folino, a freshman from Dayton said he agreed that graduate school may be important in a technical field but, "If I decide to go into music, then I'm going to have to be out their performing as soon as possible after graduation, not going back to school again."

The national survey also concluded that for the first time since the 1960s, more women than men nationally plan to pursue a higher degree.

"I have to go to graduate school because I'm a pre-med major, but I don't think that it is for everyone. Most people's majors shouldn't require it," said Raquel Seigle, a freshman from Cleveland.

Felicia Moore, another freshman majoring in Business, agreed saying although she felt it would be helpful in some cases, she didn't think it was necessary for everyone.

At least one of the freshmen women agreed with the national finding.

"Yes I think graduate school is very important. I plan on going not only because I am a pre-pharmacy major and it is necessary for my degree but also because with so many people attending college, it would be harder to get a job without it," said Kim Osterman, a freshman from Canton.

These results might be due to the fact that the whole country has undergone a change in thinking regarding the importance of college and graduate school, said David Merkowitz, a spokesman for the American Council on Education.

Rich Uglend, a counselor in the University College said it would be difficult to take an accurate count of what freshmen think of graduate school because of the diverse nature of the majors offered at Ohio State.
College students
Political awareness declining

By Johnny Wilson
Lantern staff writer

The number of college freshmen familiar with political matters is at its lowest point in nearly 30 years.

A recent study shows this lack of political awareness could be attributed to distorted media coverage and the absence of civics instruction in high schools.

In 1963, 68 percent of freshmen across the country said "keeping up with political affairs was important," but by 1994 the number had steadily declined to 32 percent, an annual survey shows.

The survey, conducted by the Higher Education Research Institute at the University of California, shows the number of freshmen who say they frequently "discuss politics" has dropped by almost one-half, sinking to 16 percent from a high of 30 percent in 1968.

The number of students willing to enact social change has significantly declined over the last two years, the survey said. Fewer freshmen are participating in community action and environmental programs, protests and demonstrations while in college.

"Students are very disconnected from politics," said Linda Sax, associate director at the research institute. "This is evident because they are not discussing political affairs among themselves."

Sax said because students rely heavily on media images rather than investigating and debating issues, they are getting a distorted image of the democratic process.

"Because their source of political information is mainly television advertising, they (college freshmen) are getting a very slanted, simplified view of the issues," Sax said.

Sax said reliance on television increases the chance of viewing negative campaign tactics while doing little to enhance understanding of the issues and candidates' positions.

Some freshmen at Ohio State agreed with Sax, and said they are turned off by feuding politicians and misplaced media attention.

"I think the bickering makes politicians look like babies. People get tired of hearing the same thing over and over again," said Neil Sobieski, a freshman from Adena, Ohio.

Edward Meyer, a freshman from Bay Village, Ohio, said scandals too often overshadow important issues.

"The media are going out of control with issues that don't have much bearing on the running of the government," Meyer said. "There are a lot more important things than what Hillary Clinton invested in cows."

Sax's research shows students are not being encouraged to participate in politics.

"High school students are not receiving enough education about political issues and current events from their schools or families," Sax said.

Some freshmen at Ohio State who had little political science instruction in high school said they feel detached from the democratic process.

"I wasn't really encouraged in high school. It might have made a difference," said Joseph Hernandez, a freshman from Lorain, Ohio. Hernandez did not vote in the last election and admitted he rarely thinks about government and political issues.

Rachel Dye, a freshman from Rawson, Ohio, said she stays informed about current issues because of an interest cultivated by her high school political science teacher.

"He encouraged us to vote, saying, 'The biggest waste of your vote is to not vote,'" Dye said. "We would always talk about issues on the ballot, so we'd always know what was going on even though we weren't voting."

Another OSU student said she thinks college students are so overwhelmed by the college experience that staying informed and discussing politics takes a back seat to academic priorities.
Program designed to help freshmen adjust to life at OSU

Clustering to begin Autumn Quarter

By Dan Rapp
Lantern staff writer

Incoming freshmen face an environment that can seem large, complex and frightening. In response, a pilot program that will try to make the size of Ohio State less intimidating to freshmen will start in the fall.

The program will allow clusters of 20 students to live in the same dorm and take the same classes to make friends and study partners, said Jack Cooley, assistant dean of Arts and Sciences.

