

# Account and an institution is the shit, that is the bad mot you."

University is really quite cold. Un-  
ess, you're in a fraternity. I've met  
ot of people in hot caf because I  
ncount out of my way to meet them.  
I have much freer on campus than in  
aspe school. By sex I mean kissing,  
e, using, and anything farther than  
t. If you do too much too soon you  
mut use each other. You'll reveal your  
ealizy but you won't reveal your soul  
you somebody. Sex is one of the biggest  
way estions on campus among my  
ple. They all wonder just how far  
wony should go. The learning system  
ever sometimes a repetition of high  
ool. Lectures are often a reflection  
s gar the professor. I only have one large  
resti ure. There's more interaction in  
l psy all classes. I'm very fortunate. I've  
I do fabulous professors. But then I  
: thi along with just about anybody.  
a que rather write a term paper than  
ng age Christmas exams.

Exams make me study. They're  
or co d for me. In a way, I was dis-  
sioned after the exams at Christ-  
) mu I don't know anything about  
e we ent union activities except the  
nts, ilaires. There was a lack of com-  
its m munication so I quit.

—1st year U of A co-ed

I don't know what happened. Mid-  
en th through my junior year I just  
to ma t stale. You come to college and  
ormar think you're on to a whole new  
e to g. You run to your first class in  
to thi member; Survey of European His-  
l mor The professor says, "Read these  
d liv books. Do one ten-page paper and  
we three-page papers by January  
th a Then to English class where it's  
three books and three ten-page papers  
busin the same date. And on and on.  
ng, e of it ever seems to tie in.

the second semester. First class:  
ave-y and six books . . . " Sooner or later  
l to ask yourself, "Why am I doing  
1 tau What does it all mean?"  
ut ab The Light and Dark Imagery in  
by g Lear. The Effect of Peer Group  
know The Adolescent. James' Defini-  
ne of of Pragmatism. Meanwhile the  
-to fide world is moving on, maybe  
th fa g something.

the ultimate ridiculousness occurs  
w months into your junior year.  
fellowship time. Practice writing  
mes. Take the Grad Records,  
Boards, Medcats. The pressure  
unbelievable. Ask yourself why,  
you've got a big laugh coming.  
re's no answer.

four years I took two courses  
were worth anything. I was  
er than most. Anyhow, I spent  
of my junior and senior years at  
downtown chugging drafties and  
etting I was going nowhere. It's  
to explain. I wanted to be moti-  
l. I wanted something to reach  
and turn me on, but there was  
ng there . . .

—A Holy Cross Graduate

was sick of feeling that I was  
opted for reasons having nothing  
y to do with me, but with the  
e or parent I came from. I was  
of the idea that you had to be  
sleep with everyone, and kiss

everybody's royal American to be  
someone. I only wanted to be myself  
and that never seemed to be enough.

My parents hounded me about  
grades to the point where I spent  
more time worrying than studying.  
The idea of failure was the worst  
thing in the world that could happen.  
There was no chance to begin over;  
if you failed the first time, that was  
it. By the time exams came, I was a  
nervous wreck.

I went home before exams for the  
weekend. Then it happened, the worst  
it had ever been. Then came 75 sleep-  
ing pills, 125 aspirins, and a razor  
blade.

—A Wisconsin co-ed



—UPO photo

Do you have to jump off a building  
to get attention?

It's a damn shame that you have  
to emphasize suicide in order to  
dramatize the importance of student  
emotional problems. Suicide is natu-  
rally a problem of student mental  
health. But suicide isn't the major  
problem here. There are many nearly  
as severe.

A lot of us are really hung up over  
close personal or sexual relationships.  
I know students here who seek pro-  
fessional help because they are very  
confused about the future—their  
majors, their careers, even their rea-  
sons for staying in college. A lot of  
others have pretty deep personal  
problems which make it difficult to  
study or to be motivated about any-  
thing. Some of my friends really feel  
the tension and get depressed easily.

All of these are problems which I  
would call "severe". Sure, they're not  
a matter of life and death, like suicide,  
but they are the difference between  
a life that is happy and worthwhile  
and one that is not. To me that is  
pretty important.

There are people here who under-  
stand what's going on with us, and  
they make themselves available. Our  
problem is that there just aren't  
enough of them to go around.

