

education. Figure I shows that 41 of the failing students were such poor readers that they would experience difficulty in pursuing their college studies. This is almost half of the total group of failing freshmen. Figure I also indicates that slightly more than half of the failing students possess reading ability to do successful college work. As was said in consideration of Tables I to IV, the primary problem with this group is one of motivation or getting them to make use of the abilities at their disposal. Many of the students, whose reading ability at the first of the year was distinctly inferior, could have been shown and were shown how to improve their reading. In dealing with individual students, however, it is virtually impossible to have time enough to render the most service possible to each student.

Elimination of Failing Students. It is extremely difficult during financial depressions to hazard a guess regarding the effect of money matters upon a student's return to college. If one can assume that financial problems weigh heavily in general upon the parents of all freshmen of the 1931-32 session, it becomes obvious that a failure takes its toll in the elimination of college students. Fifty-one per cent of the failing freshmen of 1931-32 are not on the campus this year. Thirty-five per cent of the entire freshman class of 1931-32 are not on the campus this year, and twenty-five per cent of the freshman class of 1931-32, who did not fail any subjects, were eliminated. In other words, a smaller percentage of successful college students are eliminated even during times of depression than of the unsuccessful students during the same period. If legitimate means of improving a student's reading ability, study habits, motivation, and other factors that will make successful students of the failing group can be found, it is entirely probable that there will be a smaller percentage of students eliminated between the freshman and sophomore years.

SUMMARY AND CONCLUSIONS

This study has presented a partial analysis of the characteristics of 94 students, members of the freshman class of 1931-32, who were reported as failing in one or more sub

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jects at the end of the first mid-semester, the first semester, or the second mid-semester. This group of failing students, on the average, possesses less native endowment and left high school with poorer preparation than did the entire freshman class of 1931-32. The group of students in the freshman class of 1931-32 that did not fail any subjects at the three specified times is superior both to the class as a whole and to the group of failing students. There is serious overlapping between the characteristics of the failing students and of the successful students. Many failing students possess native ability and received sufficient training in high school to enable them to become successful college students. It would seem that this group of students may be saved the embarrassment and cost of failure if they can be properly motivated. One of the most important contributions that a faculty adviser can make to his or her group is that of motivation.

The preceding pages also presented evidence showing that approximately one-half of the failing freshmen considered in this group have not sufficient command of the reading process to do acceptable college work.

Additional data were presented showing the most common difficulties noted in the study habits of failing students. There is a wealth of data available in the library at the present time that will enable one to help students avoid these difficulties. It is believed that freshman faculty advisers can, without lecturing or "preaching" to the members of their group, keep these common difficulties in mind and make incidental suggestions from time to time that will help their students build up good study habits.

This study also presented evidence that fifty-one per cent of the failing freshmen of 1931-32 did not return to the campus this year (1932-33) whereas only twenty-five per cent of the successful students failed to return. This information regarding elimination constitutes sufficient evidence to justify the entire administrative and instructional staff in making use of any legitimate device that may enable the group of unsuccessful students to be materially reduced in size.