The purpose of clustering students is to "make campus come down to size more quickly and provide a familiarity and comfort level that makes this university easier to settle into," said Mabel Freeman, a member of the Committee on the Undergraduate Experience, the group that recommended clustering.

More important than the friendships that may develop are the academic benefits that participants can receive, Cooley said.

By being in the same classes, freshmen will have people to study with and learn from, Cooley said.

"Solitary learning builds best on group efforts," he said.

Teachers will be aware that clustered students are in the class and could work together to integrate subjects, Freeman said.

Clustering should show students how different subjects relate to each other, Freeman said.

"Too many students don't see the relationship between classes," Freeman said.

The program will encourage teachers to get more involved with the clustered students, said Tom Minnick, associate dean of University College.

"We'd like to see the English teachers go over to their dorms and spend some time with them outside of class," Minnick said.

Incoming freshmen are learning about the clustering program as they move through orientation, Cooley said.

Clustering is voluntary and will use both extensive and modest structures, Minnick said.

The most extensive structure would allow students to live in the same room and take all of their classes together. The most modest will have students taking one class with the cluster and living in the same dorm as the rest of the cluster.

A range of structures will be offered to the students, and they may pick which is best for them, Minnick said.

"Not every student wants to get involved, but the option is there," Freeman said.

The clustering program will provide study skills and time management workshops and tutoring for the students, Minnick said.

This year's program will involve 180 to 200 students. Entrance to the program is on a first come, first serve basis, Cooley said.

"If it goes well this year, next year we will expand the program to meet the demand," Cooley said.

"We will adapt it for what works best at Ohio State for Ohio State students."

Starting next year, high school students can learn about the program before they choose which university they attend.

"Hopefully, the program will attract students to Ohio State," Minnick said.
Program available to help Baker freshman succeed

By David Sturman
Lantern staff writer

Freshmen entering Ohio State next fall will take on many challenges with the new programs being implemented by South Campus area coordinators.

Since 1993, most incoming freshmen have lived in Baker Hall. But Autumn Quarter 1996, all that will change.

"We don't feel that Baker is set up ideally for freshmen," said Don Stenta, director of Baker Hall. "The towers are set up exactly the way any pamphlet will tell you to set up a first year experience program."

The new freshman program called "Success on the Rise," expands on the previous program "First Year Experience." The new program helps freshman achieve ideal first year grades and community relations, Stenta said.

Baker was originally chosen for the freshmen program simply due to its availability, not its layout or location, said Stenta. Baker was scheduled to be shut down in 1993 because the number of students living in residence halls was down, he said.

However, the university unexpectedly granted housing to more than 500 students, and Baker became the freshman hall, Stenta said.

Six hundred of the 650 students living in Baker Hall are freshmen. Three hundred students have already applied to live there next year, Stenta said. Baker's appeal can probably be attributed to its abundance of single rooms, he said.

Upperclassmen are attracted to Baker Hall because of the $3 million to $12 million in renovations beginning next summer, said Steve Kremer, director of residence life.

South Campus area coordinators hope to improve campus-wide training and activities by resident advisors and peer mentors. The university hopes this will help freshmen succeed academically, Stenta said.

Adam Moore, a freshmen in Baker Hall this year, said more academic programs would help students get down to business and get better grades.

"It's pretty rowdy here," Moore said. "Lots of kids are just here to have a good time."
Freshmen confront college fears, woes

Students experience new independence, bookstore dilemmas

By Amanda McClain
Lantern staff writer

For some students, the first day of school this year means some very big changes.
Today, thousands of freshmen start their first college classes after only a few days on campus.
Many of them are nervous about the big differences from high school.
Sean Hamilton, from Ferrysburg, Ohio feels a little overwhelmed by it all, while Kelley McCharity, a psychology major from Mansfield, Ohio, is “very nervous” about her first college class.

However, anxiety is not universal for freshmen who arrived on campus early.
“I'm looking forward to it,” said Bryan Schoeff, a computer science major from Jackson, Ohio.
Schoeff, a member of the Ohio State Marching Band, has already had two weeks to get used to campus.

“It has definitely helped that I had time to get familiar with the area,” he said.

