1947

School failure: the problem and its causes as determined by objective studies completed between 1925 and 1945

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Boston University

http://hdl.handle.net/2144/18916

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

SCHOOL FAILURE: THE PROBLEM AND ITS CAUSES AS DETERMINED BY OBJECTIVE STUDIES COMPLETED BETWEEN 1925 AND 1945

Submitted by

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(A.B., Catholic University, 1936)

In partial fulfillment of requirements for the degree of Master of Education

1947

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Second Reader: Dr. J. Wendell Yeo, Associate Professor of Education
Third Reader: Mr. Franklin C. Roberts, Professor of Education
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CHAPTER I
SIGNIFICANCE OF THE PROBLEM

Purpose of the Thesis

It is a difficult task to attempt a definition of the term "school failure," for the writer has not been able to find a concrete definition based on definite objective data, and accepted universally as authoritative; therefore, the writer proposes to prepare an accurate and comprehensive digest of the alleged causes of failure as determined by a number of objective studies completed between the years 1925 and 1945, inclusive.

The one objective fact connected with school failure--one evidently acceptable to all--is that the student who has failed must repeat the grade or course in which he did not receive a passing mark.

Failure in school, it appears, depends to a large extent upon an arbitrary mark recorded by the individual teacher--a mark in most cases highly subjective and the result of a number of influencing factors.

To attempt a definition of the term "school failure," it appears to the writer that failure is the inability of a pupil to accomplish what the individual teacher has decided
I REMEMBER

MEMOIR FROM THE EMBASSY

and incollected a bottle of wine distilled at
of this need for any further material, not in
the same state of condition as had been delivered,
by authority and knowledge. It had to be gathered as
the affair of the lady who came to me as secretary
and in 1930, I was there—had been taken over by
and other matters that I had to fill—two
officials. It was the point to prove and
had been taken over by the
...
should be accomplished and when in order to merit a passing mark.

The writer, using the medium of objective data, will endeavor to portray as nearly as possible a picture of school failure throughout the United States during two decades. The thesis will be a study of those pupils who for one alleged reason or another were required to repeat a grade or course in school.

Significance of the Problem

Pupil failure in our secondary schools is a common occurrence--so common that it has been accepted by the American people as an existing evil, costly to the school, to society, and to the pupil himself.

That the problem is a serious one cannot be doubted, for the great number of students who are faced with continual failure either repeat the subjects failed or they drop out of school. Thus our educational system tends to operate on the philosophy "survival of the fittest."

1/ Reeder says that of the twenty-five to thirty million children enrolled in our schools annually, approximately 10 per cent of them fail.

2/ Espy does not specify any definite percentage of


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failure, but he maintains that "when it is taken into account that many pupils who withdraw from courses are judged to be failing at the time of withdrawal it becomes apparent that failure is, under present conditions, to be expected by considerable proportions of the secondary school population. To what extent the conditions here indicated are prevalent throughout the country can only be guessed...."

O'Brien, discussing the extent of failure in eight high schools in New York and New Jersey, stated that 62.1 per cent of all boys and 55.1 per cent of all girls who enter high school fail in one or more subjects, and that 58.1 per cent of all pupils that do graduate fail in one or more subjects somewhere along the line.

From a study of 1091 cases of withdrawal from the New Haven High School, Buckner concludes: (1) there is a high correlation between failures and withdrawals; 64 per cent of those who withdrew failed in some subjects; (2) only 10 per cent of those who graduated had not failed in some freshmen subjects.

Spaulding points out that in New York State the boys and girls who leave school without graduating outnumber the


...because the company can only to ensure

...that the example is to tell in the first

...if you go out the front door you have

...If we take one more sentence...

...It is to read this sentence to tell in the

...have my coffee. Moreover, comment to tell on

...and at least in more sentences to tell in some

...and at least in more sentences to tell in some

...and at least in more sentences to tell in some
graduates nearly two to one.

Commenting further, Spaulding states: ¹/ "A conspicuous characteristic of the young people who leave school early is their lack of success in school work. More than half of a representative group of tenth and eleventh grade pupils who were planning to leave....would stay if they could count on being promoted...."

In New York State, where two out of every three pupils enrolled fail to graduate, "Failures in school subjects were the rule among the pupils reported by the schools as leaving before graduation, though no one subject or group of subjects stood out as special stumbling blocks for these pupils in general. Their school records suggested not so much low achievement in particular parts of the present high school program as a general lack of scholastic success."²/

School failure is not confined to New York or any other state. It is national in scope, and while it varies from subject to subject, grade to grade, teacher to teacher, school to school, it is found at every grade level.

³/ Billett, writing on our secondary schools, states that "half the pupils who are to be future citizens are lost somewhere between the beginning of the ninth and the end of the

¹/Ibid., p. 77.
²/Ibid., pp. 77-78.
The text on the page is not legible due to the quality of the image. It appears to be a letter or a note, but the content cannot be accurately transcribed from the image provided.
twelfth grade, and the percentage of pupils not graduating undoubtedly conceals more than it tells about the adequacy or inadequacy of the secondary school."

Included in this half mentioned by Billett are thousands upon thousands of pupils who dropped by the wayside because of failure. This high mortality rate, supported by statistics compiled since 1907 by the United States Office of Education on public-school enrollments from which the survival rates of pupils through high school can be studied, indicates that to some extent at least, both the school and the pupil have failed: the school has not succeeded in achieving one of its most important objectives, that of adjusting the individual to his environment; the pupil is faced with a loss of confidence, self-respect, and a fixed goal, without which he will drift in despair to a possible life of failure. As Coxe states, "Success is partly a habit, and to send a pupil out from school with a background of failure is a good start towards failure in life."

Existing statistics on the subject of school failure give every indication that a failure in one grade is almost always repeated at another grade, and often continues on


throughout life.

The picture of the problem, as presented by Dickson, accentuates its seriousness. He states, in an attempt to emphasize the amount of school failure,

If every child who fails of promotion were coated in black, we would have at least one of every four thus labeled before the first grade had been finished. From 5 to 10 per cent of failures are added for each grade as we go up, until by the time the sixth grade has been completed, more than one half our school children would have earned a coat of black, many of them several coats. It is significant that one failure seems to call for another at frequent intervals.

It is of interest to note the close relationship existing between the assertions of Billett and Dickson, and the statistics compiled by the United States Office of Education on the survival rates of pupils through high school since 1907.

Since the problem is a serious one, and since failure is prevalent throughout the nation in all of our schools, what then is the underlying cause of failure—or causes?

According to Terman, "All supposed causes of failure are emphasized except the one important cause—inferior mental ability."

This theory receives strong support from Dickson.

1/Virgil E. Dickson, Mental Tests and the Classroom Teacher, World Book Co., N. Y., 1927, p. 129.


3/Dickson, op. cit., p. 130.
Echoing the belief of Terman, he maintains that

There are many causes or contributing causes of failure in school, but the one most commonly given by teachers is inferior ability....Since inferior mental ability is largely responsible for school failure, and since all studies show that the I Q remains relatively constant, we must conclude that the chief cause of failure in the elementary schools cannot be removed under present curriculum requirements. The average failure is not due to poor teaching, to poor health, or to poor attendance, but to lack of ability.

Espy disagrees with the statements of Dickson and Terman. He believes that

Since the pupils' general level of intelligence is beyond the power of the school to change markedly, it is obvious that failures ascribed to deficient intelligence really represent the failure of the school to make sufficient adaptation to the capacities of its pupils....To ascribe his scholastic failures to his lack of intelligence is to ascribe willful negligence or incompetence to the secondary school.

In an attempt to pursue the problem further, Espy states that "Intelligence is probably not the major critical factor in producing most of the scholastic failures among secondary schools....the character of a pupil's home background is closely related to his success or failure in the secondary school."

Is the unreliable subjectivity of a teacher's marks an important factor in explaining school failure? According to

2/Ibid.
Rugg it is a major factor. He says that "it has been increasingly evident to school men that one of the contributory causes of 'failure' in the public schools has been a bad administration of the marking system."

Experiments conducted by Starch and Eliott indicate results in favor of Rugg. These two educators sent a facsimile reproduction of a high school student's examination paper in geometry to the teachers of mathematics of all the high schools included in the North Central Association of Colleges and Secondary Schools, requesting the teachers of mathematics to mark the examination paper on a basis of 100 per cent.

For such a highly objective subject as mathematics, the results of the various marks, as indicated by the table on the following page, are quite interesting. Starch and Eliott maintain that they indicate the unreliability of subjective standards of marking.

In an effort to portray the same conditions in New Jersey, Bliss indicated the wide margin of difference existing between the proportion of "F" grades in fourteen New Jersey high schools (Table 2 on page 10).


