

THESIS FOR DIPLOMA IN EDUCATION.

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AN INVESTIGATION OF THE PASS AND FAIL RATE
AMONGST UNIVERSITY STUDENTS ATTENDING
CANTERBURY UNIVERSITY COLLEGE
1949 and 1950.

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-INTRODUCTION-

Before commencing any series of investigations, one has certain preconceived ideas which may prove to be justified or which subsequent work may reveal as false. This is the normal approach through the scientific method of investigation where theory precedes practical proof. However, many people, sometimes ill informed or even misinformed make statements in good faith but based only on hearsay and often coloured by prejudice. They subsequently seek neither to prove nor to disprove the original statement so the misinformation spreads.

One of the subjects which is a perennial source of controversy is one connected with the working of a University and involves the pass rate in various subjects. Concern is felt that there should be so many failures and many opinions attempting to explain them are put forward. Some feel the standard of entrance is too low and attribute its cause to the accrediting system. It can be shown that accredited students have a higher pass rate than do non-accredited students. That there are anomalies is realised and this particular problem has been amply discussed elsewhere. It is recognised that the most successful group of students are full time students, but to what extent part time students fail is not known.

An example of the type of statement referred to above is one which appeared in "The Press" 22nd August 1951. The heading was "Overloading of the University" and contained a report prepared by Sir Philip Morris, extracts of which are quoted here- "The numbers in the first year are extremely big, and the failure rate is about 50%. In the second year, the figures are substantially less; but still very much higher than in subsequent years, and the failure rate, though it varies considerably is in very many cases high-- in some instances of the order of 50%."

Sir David Smith went on to say, "there is here an implication that the young people who constitute the overloading should never have been on loaded.....the standard of entrance is too low." Later he says, " On the whole they could have been better engaged..... This less able class of students should not be permitted to detract from the education of students of degree calibre." (underlining mine.)

Also, ^{on} the failure rate given at the commencement of the statement is based a recommendation to establish an institution for higher education, independent of University courses. However desirable this may be one should examine the situation in regard to this failure rate. In making the original statement, no analysis has been made of the various groups of students which make up the whole body. No allowance is made for such factors as the possibility that understaffing may seriously handicap the teaching of large classes of students in overcrowded departments. To illustrate this last point, let us look at the Engineering School. It has been the opinion that the failure rate of engineering students is high however from the figures it can be seen that the contrary is the case. Engineering students have a very high pass rate, they also have the highest ratio of staff to students, the implication being that a high ratio of staff to students correlates positively with a high pass rate.

The presentation of the facts given in this paper will

clarify certain aspects of the pass and fail rate and will provide a certain amount of reliable data. It is hoped that in subsequent years, information will again be collected so that the present work will form the starting point, leading to a more accurate assessment of the comparisons which are made in the following pages.

The study has been based on figures compiled from the records of students of both 1949 and 1950 but owing to the fact that prior to 1950 records were in some respects incomplete, detailed comparison has been made using 1950 figures only. (cf statement by Mr Troup on p.1 of 'Contribution to an Enquiry by the I.S.S.) Most of the figures which follow were obtained from detailed analysis of record cards of individual students, kept by the Liaison Officer. Figures have also been available generally and certain others have been obtained from private and confidential Reports (1) Reports from the Liaison Officer to the Senate. (2) Annual Returns made by Canterbury University College to the Education Department and (3) The Annual Report to the Council. (4) Yet other figures can be gleaned from the Report on Internal Examinations 1950 compiled at the Registrar's Office at Canterbury University College and available within the University.

Scope of Existing Reports

Figures obtained from these sources had little bearing on the subject but afforded some interesting sidelights. The

figures given in the Annual Report to the Education Department refer to numbers of students attending lectures, graduates, undergraduates and non matriculated students. Exempted students are also given. In this same report, the students are divided into categories-- full time, Training College and Teachers, Government and Local Body employees, Private Firm employees and Not Knowns.

The Report on Internal Examining gives an estimate of examination success, taking the numbers of students sitting, students passing and making a comparison between the two. The figures for the years 1946-50 inclusive are given. Stage III students are separated from Stages I and II.

The only office which has concerned itself with any further analysis of the figures, has been that of the Liaison Officer. In the 1950 Report to the Senate, a list of students has been given, dividing them into accredited and non accredited groups giving the number of units taken, and number of units passed per student. The units taken are termed 'weighted units' in order to compare a Stage III unit with a Stage I unit, a greater value being placed on the former. In a later table, full time and part time students are compared, comparison being made between first year students and students of all years (attending in 1950). A similar report was made in 1949. No account has been taken of the course on which the students have embarked nor the category into which part time students fall.

One of the more important publications which has recently appeared on one section of the University population, the Training College student, is the Department of Education publication "Recruitment, Education and Training of Teachers." Contained in this report are valuable discussions but again we find statements such as the following, 'We note further, that the University College record of Part time students from the Training Colleges is sometimes better than is sometimes suggested.' The only evidence given is a non corroborative statement on History. Later in this connection we find 'the figures for New Zealand as a whole are much better and as far as we can ascertain usually differ little from those for Part time students generally.'

Thus we can see from the various reports available that there is a great need for more exact work to be carried out, particularly in co-operation with such bodies as the Education Department in their search for a more effective democratic education of the young people of New Zealand.

METHODS USED TO COLLECT INFORMATION.

Reference has been made to the various sources of information but the bulk of the work was carried out using record cards made available by the Liaison Officer. Comment has been made on these cards and reasons given for using 1950 figures only.