For some students, getting to class is the biggest concern.
“I'm only nervous about finding my classes,” said Amy Norris, a pre-physical therapy major from Mansfield.

Chad Jolly from North Canton, Ohio is worried as well.
“I'm just winging it, but I was already late for UVC because I got lost, so I don't know how it will go,” he said.

Walking around the area has helped Hamilton feel more confident about finding his classes.

“The campus gets a little smaller,” he said. “It's not as bad as I've heard.”

Freshmen also have to deal with another college institution: the bookstores.
Amanda Palumbo, an undecided student from Salem, Ohio, has already had problems finding and purchasing her books.
“I had trouble reading the shelf cards, and they charged me twice for a book,” she said. “But the staff was very helpful.”

For many freshmen, the first day of classes is just part of the overall adjustment to the college atmosphere.

“Adjusting to living away from home will take time for some students,” Jolly said.

But most agree that, while starting college certainly brings on an attack of nerves, it's a good experience.

“It's been fun, like an all-day party,” Day said. “It's nice to be able to be with my friends so much.”

Hamilton said he appreciates the freedom of college life.

“You can even skip class if you want to,” he said.

Jolly summarized the feelings of many of this year’s freshmen about the new college experience.

“I'm nervous, but I like being on my own,” he said.

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You can even skip class if you want to.”

Sean Hamilton, OSU freshman

See FRESHMEN / Page 2
OSU draws top SAT, ACT scorers

School lures greater racial and ethnic diversity to its ranks

By Terry Dubow
Lantern staff writer

The dramatic increase in applications from students scoring at least 1,300 on the SAT or 29 on the ACT suggest that Ohio State University is attracting its share of top candidates, according to statistics released in early March.

For those scoring 1,300 or higher on the SAT, the number of applicants rose more than 55 percent. Other areas showed similar increases: 24 percent for minority students and 34 percent for out-of-state students.

Applications for the Autumn quarter, 1997 freshman class, also reveal that the university is attracting a greater racial and ethnic diversity and those who live out-of-state.

It's all a result of "targeted recruiting efforts and a lot of hard work" by OSU officials and alumni, said Dr. Paula Compton, associate director of admissions.

"We're trying to attract the best students from around the state and the country," Compton said.

Competition with other institutions for these students means that community colleges and some other four-year universities are better suited for teaching lesser-prepared students, said Jim Mager, assistant vice president of enrollment management services.

"The strength of Ohio State is that we're a national research institution," he said. OSU does its best job educating "the prepared student," he said.

Mager said statistics support the philosophy that students who need extra help do better when they spend their first year at institutions better prepared to serve their needs.

He said the university has tried to coordinate with many of the state's community colleges so students are aware of what courses they must take in order to transfer to OSU.

The last two years have seen significant changes in the recruiting strategies of OSU.

Direct mailing campaigns have been one key tool for personalizing recruiting efforts. OSU officials actively contact high school students who voluntarily send their SAT or ACT scores.

By using information from these

<table>
<thead>
<tr>
<th>Freshmen applicants for Autumn 1996 and 1997</th>
<th>1996</th>
<th>1997</th>
<th>% difference</th>
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<td>20,898</td>
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See Freshmen/ Page 2
OHIO STATE FRESHMAN ENROLLMENT AND RETENTION ARE INCREASING

COLUMBUS -- The Ohio State University is set this autumn to welcome a larger freshman class than in the past several years that, despite its larger size, demonstrates academic strength comparable to 1997's best-ever academic freshman class.

"Even with as many as 200 more students expected, the makeup is going to be very similar," said James Mager, assistant vice president for enrollment management.

Preliminary enrollment figures suggest the incoming class will number between 6,100 and 6,200 students, compared to 5,861 freshmen enrolled in autumn 1997. Enrollment figures are not official until the 14th day of autumn quarter.

Columbus campus undergraduate enrollment is expected to increase this year as a result of the larger freshman class, an equal number of transfer students and a higher-than-expected number of returning students, Mager said. He said the freshman retention rate is expected to increase 2 percentage points to 81 percent for autumn 1997's incoming class, attributing the improved retention to the students' high academic standing.

The average ACT score for the freshman class continues to rise; it is expected to reach 24.2 this year, over 23.9 last year. The percentages of students in the top 10 percent of their high school class (26 percent) and the top 25 percent of their high school class (57 percent) are expected to match last year's percentages. With a larger class, those percentages reflect a larger total number of students at the top of their classes, Mager noted.

