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Competitive Sport and the Training of the Physical Education Teacher: a Sociological Study

by

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A Master's Thesis

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The large number of students -- whose willingness to volunteer
whose willingness to volunteer
information provided a deep
insight into the real fabric of
student life.
PART ONE

The Area of Study
CHAPTER ONE
THE AREA OF STUDY

The development of this research project grew out of several initial observations concerning the career patterns of male teachers whose principal subject was Physical Education. It seemed evident from the outset that students in training for this particular career were usually sportsmen of considerable aptitude and ability. Prior to the course of training, and often throughout this period of vocational preparation, it seemed that many student teachers achieved acclaim and recognition for their sporting endeavours.

However, the present-day character of competitive sport demands that its successful participants possess physical qualities of high level, particularly if competitive successes are one of the expected outcomes. Accordingly the active life of successful sportsmen is often short and in certain extreme cases such as in competitive swimming, "retirement" from competitive involvement is announced in the late teens or early twenties. Obviously for the Physical Education teacher, this personal involvement in the sporting aspect of the subject must inevitably occupy a very short proportion of the overall span of his career.

In these early observations it also seemed apparent that there were distinct differences between the career patterns of Physical Education teachers and the career patterns of classroom teachers. It would seem that the post of responsibility in a school can be achieved at an early stage in the Physical Educationist's occupation, when his youth facilitates an active involvement in the physical demands of work. Ward's suggestions supported these observations in an article entitled "P.E. Teachers don't just fade away".
"The P.E. teacher in the 27-30 year old age-range who possesses a background of successful teaching and sports coaching can usually expect to command a reasonable head of department post. This promotion may seem to come relatively early - simply because people above him are getting out". (1)

This feature of early promotion seems to be followed, however, by a period of diminishing opportunity. Nick puts forward the belief that from 40 years of age onwards, the career prospects are much less rewarding.

"Forty is not so much a stage of marked physical decline as a career milestone. There is some truth in the supposition that promotion becomes increasingly difficult after 40. .....The career structure for physical education specialists in many schools is poor. .....At 40 they are not finished physically but suffer psychologically from the prospect of another 20 years without prospects of advancement". (2)

In these early observations it appeared that an early reward in terms of responsibility recognition is followed by a long term of stability in which further promotion within the school is slow or non-existent. It was also believed that the uppermost limits of responsibility allowances in this subject rarely matched the allowances for departmental heads in academic subjects. After initial career incentives it did not appear that subsequent opportunities equalled those of academic staff in secondary schools.

It is possible to recognize, therefore, an early phase of opportunity and encouragement, followed by a period of stagnation. In an amusing article entitled "The Tragedy of the Worn out Games Teacher", Tersen (3).

describes this phase with reference to an imaginary teacher. In many respects the article holds a degree of truth because the profession certainly contains some members of this kind. He writes,

"I was a games teacher for 10 years, so I know well the tragedy of the worn-out games teacher. I've seen them all, old men in their track suits seeking a "Rine" and sitting in the changing rooms, smelling the evil smell of boys, shavers, leather and oil and sweat. Whistle round their necks, feet swollen up in rubber shoes. Iron grey in their faded athletic hair. A permanent glance round at the new feller bouncing up who plays for Worcester colts or who runs for the Harriers".

Similar descriptions are offered by B. Hines(4) in his book "A Kestrel for a Knave" and he also describes the teacher of Physical Education whose playing days are long past. Hines writes with a degree of insight because he himself had trained as a teacher of Physical Education before he became an author.

When comparisons are then made with academic staff it would appear that in classroom teaching, age is a supportive factor with its accompanying experience and image of seniority. It would seem that in Physical Education the reverse takes place and the passing of years acts as a disability and a disadvantage in career development. The Physical Education teacher is obviously a specialist, but he does not seem to be regarded as part of the ordinary professional pool from which selections are made for promotion to higher posts such as headships or headmasterships. This view is supported by Ward.

".....he (the Physical Education teacher) knows that his chances of preference outside P.E. are sadly limited compared with the opportunities available to his graduate colleagues. Deputy headships.

(4) B. HINES "A Kestrel for a Knave".
head of lower school - positions with which he might well cope
- rarely seem to come his way". (5)

In a study of women Physical Education teachers in a girls' selective secondary school, Cannon also makes similar observations. She writes,

"Not only are physical education teachers markedly younger than their colleagues; they hold fewer posts of responsibility........
It is not clear how far this is a function of youth and how far a matter of policy.

These factors contribute to a relationship with the graduate staff which on the whole lacks the dignity of age and seniority". (6)

These early ideas were no more than possible facts derived from initial observation. Few studies have been undertaken on the career patterns of Physical Education teachers although Shaw (7) produced some interesting information in 1971. His research selected random samples of 75 former students of 3 output years (1955, 1959, and 1963) from a leading college offering vocational training for Physical Education teachers. His pilep study suggested that a considerable number of Physical Education teachers left their posts in schools after an initial period within the profession.

In some respects it appeared that the involvements and successes in sport, which were customary for intending teachers of Physical Education, provided a period of glamour for the short term in a profession which was not marked by long-term incentives in its career prospects. It was these conjectural ideas which led into a study of the socialisation process of Physical Education students. It is mentioned later in this

(5) I.WARD op.cit. Page 17.
chapter that there is no shortage of people wishing to enter this
branch of teaching in spite of the possibility that career enhancement is
not easily achieved. In order to study the young person undergoing
preparation for Physical Education teaching, an intensive period of study
followed at a College of Education noted for courses of training in this
subject. It was decided that it would be appropriate to preserve its
anonymity, and throughout this investigation it is referred to as "The College".

On account of the vocational training required for schoolteaching,
Colleges of Education are established within the sphere of higher education,
for the principal purpose of producing teachers. Obviously this is rather
an oversimplification of their raison d'etre, but it is probably adequate.
Hayfield(8) produced a more complete statement of broad aims by reviewing
College prospectuses, and he reduced the course intention to three aspects:

(1) To provide opportunities for students to enlarge and deepen
their own personal education.

(2) To provide professional preparation by studies in educational
theory and practice in teaching together with a variety of
courses designed to give knowledge, skills, and techniques
of the basic subjects of the school curricula.

(3) To provide opportunities for a free and full social life in
which the student can mature.

"Each of these roles (i.e. academic student, teacher in training,
and social participant) tend to be stressed as important and to
be regarded as indices of performance by the College staff.
Overlying these considerations is the assumption of the College
staff that the courses which are offered and the discourse which
takes place are relevant to the situations which are encountered

(8) A.HAYFIELD "A comparison of certain attitudes held by teachers,
College of Education tutors and students as asserted by the
University of Technology Chapter 1 Page 2.
in schools."