All the cards of the students who attended in 1950 were examined. These included students still attending in 1951, students who ceased (completed a degree or failed) attending in 1950 and students attending or completing in 1950 who entered prior to 1945. Part time and full time students were recorded separately, passes and failures being listed under the categories, accredited, non accredited, miscellaneous (including provisionally matriculated students and Rehab. students) and students for whom there was no record of entrance qualification. The number of repeated subjects were also recorded and the degree that the student was entered for. If he was a part time student then information as to his occupation was also noted. In this way a number of different pieces of information were being simultaneously recorded.

SAMPLE

Part time Students 1950

Accred		Non Accred		Misc		No Record		Repeat ratio	Job	Degree	Notes
P	F	P	F	P	F	P	F				
✓								—	T.C.	B.A.	

A tick (✓) was used to indicate a subject. Diploma subjects were counted as $\frac{1}{2}$ but later these half subjects were counted as single units, taken as sections of a degree and representing a class attended for that year.

Entries for M.A. or M.Sc. were counted as one unit for papers sat and one unit for thesis submitted as these were often presented in two separate years.

Subjects passed at other Colleges were included where the students' cards appeared in the Canterbury University College file.

Music subjects have been included in the consideration of Arts subjects generally therefore they do not appear separately .

There was some confusion attached to B.E. subjects as some subjects are listed when they form a preliminary study to the actual unit for the degree so B.E. subjects with no sign were not counted as failed unless marks were given or unless obviously 'not sat'. With all other subjects however, a subject was counted as having been failed if there was no entry beside it. In some cases the subject was not sat at all but it was taken that if a student embarked on a course and gave up, he had failed in that year to complete that particular unit. If it was recorded that the student 'did not sit' for various reasons, health included, it was also counted as a failure.

At the bottom of each foolscap sheet space was left for

totals, and the passes and failures were totalled at the bottom of the page. Later different degree courses were added, using the tally mark system on separate sheets. Checks were made on numbers of students in each category in each course. Comparison could also be made between full time and part time students. For 1950, 4838 subjects were accounted for, sorted out and comparisons made. A similar number were accounted for 1949, but these were not subjected to the analysis given to the 1950 figures.

No account has been taken of the number of students completing degrees. The criterion of success has been taken as the passing of a unit. Thus the success of part time students who may, through circumstances outside their control discontinue a course of study, is allowed in the final assessment. It was found that the majority of Training College students, leaving at the end of their second year to teach in schools away from the centres naturally discontinued their University study despite the possibility that they would have been capable of completing a degree course.

Note:- When checking figures obtained from the Registrar's Office in the Annual Returns to the Education Department, it was found there was a discrepancy between the figures obtained below and those in the report. eg in numbers of students on the books, 2423 is given as the number of Internal students in the Annual Report, whereas working with the record cards, a total number of 1816 students was taken the difference being 607. In this

present study, students at the School of Art are not included. It was also found that some cards belonging to students at military camp had been missing at the time the count was made. A certain number of Medicals, Dentals, Agriculture and Veterinary students attending in 1950 are not shown as their cards are removed when they leave C.U.C. to continue their studies successfully elsewhere. This group comprises students who are almost 100% successful. This may account ^{in part} for the difference in pass rate given below ie 64.5% as accounted from the record cards, compared with 68 % for Stages I and II, and 78 % at Stage III obtained from figures given in ' The Report on Internal Examinations '. It is not known however whether these groups fully account for the 607 students. It may be that some students on the books of the College have not been accounted for on the cards used for the present study. If this is so it can perhaps be assumed that these students not accounted for, represent a random sample.

Despite this unfortunate gap it is hoped that the results are not invalidated. At the best they give an accurate estimate of the pass and fail rate, at the worst they represent an analysis of the performance of 1816 students who took 4838 subjects during 1950.

- *¹ Pass statistics at Registrar's Office were compiled from number passed compared with number sat which is a lower figure than those who enrolled, hence a comparatively higher %age pass rate was obtained.
- *² 301 students were enrolled at the School of Art for 1950, reducing the 607 to 306, the majority of whom will be accounted for by the groups mentioned above.
- *³ 2423 students were accounted for at Mr. Troup's office for 1950. This figure tallies exactly with the number given at the Registrar's Office.

RESULTS AND DISCUSSION OF RESULTS.

There are many facts which emerge from an analysis of the figures, the interpretation of which must be tentative owing to the sample taken consisting of figures drawn from one year, but it is none the less valuable to scrutinise the obtained results.

It is interesting to examine the following table which gives an analysis of the numbers of students for whom record cards have been kept.

Full Time and Part Time Students.

TABLE I. Numbers of students attending Classes in 1950.

A. Full Time.

Faculty	Accred	Non Ac.	Etc. prov. matric Rehab not class.	Total
Arts	166	63	80	309
Commerce	7	3	3	13
Science	130	54	35	219
Engineering	117	112	50	279
Law	12	5	1	18
Totals	432	237	169	838

B. Part Time.

Faculty	Accred	Non Ac.	Etc. (as above)	Totals
Arts	155	142	167	464
Commerce	105	82	120	307
Science	24	24	28	76
Engineering	4	8	5	17
Law	62	39	13	114
Totals	350	295	333	978

The number of part time students exceeds the number of full time students, even although the number of subjects taken is much less. (cf Table II) This contributes to the feeling that University classes are greatly overcrowded whereas the majority of part time students is occupied with one subject at a time. Further, more than half the full time students are accredited students whereas only slightly more than a third of part time students are accredited. There is a much larger number of students falling in the group which contains those with provisional matric, those on rehab, and those for whom there was no record. Owing to the indefinite nature of this last category, it is not possible to make any statement regarding the predominance of this group. However there does seem to be a tendency for the majority of the full time students to come from those who have been judged capable of carrying out a University Course while those who may be less able, recognising the fact, but wishing to have some degree of education beyond secondary school, attend classes as part time students. When we later look at the work of this group of students, we might bear this in mind.