A similar number of high school valedictorians is expected -- approximately 185, compared to 181 last year. The number of freshmen placed in remedial math and English courses continues to decline "and is half of what it was in 1995," Mager
said. Between 670 and 700 students are likely to be in remedial math compared to 719 in 1997, and between 360 and 390 are expected in remedial English, compared to 461 last year.

A decline of approximately 30 National Merit Scholars -- an estimated 72 this year compared to 103 last year -- resulted in fewer University Scholars (605-625 this year, 642 last year) and Honors Program students (1,120-1,150 this year, 1,179 last year) expected to enroll this autumn, Mager said. University Scholars are students who typically rank in the top 3 percent of their high school classes and have ACT scores of at least 29 (out of a possible 36) or SAT scores of at least 1300 (out of a possible 1600).

The class is expected to include up to 150 Hispanic students, up from 114 in 1997, and between 340 and 350 Asian Americans, up from 321 last year. The number of African-American students is projected to decline slightly, from 575 last year to between 545 to 565 this year; this is despite the fact that 40 more African-American students were admitted this year. The number of American Indian students is expected to decline from 23 in 1997 to between 15 and 19 in 1998.

More applicants were admitted for freshman enrollment this year because of expectations that the Asian financial crisis could cause an overall decline in enrollment, Mager explained. Basing expectations on data and historic trends, officials admitted enough applicants to reach the target class size of 6,000 freshmen. However, more admitted students accepted admission than expected, driving up the class size. Because of the larger freshman class, admission was closed to transfer students on Aug. 15, earlier than usual. Early registration figures indicate improved retention among the upper classes, as well, Mager said.

"Because the numbers are up, the university faces the challenge now of getting students into courses and the residence halls," Mager said. Courses were being added to the schedule in early September.

Of the estimated 8,150 undergraduates in the residence halls, approximately 200 will be assigned to temporary housing in study lounges, said Steven Kremer, director of residence life. Because beds will open up quickly as a result of nonarrivals,
Kremer said many of those in temporary housing should be able to move into permanent rooms during the first week of school.

Though some transfer students and renewing students seeking housing after the deadline were unable to obtain housing contracts, all freshmen will have on-campus housing. Students unable to secure housing contracts were referred to the university’s off-campus student housing services, and many found housing in the campus area with that assistance, said William Hall, assistant vice president for student affairs.

Hall said the entire residence hall system has undergone approximately $26 million in renovations over the summer, ranging from painting and the installation of new carpeting and furniture to lobby renovations, roof replacements and elevator upgrades. An ongoing major Baker Hall project involving work on elevators, furnishings and finishes, and electrical and plumbing systems has resulted in the loss of some 160 residence hall beds in one wing of the building this year.

#

Contact: James Mager, Enrollment Management, (614) 688-5791
William Hall, Housing, Food Services, and Event Centers, (614) 292-4251
Warding off the homesick blues
Making friends/getting involved can ease separation from family and friends

COLUMBUS -- It wasn’t long after her arrival on campus before Carin Phlegar began feeling blue. The West Virginia native remembers calling her mother almost every day -- both at work and at home. She began missing classes, and during winter break, she decided not to return to Ohio State.

Phlegar didn’t burn out. And it wasn’t that she couldn’t make the grades. Instead, like thousands of young people leaving home for the first time, she was homesick.

“I just needed to go back home for a while,” she said. “It wasn’t Ohio State that I didn’t like. I just needed to grow up a little. And I did.”

Last winter, Phlegar, now a 20-year-old anthropology major, returned to Ohio State.

“This time, I didn’t rely on others to help me make friends and get involved. I did it myself,” she said. “And now both my brothers live in Columbus, which keeps me connected to home and my family. Now, I really only go home for special occasions or if it’s been more than a month since my last visit.”

Phlegar’s feelings aren’t uncommon.

Thousands of students going off to college for the first time will experience homesickness or separation anxiety on some level, said Louise Douce, director of counseling and consultation service at Ohio State.

“Some students are surprised by it because they see themselves as independent and because they are excited about being on their own,” Douce said. “They’re shocked by how much they miss home, their friends, family and parents, or just the ambiance of the place.”