Table 1
Marks Assigned an Examination Paper
in Geometry by 42 Teachers*

<table>
<thead>
<tr>
<th>Marks</th>
<th>Assigned Teachers</th>
</tr>
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<tbody>
<tr>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
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<tr>
<td>40%</td>
<td></td>
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<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
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*Adapted from D. Starch and E. C. Eliott, "Reliability of Grading Work in Mathematics."
<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Forecast</th>
</tr>
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<tbody>
<tr>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
</tr>
</tbody>
</table>

Table 1
Sales Forecast vs. Actual Sales

In percent of 2010 forecast
Table 2

Proportion of "F" Grades in Fourteen New Jersey High Schools

*Adapted from Don C. Bliss, "High School Failures."
Proportion of "In" Grades in Examination Year according to Subject
Inasmuch as the number of failures varied with the number of teachers, Bliss maintains that the subjectivity contained in a teacher's estimate of what constitutes failure is a major factor in accounting for the large number of failures in our secondary schools.

Does the percentage of failure depend upon the sex of the pupil and/or the sex of the teacher? Espy states that "it is a commonly observed fact that girls generally receive higher marks than are given to boys, and there is some reason to believe that both boys and girls are favored in marks by teachers of their own sex."

In a study of more than 100,000 marks awarded to boys and girls in the secondary schools of one city, Billett found that male teachers in general give somewhat higher grades to boys than to girls, and that women teachers show even a greater tendency to give higher grades to girls than to boys. Caswell indicates that promotion often depends upon the individual whims of each teacher. On this point he states:

In view of the wide variations in rates of non-promotion among schools of the same city, and the evidence limited as it is, that non-promotion is not directly related to achievement, the conclusion appears to be justified that variations in the amount

1/Espy, op. cit., p. 97.


of non-proportion in different schools is the result of chance elements such as the beliefs or whims of particular principals or teachers.

Are the number of failures determined by a school's marking system? In the belief that it is, Ruch made a study of the marking system in the University of Oregon High School. He maintains that the sole meaning and value of the marking system rest upon the definition of it by pupils, parents, and teachers alike; that pupils must be placed in correct relative positions with respect to one another, and the marking system used must be defined.

Kvaraceus, in a recent study of delinquency in Passaic, New Jersey, found that "actual failures in one or more subjects were indicated on the report cards of slightly more than half (51.5 per cent) of the delinquents, and one in every six (16.7 per cent) had six or more failures."

Here is a new approach to the problem of school failure. Is there an existing relationship between school failure and delinquency?

Spaulding offers a possible cause, based on a study conducted in New York State, that corresponds with the view of Espy. He states: "According to reports from the schools on


3/Spaulding, op. cit., p. 76.
individual leaving pupils, the pupils who do not graduate come from homes which offer few educational advantages; they are usually failing in their school work...."

Douglas and Reeder believe that it is difficult to define the cause or causes of failure. Douglass maintains that "attempts to discover causes of failure have not been very successful. Reasons assigned by pupils or by teachers are not sufficiently valid. Pupils do not know with exactness why they fail, nor do their teachers."

Reeder believes that "the cause or causes which operate in one pupil's case may be entirely different from the cause or causes operating in another pupil's case; these causes follow no pattern. Hundreds of possible factors operate to cause pupils to fail."

Douglass finds a strong supporter of his theory in Borgeson, who centred his attempts to determine the causes of failure by seeking the pupils' point of view.

Questionnaires, including "What do you consider the causes of failure and poor work?" were sent to over a thousand school children. Replies were received from 1056 pupils: 405 from senior high schools, 440 from junior high schools, and 211 from


2/Reeder, op. cit., p. 309.

elementary schools.

In all thirty-nine causes were given. Lack of study, and failure to do homework were cited by 445 pupils, lack of attention by 411, and dislike for school by 217.

Borgeson does not place too much credence in the validity of the replies offered by the pupils. He maintains that the real causes of failure "reach back far beyond anything that was suggested in the reasons he received." Commenting upon the fact that "lack of study" is mentioned as a reason for failure twice as often as any other, Borgeson indicates that this is because school lessons are often too difficult and too long.

1/Edmonson, listing thirty different causes of failure, resulting from his close observation while Inspector of Schools in Michigan, places the responsibility for failure upon "the curriculum, the methods used and the school organization."

According to Miller, environmental factors are the chief causes of failure. He stresses such factors as the education of the parents, the language spoken at home, the number of children in the family, and the financial security of the parents.

A very thorough study of the causes of failure was made


by Keefe. As a result of her investigation she indicates the following causes:

1. Lack of preparation and application
2. Absence
3. Lack of study and poor study habits
4. Home conditions
5. Pupil-teacher attitude
6. Physical defects

From a study of failures, based upon personal interviews of failing students, Brown concludes that the most important reasons for inferior work are these:

1. Lack of intelligence
2. Laziness
3. Failure to concentrate

From an intensive study of the problem, Walker came to the conclusion that each individual case that is studied proves different from every other, but there are so many points of resemblance that it is possible to classify them.... The difficulty may consist in a pupil's not knowing how to study; it may be due to some physical defect, as of the eyes or ears, or it may be the result of some problem in the home. These things are mentioned because they are among the most common....


Douglass does not agree with Keefe when she states that "lack of study" is an important cause of school failure. He maintains that "little objective evidence is available to show the number of failures caused by lack of study, but teachers are inclined to regard insufficient study as one of the great reasons."

Dickson doesn't even mention "lack of study" as a major cause of failure. He found that of 1776 failures reported in one semester in the elementary grades of the Oakland schools, 43 per cent were attributed by teachers to inferior mentality, 28 per cent to irregular attendance, and 11 per cent to ill health....13 per cent to numerous administrative and environmental difficulties....

That school failure and delinquency are closely related, as was indicated by Kvaraceus, seems to be highly probable.

Miner believes that "whether retardation in school shows mental deficiency or not, it certainly sets forth a vital problem in connection with delinquency."

Terman is more emphatic on this point. "One of the most important facts brought to light by the use of intelligence tests," he says, "is the frequent association of delinquency with mental deficiency."

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2/Dickson, op. cit., p. 130.

3/James B. Miner, Deficiency and Delinquency, Warwick & York, Baltimore, 1918, p. 177.

and mental deficiency...the most important trait of at least 25 per cent of our criminals is mental weakness."

Cutts and Mosely "have a study of one thousand delinquents which shows that eight hundred and fifty of them had a history of retardation in school."

Kaplan offers a comprehensive investigation of the relationship existing between school maladjustment and delinquency. From a study of the problem which he submitted to Temple University as partial fulfillment of the requirements for a Doctor's degree, he contends that "Maladjustment in curriculum and non-expectancy of graduation are strikingly associated with delinquency and appear to be co-related factors of considerable importance."

Another important observation was made by the National Committee for Mental Hygiene in 1931. A careful study of the relationship between school failure and delinquency resulted in the Committee's finding that "The child who constantly repeats grades becomes discouraged and feels inferior...His reaction to these feelings may take the form of restlessness, indifference, misbehavior, truancy, and even delinquency."


Summary

In an attempt to identify the cause or causes of failure, there seems to be a wide difference of opinion among authorities. What one believes may be supported by another, and what those two profess may be questioned by a third.

Thus, when Terman contends that all supposed causes of failure are emphasized except the one important cause--inferior mental ability, and when Dickson maintains, in support of Terman, that the average failure is due to lack of ability, both are questioned by Eurich and Carroll.

The latter pair are not satisfied with this statement. They state:

Frequently, lack of ability is given as a paramount cause of failure. Yet, to say that a pupil has failed because he lacks ability is no more elucidating than to say he has failed. To ascribe lack of ability as a cause of failure requires that the term "ability" be defined. Does it imply general intelligence as measured by the usual mental ability test? If so--and barring feeble-minded cases--for any single student who has failed, one of corresponding ability may be found who has succeeded. Since this is a demonstrable fact, it must be said that the second pupil has the ability to succeed in a particular grade, even though his score on an intelligence test is rather low. If such tests measure ability, then by inference the first student must possess the requisite amount for success. While in the face of available evidence no one can gainsay that a much larger proportion of pupils with low than with high scores on such tests fail, the data do not warrant a deduction that ability as measured is the only reason for failure. Undoubtedly, it is a contributing factor, but with compensating traits a pupil who obtains low scores on these

1/Alvin C. Eurich and Herbert A. Carroll, Educational Psychology, D. C. Heath Co., Boston, 1935, p. 16.
tests is able to succeed.

Eurich and Carroll maintain that failure is caused in great part by poor reading and study habits.