Whilst Hayfield identifies three College of Education goals, in essence, however, the three aims are closely linked to the vocational task of teacher preparation.

Although all Colleges of Education share the same broad goals, the exact courses that they offer vary considerably. For example some colleges specialize in training for Primary School work, others are more concerned with Secondary School work. The College selected for the purpose of this study was also unique because a large proportion of its student members were following a course in Physical Education. In order to provide a background description of the college, in which the socialization processes were studied, certain features can be helpfully described.

During the academic year 1972-1973, 417 women students were admitted to the College. Apart from 29 Post Graduates, these students pursued courses in curriculum subjects in preparation for teaching appointments in Primary Schools. In this year 799 men were admitted, and apart from 5 special Primary Students and 36 Post Graduates, they all followed courses in either Creative Design or Physical Education as major parts of their course content. In consequence the facilities of the College are specialized in order to meet the needs of Craft Courses and Physical Education Courses.

The particular group of students which is the subject of this research project is composed of the men who follow a course in Physical Education. This is the largest subject group, and with a roll of 305 students (496 of whom were men in 1972-1973) it accounts for well over a third of the entire student population. Their overall course is made up of three subjects which are all given equal importance within the assessment procedures for the three year training period. These are:—
(1) Physical Education Course.

(2) Academic Subject Course. (From a choice of 10 subjects)

(3) Education Course.

Students who successfully complete this three year course are awarded the "Teacher's Certificate". Additionally, a group of about 50 students (52 Physical Education students in 1972-1973) have the opportunity, together with students of other faculties, to pursue a fourth year of study leading to the Bachelor of Education degree. Components one and three above are then integrated into a joint course; component two remains as a separate entity. However, in addition to these features of course structure, one further observation must be noted.

The College has gained an international reputation as a centre for the study of Physical Education and this is caused, in part, by the achievements of some of its students in the sphere of competitive sport. Representative honours have been gained in the Olympic and European Games, and there are periodic successes in major British tournaments during the annual sporting calendar. The achievements are often reported in the press, and aspects of sporting prowess have been the substance of television programmes and interviews. Members of the public who follow sporting endeavour often know the College by name, and they associate its existence with the production of sportsmen in various competitive pursuits.

The publicity which has helped to create the image that the College is a "conditioning stable" for competitive sportsmen, presents a very false picture. The function of the College is no different from the function of any other College of Education, namely to produce schoolteachers for particular segments of education. A few of its members achieve high level sporting honours during or after their college course. The majority do not. Nevertheless, the publicity attached to the few, tends to create the impression that all are heavily committed to competitive
sport at high level. It is nearer the truth to say that the majority are particularly interested in aspects of sport because they have elected to follow a course for future teachers of Physical Education but they do not always have strong competitive commitments. It is true, however, to say that many have achieved representative honours at various levels whilst at school. But only a small proportion ever gain the international sporting success which is the cause of so much of the College's popular image.

This discrepancy over the true nature of the College leads to a certain degree of conflict between the "image" and the "reputation". Wilson defines these terms clearly in his paper "The Needs of Students", (9) "An image is a surface presentation intended to elicit favourable responses, whether these are justified by the actual reality or not; a reputation was related to the actual and enduring characteristics of an institution, not merely to its facade".

The image has already been described. The tradition which is fostered by some staff members is that the College has played a prominent part in supplying schools all over the country with teachers who have been noted for their knowledge, enthusiasm and teaching ability in the context of Physical Education. This belief is supported by the requests of numerous headmasters who write to the appointment officer to ask for another "......College man" as a replacement for an appointed teacher who is about to leave. This zone of conflict between popular belief and the goals of the institution provides some useful clues in the study of the students themselves.

Further early observations of student life, accompanied by an interest in this particular group of college students finally led to the precise area of investigation in this study project. The conflict

between the popular image and the goal of the organization has already
been described. But further to this evidence, it is also curious that
the student himself is unclear of the goal of the institution when he
arrives, in spite of having committed himself to the college course.
Initial observation suggested that within the subculture, intense
interest in sporting success was a principal value amongst the students.
The quest for personal excellence, through the medium of sporting participa-
tion appeared to be a dominant ambition of most members. It was interest-
ing attempting to evaluate the effect of this pervasive culture trait
on the student body as a whole.

Although these features had only emerged from superficial observations
it was obvious that a number of different avenues of investigation could
be studied. It was evident at the outset that Physical Education students
revealed strong bonds of affiliation. They appeared to be proud of
their identity, and group characteristics were so marked that there
seemed to be little communication with other college students engaged
in other courses. This failure to integrate with other students has
evoked a degree of criticism from certain staff who would have liked
to have seen a community with completely integrated values. The
Physical Education students thus exhibit special group traits and the
subcultural values maintain, preserve, and transmit these characteristics
even though this is a transient community with an annual change of
members. Other research of college subcultures has been undertaken
in the past, and comparisons of findings are made in later chapters,
but immediately obvious is the fact that whilst there are areas of
common ground, the subculture of the Physical Education student is
unique. On entry, the freshman has certain expectations about the nature
of college, and in the period that follows he is subjected to a
socialization process operating at formal and informal levels. The
effect of community life may reinforce or modify his expectations. To some extent the socialisation process may help to re-inforce the aims of the course of training; in other respects it may propagate conflicting values.

The goal of the organisation has been stated in brief terms and mention has been made of goal displacement caused by the college popular image and the involvement of students in competitive sport. Consideration of the College task in the context of a Physical Education course might be expanded to read as follows. The manifest function of the College is to give direction to the common interest in sport so that aspects of sport become an educational instrument or teaching medium which will lead ultimately towards the all round education of children. Implicit in this aim is the fact that the role of the teacher will of necessity embody the role of the sportsman. (This merger of two distinct role models will be mentioned later in greater detail). The latent effect of common sporting interest is that different orientations emerge, and it was believed at the outset that this quest for personal excellence in motor skill performance associated with competitive sports, outweighed and overtook commitment to school-teaching. The effect of subcultural pressure in this transient community seems to result in the creation of different orientations which are both reinforced and cherished by the students' value system.