- more -
HOMESICKNESS – 2

Separation anxiety, associated mostly with young adults age 17 to 21, is the sense of uncertainty or uneasiness, sometimes with specific fears of being away from a place that feels like “home.”

It’s not something that discriminates by gender, Douce said. The only difference is in the way men and women show it. “Women may talk about it more and are more likely to seek help, and guys may suffer more in silence -- which doesn’t help with feelings of alienation and loneliness.”

“You definitely hear about it more from the women,” said Conor McFerran, a second-year resident adviser from Washington D.C. “I’m sure it happens as much with the guys, but you just don’t hear about it. That’s why I try and encourage all students to come in and talk with me the first couple of weeks they’re here.”

The way students approach friendships also is a factor in how they handle homesickness, Douce said.

“Women form relationships by sharing information about themselves, and men form friendships by doing things with each other,” she said. “For this reason, men often deal with feelings of homesickness on their own.

“That’s why it’s so important for students to seek out and nurture friendships. Some students may go home too often and not give the campus a chance. If they stay on campus more and gradually reduce their contact with home, they’ll be able to create a place to nurture themselves here,” Douce continued. “Young people need to see home as their safety net, not their nest.”

Douce said these students’ feelings are more about emotional safety than physical safety, but sometimes manifest themselves as feelings of physical safety.

“They need to make ‘here’ feel like home. They need to establish an emotional community -- a network of friends and wise people they can go to for advice,” she said. “They need to discover new favorite places where they can rejuvenate and relax, and establish a routine that balances their minds, relationships, and physical and spiritual selves.”

Douce said she and members of her staff train Ohio State’s resident advisers (RAs) to recognize and work with students who experience symptoms of separation anxiety. But their training doesn’t stop there.

- more -
McFerran said all resident advisers go through two weeks of rigorous training before students arrive autumn quarter. They’re also required at attend workshops throughout the year. “We do mock interventions and role play situations in which new students experience different levels of homesickness,” he said. “Then we regroup and talk about what we found effective.”

Douce and her staff also talk with parents during summer orientation. “The challenge for Mom and Dad is to help their child build their self-confidence and feel comfortable in making their own decisions.

“It can be hard for parents, when their child calls home with a difficult decision, to let them handle it themselves,” Douce said. “They need to resist the urge to rush down to campus and solve the problem unless there’s a clear and present danger to their child’s safety.”

The university plans an intensive welcome week to ease transition to college which Douce considers effective in curbing some sadness about leaving home. “We’d like to see students connect to the university within two weeks,” Douce said. “But if there’s no connection by six weeks, you really need to worry about them.”

McFerran said that it’s important to get students involved in their hall community. “We want students to think of their dorm as their new home and the people on their floor as their new family -- to create a new support system.”

Unfortunately, some students’ homesickness becomes greater than merely adjustment to their new surroundings, Douce said. More serious signs of trouble include sleeplessness, a desire to stay in their room, fear, weight loss or gain, drug and alcohol use, or an eating disorder. “That’s when counseling would be a good idea,” Douce said.

Most of this can be prevented if parents and students take the time to plan and talk about an upcoming move, Douce said.

“Students shouldn’t deny that they’re going to miss their friends and family. They should think about how they’re going to maintain contact, with home while forming new friendships,” Douce said. “If they do, it could really make a difference.”

###

(LO/ST)
The Highlights

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<tr>
<th></th>
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<th>2000</th>
<th>2003</th>
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<td>32</td>
<td>33</td>
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<tr>
<td>Cumulative % in Top 25%</td>
<td>46</td>
<td>68</td>
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<td>University Scholars</td>
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<td>708</td>
<td>801</td>
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<td>National Merit, Achievement,</td>
<td>97</td>
<td>116</td>
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</tr>
<tr>
<td>and Hispanic Scholars</td>
<td></td>
<td></td>
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<tr>
<td>Students of Color</td>
<td>523 (15.9%)</td>
<td>1,081 (18.7%)</td>
<td>1,096 (17.5%)</td>
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<td>Non-Residents</td>
<td>616 (10.6%)</td>
<td>900 (15.6%)</td>
<td>892 (14.3%)</td>
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<td>International Students</td>
<td>125 (2.2%)</td>
<td>128 (2.2%)</td>
<td>94 (1.5%)</td>
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<tr>
<td>First-Year Retention</td>
<td>79%</td>
<td>86%</td>
<td>87.7%</td>
</tr>
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</table>