In an effort to determine which causes as set forth by various educators in this chapter, are supported or rejected by objective studies, the writer intends Chapter II to be a statement of these studies, and the last chapter an analysis and comparison of all the reasons offered in Chapters I and II.
CHAPTER II

OBJECTIVE STUDIES OF THE PROBLEM: 1925-1945

A Study of Failures in Denver, Colorado

One of the most enlightening and comprehensive studies of school failures made during the period 1925-1934 was conducted in the Denver schools during the school year 1929-30.1

All students from Grade X to Grade XII inclusive, who failed in two or more subjects the first six weeks of the year and who had failed in two or more subjects the second semester of last year were included in the study. No source of information to determine the causes of failure was neglected. The cumulative records of the pupils were investigated, questionnaires were handed to their class and home-room teachers, their counselors, principals, and deans. With this data as a guide each failure was analyzed and classified into types.

As a result of this study and research the following facts were determined:

The Types of Failing Pupils

1. Intelligence

a. Below average. Intelligence quotients as low as 66 and mental ages as low as 10 years and 10 months.

2. Physical
   a. Physically handicapped or low in vitality

3. Outside distractions
   a. Avocational interests led to the neglect of school work
   b. Need for money led to after-school work

4. Social and emotional maladjustments
   a. Immature, or unadjusted socially
   b. Emotionally unstable

5. Home problems
   a. Unfavorable attitude or lack of interest in the home
   b. Lack of supervision by parents

6. Subject failures
   a. Definite difficulties in reading especially

7. Absence
   a. The causes of absence were tremendously varied and require careful analysis.

Edmondson's Summary of the Causes of Failure

Professor J. B. Edmondson of the University of Michigan has contributed a major summary of the causes of failure from an entirely different point of view.

vague evanescence. It is now necessary to consider the
state and manner in which we are to receive and to process
the information so acquired. It is also necessary to consider
the manner in which the information is to be recorded and
transmitted. It is also necessary to consider the manner in
which the information is to be stored and the manner in
which it is to be retrieved. It is also necessary to consider
the manner in which the information is to be presented and
the manner in which it is to be used. It is also necessary to
consider the manner in which the information is to be
logged and the manner in which it is to be disposed of.

As the process of acquisition and processing continues,
the need for accurate and reliable information increases.
In order to ensure the accuracy and reliability of the
information, it is necessary to establish and maintain a
system for the management of the information. This
system should include procedures for the acquisition,
processing, storage, retrieval, presentation, and use of
the information. It is also necessary to establish and
maintain procedures for the logging and disposition of
the information. This system should be designed to
ensure that the information is accurate, reliable, and
reliable to the extent necessary to support the
operations of the organization. It is also necessary to
establish and maintain procedures for the training of
personnel in the use of the information. This training
should include instruction in the use of the system for
the management of the information.

It is also necessary to establish and maintain a
system for the control of the information. This
system should include procedures for the control of
the acquisition, processing, storage, retrieval,
presentation, and use of the information. This
system should be designed to ensure that the
information is accurate, reliable, and reliable to
the extent necessary to support the
operations of the organization. It is also necessary to
establish and maintain procedures for the training of
personnel in the use of the information. This training
should include instruction in the use of the system for
the control of the information.
Edmondson approached the problem from the administrative angle by asking many principals of secondary schools in the state of Michigan to indicate personally their opinions of the causes of pupil failure in high schools.

To his query he received a great variety of responses, from which he compiled a list of what he considered the major causes. These he arranged at random into a list numbering thirty, and they serve as a vital indication both for the magnitude of the problem of failure in the secondary schools and for a consensus of opinion among administrators as to why pupils fail.

Edmondson's thirty major reasons are:

1. The policy of assigning such large numbers of pupils to teachers as to discourage attention to the individual needs of pupils.

2. The practice of many teachers of seeking to stimulate a spirit of work and a respect for scholarship through the fear of failure.

3. The practice of some principals of allowing teachers to fail large numbers of pupils without requiring an explanation of the causes of failure.

4. The lack of uniformity in the minimum requirements in the sections taught by different teachers, with the result that twice as much work may be required by some teachers as is required by others.
5. The failure of the principal to acquaint beginning teachers with the scope of work to be covered during a semester and the standards to be maintained.

6. The practice of teachers of placing an excessively high value on the results of final examinations.

7. The practice of teachers of giving zero for unexcused absences, tardiness, or disorderly conduct in class.

8. The practice of allowing teachers to frame their own final examination questions without any checking by associate teachers or supervisors.

9. The practice of many teachers using the entire class period for oral testing with little or no attention to the difficulties in advance assignments or to the difficulties of individual pupils.

10. The practice of allowing backward pupils to elect subjects that require better native ability and better previous preparation than they possess.

11. The practice of some principals of urging their teachers to distribute their marks according to the normal frequency curve.

12. The tendency of some teachers to be more concerned with teaching subject matter than with the training of pupils.

13. The practice of some teachers of assuming a certain quantity and quality of previous training for all pupils and beginning their course at this assumed point regardless of
the real facts of separation.

14. The failure to provide special sections or special courses for pupils of low ability or inadequate preliminary training.

15. The failure of school authorities to instruct parents as to the amount of home study required and to define the conditions favorable to home study.

16. The failure of the school to seek to discover the real cause or causes for the failure of the individual pupil.

17. The fear on the part of some teachers that a low percentage of failure will be interpreted by associates and supervisors as meaning "low standards."

18. The failure of principals to require that teachers devote a minimum amount of time to specific training in the habits of study peculiar to the different studies.

19. The practice of allowing all entering ninth-grade pupils to elect four studies regardless of their previous performance in the grades or of the results of intelligence tests.

20. The failure of teachers to define the minimum essentials in their courses and to provide adequate drill.

21. The failure of the school authorities to regulate the social and athletic activities of the school in the interests of classroom work.

22. The practice of requiring the same quality and amount
of work in ninth-grade subjects as in twelfth-grade subjects.

23. The failure of teachers to organize their work in terms of definite, specific tasks that pupils must perform at a stated time.

24. The failure of school authorities to organize adequate personnel records for individual pupils and to use these records in the educational guidance of pupils.

25. The practice of assuming that ninth-grade pupils do not need special help and counsel in making adjustment to the new and perplexing conditions presented by the high school.

26. The policy of allowing pupils failing in two or more subjects at the middle of the semester to continue to carry a full load of work.

27. The policy of allowing unrestricted trial of five or more subjects during any semester after Grade IX-B.

28. The policy of encouraging all pupils to remain in high school, including those of relatively low native endowment, the habitual "flunkers," and the intellectual loafers.

29. The policy of deferring pupil-progression appraisals until the end of the semester.

30. The tendency of teachers and schools to place the responsibility for success or failure solely on the pupil.
Survey of Failure in Seattle, Washington

During the year 1923-24 an effort was made to determine the causes of school failure from the point of view of the pupils on probation in three Seattle high schools.

From the table on the following page we find the four causes given by the pupils in the order of importance are:

1. Failure to concentrate
2. Insufficient time and effort
3. Dislike of teachers
4. Irregular attendance

Another interesting feature is the heavy percentage of failures among the pupils of the ninth and tenth grades in comparison with failing juniors and seniors. These statistics compare favorably with those of Table I as an indication of the sources of most school failure in high school.

Reasons for Failure in Eight California High Schools

Johns offers a fine objective study of the causes of failure in eight California high schools from both the pupils' point of view and from the teachers' opinions.

From Table IV on page 28 we can see on what reasons the teachers and pupils agree and on what reasons there are marked differences of opinion.


I. Training for Cooperation
II. Professional Ethics and \[...\]
III. Occupational Training

Another important lesson is to be learned from this experience. It is sometimes easier to learn from our mistakes than from our successes. The value of mistakes is often underestimated. However, they are an important part of the learning process. It is crucial to recognize and learn from mistakes.