Table II gives the numbers of subjects taken by the three groups of students for 1949, 1950, the larger number of subjects being taken by the full time students except for the group of non classified students (including those with provisional matric and rehabilitated ex-servicemen) where the larger number of subjects have been taken by the part time students. Amongst the

part time students the failure rate is distinctly higher than for other groups.

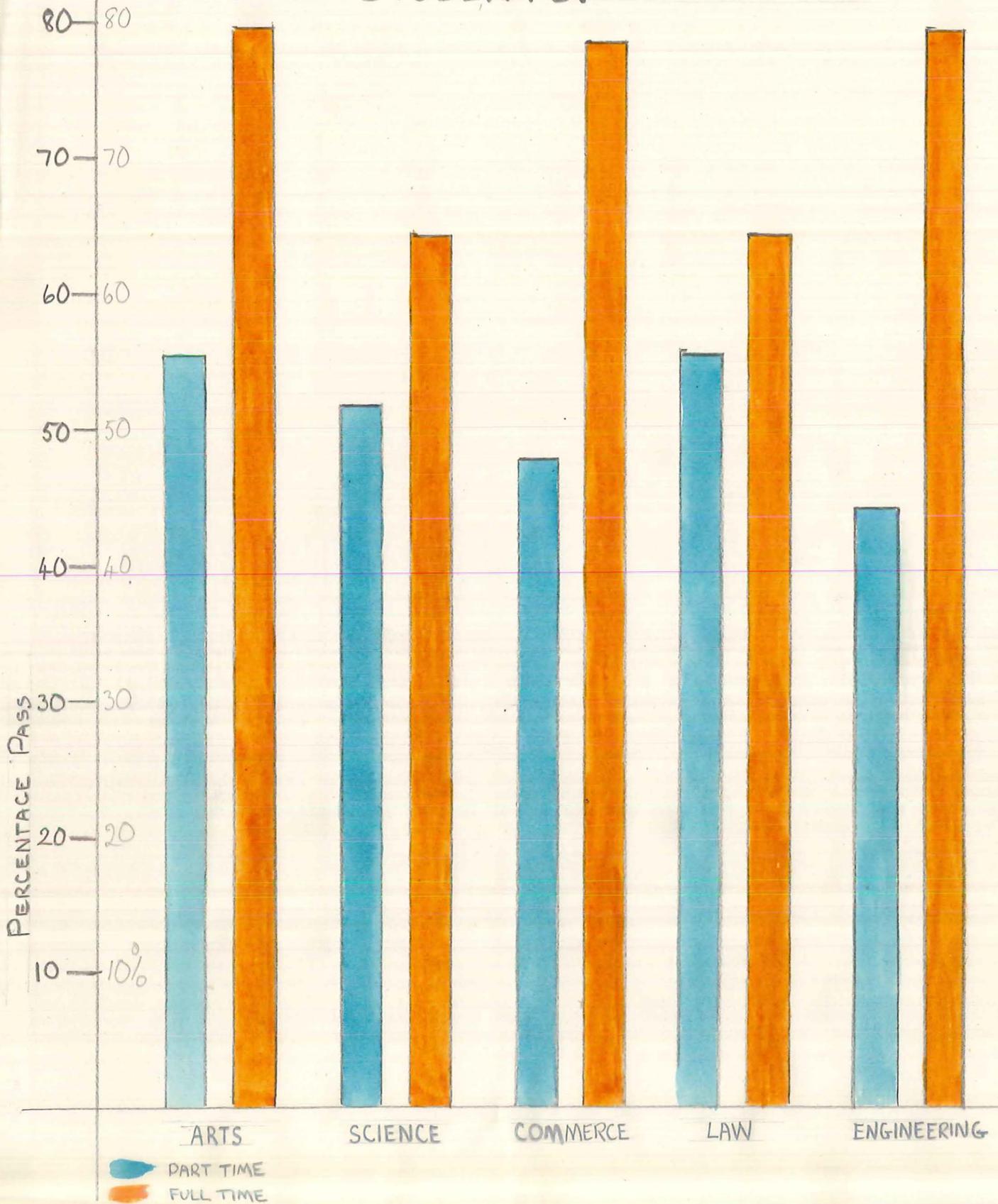
TABLE II. Subjects Passed and Failed.