It was the accumulation of these early observations which led to the conjecture that if there were common interests in sport, shared by incoming students, it could be postulated that sport acts as an important influence in drawing clientele towards a profession in which professional enhancement follows limited lines of possibility for limited numbers. Without doubt there is no shortage of applicants or training opportunities. More and more colleges have introduced courses in Physical Education,
and it was claimed recently that the current output is so great that all the vacancies in the schools of England and Wales could be filled with the leavers of five output years. (10) Certainly in the College studied, it has become true that a growing number of leavers are unable to find vacancies. Yet in spite of this, applications are flourishing and the College had just over six hundred applicants for one hundred and twenty places in 1972. (11)

With this imbalance of supply and demand it is not surprising that large numbers of teachers only use the professional expertise offered by their college course for a short time. In Shaw's study it was found that with the random samples selected, 59% had moved away from school teaching altogether. (12) It does not follow, of course, that the Physical Educationists' training is not relevant for other work, although its principal direction leads to teaching in schools in accordance with the demands of the Department of Education and Science. (13) Shaw found that some former Physical Education teachers had various other channels of opportunity in different but similarly associated careers. Observations suggested that an extreme minority became professional sportsmen, a few remain in education work linked with Physical Education such as lecturing or advising for Education Authorities, some join staff at sports centres or outdoor education centres, some join the youth service, and others enter various positions in the sports equipment industry. Others who had qualifications in different subjects often remained in school teaching but concentrated on their other academic interest. Although this variety of opportunity

(10) Statistic presented at a recent Conference on Teacher Training arranged by the British Association of Organisers and Lecturers in Physical Education. The figure was produced by P.J. Sebastian on the basis that there are approximately 8-9,000 teachers of Physical Education in England and Wales. The present production of teachers who have followed a college course in this subject stands at 2,000 per annum.

(11) Statistics presented by Head of the Department of Physical Education at the College.

(12) P.SHW op.cit. "Conclusions" and "Appendix of Data".

(13) Information kindly provided by the Deputy Principal of the College.
to the education of the 100 students of the second, third and fourth year.

A large majority of the 100 new physics examination students take part.

or too at the college. The professor takes the necessary steps to keep pace.

A very large majority of the 100 new students are educated.

The professor is educated and educated one.

The students are educated to the extent of the course during the

physical examination in sports and education, each of which in the

name at a supervisory level is a different that the great key

study the application of physical examination students at the college.

just the real essence of the examination.

in life, in the life of the student.

the study of the freshman, it was decided to gain some information

and application of the incoming student had to be known before the

formal and informal education had coexisted.

and in some cases the answer had to be reversed before the process of

had to be studied in comprehensive detail. Any questions needed to be asked

within the context of the profession; some, the student group

the time of the experiment

of the examination at

to the extent of the degree of the examination at

important preference of the college's real nature which need the freshman

part in changing those large numbers and it was further expressed that

it seemed probable that the papal college of the college could play a

college continued to receive a great support of the government, but the

It remained certain in the light of these observations that the

of the college teaching

examinations or work, with the exception of the last mentioned material

make no direct contribution to the training received for these others

will still have a considerable percentage. Furthermore, the college course

it is clear that only a small proportion of the current college students

make the career situation seem less clear than presented expected.
years, who by tradition commence term a few days later. Needless to say, the Association Football first team can only comprise twelve men (with substitute), the Rugby Football first team fifteen men, and so on. when the full course of Physical Education students numbers about 500 members, and when the students of other faculties are also technically eligible for a trial, the possible range of choice is vast. More relevant, however, is the fact that most will be unsuccessful in gaining first team honours. It was felt that this might be an initial source of tension for the new student - especially if he had been accustomed to representative honours at school, district, county or national level. The additional fact that many also sustain bad injuries during the enthusiasm of the trials occasion was expected to provide further possibility for tension.

If this was the start of the three year course, how did it continue? How did the course seek to direct its students to their future profession? To what effect did the informal system of socialisation help or hinder this process? Was competitive sport really the central life interest of some students or did they genuinely wish to help children through their contribution as a school teacher? But more important, what subcultural values existed and to what extent did they create patterns of behaviour unique to students following this particular subject course? What were the manifest and latent functions of competitive sport within this value system?

Clearly the area of research was everflowing with specific possibility and it became immediately necessary to direct the investigation into precise channels. Five principal lines of enquiry seemed to need study and these in turn contributed to the formulation of the hypothesis. These lines of enquiry were expressed in the following questions:-

(1) To what extent do student values uphold the aims, objectives,
and goals of a College, whose prime reason for existence is to socialize students into the role of school teacher?

(2) Is competitive sport really a central life interest of incoming freshmen, and if it is a cherished value, is it maintained during life at the College? Because it was believed that sporting achievement seemed to be pervasive at all stages of college life, it was postulated that students would both cognize and evaluate the worthwhileness of effort which would lead to higher levels of success in sport. It might emerge in the study that commitment to sport would encroach upon time which might be needed for the completion of college coursework. On the other hand it might be found that informal controls would resolve many of the areas of conflict so that the student himself would be able to judge if his courses of action helped to acquire the image appropriate for the teacher's role. This feature was apparent in a study of students at Worcester College of Education. (14)

(3) To what extent is the college course effective in preparing teachers for their career? Were the conflicting role models of competitive sportsman and schoolteacher successfully combined, and was this integrating process accompanied by tensions and role conflicts? At the concluding stages of the course, did the student then perceive his future in clear terms as was apparent in the study of Worcester students?

(4) Does an interest in personal participation in sport cause the career as a whole to be defined in unrealistic terms where the immediate and short term rewards, in terms of prestige and success, act as temporary amelioration for the lack of long

term awards?

(5) If the student subculture places extreme emphasis on achievement, at the same time as certain members are not suitably equipped to achieve the prescribed goals, does it offer alternatives or means whereby the ill-equipped member may re-orientate his endeavour or involvement? A situation where this achievement-emphasis might lead to tension had been recognised in the period following the final team selections at the freshers' trials. However, if alternative goals, evaluated in favourable terms, could be seen to exist, lack of success in one direction would be accompanied by opportunity for personal re-orientation towards other goals. The notion of failure would thereby be eliminated within the structure of the system, and the potential for stress situations to develop would be accommodated effectively.

A more precise hypothesis was then formulated from these five interest areas which in brief terms can be expressed as follows:-

A latent function of Physical Education student's participation in competitive sport is that it helps draw him into a career where there is an unfavourable imbalance of supply and demand, a limited promotional possibility, and where increasing age is a disability and a disadvantage in career terms. It also influences his expectations of college before he arrives and then subsequently creates conflict between sporting ambition and the organisation goals of a College of Education. At all stages of college life the subcultural value system supports the notion that sporting success is a goal of paramount importance and this is often to the detriment of long term career prospects. It is believed that one outcome of living in a sport orientated society is that all members will be encouraged to strive for sporting success regardless of individual wishes.
From this statement, five propositions were established at the commencement of research:

(1) That students arrived with more interest in sporting participation than in following a course of teacher training.