Despite the difficulties, I am confident that we can overcome these challenges and achieve our goals. It is important to remain positive and work together towards a common purpose.
Table 3. Distribution of the Leading Causes of Probation as Given by 334 Pupils on Probation in Three High Schools, Seattle, 1923-1924*

<table>
<thead>
<tr>
<th>Cause</th>
<th>Fresh.</th>
<th>Soph.</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to concentrate</td>
<td>46</td>
<td>60</td>
<td>22</td>
<td>8</td>
<td>136</td>
</tr>
<tr>
<td>Insufficient time and effort</td>
<td>39</td>
<td>70</td>
<td>15</td>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>Dislike of teachers</td>
<td>24</td>
<td>32</td>
<td>11</td>
<td>7</td>
<td>74</td>
</tr>
<tr>
<td>Irregular attendance</td>
<td>26</td>
<td>24</td>
<td>8</td>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td>Poor study habits</td>
<td>17</td>
<td>30</td>
<td>9</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>Worry about studies</td>
<td>21</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>Poor foundation</td>
<td>14</td>
<td>23</td>
<td>11</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Too much outside work</td>
<td>17</td>
<td>18</td>
<td>7</td>
<td>6</td>
<td>48</td>
</tr>
<tr>
<td>Poor health</td>
<td>11</td>
<td>18</td>
<td>5</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>Inability to understand</td>
<td>11</td>
<td>17</td>
<td>5</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Home study conditions unsatisfactory</td>
<td>12</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Lack of sleep</td>
<td>10</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Physical defects</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Unfair marking</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Recent illness</td>
<td>9</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Worry about home conditions</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Laziness</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Too much emphasis on athletics</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Too many social activities</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Dislike subject</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>No opinion</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

*Adapted from W. C. Reavis, *The Administration of Failing Pupils in the High Schools of Seattle, Washington.*
<table>
<thead>
<tr>
<th>Case</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Inflammation of the back or spine
2. Arthritis of the joint
3. Kidney stones
4. Diabetes mellitus
5. Heart disease
6. Cancer
7. Stroke
8. Epilepsy
9. Tuberculosis
10. Rheumatoid arthritis
11. Malaria
12. Typhoid fever
13. Leprosy
14. AIDS
15. Cholera
16. Meningitis
17. Tuberculosis of the lungs
18. Hepatitis
19. Syphilis
20. Gonorrhea
21. Venereal disease
22. Syphilis of the T. A.
23. Malaria
24. Tuberculosis
25. Rheumatoid arthritis
26. Heart disease
27. Diabetes mellitus
28. Epilepsy
29. Stroke
30. Cancer

Note: This table is not fully visible due to the cropping of the image.
Table 4. Reasons Advanced by Teachers and by Students for Failures in Eight California High Schools.*

<table>
<thead>
<tr>
<th>Teachers' Reasons</th>
<th>%</th>
<th>Pupils' Reasons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient home study</td>
<td>14</td>
<td>Insufficient home study.</td>
<td>11</td>
</tr>
<tr>
<td>Lack of study</td>
<td>9</td>
<td>Do not know how to study</td>
<td>7</td>
</tr>
<tr>
<td>No home study</td>
<td>4</td>
<td>No home study.</td>
<td>8</td>
</tr>
<tr>
<td>Poor study habits</td>
<td>5</td>
<td>Dislike subject.</td>
<td>9</td>
</tr>
<tr>
<td>Failed in tests</td>
<td>8</td>
<td>Discouraged.</td>
<td>7</td>
</tr>
<tr>
<td>Lack of effort</td>
<td>7</td>
<td>Lack of effort.</td>
<td>8</td>
</tr>
<tr>
<td>No written work</td>
<td>5</td>
<td>Teacher fails to explain</td>
<td>6</td>
</tr>
<tr>
<td>Mentally slow</td>
<td>8</td>
<td>Hesitate to answer.</td>
<td>6</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>2</td>
<td>Lost interest.</td>
<td>5</td>
</tr>
<tr>
<td>Poor foundation</td>
<td>6</td>
<td>Insufficient foundation.</td>
<td>6</td>
</tr>
<tr>
<td>Irregular attendance</td>
<td>12</td>
<td>Absence.</td>
<td>4</td>
</tr>
<tr>
<td>Lazy</td>
<td>4</td>
<td>Dislike teacher.</td>
<td>9</td>
</tr>
<tr>
<td>Health reasons</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late entrance</td>
<td>4</td>
<td>Late entrance.</td>
<td>1</td>
</tr>
<tr>
<td>Too many subjects</td>
<td>1</td>
<td>Too many subjects.</td>
<td>2</td>
</tr>
<tr>
<td>Athletic interference</td>
<td>1</td>
<td>Lack of time.</td>
<td>3</td>
</tr>
<tr>
<td>Social activities</td>
<td>1</td>
<td>Outside work necessary.</td>
<td>3</td>
</tr>
<tr>
<td>Idleness</td>
<td>4</td>
<td>Idleness.</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Enrollment........34,547 Percent Failures........8.19
Total Failures..........2,830

*Adapted from Ralph L. Johns, *Causes of High School Failure*. 
<table>
<thead>
<tr>
<th>#</th>
<th>Teacher's Request</th>
<th>Percentage</th>
<th>Instructor's Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instruct more slowly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Don't move from side to side</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: The last row indicates the total percentage.
On Table 3 the students of Seattle, Washington, ranked "Insufficient time and effort" second as a cause of failure. From the data offered by Johns this reason was given first ranking both by the teachers and pupils of the eight California high schools. In both studies of the problem "Dislike the teacher" ranked third as a major cause.

It is interesting to note that a careful analysis of the reasons advanced by the pupils of these two cities will indicate a definite similarity between the reasons for failure and the relative importance of each as determined by the pupils themselves.

Reasons for Failure According to Rank

Another interesting study of the causes of school failure as seen by the failing pupils themselves was made by Gilbert.

Again there is a marked similarity among the reasons offered by the pupils in this study in comparison with the data offered by Reavis and Johns. "Dislike the teacher" in this study ranked fourth, whereas in Tables 3 and 4 it ranked third.

"Lack of brains" ranked first with the teachers but it found seventh place with the pupils. This reason would be found acceptable as deserving first place by Terman who

Table 5. Reasons for Failures in High School Subjects According to Rank.*

<table>
<thead>
<tr>
<th>Reasons for Failure</th>
<th>Students' Reasons</th>
<th>Teachers' Reasons</th>
<th>Teachers &amp; Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of brains</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Common laziness</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dislike subject</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Dislike teacher</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Hard to study at home</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Too many school clubs</td>
<td>9</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Too many shows and parties</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Too many dates</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Student illness</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>


maintains that "all supposed causes of retardation are emphasized except the one important cause--inferior mental ability." 1

However, a strong argument is offered Terman by Billett. Terman maintains that mental inferiority is the fundamental cause of failure and he bases his statement upon the term "ability" as measured by our present-day intelligence test. 2

Billett offers a sound answer to this contention when


2/Roy O. Billett, The Administration and Supervision of Homogeneous Grouping, The Ohio State University Studies, Columbus, Ohio, 1932, p. 17.
| Season | Description | Percentage | Year
|--------|-------------|------------|------
| 1      |             | 0          | 1961 |
| 2      |             | 1          | 1962 |
| 3      |             | 2          | 1963 |
| 4      |             | 3          | 1964 |
| 5      |             | 4          | 1965 |
| 6      |             | 5          | 1966 |
| 7      |             | 6          | 1967 |
| 8      |             | 7          | 1968 |

Seasonal trends over the years.
he states that "Compared with the demoralizing effect of failure upon a student, the mere question of whether he is working up to the theoretical level of his ability is insignificant. If failure is the criterion of the most serious maladjustment in the learning situation, then pupils of low ability as measured by intelligence tests are the chief victims of the present type of class organization and procedure."

Pupil Elimination in the New Haven, Connecticut, High School

Buckner, in an effort to discover what reasons pupils give for leaving high school before graduation found out that school failure had a definite bearing on the problem. She discovered that while "...failure is not necessarily the cause of leaving, there is a high correlation between the number of pupils failing and the number of pupils leaving."

Of the 196 pupils interviewed in order to determine their reasons for leaving school, the following reasons and the number of times they were offered have a significant value:

Not interested in school............ 34 students
Discouraged by low marks.......... 27 students
Did not get along well in studies. 27 students


2/Ibid., pp. 533-34.

3/Ibid., p. 539.
Relationship Between Failure and Delinquency

Kvaraceus states in his recent report on the results of a study of delinquency in Passaic, New Jersey, that "actual failures in one or more subjects were indicated on the report cards of slightly more than half (51.5 per cent) of the delinquents, and one in every six (16.7 per cent) had six or more failures."

Here is an interesting and new approach to the causes of school failure. Nowhere in any of the objective studies of the problem during the years 1925-1934 does one find delinquency listed as a cause of failure, either by the teachers or by the pupils themselves.

From Table 6 on the next page we gather some salient statistics compiled from a study of 616 delinquent boys and girls. These data indicate strongly (1) the close relationship between delinquency and secondary-school failure; (2) the heavy proportion of failure among delinquent boys in comparison with delinquent girls; (3) that the marking system of a school has much to do with the various forms of aggressive behavior of the delinquent type.

Table 6. Cases Classified by Number of Failure Marks and Sex*

<table>
<thead>
<tr>
<th>Number of Failure Marks</th>
<th>Number of Delinquents</th>
<th>Per Cent of Delinquents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Total...........</td>
<td>616</td>
<td>464</td>
</tr>
<tr>
<td>None...........</td>
<td>299</td>
<td>212</td>
</tr>
<tr>
<td>One...........</td>
<td>52</td>
<td>40</td>
</tr>
<tr>
<td>Two...........</td>
<td>54</td>
<td>44</td>
</tr>
<tr>
<td>Three...........</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>Four...........</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Five...........</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>Six or more...</td>
<td>103</td>
<td>84</td>
</tr>
</tbody>
</table>

Adapted from William C. Kvaraceus, *Juvenile Delinquency and the School*, p. 143.