C Category of student.	1949			1950		
	Pass	Fail	%age Pass	Pass	Fail	%age Pass
Accred. Full time	962	383	71.5	1223	430	73.3
Part time	306	331	48.0	378	300	55.8
Non Acc. Full time	820	342	70.6	652	249	72.4
Part time	340	357	48.8	291	303	49.0
Etc. Full time	250	147	62.9	354	123	74.2
Part time	299	392	43.3	258	277	48.2

This is the only place where the data collected for 1949 as well as 1950 is compared. It can be seen there is an overall increase in the pass rate amongst all groups of students, full time as well as part time. It will be of interest to pursue this trend. Accredited students have done slightly better than non accredited students, the greatest difference existing between part time non accredited students (pass rate 49.0%) and part time accredited students (55.8 % pass rate) for 1950. It is important to emphasise the danger in using this fact in assessing the success of such students for when we look at the same figures for 1949, there is little difference between the accredited part time students (48.0 % Success) and the non accredited part time students (48.8 % success). Again, although

GRAPH I

COMPARISON OF PART-TIME WITH FULL-TIME STUDENTS.



higher than in 1949, the total pass rate is lower than in 1948. (This last comparison is contained in the Report on Internal Examinations compiled at the end of 1950.)

One fact which has always emerged from any investigation, either subjective or objective is that part time students have a poor pass rate when compared with full time students (see Table III and Graph I). This is not adding anything new but on looking at the figures again, other facts emerge which throw more light on the problem.

Accredited and Non Accredited Students.

Two other groups which are compared and around which there has been a great amount of controversy, are the accredited and non accredited students. Let us look briefly at Table III and Graph II.

TABLE III. Comparison of Accredited with Non Accredited Students 1949 and 1950.

(a) Accredited Students.

	1949		1950	
	P.	F.	P.	F.
Part time	306	331	378	300
Full time	962	383	1223	430
Totals	1268	714	1601	730
%age pass	63.6		68.7	

(b) Non Accredited Students. (examination entrance).

GRAPH II

COMPARISON OF ACCREDITED WITH NON-ACCREDITED AND OTHER STUDENTS.

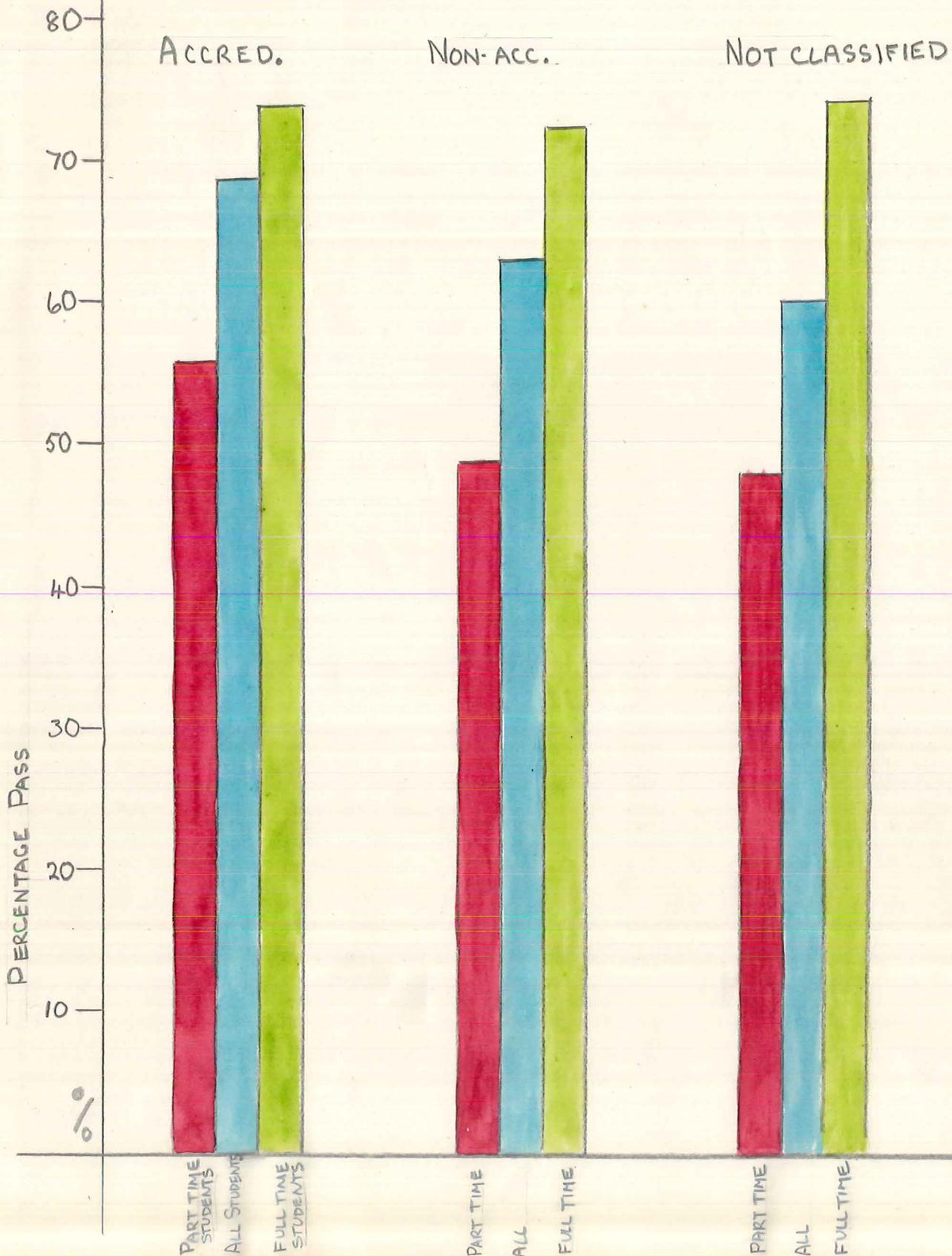


TABLE III. (contd.)

(b) Non Accredited Students. (examination entrance).