(2) That tensions might be prevalent an arrival when, for the first time, many would live in a society where the standards of sporting achievement were of a higher order than ever previously experienced. Tensions would be expected if members had internalised the value of success goals in the context of sporting contest.

(3) That as members of a closed group, students would be encouraged to strive for sporting success as a direct result of informal pressures.

(4) That because undue emphasis is placed on the pursuit of goals attainable only by a small elite, it would be possible to recognise conditions of stress among unsuccessful contestants, unless the structure of the system could be seen to provide opportunity for re-adaptation.

(5) That the success of the College in achieving its goal to produce school teachers might be handicapped because of conflicting goals at informal levels.

Before procedures for validating these propositions could be formulated, it was decided that two brief preliminary studies should be conducted into two areas of associated significance. Firstly it was considered important to analyse in detail the precise nature of Physical Education, both as a component within the English educational system and as a component associated with the phenomenon of modern sport. Secondly it was considered important to investigate the concept of culture so that a sociological perspective could be employed in the
study of students at the College. The two following chapters
devour to provide further insight into these areas of related
importance.
CHAPTER TWO

DIFFICULTIES CREATED BY DEFINITIONAL INCONSISTENCIES IN THE CONCEPTS OF SPORT, PHYSICAL EDUCATION, AND EDUCATION

The existence of possible conflict between the Physical Education students' involvement in sport, and his course of professional preparation for teaching, has been described as one important feature apparent at the outset of the research. The sources of this conflict are various, perhaps, but one problem area is readily identifiable. Even at a superficial level of observation it seems to be evident that the very nature of the professional role is unclear, particularly when it is viewed within the different contexts of Sport, Education, and Physical Education. It would appear that although Physical Education exists in close proximity to the phenomenon of sport and the process of formal education, its precise location within the context of these two areas of study is uncertain. It is the purpose of this chapter to expand on this particular observation because it seems to be one useful clue in the attempt to understand behaviour of students at the College.

The three concepts expressed in the title of this chapter are closely linked but yet they remain in independent isolation. They are intricately involved with the subject matter of this study, and whilst it is not desirable to become involved in semantics, certain definitional attempts are useful because the student of Physical Education is closely associated with all three. In the process of carrying this out, certain features will emerge which are believed to contribute to some of the problems of Physical Education teacher role definition.

In the first instance, some ideas about the nature of sport can be fruitfully considered. The study of sport as a social phenomenon is an interesting task but one which has failed to capture the interest of many
research students to date. Attempts to define the nature of sport per se are similarly limited, although the publication of "The Sociology of Sport" in "Current Sociology" series collated many sources and helped to demonstrate the areas of coverage and the areas of omission. (See footnote 1) The definiendum has many meanings which adds to the confusion, and historical events have also created different interpretations, in turn leading to a semantic problem. At one stage, sport was the term used to describe pursuits which are today defined as "blood sports". At present the umbrella term involves various definitions and it is not easy to see the precise limits or boundaries. For example there is competitive and non-competitive sport. Track and field athletics is an example of the former, sub aqua diving the latter. Then there are animal sports like greyhound racing or show jumping, and "machine sports" where performers ride or drive vehicles on land air or water. Sometimes the efforts of the participant are measured against the efforts of one or more adversaries within the framework of rules and regulations laid down for the activity. Sometimes the competitive element may be provided by nature as in rock climbing. By custom the sportsman is expected to display physical prowess in terms of strength, skill, or endurance and this eliminates games of sheer strategy like bridge or chess which are more suitably described as pastimes. But Luschen recognizes that even chess demonstrates certain characteristics of sport and could thereby be deemed to fall within its categories. (1)

It is not the purpose of this exercise to pursue detailed analysis of these comparative definitions. On the other hand it is useful to be aware of the conclusions which others have reached in this field of study. Huisinga was one of the earlier scientists who in 1938 analysed the

fundamental characteristics of play and then attempted to demonstrate its role in the development of civilisation. (2) In 1955 Caillois tried to provide a framework of classification for games activities on the basis of whether their raison d'être involved competition (agon), luck (alea), or disguise (Mimicry). (3) More recently, Loy discusses sport within its different forms as a game occurrence, as an institutionalised game, as a social institution and as a social situation. (4) In efforts to define the sociology of sport, Luschen outlines the following characteristics.

"A sociology of sport is a discipline of sociology which in research and theory deals with sport as a playful, rationalistic and rewarding activity that is done in interaction." (5)

Finally, Kenyon's work attempts to produce a conceptual model for characterising physical activity, as a base for future inquiries, and he adopts six subdomains which were considered to represent the "perceived instrumental value" of the activity for individuals. (6) The instrumental values which are proposed are:

1. Physical Activity as a Social Experience
2. Physical Activity for Health and Fitness
3. Physical Activity as the Pursuit of Vertigo
4. Physical Activity as an Aesthetic Experience
5. Physical Activity as Catharsis
6. Physical Activity as an Aesthetic Experience.

(3) R. CAILOIS "The Structure and Classification of Games" 1955 in Diogenes, 12 Pages 62 - 75.
(5) G. LUSCHER, op. cit. Page 5
Having noted these possibilities, it remains for the accumulation of the ideas to provide a meaning which can be attached to sport for the purpose of this project. The intention was to limit activities to those involving human participation, thereby eliminating bare coursing, pigeon racing and so on. Likewise it was intended to consider only those activities where the physical involvement employed some of the three elements of skill, strength and endurance. In this way, dominoes or ludo were excluded. Finally it was decided that any excitement through vertigo had to be controllable by the performer. Thus ski-ing falls into the category of sport; fun on the fairground helter-skelter does not. For the purpose of this chapter, therefore, the physical involvement of the human in an institutionalised form of play is the sine qua non of sport.

An attempt to define Physical Education offers further problems although it is an equally necessary task in this project if a study is to be made of Physical Education teachers in training. The terms "sport" and "Physical Education" are not synonymous although in several cases sportsmen are also Physical Educationists and vice versa. Perhaps the most basic fundamental interpretation of Physical Education is that it is just one aspect contributing to the overall education of persons. Since this is education occurring in the context of formal education, the "persons" are usually children or young people. But the main point to establish is that Physical Education is not a unique and separate subject, even though for curriculum convenience it may appear this way. It is just one aspect of an overall process.