Reasons for Leaving School in
Kansas City, Missouri

School severances have long been a grave concern of educators for two major reasons: (1) the loss entailed on the part of the pupil who enters society lacking the necessary preparation for wage-earning and citizenship; (2) the problems these severances created while in attendance at school.

During the school year 1943-44, 384 pupils left the Kansas City schools and did not return the following September. In an effort to determine the reasons for such action the

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table above is an example of a tabular format that might be used for data organization. The specific content within the table will depend on the context and purpose of the document.
Superintendent emeritus of the Kansas schools sent each a questionnaire asking for their reasons for leaving.

Adequate data were received from 119 students, and although the proportion responding seems small for such a study, the replies were so nearly identical, there is reason to feel that the answers have a good deal of reliability.

The following data may contribute to the solution of the problem of school failure:

1. 24 boys withdrew because they disliked the teacher and because the reasons for failure given by the teacher were false.
2. 25 students gave as their reason for withdrawal "discouraged."
3. 73 boys and girls left because of failures, dislike of school and teachers.
4. The data indicate that "dislike for teachers and studies" are the main causes of withdrawal.

Melcher concluded that "an analysis of the various answers relating to dislike of school, dislike of subjects...points unmistakably to the teacher as the major factor in determining the pupil's like or dislike of school, and in causing his withdrawal from school." 1

1/ Ibid., pp. 53-54.
a new mode of thinking towards the development of

discipline requires the formulation of the teaching

- the concept of the teaching-learning relationship
does not exist. This means that traditional methods of

instruction in some cases are even counterproductive in the

following ways:

1. In not giving the students the opportunity to "think"

2. In not giving the students the chance to "act"

3. In not giving the students the chance to "feel"

"thinking" and "acting" are necessary to improve the learning

process. By giving the students the chance to "feel" the

concepts and by making them experience the application of

these concepts, the students can better understand and

remember the material.
A Study of Failure in a New York High School

As part of a general survey of the student body of a New York high school, the student body was asked the questions "Which is your favorite subject?" and "Which subject do you like the least?" as part of a general questionnaire. It is interesting to note, says Klein, that "the school scholarship showed that the subject which headed the least liked list was also the one failed by most, and the first sixteen subjects in both least liked and failure lists were the same...."

Klein presumed, therefore, that there is a decidedly close relationship between subjects failed and subjects least liked.

From the table (Table 7) on the next page we can note some vital information pertaining to the problem of secondary-school failure.

A Study of Language Failures in a Group of New York High Schools

In an effort to ascertain the reactions of the students to the methods of teaching they were receiving, and in order to compare their answers with those of their teachers, both the pupils and teachers were given a general questionnaire.

1/Adolph Klein, "Failure and Subjects Liked and Disliked," High Points (Jan., 1939), pp. 22-25.

2/Ibid., p. 23.
Table 7. Scholarship Record of a New York High School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Registered in Subject</th>
<th>Number Failed</th>
<th>Per Cent Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2245</td>
<td>1026</td>
<td>46</td>
</tr>
<tr>
<td>Spanish</td>
<td>334</td>
<td>116</td>
<td>35</td>
</tr>
<tr>
<td>French</td>
<td>543</td>
<td>167</td>
<td>31</td>
</tr>
<tr>
<td>Stenography</td>
<td>1042</td>
<td>302</td>
<td>29</td>
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<td>Accounting</td>
<td>723</td>
<td>198</td>
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<tr>
<td>History</td>
<td>1985</td>
<td>543</td>
<td>27</td>
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<tr>
<td>Sales</td>
<td>143</td>
<td>32</td>
<td>22</td>
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<td>Electrical Theory</td>
<td>383</td>
<td>83</td>
<td>22</td>
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<td>Biology</td>
<td>570</td>
<td>125</td>
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<tr>
<td>Economics</td>
<td>686</td>
<td>146</td>
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<td>Latin</td>
<td>6073</td>
<td>1269</td>
<td>21</td>
</tr>
<tr>
<td>English</td>
<td>837</td>
<td>157</td>
<td>19</td>
</tr>
<tr>
<td>Civics</td>
<td>467</td>
<td>79</td>
<td>17</td>
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<tr>
<td>Business Training</td>
<td>434</td>
<td>73</td>
<td>17</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>467</td>
<td>79</td>
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<tr>
<td>Science</td>
<td>2917</td>
<td>439</td>
<td>15</td>
</tr>
</tbody>
</table>

*Adapted from Adolph Klein, "Failure and Subjects Liked and Disliked," p. 23.
for the purpose of exploring and comparing the attitudes of each group as to the causes of student failure in language courses.

Completed questionnaires were received from 597 high school students from all parts of New York City and from these \(1\)/ Yaller drew up the tables on the following pages, the first indicating the causes of failure as determined by the students themselves, the second placing the causes for failure as determined by the teachers.

An analysis of the table governing the attitudes and reasons of failure as determined by the pupils shows:

1. 31\% failed because the large classes prevented them from obtaining individual help.
2. 26\% felt that grammar caused their failure.
3. 19\% blame failure on too much memory work.
4. 11\% said that the teacher did not call on them often enough.
5. 10\% stated that there was "too much homework."

An examination of the table concerned with the reasons offered by teachers indicates:

1. 41\% stated that the classes were "altogether too large."
2. 22\% blamed the disparity between syllabi and the Regents' examinations.

To the President and Managing Directors of the Society.

The subject of the present letter concerns the recent developments in the field of scientific research. The Society has received several inquiries regarding the latest advancements in various areas of study. The following highlights are noteworthy:

1. In the field of biology, significant progress has been made in understanding the genetic mechanisms behind certain diseases. This research has potential applications in the development of targeted therapies.

2. The technology sector is experiencing rapid growth, particularly in artificial intelligence and machine learning. These advancements are reshaping industries and creating new job opportunities.

3. The implications of climate change are becoming increasingly evident. Research initiatives are focusing on sustainable energy solutions and environmental conservation strategies.

In light of these developments, the Society is committed to supporting further research and fostering collaborations to address the pressing issues of our time.
Table 8. Causes of Failure as Determined by 597 New York City Students*

<table>
<thead>
<tr>
<th>Choice</th>
<th>Per Cent</th>
<th>Classes Too Large</th>
<th>Grammar Too Difficult</th>
<th>Too Much Memorizing</th>
<th>Slow Pupils Discouraged</th>
<th>Too Much Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31</td>
<td>119</td>
<td>101</td>
<td>76</td>
<td>44</td>
<td>42</td>
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<tr>
<td>2</td>
<td>26</td>
<td>95</td>
<td>100</td>
<td>62</td>
<td>73</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>66</td>
<td>86</td>
<td>83</td>
<td>89</td>
<td>96</td>
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<td>4</td>
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<td>136</td>
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<td>5</td>
<td>10</td>
<td>32</td>
<td>58</td>
<td>81</td>
<td>129</td>
<td>126</td>
</tr>
</tbody>
</table>


Table 9. Causes of Student Failure Offered by the Teachers*

<table>
<thead>
<tr>
<th>Choice</th>
<th>Classes Too Large</th>
<th>Disparity of Syllabi</th>
<th>Need of Prognostic Testing</th>
<th>Need for Remedial Assistance</th>
<th>Excessive Clerical Duties</th>
<th>Obsolete Textbooks</th>
<th>More Grammar Training in English Classes</th>
<th>Better Student Grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
<td>36</td>
<td>26</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>13</td>
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<td>2</td>
<td>33</td>
<td>42</td>
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<td>3</td>
<td>18</td>
<td>15</td>
<td>43</td>
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</tbody>
</table>

*Adapted from Roy Yaller, "A Survey of the Causes of Student Failure in Language Study," p. 20.
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>68</td>
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</tr>
</tbody>
</table>

**Table 1: Analysis of Results**

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Evidence Source 1</th>
<th>Evidence Source 2</th>
<th>Evidence Source 3</th>
<th>Evidence Source 4</th>
</tr>
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<tbody>
<tr>
<td>Category A</td>
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</tr>
<tr>
<td>Category B</td>
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<td>Category C</td>
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</tr>
<tr>
<td>Category D</td>
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<td></td>
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</tr>
</tbody>
</table>

**Table 2: Statistical Analysis**

<table>
<thead>
<tr>
<th>Statistical Measure</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
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<tr>
<td>Measure 2</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 3</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Measure 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3: Comparative Analysis**

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>Category 1</th>
<th>Category 2</th>
<th>Category 3</th>
<th>Category 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category A</td>
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<td>Category B</td>
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</tr>
<tr>
<td>Category C</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Category D</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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Note: The text is incomplete and some elements are not fully transcribed or formatted properly.
3. 16% indicated a need for more prognostic testing.
4. 8% said that there was a need for homogeneous grouping.
5. Stated that the textbooks were obsolete.