	1949		1950	
	P	F	P	F
Part time	340	357	291	303
Full time	820	342	652	249
Totals	1160	699	943	552
%age Pass	62.3		66.9	

(c) Non classified Students. (including students with provisional matric., Rehab students and those with no record.)

	1949		1950	
	P	F	P	F
Part time	299	392	258	277
Full time	250	147	354	123
Totals	549	539	612	400
%age Pass	50.4		60.5	

TABLE IIIa. Total numbers of students.

	1949	1950
Part time	1055	974
Full time	760	837
Totals	1815	1811

There is thus little difference between all three groups of students (accredited, non accredited, and not classified) when we consider only full time students but there is a distinct drop in pass rate in the part time student groups, with an additional drop when considering accredited as compared with non accredited students. The fact that the accredited student succeeds rather more often than does the non accredited student would indicate that students who have not sat an Entrance Examination have not been granted Entrance without justification and that if the students come to University unprepared for University work as is claimed, it is not a result of the accrediting itself, but may be the result of an overall low standard of Entrance. It is not sufficient to condemn the accrediting system on their subsequent failure at the University. The high failure rate at the Stage I level cannot be attributed solely to the accrediting of students.

However an extract taken from the Liaison Officer's report drawn up in 1950 reveals a definite uneasiness concerning the accrediting system. The conclusion drawn from figures compiled by the Liaison Officer in 1950 for 1949 is as follows:-'Thus the best that can be said of accredited students is that they are almost as good as those who passed the examination. Last year (1948) they were slightly better, previously slightly inferior.' No allowance was made for special groups such as scholarship holders, and a part time group such as commerce

students which contrastingly have a very high and very low pass rate. It is noted that accredited students might be expected to do even better than these figures show eg 'They include those who attend the largest schools, which by majority decision are the best. They include all the entrance scholars and those whose accrediting was so certain that they were not required to face the hazards of an examination. They include nearly all those who had the benefit of careers advisers and Liaison Officers..... the result might have been better but it might have been worse,' on which note the report ends.

Analysis According to Course Taken.

When the results are analysed according to courses taken, there are quite large differences in success in the different faculties, part time students again showing the lowest pass rate in each group, and also showing the greater fluctuation from faculty to faculty eg Commerce part time students with a pass rate of 48.5% involving 307 students compared with Arts part time students with a pass rate of 55.2% involving 464 students. (see Table IV and Graph I).

TABLE IV. Results Analysed According to Course. 1950(a) ARTS

	Nos	Accred.		Non Ac.		Etc.		Totals		%Pass
		P	F	P	F	P	F	P	F	
Part time	464	134	101	134	133	102	84	370	318	55.2
% Pass		57.0		50.1		54.7				
Full time	309	436	137	139	58	94	33	669	228	74.6
% Pass		76.1		70.6		74.0				
Diff.										19.4

(b) COMMERCE

Part time	307	151	106	71	94	86	127	308	327	48.5
% Pass		58.8		43.0		40.4				
Full time	13	19	7	4	0	7	4	30	11	73.2
% Pass		73.1		100		63.6				
Diff.										24.7

(c) ENGINEERING

Part time	17	2	4	8	11	5	4	15	19	44.1
% Pass		33.3		42.1		55.5				
Full time	279	452	157	374	140	198	58	1024	355	74.26
% pass		74.1		73.1		77.5				
Diff										30.1

There is as much as 30% difference between part time students and as little as 8.9 % but in both cases, Engineering and Law, one group, part time in the case of Engineering and full time in the case of Law, is very small. Commerce full time students, a very small group involving only 13 students, have as high a pass rate as any other full time group. This is of interest to those who have questioned the standard and suitability of the degree course. It is a different matter when we investigate Commerce part time students. This will be discussed later.

It might be thought that a pass rate of 70 % for full time students
 ^ allows too much room for failure, however if we take a hypothetical 10 subjects, with 3 students we could say that these three students took 4, 3, 3, subjects respectively. The student taking four subjects may fail $\frac{1}{2}$ of his subjects, one student passes all three and one student fails one subject. This makes a pass rate of $\frac{7}{10}$ or 70 % and the students concerned would not be considered poor students. In fact such an analysis would be considered favourable to the satisfactory completion of a degree.

DISCUSSION ON STUDENTS WITH SPECIAL REFERENCE TO PART TIME STUDY

From the Liaison Officer's course cards, 1811 students (see Table I) were accounted for, 978 of whom were part time students. From the Annual Returns to the Education Department sent from the Registrar's Office, 2423 students are recorded. As mentioned previously , in the present study, School of Art students (301) and many groups such as Medicals, Dentals, Veterinary, and Agricultural students are also excluded, as their records having passed with them as they succeeded in their preliminary course of study to special schools for further study. Most of these would be full time students and perhaps account for the difference between 1018 and 837. The full time School of Art students would account for 86 more students in this category. The majority whose records are not available apart from the 115 part time School of Art students would possibly be part time students such as those who attend perhaps one lecture a week.

The Annual Report accounts for students, not only in categories of full time and part time but also dividing men from women. No account has been taken in this work of the difference in sex, so the table below is included for 1950.

TABLE V. (from report. 1a.)