The Headlines

- 6,258 students enrolled out of nearly 20,000 applicants for the entering class of 2003
- The average ACT composite for the incoming class is 25.4, which represents the 84th percentile nationally
- The average SAT math score is 600, which represents the 86th percentile nationally
- The average SAT verbal score is 580, which represents the 78th percentile nationally

The Fine Print

Accomplished

- 33% graduated in the top 10% of their high school class; 69% graduated in the top 25% of their class
- 37% participated in state music contests, with 83% receiving superior ratings
- Over 22% received awards or recognition for community service
- Over 14% won prizes or awards for scientific work or study
- Over 58% earned varsity letters
- 52% have received awards or special recognition for leadership
- 35% held elected student offices while in high school

Diligent

- Over 72% held part-time jobs while in high school
- 2,301 students submitted 3,957 Advanced Placement scores; 24% of the class earned college credit for AP exam results
- 63% of the class entered already having earned college credit

Diverse

- All 88 counties in Ohio are represented, as well as 42 states and 27 countries
- Over 17% are students of color
- The incoming class is the most economically diverse ever to enroll at the university

Prepared by The Office of Undergraduate Admissions and First Year Experience, November 2003
The profile of the freshman class has improved dramatically since 1995:
- Average ACT score has risen from 22.8 to 25.4.
- Percentage of entrants ranking in top 10 percent of high school class has risen from 21 to 33.
- About one entrant in five is a minority.

Undergraduate retention and graduation rates continue to increase:
- Freshman first-year retention has risen from 79 percent in 1995 to 87.7 percent this autumn.
- Six-year graduation rate is 62%, an increase of 3% over the previous year and 6% from two years ago.

Research support has increased by 80 percent over the past five years, to $426 million. The university ranks fifth nationally in industry-sponsored research.

Ohio State ranks among U.S. News & World Report's Top 25 Public Universities in America and is number one in Ohio.

The Ohio State faculty now includes 18 members of national academies: five members of the National Academy of Sciences, 10 members of the National Academy of Engineering, and three members of the Institute of Medicine.

This year, 15 members of the faculty were selected as members of the American Association for the Advancement of Science—the most at any university in the country—for a total of 76 Ohio State members.

U.S. News ranks many graduate/professional programs among the best in the nation, including Veterinary Medicine (6), Education (17), Fisher College of Business (19 and 14 for undergraduate), Nursing (19), Engineering (24), Arts (28), Medicine and Public Health (37—up from 44 last year), Moritz College of Law (38).

Students have been recipients of such prestigious recognition as: Mellon Fellowships, Goldwater Scholarships, Truman Scholarships, NSF Graduate Fellowships, Udall Scholarships, and national defense and microbiology fellowships.

The Council for Advancement and Support of Education ranks Ohio State 15th in fund raising among nation's public universities.

Private support to the university continues at the same pace as last year despite the worsening economy and a nationwide decline in private giving to higher education. Gift receipts for the past year total $195.8 million, with a new record for the most donors in a single year: 102,779.

This year, there are a record-breaking 411 scholar-athletes, a 12 percent increase in one year and a 56 percent increase from the 263 scholar-athletes just seven years ago. Today, 48 percent of all student-athletes have a cumulative GPA of 3.0 or higher.

Quarterback Craig Krenzel was named to the CoSIDA Academic All-America team and selected as the 2003 Academic All-American of the Year.
This autumn, The Ohio State University welcomed 6,041 talented freshmen to our Columbus campus. The Office of Undergraduate Admissions and First Year Experience (UAFYE) has prepared this report on the freshman class, but this year’s enrollment gains are the result of the work, creativity, and dedication of colleagues across the university community. It is only through the combined efforts of faculty, students, staff, alumni, and administration that Ohio State continues to move to new levels of excellence.

Once again we have welcomed the brightest and best-prepared class in the history of the university. In selecting the freshman class, the university considers the importance of access and diversity and our role as a land-grant institution. We acknowledge our responsibilities as the flagship institution for Ohio. We value the relationship between the Columbus campus and the regional campuses and ATI. And, as part of the University System of Ohio, we continue to encourage and enhance the opportunities for more Ohioans to pursue college degrees. We are also keenly aware of the national and international recognition that is given to The Ohio State University.