—William and Mary College

## Withdrawal: the causes are complex

By A. J. B. HOUGH

Director, Student Counselling Services

By the end of November this session,  
210 students had had withdrawal  
forms signed in the Student Coun-  
selling Services. It does not follow  
that all 210 did actually withdraw,  
for some change their minds after leav-  
ing counselling. Of the foregoing, 26  
per cent were from the Faculty of  
Education, 22 per cent from the Fac-  
ulty of Arts, 20 per cent from the  
Faculty of Science, ten per cent from  
the Faculty of Engineering, and seven  
per cent from the Faculty of Business  
Administration and Commerce. The  
pattern tends to follow the rank-order  
of the size of the several faculties that  
have been mentioned. The great ma-  
jority of the 210 were seen in Septem-  
ber and October. There was a typical  
spurt again in December, but we have  
not got our figures available at the  
time of writing. (Editor's note: As of  
December 31, statistics show 560 stu-  
dents withdrew, from an estimated  
enrolment of 15,000) Of the 210  
approximately 53 per cent were  
first year students, 31 per cent were  
in second year, 14 per cent in third,  
and about three per cent in more  
senior years or in graduate studies.

It would appear that more than  
usual cited financial difficulty, and  
that there was an increase in the  
number who wanted to get away for  
a time or who expressed themselves as  
feeling that the university was not for  
them. The latter group consists of those  
who thought that they should seek a  
less demanding form of training, as  
well as those who indicated dissatisfac-  
tion with the university as an institu-  
tion.

Across the past decade and more  
there have been a great many studies  
of college drop-outs. While, as could be  
expected, some differences in results do  
occur with respect to particular vari-  
ables, there is a remarkable stability in  
some of the areas that have been in-  
vestigated. For example, it would ap-  
pear that, on the average, those who  
drop out are less intellectually capable  
than those who remain. This does not  
mean that all who withdraw are made  
up of the less intellectually able, but it  
does indicate that, as could be ex-  
pected, drop-outs will include a rela-  
tively high proportion of those who  
are likely to have difficulty in coping  
with university work.

Similarly studies suggest that there  
will be a fairly large proportion of  
individuals who, at the time of with-  
drawal, may not have achieved a suf-  
ficient feeling of confidence about  
themselves as individuals in order to  
cope in a situation in which so much  
depends upon what the individual does  
himself. This does not mean that such  
individuals have serious psychological  
hang-ups, for, in general, it is more  
likely to indicate that with a bit of  
time and experience the development  
would be adequate.

Studies also suggest that there are  
positive relationships with such factors  
as the socio-economic status of the  
family, age at the time of admission (in  
this it would appear that, in general,  
the younger the better the chances for  
survival), and so forth.

However, it does seem likely that  
such studies have been too simplistic  
in their conceptualization, even if the  
information obtained does have mean-

ingfulness. For example, much of the  
impetus behind such studies has had  
one or both of the following bases. The  
belief that there was something wrong  
with students who withdrew. The be-  
lief that anyone who has the intel-  
lectual ability to handle university  
work, and does not do so, is both wast-  
ing his resources, and is not contribut-  
ing as he should to society.

It may be possible to be equally  
simplistic through ascribing the chief  
cause to the structure of the universi-  
ties, their increasing size, the lack of  
involvement, and what have you. While  
I would think it likely that support for  
such contentions would be found if  
careful studies were carried out, I also  
suspect that one still would not have  
exhausted the ramifications of the  
question.

While the information obtained from  
the studies that have been done is use-  
ful, there are aspects of the question  
that are not being adequately exam-  
ined, so far as I can tell. One reason for  
this is that it is unlikely that any single  
discipline can provide the comprehen-  
sive picture that is needed in order to  
adequately consider the phenomenon.

To illustrate, we live in an age when  
a greater proportion of the members of  
society attend university than was the  
case at any previous time in Western  
civilization. At the same time we have  
what I consider to be an inadequate  
understanding of why people attend  
universities. Certainly, we are aware of  
some of the familial, social and other  
pressures that may encourage univer-  
sity attendance. We even know that in  
individual instances the pressures can  
be wrong. However, I wonder if we  
really have any comprehension of the  
broad meaning or value of such pres-  
sures. In short, it is quite likely that we  
may need to know which of the pres-  
sures should be supported, which re-  
directed, and which should be decried.  
Here, individual and social values will  
surely come into focus and will need  
examination. The answers, so far as it  
may be possible to determine them,  
will not be found in the work of any  
one discipline.

As an implication of the same ques-  
tion, there is the question of the roles  
of the universities. Without some sort  
of a comprehensive awareness of the  
changes and trends within society, uni-  
versities cannot modify their roles in  
order to more adequately meet the  
needs of society itself.

For the present, it is too easy to be  
simplistic in citing possible causes, such  
as:

- There is something wrong with those who do withdraw;

- An individual who has the intel-  
lectual potential and fails to take ad-  
vantage of university training wastes  
his own potential and makes less of a  
contribution to society than he other-  
wise would;

- It is the fault of the university.

There are, of course, elements of  
truth in each statement, at least in  
some particular instances. Similarly,  
each one is likely to be fallacious when  
used as a total explanation. I suspect  
that even in combination they fail to  
provide an adequate appraisal of the  
situation, for the answers are likely to  
be far more complex and far more in-  
clusive than all that can be gathered  
under such headings.