Occupation of Internal Students	Men	Women	Total
Full time	745	273	1018
T.C. & Teachers	265	141	406
Govt. & Local Body Employees	275	89	364
Private Firm Employees	439	112	551
Not Known	30	54	84
<u>Totals</u>	1754	669	2423

More than $\frac{2}{3}$ of the total number of students are men, almost four times as many men as women employed by Private firms attend University courses (large numbers of Commerce students) and even amongst Training College students and teachers less than half are women. This may be largely a matter of the ambition of the individual concerned, with a desire to advance in ones position in life. It leaves one with the impression too that women are content, in the majority of cases, to leave the academic and professional field to men. This is interesting in a country such as New Zealand where there is a large degree of freedom and a greater equality in education than in many older established countries.

Subjects.

In all, 4838 subjects were taken by the students of 1950.

1807 of these being taken by part time students. Of these 1807, 880 were failed. Most students took a maximum of two subjects (978 students to 1807 subjects) so this number of failures must represent over 400 students. On the other hand 400 odd students must also have had a greater or less degree of success so that in any assessment of the benefit gained by allowing attendance at the University on a part time basis must take this into account.

Discussion on the Problem of Failure Amongst Part Time Students

A ^{part} solution to the problem of these 880 units failed, is not to be found in an arbitrary cutting out of all part time students from the University but in a greater use being made of existing liaison facilities between the University and the community. Such is democratic choice that no student can be excluded from attending University lectures provided the primary requirements are fulfilled. However advice should be such that many, who now struggle unhappily to cope with a task too great for them, would feel contented to direct their energies into some other channel.

The choice must ultimately rest with the individual student himself. It is an exaggeration perhaps to describe these part timers as 'struggling unhappily' but the effect on their total attitude to work and to life in general will in many cases be damaged by the realisation of failure. To rehabilitate these

people with no loss in pride is extremely difficult. It may well be that the most vociferous critics of our University life and teachings come from former part time students who have failed. This is a speculation, outside the scope of this work but ^{it} is hoped that the figures show a sufficiently high rate of success amongst these part time students to justify a lenient attitude towards their retention, at the same time drawing attention to the possible effects on the community at large of such a large body of students who often through no fault of their own, fail after attending classes at the University.

The section which follows, deals with a special group of part time students, with comparisons and discussion.

THE TRAINING COLLEGE STUDENT.

A group of part time students which requires special attention is that of Training College students. This subject has recently been very much discussed. Students at Training College, attending University lectures succeed on the whole, more often than the main body of part time students (see Graph III) but fall short of the attainment of full time students.

It should be remembered, particularly in the case of the training of teachers, that there is no provision for a higher education other than at the University, and this fact must be taken into account when considering the desirability or not of including Training College students amongst the students at the

University. Where the stated aim of the Training College is to 'encourage growth towards scholarship along personally preferred lines,' in order 'to promote and sustain the growth of all round personality', * there must be cooperation between Universities and Training Colleges.

It is felt that as a group, the Training College students should be the very last to be excluded, yet by nature of their organisation it is probably tempting to exclude them as a body. It is the considered opinion of the Consultative Committee on Teacher Training p31 that-- " To forbid University work to all who are not practically full time students would in our opinion be a disservice both to the teaching profession and to Education generally, and we note that few of our witnesses, including those from the University itself made this suggestion. We note further that the University College record of part time students from the Training Colleges is better than is sometimes suggested. In its evidence, the Auckland Professorial Board quoted the figures for Stage I History over the period 1935 - 1948 showing that ^{of all} the Training College students who enrolled for the subject, only 39 % passed it for degree as compared with 55 % for other part time students. The comparison is possibly not quite fair

* Christchurch Teachers' Training College -- Information for the Consultative Committee on Teacher Training p 1.

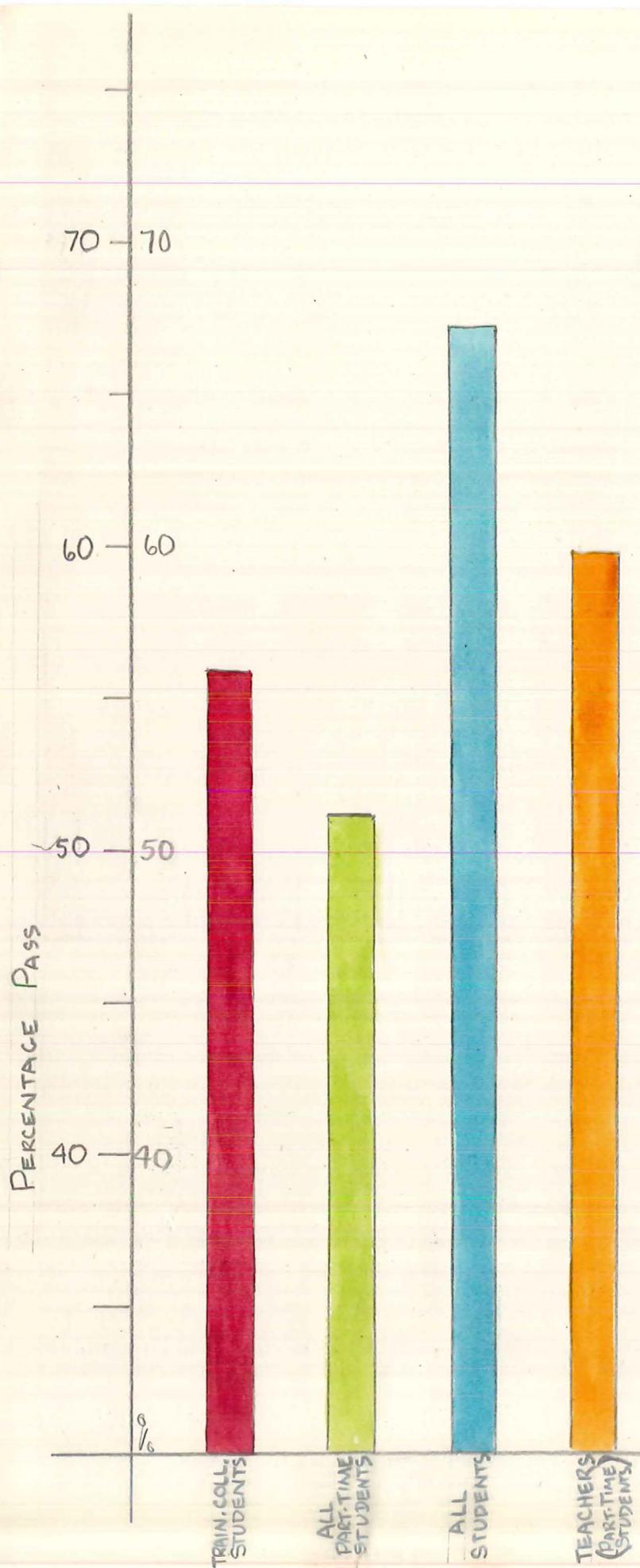
as the Training College students may have been on the average a younger group. However this may be, the figures for New Zealand as a whole are much better and as far as we can ascertain, * usually differ little from those for part time students generally. Sometimes indeed the pass rate for Training College students is relatively high: at Dunedin for example, during the years 1946-1948 it was 71 %. We note incidentally that it is sometimes assumed that the student who fails in a subject has gained very little from his year's work in it. Obviously this is not necessarily true. Some such students, particularly those in the group whose attainments are poor to begin with but not far short of the pass standard at the end of the year, gain a great deal" p 32. " We further recommend a continuance of arrangements under which some Training College students attend University classes."