It is a principal feature of modern industrial society that whilst the education of every individual takes place in many places, and throughout life, particular organisations are created to carry out certain educative functions. In other words, although the family may teach its child members to speak, to communicate, and to carry out basic
biological necessities in accordance with cultural practice and expectation, other tasks are carried out in formal organizations such as the school. Ulrich suggests:

"Because society does not dare trust the responsibility of passing on its heritage to unorganized institutions, it charters education to train its members for the adult role, a role of performance. Thus, education has the sanction of society and acts as its archives. In addition, it becomes the role of education to act as the innovator of societal progress. Formal education then has the tremendous responsibility of society's past and future." (7)

Whilst a large part of the educative process does take place within "unorganized institutions" and throughout the life span, specific educative training is provided within a formal system. In order to overcome the problems of terminology, the description "formal education" is often used to define the particular function entrusted to the formal organizations, such as the school. Ulrich's use of the word "education" more specifically refers to "formal education".

The precise goals of the organization, be it school or college, are not clear, however. Two principal tasks are dominant. On the one hand, the organization seeks to transmit cultural values, thereby socializing the recipient to take a place within his particular society. (See, for example, Chapter 7, footnote 8. Aim 3 of Colleges of Education) On the other hand, the needs of modern industrial society demand that the organization provides a body of knowledge and instruction in specific skills. The tasks of fitting people into their society, at the same time as preparing them for an occupation in society are quite different. It is a constant problem within many educational organizations knowing how to establish a happy medium between vocational instruction and socialisation.

Physical Education must be seen within this context. The first observation is that its function in the preparation of its participants for a particular occupation in modern industrial society will be limited. The professional sportsman may have first developed his particular area of skilled performance within a school system. But few, if any, educationists would see an aim of Physical Education as the preparation of recruits for an occupation in sport. Clearly the contribution of Physical Education is more concerned with the socialization of its pupils, achieved by the passing on of cultural symbols and definitions. Furthermore, its unique feature is that its concern is with human movement and the particular characteristics of human movement in the environing culture system.

In England, its area is not as widely interpreted as to include general health education. There would not be general approval with the field of involvement described by Sir Ronald Gould.

"To me it (Physical Education) is the sum total of all the influences consciously or unconsciously brought to bear on the child to promote healthy living. It should include all exercise, sports, the teaching of hygiene, school and public medical, dental and optical services, school meals, well-lit, well-ventilated and well-heated schools and a good home environment." (8)

The idea of including personal hygiene e.g. teeth cleaning, in the curriculum is not normally deemed to fall within the area of responsibility of the Physical Education teacher. A more commonly agreed definition could be based on ideas expressed by Kunn in a letter to a Physical Education journal:

"Physical Education is that aspect of education which specifically

employs psycho-motor activities and the related moral and social experiences in the development of mature, disciplined, well integrated people." (9)

A more detailed definition of the aims and objectives of Physical Education is provided in the "Dunlop Physical Education Handbook". Five different aspects are emphasized as follows:

"BIOLOGICAL - helping every child to reach optimum development, encouraging 'exercise-consciousness', and enabling people to experience the total pleasure of 'fitness'.

EDUCATIONAL - so organising physical education that it contributes to the complete education of the individual, the group and society.

SOCIAL - giving people the opportunity to share the values of sports and games, both as players and spectators; enabling people of both sexes, all ages, all races, and different occupations, the chance to meet each other in a 'play' situation; stimulating creative leisure-time hobbies.

EMOTIONAL - providing 'challenge' and adventure in life; helping people to experience communion with nature and an appreciation of 'conservation', through the media of such activities as water sports, mountain sports, and other outdoor activities.

AESTHETIC - introducing an appreciation of movement, form and balance." (10)

These aspects provide a useful overall picture of the rationale behind the existence of Physical Education. Undoubtedly some of the aims could be said to appear vague, questionable, and of dubious meaning (c.f. the notion of

(9) J. MUNN in a letter to "The Leaflet", November 1969, Vol. 70 No. 9
"the total pleasure of 'fitness' ". The word "fit" can be used in countless contexts. But these aims provide useful insight into the hopeful aspirations of the person whose work is the promotion of Physical Education in an educational organisation. In essence it is clear that the Physical Educationist acknowledges the character of his society. He further recognises the role of physical movement in its many manifest patterns of occurrence and he reveals certain value orientations towards its useful contribution to society's members. He has internalised a host of values and ideals, and he strives to inculcate these values and ideals into his pupils with the sincere belief that they will contribute ultimately to the personal welfare of all of society's members. Within the context of the twofold goals of educational organisations, previously described, the aims of Physical Education fit into the aspect of the transmission of values inherent in the culture of the society.

In modern technological society it has already been suggested that outside demands are placed on the system of formal education to prepare the pupil or student for his occupation. This is quite separate from the process of transmitting values. Yet many organisations are proud of their success in achieving the former goal, made evident in measurable terms such as examination passes. Because Physical Education does not contribute directly to the achievement of this goal, this is one possible explanation why in certain schools it fails to gain equivalent status with subjects which lead to the attainment of academic achievements.

Returning to the initial treatise, it is now profitable to locate the links between Sport and Physical Education. Herein is one of the problems most fundamental to educational aims, the teacher's role, College of Education goals and the formal and informal socialisation of Physical Education students. In some respects this is the central theme causing some of the problems which the study seeks to identify, account for, and understand. It is helpful to note the ideas of Ulrich who elucidates the
spectrum of Physical Education's scope in three areas.

"First of all, physical education is concerned with human movement....

Secondly physical education is concerned with functional integrity,
a fitness of the individual that will permit and enhance movement.....

Thirdly, physical education is interested in play." (11)

Taking the third area, it is accepted that adult play in many cultures,
especially British traditions is not just informal voluntary psycho-motor
activity engaged in for its own sake. (12) It is customary to accept that
children play, and in their own informal way they invent, exploit and
enjoy their physical propensity for action with pleasure and exuberance.
Not so for the adult. The adult would receive strong sanctions from his
contemporaries if his pattern of play followed the character of children's
play. In adult society, play becomes institutionalised and formalised.
Cultural definitions demand that adult play situations must be structured.
Play has to be codified by rules, by boundaries, by procedures, by rigid
expectations of the interaction of persons and sometimes by the creation
of rituals which help to establish an identification between the participant
and his activity. This highly involved structuring of the play situation
is made manifest in patterns of movement which reveal little of the
spontaneity, informality, creativity, or aimlessness of children's play.
The play of the adult often seems to depend on the creation of a specific
goal, with the corresponding creation of rules and regulations stipulating
how and by what means the goal may be attained. Competitive sport exists
in this kind of framework.