As the nation’s largest university and one of the top 20 public universities in the United States, Ohio State will continue not only to influence our students but also to shape the future of our global society. We are confident in the abilities of this year’s freshman class to succeed both in and out of the classroom. And we are assured that in future years these students will continue to

Go Bucks!

Mabel G. Freeman, PhD
Assistant Vice President
Undergraduate Admissions and First Year Experience

**Admission Information**

- Total freshman applicants: 21,878
- Number admitted: 12,907
- Enrolling freshmen: 6,041 (target: 6,000)

**Academic Qualifications**

- % in top 10% of high school class: 54
- % in top 25% of high school class: 91
- ACT Composite (middle 50%): 25–30
- SAT Combined (middle 50%): 1140–1310

**Demographics**

- Male/Female ratio: 50/50
- Students of color: 913 (15.1%)

**Residency Distribution**

- Ohio residents: 4,933 (81.8%)
- Domestic out-of-state students: 874 (14.5%)
- International students: 234 (3.9%)
The Class of 2008:
Motivated, talented, hard-working

More than 3,400 students submitted over 11,300 advanced placement (AP) test scores.

75% enrolled having earned college credit from AP performance, post-secondary enrollment, or international baccalaureate participation.

17% won an award for scientific achievement

28% were recognized for community service

34% participated in state music competitions

60% received an award for leadership

67% received a varsity letter

72% worked part time while in school

Top 10 countries
People's Republic of China
Republic of Korea
India
Canada
Taiwan, Republic of China
Germany
Thailand
Saudi Arabia
Malaysia
Kuwait

Top 10 states
Ohio
Pennsylvania
Illinois
New York
Texas
Maryland
Michigan
Virginia
New Jersey
California

Top 10 Ohio counties
Franklin
Cuyahoga
Hamilton
Montgomery
Summit
Delaware
Stark
Butler
Lucas
Warren

Top 10 high schools
Dublin Coffman High School
Sycamore High School
William Mason High School
Worthington Kilbourne High School
Solon High School
Centerville High School
Lincoln High School
Upper Arlington High School
Saint Xavier High School
Strongsville High School

Dublin
Cincinnati
Mason
Columbus
Solon
Centerville
Gahanna
Columbus
Cincinnati
Strongsville
Focus on the first year

Record-high retention
A record number of the 2007 freshman class returned to the university in autumn of 2008. Ohio State's first-year retention for this class was 92.8%, nearly 20 percentage points above the national average for four-year colleges and universities. Retention is high across ethnicities and income levels. African American and Hispanic retention reached a new high of 91%. Pell Grant recipients returned at a rate of 88.8% and first-generation students returned at a rate of 88.6%.

These strong retention figures are due in part to a university-wide commitment to supporting first-year students. Strong orientation and first-year programs greatly influence student retention. First Year Experience (FYE) is dedicated to helping each freshman and transfer class adjust to college life. *U.S. News & World Report* ranked FYE at Ohio State one of the nation's exemplary programs leading to student success. The program offers many activities throughout the year, some of which are listed below.

Visit fye.osu.edu to learn more.

Convocation and Picnic with the Buckeyes
As part of Welcome Week, first-year students receive their official academic welcome at the President's Convocation. Led by President Gee, Convocation introduces a number of university traditions and serves as a bockend experience, the first of two times (the second being commencement) that the entire class is gathered in one place. Also during Welcome Week, students and the Ohio State community enjoy a picnic and entertainment provided by the Columbus Jazz Orchestra.

Distinguished Speaker
Each year FYE invites distinguished individuals to address the first-year class. These speakers have attained high achievement in politics, activism, or the arts and sciences. Astrophysicist Neil deGrasse Tyson addressed the first-year class of 2008.

Buckeye Book Community
The Buckeye Book Community (BBC) provides a common academic experience for first-year students even before classes begin. Students receive a book at orientation, read it during the summer, and then attend a lecture by the book's author. This year students read Tracy Kidder's *Mountains Beyond Mountains* or Diana Abu-Jaber's *The Language of Baklava*.