Reasons for School Failure in a Michigan High School

Because academic failure is no longer limited to students of low intellectual ability, but frequently includes students of high intelligence, Nelson made a study of the problem in a Michigan high school in an effort to discover the causes of failure among pupils who had the capacity to make a satisfactory academic adjustment, but who did not reach the expected levels of achievement.

Each failing member of the student body--550 pupils--in the tenth, eleventh, and twelfth grades was interviewed individually and each case was analyzed and interpreted by the case study method. Of the 64 pupils who were failing, 30 of them were girls, and 34 were boys. Of this number, 42 of these pupils were in the tenth grade; 22 were in the eleventh grade.

From Nelson's investigation we can state the following data:

1. 72% of all the failures were concentrated in grades 10 and 11.

1/Mary L. Nelson, "Why Do Capable Pupils Fail?" Nation's Schools (Feb., 1944), 33: 45-46.
2. There were no severe handicaps with regards to health, economic security at home, or family relationships.

3. 33% of the failing pupils were enrolled in the general course.

4. 66% stated that they had no leisure time activities or future plans.

5. 75% of these pupils associated with other failing students only.

With this data as a background, Nelson attempted to determine, therefore, the causes of failure. After careful analysis he determined the following reasons were the causes of failure among the capable students in this particular school:

1. Faulty curricular organization.
2. Lack of a strong, definite guidance program.
3. No provisions for remedial assistance.
4. No provisions made for individual differences.
5. Poor school administration and supervision.

While Nelson does not definitely state that the fundamental cause of failure among these students is the lack of proper teaching and school administration the data he presents indicate that interpretation.

As was stated previously in the thesis, the responsibility for failure must be shared by the school. Nelson's findings
indicate that poor teaching methods and teachers constitute a primary reason for secondary school failure.

In connection with Nelson's efforts and findings may be stated a concise and blunt comparison offered by Billett of good and poor teachers. He says:

The chief differences between poor teachers and good are (1) that the latter are far more successful in recognizing the fundamental concepts, attitudes, appreciations, knowledges and skills that form the basis for intelligent behavior in this present day ....they are more successful in recognizing the approximate levels from which and to which the individuals composing a given group of pupils may be expected to grow in these fundamental aspects of intelligent behavior, in a given situation, and during a given period of time.

Reasons for Failure in Four Atlanta Secondary Schools

In September, 1958, the Board of Education of Atlanta, Georgia, became alarmed at the percentage of failure in their four white senior high schools. The Board instructed the administrative staff to analyze the reasons advanced for the high failure rate among the city's high school students.

The reasons assigned by teachers for each individual pupil failure in each subject were organized into eight groups.

The following categories and percentage of failures


2/H. Reid Hunter, "How Shall We Reduce Pupil Failure?" American School Board Journal (Feb., 1941), 102: 43.
assigned to each were set up:

1. Lack of effort.............................. 44.7%
2. Poor attendance............................ 19.1%
3. Lack of ability.............................. 15.2%
4. Poor foundation............................. 7.9%
5. Erratic personal habits.................... 6.3%
6. Illness or physical defects................ 3.3%
7. Outside interests........................... 2.2%
8. Miscellaneous............................... 1.3%

It is interesting to note that the causes advanced for high school failure in the East, the West, the South, and throughout the entire nation seem to follow a definite pattern. Geographic influence, therefore, does not seem to have a major bearing on the problem of secondary school failure.

Study of Failure in the North Fort Worth, Texas, High School

In the North Fort Worth High School, where two hundred students who had failed in one or more subjects were questioned, a study was made to determine the reasons for failure.

Both pupils and teachers were asked to check what they believed to be the causes of failure.

The results of the study showed that the pupils admitted their weaknesses quite readily, but threw most of the

---

It is important to note that the...
responsibility upon their homes, their teacher, and the school, while the teachers placed the greater part of the blame upon the pupils.

The chart on the following page indicates what constituted the causes of failure as determined by both teachers and by the pupils.

John C. Unger, Superintendent of Schools in Hugo, California, after a careful study of the problem placed the responsibility for failure on both the teacher and the school administration.

Unger claims that the standards of individual teachers vary and that if these standards are to determine the success or failure of a pupil, then there are no standards by which a pupil's knowledge of a subject may be measured.

According to Unger, failures in school are due in most part to:

1. Permitting teachers to fail large numbers of pupils without any explanation.
2. Too large classes which make individual attention impossible.
3. Lack of special classes for pupils with difficulties.
4. Neglecting to seek the cooperation of parents.

The point is that in order to achieve our goals, we need to focus on effective communication and collaboration. It is essential to maintain open lines of communication and to work as a team to ensure that everyone is on the same page. This will help to streamline processes and increase efficiency.

In order to accomplish this, it is important to establish clear goals and expectations from the outset. We must make sure that everyone understands their role and responsibilities in the project. Additionally, it is crucial to regularly check in with team members to ensure that they are making progress and to address any issues that may arise.

By working together and maintaining open lines of communication, we can achieve our goals and create a successful outcome.
Table 10. Causes of Failure As Determined by Teachers and by Students in the North Fort Worth, Texas, High School.*

<table>
<thead>
<tr>
<th>Causes</th>
<th>Checked by Pupils</th>
<th>Checked by Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of study...........</td>
<td>70</td>
<td>63</td>
</tr>
<tr>
<td>Dislike of subject.....</td>
<td>73</td>
<td>--</td>
</tr>
<tr>
<td>Discouraged.............</td>
<td>66</td>
<td>--</td>
</tr>
<tr>
<td>Previous failure.......</td>
<td>--</td>
<td>78</td>
</tr>
<tr>
<td>Poor effort.............</td>
<td>58</td>
<td>50</td>
</tr>
<tr>
<td>Lack of home study.....</td>
<td>58</td>
<td>37</td>
</tr>
<tr>
<td>Irregular attendance..</td>
<td>39</td>
<td>84</td>
</tr>
<tr>
<td>Dislike teacher.......</td>
<td>58</td>
<td>--</td>
</tr>
<tr>
<td>Mentally slow..........</td>
<td>--</td>
<td>58</td>
</tr>
</tbody>
</table>

*Adapted from Margaret M. Walker, "A Study of High School Failures," p. 11.

Walker offers a comprehensive and illuminating study of the problem of school failure in a dissertation submitted as partial fulfillment of the requirements of the degree of Doctor of Education at Temple University.

It is an unusual study inasmuch as the author stresses the importance of the case-study method as a means of both diagnosing and applying remedial measures to school failures.

Walker maintains that little can be accomplished by using this method "where the difficulty is due to mental

<table>
<thead>
<tr>
<th>Degree</th>
<th>Time of Occurrence</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>UV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60</td>
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<tr>
<td>60</td>
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</tbody>
</table>

The table above is a summary of the time of occurrence of an event.
inferiority." But when failure is due to other causes, gratifying results were accomplished.

The following "cases" indicate what Walker considers the causes of school failure:

Case A:
Failure was due to improper study methods, lack of sufficient study, lack of confidence, and the fear of reciting.

Case B:
Pupil did not know why he failed, but his failures were due to poor physical health, social maladjustment, economic difficulty at home, and a lack of interest in his work.

Case C:
With an excellent record of accomplishment in the ninth grade as a background, this pupil began to fail in his tenth grade. The failures increased as time went on. Diagnosis: Work after school allowed no time for study. This, plus a subnormal mentality and a decided emotional instability, was at the root of his failures.

Case D:
Investigation showed that this pupil had great difficulty in reading. In order to cover up her inability

\[1/\text{Ibid.}, \text{ p. 67.}\]
to read she complained of poor eyesight. Investigation revealed that this was a defense reaction, that she had been slow in first learning to read and had developed a dislike for reading.

Case E:
An interview indicated the lack of guidance as a fundamental cause of failure.

Case F:
This failure was due to a lack of mental ability, poor home conditions, and a lack of confidence in his own ability.

Case G:
Failure was due to a lack of home discipline and sound habits of study.

Case H:
Poor home conditions, social and emotional maladjustment were the causes of failure.

Case J:
Failure in this case was due to absence from school, lack of interest, attention, and study.