The development of many games has followed a distinct evolution in
which the process of institutionalisation has taken place. For example,
one day a certain person decided not to kick a bladder of wind. It seemed

(11) C.ULMICH op.cit. Page 6
(12) This definition of play is proposed by W.G.MASON and A.C.L.VERNER
in "Elements of Physical Education" No.1 "Philosophical Aspects" 1965, Thistle Books Page 92.
more logical to use limbs possessing a greater ability to control an external object, namely the hands. Others saw that here was the possibility to explore ideas for a new game. Rules, regulations, boundaries were evolved (and continue to be evolved) to create certain patterns of human interaction. For example the bladder of wind which Webb Ellis picked up at Rugby School in 1823 now has to fulfil the following criteria before it is deemed to be acceptable for use in the game:-

"The inflated leather ball is made up of four panels and is oval in shape. It has a point-to-point length of 11 to 11½ inches and width circumference between 24 and 25½ inches, and it should weigh between 13½ and 15 ounces." (13)

Because cultural definitions demand that adult play is nearly always displayed as sport, it is clear that Physical Education and sport will be closely related. But in sport, goals are specifically defined, and in the culture of most technological societies, achievement orientation is a dominant value. Even though sport is based on the pursuit of contrived, artificially created goals, attainable within a framework of contrived and artificially created rules, it draws a clientele who pursue the goals with wholehearted dedication and tenacity of purpose. Although the goals may seem less tangible or less rational than those defined within other aspects of life, many sportsmen internalize the extreme importance of attainment, which in turn reflects the achievement orientation ascribed by society to its sporting endeavours. Sport is often said to reflect cultural values, and it has often been studied as one way of giving clues about cultural definitions. Studies of culture by Roberts and Sutton Smith, and Stumpf and Cosens have been conducted using this particular perspective in approach. Reference to their work is made in Chapter Four.

(13) "The Wembley Book of Ball Games" 1964 Page 83, Stanley Paul Press.
Since Physical Education is involved with fitting its pupils into society, it follows that it will acknowledge the character of adult play, and specific sporting pursuits will be covered within its work programme. (See Aim 5 from the Dunlop Physical Education Handbook) It is customary in the schools which teach pupils of adolescent age to spend less time on the study of general movement skills, which are featured in primary school curricula, and to spend more time teaching specific sports. Implicit in this teaching will be the teaching of rules of play, the skills which are permitted within this framework, and numerous features associated with the institutionalised game.

In effect, this idea of teaching specific game forms is not new, but it was the predominant feature at the very beginning of physical activity in schools. In the public schools, games were established aspects of school life, and the later development of "physical education" with its programme content including all kinds of other pursuits has been a more recent innovation.

Just as the character of physical pursuits in schools has changed, so has the nature of sport in its competitive forms. When de Coubertin refounded the Olympic Games in 1896, the event was held in Athens. A Briton from Oxford happened to be on vacation in Greece at the time and on the spur of the moment decided to enter the Lawn Tennis events. He bought all the equipment he needed on the spot and subsequently won a Gold Medal. (14) The present-day approach to sport is very different. Even the Olympic Oath, which states that it is the taking-part rather than the winning which is all important, is the subject of scorn by many sportsmen. Slusher sums this up well in "Man, Sport, and Existence". Throughout the book he draws examples illustrating how the winning ideal is pervasive amongst sportsmen.

"The name of the game is win. Any effort to read in the noble aims of the naïve is to be unjust with what it is. Grantland Rice was noble, but wrong, when he indicated that they remember you for 'how you played the game.' They remember you for sixty-one home runs, 9.1 seconds in the 100-yard dash, 19-foot vaults, four minute miles and over one-hundred stolen bases. Achievement, conquest, victory and performance - these are the heroes and the gods of sport." (15)

At times Slusher sees sport as if it were just an artificial yardstick to measure man. It might seem a crude and unfair judgement, yet competitive sport at high level seems to support the viewpoint which he expresses.

"The sport situation calls for men to be constantly evaluated, judged and measured. At times the world of sport appears to rest on a "second hand" and tape measure. Man's dive is worth 8.5 (note it is not 8.0 but 8.5) which of course is multiplied by the degrees of difficulty of 2.6. .... Others run 3:54.2 seconds for the mile. It would appear that we objectify the sublime!" (16)

Even when physical skill shows a degree of aesthetic beauty, Slusher contends that artificial attempts are made to evaluate beauty and grace e.g. in the judging of gymnastics, diving, or ice-skating. But no-one would dare attempt to assign points to a piano concerto or a ballet. (Page 154)

This present day character of modern sport makes for considerable difficulty when it is regarded within the context of Physical Education.

The problem has recently provided substance for a congress entitled "Physical Education and Sport - co-operation and conflict". As a preliminary dissertation, the organizing association published five papers on the topic. One paper provided intense criticisms, supported by medical

(15) H.S. SLUSHER "Man, Sport, and Existence, a critical analysis" 1967, Page 148
(16) H.S. SLUSHER op. cit. Pages 16 and 17
evidence, that sport was the enemy of Physical Education. The writer made several recommendations, two of which seem relevant. Firstly he said, "Throw away your stop watches", and secondly he suggested, "Take competition out of Physical Education". (17) His bold suggestions would be impossible for most modern Physical Education teachers to implement.

Thus there is a problem area for the educationist to resolve. In the same journal, Groves attempts to create the links between sport, Physical Education, and recreation, and his two models seem worthy of consideration. (18) SEE FICS. 1 and 2.

The pyramid analogy is often used to show the interdependence of champions and mass participation. A broad base is regarded as necessary to support a raising of the apex. The diagram above shows the ideal, but in fact each small pyramid can exist as a separate entity.

(18) R. Groves "Physical Education, Recreation and Competitive Sport - A preliminary appraisal" in Bulletin of Physical Education Vol. IX No 3 op. cit. Pages 33 to 38
The interlocking circles show the relationship and dependence Sport, Education, and Recreation have on each other. Changes in one may easily produce reactions in the other two. Nonetheless the amount of independence the areas have make it imperative that each judges its value by different criteria.

Groves contends that the Physical Educationist can only delimit his work area when there is clear understanding of the criteria implicit in each model.

Of sociological importance is the role model of the sportsman compared with the role model of the Physical Educationist. It was stated near the beginning of this chapter that sportsmen are often Physical Educationists and vice versa. One of the tasks of the College providing the area of study for this project might be identified as socialising students, many of whom will play the role of sportsman, into being able to acquire the role of school teacher. It might be expected, in view of the areas of conflict described so far, that there could be considerable role conflict for the incumbent. Often it appears that sportsmen who achieve a measure of success in sport have internalized the value of
striving to win. Early observations suggested that many students entered the College with a strong measure of success, and later investigations supported this. It could be reasonably expected, therefore, that many would have internalized the value of winning.