Graph III shows that for 1950 the performance of Training College students at Canterbury University College was on the whole better than that of part time students. This is more direct evidence that the above statement is justified to some extent. It is obvious too, that a considerable body of opinion exists which points to the value of the University courses to Training College students. It would be necessary to follow up students, tracing their future careers and ascertaining to what extent their contact with the University at this stage

* italics mine.

GRAPH III

COMPARISON of TRAINING COLLEGE STUDENTS WITH OTHER STUDENTS



influenced their future choice in the profession. Some for example, often at great sacrifice, attend University full time in order to benefit to the full from a University education after having begun a course while attending Training College.

It is outside the scope of this work to consider such far reaching results, but it is hoped that the recommendation that present arrangements should continue until some better solution be found, should find support in the figures given above.

This would apply to most groups of part time students but, as the next section reveals, there is at least one large group which is in urgent need of some reorganisation i.e. Commerce part time students employed by private firms.

APPENDIX.SUCCESS AND FAILURE OF STUDENTS ATTENDING IN 1950
BUT NOT IN 1951.

It was apparent that the group of students, now past students (1951) but attending classes part time in 1950 contains the highest percentage of failures. The same can be seen for 1949 students, those who attended in 1949 but not in 1950. It is not a group which can be eliminated as it consists firstly of those who have just successfully completed degree courses and secondly those who by reason of their failure, discontinue their course of study. However this group may provide information as to the composition of the student group which is predominantly failing. It is assumed that this group repeats itself year by year. Table V compares students still attending in 1951 with those who left at the end of 1950. (Part time students only.)

TABLE V. Comparison of Students Still Attending in 1951
with Those Who Left at the End of 1950.

Category	Students attending 1951		Students left end 1950	
	P	F	P	F
Accred	313	181	65	117
Non Accred	168	160	70	106
Not Class.	163	127	57	94
TOTALS	644	468	192	317
%age Pass	57.91		37.72	

(Total pass rate for 1950 = 65.23 %)

TABLE VI. Numbers of Students in Relation to Subjects Passed.

Faculty	No of students	Subjs passed	Subjs failed	% Pass
Commerce	83	44	104	23.7
Arts	132	76	111	40.6
Science	20	13	25	34.2
Law	11	17	12	58.6

The occupations of these students tends to throw more light on the subject. See Table VII.

TABLE VII. Occupation of Students in Relation to Success.

Faculty	Training College			Teachers			Others		
	P	F	% P	P	F	%P	P	F	%Pass
Arts	39	56	41.1	19	19	50.0	18	36	37.5
Science	5	1	83.3	1	1	50.0	5	19	10.4
	Private Firm			Public Service			Others		
Commerce	23	74	23.7	20	26	43.5	1	4	20.0

The poorest group therefore, is that group of science students employed outside the Education Department. These may

not have sufficient time to cope with the work as it will be noticed that the best group is also of Science students, but those attending Training College. It would seem that these students are able to work successfully at such a course and it is precisely this group of students which would benefit from an extension of facilities for full time University study as recommended in the Consultative Report on Teacher Training. These are all students attending in 1950 but who had left by 1951.

By far the poorest group if considered numerically, is the group of Commerce students, employed by Private Firms, only 23.7 % passing their subjects. The pressure exerted by firms on their employees to take Commerce subjects as a means of advancement and promotion is such that many young employees decide to embark on a course of study at the University. Often going straight from school, to the office, students little realise the demands that a University course will make on them. Outside interests develop, to the exclusion of any serious study, lectures may be attended perfunctorily as they lose ground so that there is little wonder that failure is the result.