These studies, while representing individual students, indicate the results that were most commonly found by using the case method. Hence, Walker made a general summary of all investigations and determined that failure in school appears
to be caused by

1. A lack of application.

2. Social and emotional maladjustment.

3. Unfavorable home conditions.

4. Impaired physical health.
CHAPTER III

COMPARISON OF THE INDICATED CAUSES OF FAILURE

One of the most outstanding facts uncovered during the study of school failure in the United States is the variety of reasons advanced by educators, educationists, and pupils as the causes of failure, and the great divergence of opinion as to the relative value of each.

As a means of simplifying the problem, and since it would be well nigh impossible to analyze and discuss all the reasons for school failure advanced during the period 1925-1945, the writer intends the final chapter of the thesis to serve both as a master list of causes as indicated by objective studies, and as a means of comparing those reasons with the reasons indicated by authorities in the educational field.

Since the writer found nothing to indicate the importance or reliability of each cause as indicated, the reasons offered for school failure will not be set down following that pattern. They will be stated as they appear, but the frequency will be noted in order that an accurate comparison can be made of the reasons indicated by all three groups: educationists, educators, and pupils.
As the first step in the investigation of school failure the writer, not being able to discover a definition of the term "failure," attempted the definition: Failure depends to a large extent upon an arbitrary mark recorded by the teacher. It is the inability of a pupil to accomplish what the individual teacher has decided should be accomplished and when, in order to merit a passing mark.

The next step in the thesis was to indicate what educational authorities considered the causes of school failure.

The results of this step may be enumerated as follows:

1. Inferior mental ability
2. Detrimental home conditions
3. Inefficient school administration
4. Delinquency
5. Poor administration of marking system
6. Lack of interest and application
7. Physical impediments
8. Poor reading and study habits

The final step in the investigation of the problem was to examine a number of objective studies of school failure, representing various sections of the United States, and completed during the period 1925-1945.

In this chapter the writer intends to compare and analyze the findings indicated in these objective studies with the
subsequent tests to establish the fact and to
list in satisfactory a number of effects. In any case, it is
necessary to maintain a certain margin of safety and to
allow for possible variations in the test results.

In this way, a circle of

Judgment is based upon the establishment of a safe margin of
design and the use of adequate safety factors.

The design for a particular application involves an analysis of
the forces to which the structure or system will be subjected.

In addition to the standard design criteria, a
number of special considerations may be necessary. These
may include

1. The effects of environmental forces,
2. The effects of seismic forces,
3. The effects of thermal changes,
4. The effects of material properties,
5. The effects of manufacturing tolerances.

It is important to ensure that these factors are
properly accounted for in the design process.

The final design must be validated through

model testing and simulation studies.

The validation process involves the comparison of
the predicted results with actual test data.

If simulations predict

results that are consistent with the test data, then the
design is considered to be acceptable.

However, if there are significant differences,
then further analysis and testing are required.

The final design must be confirmed by

independent review and approval from appropriate authorities.

This process ensures that the design meets all
necessary safety and performance requirements.

The final design must also be

documented and approved by the appropriate authorities.

This includes the preparation of

detailed drawings and specifications.

The final design must be

manufactured and quality controlled to meet the specified
requirements.

The final design must also be

tested and validated through a series of

tests and simulations.

If the design passes these tests, then it is
considered to be ready for production.

The final design must be

produced in accordance with the specifications and
drawings.

This includes the use of appropriate materials and
methods of construction.

The final design must also be

inspected by independent third parties as

part of the quality control process.

If the product meets the

required standards, then it is considered to be
ready for sale.

The final design must be

marketed and promoted to consumers.
causes of failure indicated by the leading educational authorities.

No attempt will be made to express the opinions of the writer as to the relative values of the objective studies when compared with the statements of educational leaders.

This thesis is simply a survey of the expressed causes of failure. The writer considers the scope of the problem too broad to include all the proposed remedies indicated throughout the past two decades.

Master List of the Causes of Failure

Inferior mental ability.-- Terman and Dickson stated emphatically that all supposed causes of failure in our schools are emphasized except the one important cause: inferior mental ability. Brown and Walker are in agreement, while Keefe maintains that it is one of the important causes.

In the Denver study, lack of intelligence was found to be the cause of many school failures. Intelligence quotients as low as 66, and mental ages as low as 10 years and 10 months, were discovered.

"Lacking the necessary intelligence" did not appear once in the Seattle survey where an effort was made to determine the causes of failure from the pupils' viewpoint.

In a comparison of reasons advanced by teachers and by pupils in California, Johns pointed out that 8 per cent of
According to the laws of physics, the concept of time is relative and can be perceived differently by observers in different frames of reference. This leads to the phenomenon of time dilation, where time appears to move slower for an object in motion relative to an observer at rest. The speed of light acts as the boundary between the behavior of time as we know it and the effects of relativistic time dilation. In the context of special relativity, time is treated as a dimension just like space, and the equations of special relativity allow for the calculation of time dilation based on the speed of the observer and the object in question.
the teachers stated that failure was due to mental slowness, whereas this cause was not mentioned by the pupils.

Gilbert found out that "lack of brains" was ranked by teachers as the leading cause of failure, while in the same survey the pupils gave it seventh place.

Buckner interviewed 196 pupils who had dropped out of the New Haven High School in an effort to discover the causes of their failure. Not one of the students advanced a lack of intelligence as a reason for his failure.

In Kansas City, Missouri, where 384 pupils who did not return to school between the years 1934 and 1938 were questioned, lack of intelligence was not indicated once as a cause of school failure.

Yaller attempted to discover the causes of failure in a group of New York high schools by submitting the same questionnaire to the pupils and their teachers. It is interesting to note that again a lack of intelligence was not advanced at all by either group as a cause of failure. Both groups, however, placed the blame on poor administration.

Nelson arrived at the same conclusion after studying the causes of failure in a Michigan high school. Again no reference was made to a lack of intelligence as a factor in school failure. From the data obtained, Nelson indicated that the fundamental cause of failure in that particular school was
The semi-official character of the letter was a new aspect to the reader. Other minor points were not necessarily of the same importance. The reader, however, was left to decide, after reading the letter, whether the semi-official character was a matter of serious concern or not.
poor teaching and school administration.

In Atlanta, Georgia, inferior mental ability was advanced as the cause of failure by teachers in four of the high schools. The teacher indicated, as Hunter pointed out, that "lack of ability" was offered as a reason by 15.2 per cent of the teachers.

Walker analyzed a survey of the causes of failure in the North Fort Worth, Texas, High School advanced by both teachers and pupils. Again the pattern is similar wherever the reasons advanced by teachers and pupils are compared. "Mentally slow" was the reason indicated by 58 teachers, while the same reason was not even mentioned by the pupils.

Detrimental home conditions.—Spaulding and Espy indicated that home conditions were the major factors to be considered in arriving at the causes of school failure. Miller expressed the same opinion, as did Keefe and Walker.

The study of school failure in Denver, Colorado, substantiates these reasons to a great extent. This survey indicated that the following home problems had much to do with school failure:

1. Unfavorable attitude towards school by parents.
2. Lack of parental supervision.

In the Seattle survey of the 334 pupils interrogated, twelve freshmen, nine sophomores, seven juniors, indicated
that they felt that "unsatisfactory home-study conditions" was the cause of their failing in school. Nine freshmen, seven sophomores, two juniors, and one senior blamed "worry about home conditions."

Gilbert pointed out in his survey that the reason "hard to study at home" was ranked fourth by the pupils and third by the teachers as the cause of school failure.

Walker pointed out that "unfavorable home conditions" ranked third as the fundamental cause of failure, as determined by the case-study method.

Inefficient school administration.-- Edmondson, Espy, and Nelson indicate that poor school administration is the fundamental cause of failure.

Poor administration of marking system.-- Rugg, Bliss, Starch, and Elliott, and Ruch state that many failures are caused by the use of a poor marking system.

Since these two reasons--"inefficient school administration" and "poor administration of marking system"--can be grouped under the heading, "inefficient school administration," both will be treated as such.

Reavis, in his survey of failing pupils in Seattle, Washington, indicates that 27 pupils blamed "unfair marking" for their failures; 74 gave as a reason "dislike of teachers."

In the survey of eight California high schools Johns pointed out that none of the reasons advanced by the teachers reflected
"...and therefore, the presence of a "mental" state that influences the behavior of these organisms."

There is a need for further research in this area to fully understand the implications of these findings.
on the school administrators. However, the pupils did not agree. Seven per cent blamed their failure on "do not know how to study," 6 per cent stated that "teachers fail to explains," and 9 per cent "disliked teacher."

In Kansas City, Missouri, Melcher found that 24 boys left school "beacuse the reasons for failure given by the teacher were false"; 73 boys and girls left because of "dis-like of school and teachers."

It is very interesting to note that most of the reasons offered by a number of teachers and pupils of a group of New York high schools all tend to place the blame for failure on the shoulders of school administrators.