To suggest that all sporting participants place high premium on success would be an erroneous proposition. Yet it is well known by players even in local town teams that "gamesmanship" is embodied into the informal rules of the game. In Rugby Football it is commonplace to witness the illegal lifting of a colleague when jumping for the ball at "line-outs". All kinds of procedures outside of the formal laws of the game take place in auras, and if the referee is unsuitably positioned, illegal plays are used and almost expected. Even in association Football at local amateur level, a player would rarely return a ball to the opposition if a free-kick was pending. The "accidental" kick of the ball in the opposite direction, to allow time for the defending team to reform is expected. (Interesting comments by a Physical Education student on this particular topic are reported later.) If players are sufficiently motivated to "bend the laws", or deliberately "break the laws" for tactical advantage, the importance of the game result must be high in their priorities. If this is a feature of certain sports even at low levels of skilled involvement, how will the Physical Education student-sportsman perceive the appropriate behaviour model especially if his participation is at a relatively high level of competition? How would he reconcile educational aims of developing "sportsmanship" (i.e. playing in a "gentlemanly" fashion) with the competitive traits of "gamesmanship" (i.e. adopting tactics acceptable within the informal rules for play but illegal in accordance with the formal laws of the game)?

It is not inaccurate to say that in many inter-school matches, educational ideals of fair play are far from evident. Sweetman presented
an article on this topic in the Times Educational Supplement after an Official of the English Schools' Football Association proclaimed,

"We are up against the growth of teams with very suspect sportsmanship."

According to Sweetman, it would have been extraordinary for a schoolboy to have been sent off the field ten years ago. Recently, however, three players in schoolboy representative games were sent off in one day, (two from the same match). (19) Even more serious was a report of an interschool match in Essex in which the goalkeeper from one team was threatened with a knife and where at the close of play ....

"Ten boys armed with chains, knives, bottles and pokers chased a school football team that had beaten their own ...." (20)

The boys were aged between 11 and 13 years of age.

It is obvious from reports such as this that the characteristics of modern competitive sport, where winning is all-important, are not compatible with an educationist's efforts to develop fair play. Not only does this conflict occur within the functioning of two similar pursuits, i.e. competitive sport and Physical Education in schools, it is also reflected in the role play of the respective participants. Role conflicts could be expected when a participant plays a dual role of sportsman and Physical Education teacher. Furthermore one might reasonably expect to find evidence of conflict within the educative process designed to prepare future Physical Education teachers, particularly if the recipients are sportsmen of some prominence. It could be expected also that this process is hampered if it operates at the same time as its recipients i.e. college students, continue to participate in high level sport as members of a subcultural group which places high premium on sporting success. Perhaps on the other hand, the problem of merging the role model of sportsman with the role model of Physical Educationist is not so problematic as it would appear to be.

(20) The Daily Telegraph, 21st December, 1971
If attempts are made to describe the college task of vocational preparation within the context of sport and education, a simple visual representation is helpful. In occupational terms, sportmen and teachers have their own distinct paths of possible opportunity. The college task, however, is to bond together the role of sportman and the role of teacher in order to produce the teacher of Physical Education with its own role character. Suffice it to say that this bonding process will occur in the face of some of the difficulties already described.

But in diagrammatic form, the college task of vocational training fits into the following career pattern of opportunity. **See Figure Three.**

In vocational terms, the college task involves a process of bonding two models, represented in lines A and B. Alternative careers which might have been otherwise selected by the aspiring sportman or the aspiring teacher are represented in courses C and D. As far as the college is concerned, the qualified teacher of Physical Education is the "end product", represented by pathway E. The course of training is only designed to steer students along this particular pathway of opportunity. Nevertheless, for many teachers of Physical Education, the alternative pathways of possibility represented by broken lines F, G, H, I, J and K, are pursued as alternative career goals. It is possible to quote examples of some students who have followed these alternative occupations.

In summary, therefore, it can be noted firstly that the nature of competitive sport does not always support the aims and objectives of the practising Physical Education teacher. Secondly, the role of the practising sportman cannot be merged easily with the role of teacher because of conflicting values stemming from modern sporting characteristics.

Thirdly, the task of the college can, to an extent, be seen as a process
FIGURE THREE

Model of Sportsman → College training

Model of Teacher → College training

Career of Professional Sportsman → Sports equipment industry

Career of non-specialist, curriculum, or academic teacher → Youth Service work

Career of Physical Education Adviser for L.E.A., College Lecturer and similar → Warden of Centre or Managerial positions in Sports Centres

Teacher of Physical Education
of accommodating the two role models into the new role of teacher of Physical Education. One of the principal aims of this study is to analyse the extent that informal student life facilitates or hinders the task of the College in the process of establishing this new role for its student members. Since this entails a detailed study of a subcultural group, an acknowledgement of the work of sociologists who have studied the concept of culture has been considered and employed in the structure of the research design.
CHAPTER THREE
THE CONCEPT OF CULTURE AND ITS RELEVANCE TO THE UNDERSTANDING OF THE STUDENT GROUP.

It is often suggested that the successful sportsman can only achieve competitive success at high levels if his own personal motivations are strong. Psychological studies of the make-up of the sportsman are common (for example the work of Cattell, Husman, Kane, Ogilvie et al) and it is not difficult to accept that success in the highly competitive area of modern sport demands personal dedication of considerable conviction. The competitive world of sport is occupied by large numbers of participants, and to achieve a measure of success in this context demands that the individual summons every resource, and displays single-minded endeavour to achieve one end. The successful athlete of any sport usually patterns his whole life so that his training, his diet, his sleep, and so on help to fulfil his sporting ambitions. It is undeniable that this distinct adaptation of life would only occur if the individual's psychological make-up led him into these directions. High achievement-motivation would undoubtedly be one principal feature of this make-up.