The comparison between full time students still attending in 1951 with those who were no longer attending shows a difference but not to the same extent as amongst the part time group. The pass rate for students attending in 1950 and still attending in 1951 was 76.2 % whereas the pass rate for students discontinuing their courses in 1951 was 62.9 %.

These comparisons enable us to put a finger on one of the weakest spots in the University i.e. in the Faculty of Commerce and concerns part time students. It has been felt that there should be some intermediate 'school' or 'college' which would provide suitable courses for large numbers of clerical workers who desire some qualification beyond University Entrance, but who are not able to complete units which are intended to be part of a degree course. This need is urgent and pressing.

It is disquieting too, to find that the next largest group-- 95 Arts subjects taken by Training College students compared with 97 Commerce subjects taken by employees of Private Firms---- shows an alarmingly low pass rate--- 39 subjects passed out of 95 subjects taken. It suggests indeed that careful consideration should be given before individual Training College students are encouraged to attend classes at the University. At the same time these people do constitute a special group which , as has been pointed out, requires further careful scrutiny.

CONCLUSIONS.

Conclusions to be drawn from the figures compiled have been discussed when considering the results, the final conclusions being presented as follows:-

1. Full Time Compared with Part time Study.

It did not need this report to draw attention to the greater degree of success in terms of examination passes that results from a full time course of study compared with part time study at the University. The performance of 838 full time students was compared with that of 978 part time students. Of the 432 full time accredited students taking 1653 subjects, there was a 73.3 % success as compared with 55.8 % success amongst the 350 accredited part time students taking 678 subjects. There is an even greater difference between similar groups of non accredited students. Of 237 full time non accredited taking 901 subjects, there was a 72.4 % success compared with 49.0 % success of 295 part time non accredited students taking 594 subjects. Finally the non classified group also shows a great difference----- 169 full time students taking 477 subjects with a 74.2 % pass rate, compared with 333 part time students taking 535 subjects and passing only 48.2 % of them.

2. Accredited Students Compared with Non Accredited Students.

For the sake of comparison, those students who had not been classified, were not used here so that the difference

between the remainder was only slightly in favour of the accredited student-- 63.6 % compared with 62.3 % success for 1949; 68.7 % of the 2331 subjects taken by 728 students compared with 66.9 % success in the 1495 subjects taken by 532 students in 1950. Thus the accredited student passes more often than the non accredited student. If we were to consider the non classified group, which would very largely fall in the non accredited group, we would see that this group in 1949 had as low as a 50.4 % pass rate whereas in 1950, 502 students taking 1012 subjects had a pass rate of 60.5 % which is much higher than that of 1949.

3. Comparison between the Faculties.

Table IV p 18 speaks for itself. Again, it is amply demonstrated that full time students are a great deal more successful than part time students but again it also shows that part time students do have more than a 50 % pass rate except with part time Commerce students who for 1950 showed a pass rate of 48.5 %.

Next to the faculty of Law, the Science faculty shows the least difference between full time and part time performance-- 12.7 %. However, when one compares the pass rate of full time Science students 64.4 % with 74.6 % pass rate of Arts students, it may not be surprising that there is not such a great difference. The pass rate of Part time students in the Science faculty is 51.7 compared with 55.2 % in the Arts faculty so that the

difference lies in the relative performance of full time students rather than with the performance of part time students.

Arts, Commerce, and Engineering vary little in pass rate for full time students -- 74.6 % , 73.2 % , and 74.3 % respectively, whereas Law and Science students drop as low as 64.5 % and 64.4 % respectively. There has been no attempt made in this work to account for these differences. It has been pointed out that the pass rate for part time Commerce students is extremely low -- 48.5 % for 307 students, and it has been suggested that this group be further investigated.

4. Justification for Continuance of Part Time Study.

Although the part time pass rate varies from 44.1 % for part time engineering students, (a group of 17 students) to 55.6 % for law students (114 students) there is in this degree of success a sufficient justification for the continuance of present arrangements allowing part time students to undertake courses at the University. From a slightly different angle, we could consider the 464 part time students passing 370 subjects out of a total of 688 subjects. From these figures it can be deduced that many of these 464 students took more than one subject, for the sake of the argument, let us say 224 (688-464) students took two subjects, thus reducing their hope of final success. Many of these fail both subjects so that it would not be unlikely to find that 224 subjects of the 448 would have been failed, thus leaving a balance of 83 subjects to be failed by

the remaining 240 (464 - 224) students each taking one subject each. After this interpretation of the figures, one feels more pleased with the performance i.e. 55.2 % pass, of the part time students of Arts subjects, as it could represent the success or partial success of $224 + (240 - 83) = 381$ students out of 464 students. In practice, the majority of these students do not ever complete a degree. ?

5. Appendix: Consideration of Students Attending in 1950 but not in 1951.

Amongst these students the pass rate was 37.7 % which, when compared with the total pass rate for 1950, 65.2 %, was extremely low. From the analysis of the faculties from which these students came, it was found that the pass rate of Commerce students was only 23.7 % . Of the 148 subjects taken by 83 students, 97 were taken by students employed by Private Firms, and here the failure rate was 23.7 %.

Training College students taking 95 subjects also showed a low pass rate, 41.1 % but this is not as serious as in the previous group.

It is urgent that these problems be dealt with, one suggestion being that a different type or standard of education in Commerce subjects be established, providing qualifications acceptable to business firms, and yet not as difficult as the degree course.

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