Of 597 students questioned, Yaller points out, 31 per cent stated that the large classes prevented their receiving individual help; 11 per cent stated that the teacher did not call on them often enough.

The teachers offered almost similar reasons. Forty-one per cent of the teachers stated that the classes were "altogether too large"; 22 per cent blamed the disparity between syllabi and the Regents' examinations; 8 per cent said there was a need for homogeneous grouping; 16 per cent indicated the need of more prognostic testing.

Nelson's investigation of the causes of school failure in a Michigan high school resulted in his setting up the
following reasons for failure among the capable students in that particular school:

1. Faulty curricular organization
2. Lack of a definite guidance program
3. No provisions for remedial assistance
4. No provisions made for individual differences
5. Poor school administration and supervision

Poor reading and study habits.-- Eurich and Carroll, disagreeing with Terman and Dickson, stated that the main causes of school failure were to be found in poor reading and study habits. Walker indicated that failing pupils did not know how to study, while Keefe maintained that a lack of study was a prime cause of school failure.

The Denver survey indicated as a main cause of school failure "definite difficulties in reading especially."

Reavis found that 17 freshmen, 30 sophomores, 9 juniors, and 5 seniors mentioned "poor study habits" as a cause of their being on probation.

Five per cent of the students mentioned in Johns' survey of failures in eight California high schools indicated "poor study habits" as a cause of failure, while 9 per cent of the teachers in the same survey indicated the same reason as a cause of failure.

It is obvious from the foregoing comparisons of causes of failure that in many cases there is much disagreement
The basic principle involved in learning and teaching is the establishment of relationships between previously acquired knowledge and new information. This process is facilitated by the use of appropriate teaching methods and strategies that cater to individual learning styles. In order to be effective, these methods must be carefully selected and implemented, taking into account the specific needs and abilities of the learners. The teacher's role is to create a supportive and engaging learning environment that encourages active participation and critical thinking. This can be achieved through the use of interactive activities, group discussions, and feedback mechanisms that help students to construct their own understanding of the subject matter.
between individual educationists and between the findings of the objective studies and the causes offered by the former.

The writer now presents the causes of failure determined by the objective studies of the problem in an effort to indicate both the amount of agreement existing between the indicated causes, and where they disagree.

Seattle, Washington survey. -- Of the 334 pupils questioned, 136 of them indicated "failure to concentrate" as the first cause of failure; 130 pupils blamed "insufficient time and effort"; 74 students mentioned as the third cause "dislike of teacher"; the fourth most frequently mentioned cause was "irregular attendance."

Study of eight California high schools. -- An interesting feature in this survey is the fact that both teachers and pupils ranked "insufficient home study" as the first cause of failure. As the next cause teachers mentioned "irregular attendance"; for the third cause they indicated "lack of study"; the next cause indicated by them was divided evenly into "failed in tests" and "mentally slow."

The second cause most frequently mentioned by pupils was a tie between "dislike teacher" and "dislike subject"; their third cause was also a tie between "lack of effort" and "no home study." The fourth reason indicated by the
The article has been reviewed and approved by the appropriate authority for publication.

The author would like to express his gratitude to the reviewers for their valuable comments and suggestions.

The final draft has been proofread and corrected for any errors or clarifications.

Please find the attached files for the final version of the manuscript.
pupils again was a tie between "discouraged" and "do not know how to study."

Survey by Gilbert.-- Here is another interesting study of the problem of school failure presented from both the viewpoint of the teachers and from the pupils.

Teachers ranked "lack of brains" as the first cause of failure, "laziness" as the second cause, "hard to study at home" as third, and "too many shows and parties" as the fourth cause.

The pupils gave "laziness" first place as a cause of failure. In second place they indicated "dislike subject." The third reason offered was "illness." "Hard to study at home" was their choice of fourth place.

New Haven survey.-- Of the 196 pupils interviewed by Buckner, 34 pupils indicated "not interested in school"; 27 students were "discouraged by low marks"; 27 pupils "did not get along well in their studies."

While all three causes mentioned are given in general terms, they are significant in that they concur with the foregoing reasons offered by other pupils as causes of school failure.

Kansas City, Missouri, survey.-- Of the 119 students who answered a questionnaire requesting them to indicate their reasons for leaving school, 24 boys withdrew because they disliked the teacher, and because "the teacher's reasons for
failure were false"; 25 students gave as their reason "discouraged"; 73 boys and girls left because "of failures, dislike of school and teachers."

**New York group survey.**-- Of 597 students who answered a questionnaire relative to causes of failure, 31 per cent blamed failure on "too large classes"; 26 per cent indicated "grammar"; 19 per cent mentioned "too much memory work"; 11 per cent said that the "teacher did not call on them often enough"; 10 per cent stated that there was "too much homework."

The teachers, replying to the same questionnaire, indicated the following causes:

1. 41 per cent stated that classes were too large.
2. 22 per cent blamed disparity between syllabi and Regents.
3. 16 per cent indicated a need for more testing.
4. 8 per cent said there was a need for homogeneous grouping.
5. 5 per cent stated that textbooks were obsolete.

**Nelson's survey of a Michigan high school.**-- Using the case-study method, Nelson interviewed 550 pupils in a Michigan high school. With this data as a background, Nelson stated the causes of failure to be as follows:

1. Faulty curricular organization
2. Lack of a strong guidance program
3. No provisions for remedial assistance
4. No provisions for individual differences
5. Poor school supervision and administration

Atlanta, Georgia, survey.-- The administrative staff of Georgia's four white-student-body high schools in Atlanta set up as the main causes of failure the following:

1. Lack of effort
2. Poor attendance
3. Lack of ability
4. Poor foundation
5. Erratic personal traits
6. Illness or physical defects
7. Outside interests
8. Miscellaneous

North Fort Worth, Texas, survey.-- In this survey, in which both teachers and students participated, it is interesting to note that whereas the pupils indicated "lack of study" as the prime cause of failure, the teachers also gave that reason first place. But where the students ranked "dislike of subject" as the second reason, this cause was not mentioned by the teachers. Again, pupils placed "discouraged" in third place, while this cause was not indicated at all by teachers. Teachers ranked "previous failure" as a fourth cause; pupils did not even indicate this as a reason. Pupils and teachers were in agreement that "poor effort" merited fifth place.
It is of interest to note that in this and other surveys in which both teachers and pupils participate, the causes advanced by each group are at times in close agreement, and at other times there is absolutely no agreement at all.

Summary of the Chapter

From a study and comparison of the causes of school failure in the objective studies of the problem, and the causes of failure advanced by educationists and educators the following conclusions may be established:

1. In our educational system responsibility for failure rests upon the school, the home, and the pupil himself.

2. School failure tends to become a habit; that it is bad mental hygiene as well as bad education.

3. To blame "inferior mental ability" as the cause of all school failure, and let it go at that, is not only poor logic but even poor philosophy.

4. School failure seems to depend not on one but upon a number of factors closely related and intertwined.

5. School curricula are inefficient when they make no provisions for individual differences and for maladjusted students.

6. The lack of a definite guidance program is a definite factor in school failure.

7. The home, by its lack of cooperation with the school, and because in it there is no parental control and congenial
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examined for

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atmosphere, contributes heavily to school failure.

8. There is a definite lack of harmony existing between the pupil and the teacher wherever school failure is a factor.

9. A strong and definite guidance program would do much to reduce school failure.

10. Study is a habit, and pupils must be taught not only what to study but how to study.

In the writer's opinion, as a result of the study of the problem of school failure, the following recommendations of positive procedures would seem to be a means of reducing pupil failure:

1. Development of a sound and comprehensive testing program, keeping a complete cumulative record of all diagnostic and remedial work, along with the social, educational, and health records of each pupil.

2. Development of a sound guidance program.

3. Special classes involving diagnostic and remedial instruction, and beginning at the present level of the learner.

4. Standardization of the marking system and a thorough analysis of the value of the 5-point marking scale.

5. Trial promotion under the personal supervision of the principal.

6. Reorganization of curricula based on the abilities and needs of the students.

7. Establishment of educational standards for each
course in terms of what the pupils, working normally, are found capable of doing.

8. Revision of teaching methods based upon (2) the teacher's objectives; (b) work habits of the pupils.

9. Reducing the size of classes.

10. Closer cooperation between home and school.


13. Provision not only for individual differences but for the common social needs and psychological resemblances of the pupils.

14. Grouping of pupils according to their abilities and aptitudes in order to reduce, more or less, the heterogeneity of the pupils in any one class section.

15. Teach pupils not only what to study, but how to study.

16. Parents must become more interested in the pupils' educational progress and exercise parental control over out-of-school activities.
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Health or educational services (2) would benefit in this manner.

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Scientifically programmed and anguish generated -

- to avoid experimenter;
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