Success Series
The Success Series offers short courses that address concerns and questions first-year students have as they transition to university life. These courses are designed to help students learn how to use campus resources, resolve problems, and take advantage of the opportunities Ohio State offers them.

With over 300 sessions offered throughout the year, students can easily find courses that meet their needs and interests. Each course falls within one of nine themes: Academic Engagement and Exploration, Alcohol and Other Drug Awareness, Anxiety and Mental Health, Current Issues, Diversity, Financial and Debt Management, Health and Wellness, Leadership, and Sexual Health.

Buckeyes Beyond Ohio
Last fall, more than 870 students came to the Columbus campus from out of state. To help new Buckeyes from beyond Ohio find each other, FYE sponsors informal luncheons, bringing together students, faculty, and staff from various regions of the country.
Ohio State gains fewer freshmen, but test scores are best in school history

By Collin Binkley

The Columbus Dispatch • Friday August 22, 2014 6:18 AM

Comments: 2 628 330 1349

The freshman class at Ohio State University is slightly smaller this fall than in past years but, as with years of new classes before, it has the highest average test scores in school history.

By this weekend, the Columbus campus will have about 7,000 new freshmen, around 100 fewer than last fall, the university announced yesterday. It's a small dip after years of growth: During the past decade, the freshman class at Ohio State has grown by almost 20 percent.

"It was by design," Dolan Evanovich, vice president for strategic enrollment planning, said of the smaller class. "Now, we're going to hover somewhere around 7,000. We feel like that's a good number for incoming freshmen, for us to be able to provide a high-quality living and learning experience."

Demand for Ohio State hasn't diminished, data show. The 42,800 students who applied to the Columbus campus this year marked a record for the school, and they represent a 20 percent jump in applications since last year.

"This is a fantastic class, our best ever, again making this the best student body that we've ever had at Ohio State," said Joseph Steinmetz, the provost of the university.

Steinmetz, Evanovich and Javaine Adams-Gaston, the vice president for student life, discussed the new class yesterday at a news conference. OSU President Michael V. Drake did not attend.

As in past years, the gains in test scores are incremental.

The average ACT score improved to 28.8, and the SAT average rose to 1,270. Both are about 1 percent higher than last year. About 69 percent of the freshmen had grades in the top 10 percent of their graduating high-school classes, up from 58 percent last August.
There is room to improve on the share of minority students enrolling at Ohio State, officials said. About 17 to 18 percent of the new freshmen are minorities, Evanovich said, about the same as last fall. That's an increase of 3 percentage points over the past decade.

"Am I happy with it? No," Evanovich said. "I think we're going to continue to push that and continue to diversify racially, geographically, internationally — diversity with a big D."

Almost 1 of every 3 freshmen now comes from outside Ohio, a slight increase since last year but a major historical shift for the university. Recruiters at Ohio State have focused on attracting students from population hubs in California, New York, Texas, Georgia and Washington, D.C., as the population of college-age people declines across the Midwest.

The share of students from outside the U.S. ticked up about 1 percentage point, to 8 percent.

Ohio State and Ohio University have weathered the population slide better than many other schools in Ohio. Total OSU enrollment has boomed in recent years while it has dipped at dozens of colleges.

Yesterday, about 1,000 students moved onto campus, and on Saturday those "welcome leaders" will help 6,000 other students move into residence halls. Traditionally, students moved in on Sunday, but the school moved it ahead last year to give students an extra day on campus.

On Monday, Drake and other university leaders are to welcome new students during a convocation on campus; and later that day, Mayor Michael B. Coleman is scheduled to welcome students to the city at Nationwide Arena. Classes start on Wednesday.

"I think this is great intellectual capital and talent that we're bringing here to Columbus," Steinmetz said, "and I hope they remain."

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COMMENTS

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JOSEPH OBERGFEll (JOBERGFELL)

As Ohio State increases its focus on bringing students from outside Ohio it needs to improve its satellite campuses to provide a college atmosphere for those Ohio students they've deemed not good enough for main campus. They are doing a disservice to Ohio students who want to attend OSU but are relegated to sub par campuses and unaccomodating schedules. How much money is OSU spending to improve its diversity at the expense of Ohio students?

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DAVID WILLIAMS (DCW366)