But the motives to achieve success in sport are not born in isolated vacuum, and cannot be defined in psychological terms alone. The individual is enveloped in his environing culture, and cultural pressures might be far more influential in producing his ultimate pattern of behaviour. Undoubtedly cultural and psychological phenomena will react together, and this must be acknowledged when any study of human behaviour is undertaken. McClelland makes reference to this fact in his book, "The Achieving Society" where his particular perspective of analysis is a psychological one. He states,

".....we might legitimately expect that people with strong achievement motives would seek out situations in which they could get achievement
satisfaction. They ought to be the kind of people who set achievement standards for themselves, rather than relying on extrinsic incentives provided by the situation, and they should try harder and more successfully to reach the standards they set for themselves. It does not take a great stretch of imagination to assume further that if a number of people with high n Achievement (McClelland's abbreviation for "need for Achievement") happened to be present in a given culture at a given time, things would start to hum." (2)

The last sentence is particularly important in this study. It is acknowledged that many incoming students of the College possess certain strong ambitions in certain directions. It is believed, regardless of the prime function of the College goals, that many have strong ambitions for success in sport during their time as teachers in training. Where a large number of students with this same ambition become members of the same subcultural group, things might indeed "start to hum." The effect of living together in a group, which would seem to be rather detached from other student groups in the college, must inevitably have strong effects, and this might have far greater outreaching influence than individual motivations. Obviously some cultural definitions may be at variance with individual beliefs. Alternatively cultural definitions may uphold them.

This study aims to look at social facts pertaining to cultural environment. Of necessity the concept of culture must be considered in

(1) Studies such as:
CATTELL, R. 1960 "Some Psychological Correlates of Physical Fitness and Physique", in "Exercise and Fitness", University of Illinois
HUSMAN, R. 1969 "Sport and Personality Dynamics", Proceedings of
HUPJAN, University of Minnesota
OGILVIE, B. 1968 "Psychological Consistencies within the Personality of High Level Competitors" Journal of American Medical Assoc. Special Report

(2) D.C. McCLELLAND "The Achieving Society" 1961, Pages 45-45
depth and the conceptual frameworks of sociologists will be of value in the analytical procedures. The purpose of this chapter is to consider briefly the concept of culture, with the intention of recognising how the study of this student group can be facilitated on the basis of these ideas.

To select any single, complete definition of the concept of culture would be a most difficult task, and yet it seems pertinent to give some terminological interpretation of the concept. The variety of interpretations even led Kroeber and Kluckhohn to go to the extent of attempting to categorise the many definitions. (3) The notion of culture, which is sometimes referred to as the master concept, is considered by Bredemeier and Stephenson to be one of the two principal aspects of the sociological perspective. (4) They posit that the unique characteristics of human beings are firstly the fact that men have culture and secondly that they live in groups. Its importance is reinforced by Rose in his preface to a selection of papers on the subject.

"'Culture' is a term surpassed only by 'society' in its frequency of appearance in sociological and anthropological writing." (5)

It has already been stated that all human behaviour takes place within its cultural context and thus it would be a grave omission to study behaviour without consideration of this all-embracing element. It is culture which gives Homo Sapiens his principal difference from animals. A specific example of how culture modifies a basic animal need, namely food, is described by Kluckhohn.

"An animal eats when he is hungry - if he can, but the human animal waits for lunch time." (6)

(5) P.I. ROSE, "The Study of Society" 1967 Introduction to Part II, Page 72
(6) C. KLUCKHohn, "The Study of Culture" in P.I. ROSE op. cit. Chap. 5 Page 76
Kluckhohn stresses that the institution of a specific time, place, and procedure for eating is a product of culture even though from a biological point of view there is no rhyme nor reason for this occurrence. This helps to explain why culture is often loosely described as man's "blueprint for action", "design for living", "regulator for behaviour patterns", "man's silent language", or his "set of shared symbols".

A more precise definition was proposed by Edward B. Tylor in 1871, and in spite of the many efforts of more recent writers, this is still used as a worthy starting point in attempts to clarify the meaning of culture. Tylor wrote,

"culture .... is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society." (7)

Tylor implied further that the vast body of characteristics, that were uniquely the product of the human animal, were passed on between the members of society. A process of learning and teaching, whether formal or informal, thereby ensured that this "complex whole" persisted in spite of the passing of time and persons. In a small society, such as a close-knit college community, certain unique culture traits are observable and can be seen to persist. This is particularly interesting to note because a student community is inevitably a transient one. The maximum period for a student's college career is four years; the majority stay for three years, and post graduates stay for one year. In spite of this ever-changing group, certain culture traits, such as college traditions, are passed on from year to year. The permanence of such features, which persist in spite of the annual departure of over a quarter of the student body at the end of the academic year, confirms Tylor's notion that either formally or informally a socialization process is permanently at work.

which hands on cultural values from year group to year group.

One problem that may arise from a too literal interpretation of Tylor's ideas is that certain aspects of life such as art or law could be taken as specific components in any given culture. Similarly human behaviour might erroneously be perceived as an example of culture per se. To be accurate in the definition of the terms, it must be stressed that the behaviour is merely the outward manifestation of the inward perception of situations. The sport sociologist, Gunter Laschen, makes this clear when he states that culture ....

".... as a concept does not refer to behaviour itself. It deals with those patterns and abstractions that underlie behaviour or are the result of it." (8)

The abstract nature of culture is similarly described with simple and effective clarity in the interpretations of Bredemeier and Stephenson. Surrounding the human being is a vast host of symbols, physical stimuli, biological stimuli and so on which may give rise to particular responses. But Bredemeier and Stephenson propose that the response depends not on the symbol or stimulus, but on the particular definition of the symbol or stimulus which the individual has acquired through the internalisation of his culture. More simply, the human doesn't respond to "concrete reality" but to his own particular definition of the concrete reality, in keeping with his own internalised patterns for action. It is culture which provides the definitions and it is the definitions which then lead to the overt action. Bredemeier and Stephenson stress this when they say,

"The fact remains, (however), that people must define things before they can respond to them. .... This is the fact that makes the unique element of culture so critically important in understanding human behaviour, for culture is something that intervenes between the human

(8) G. LASCHEN, "The Interdependence of Sport and Culture" 1967 in International Review of Sport Sociology Volume II, Page 128
organism and its environment to produce action." (9)

In consequence, stimuli as basic as biological stimuli may be strong in evoking a response. But a cultural definition may be even stronger than the natural biological stimulus, with resultant intervention, and Bredemeier and Stephenson refer to beliefs which cause a man to be calibrate, or in an extreme case to fast until death. This situation is readily apparent within the life of the sportsman. Because of his belief in the value of sporting achievement he also is prepared to modify his response to biological stimuli. He doesn't merely eat to satisfy a need of hunger but selects the type, quality, and quantity of foodstuff on account of its contribution to produce a required athletic performance. In the early 1960's, the daily food intake of Arthur Rowe, former English Shot Putt Champion, astounded his admirers. Large quantities of milk and a high proportion of meat in the form of steaks constituted the central part of a large daily intake. In an article on the monthly shopping tasks of Mary Rand, former English Long Jump Champion, these comments were made,

"Personal rations to fire a months explosive energy on the track include nearly 20 lb of meat. Twenty pints of milk go towards working off a thirst for no less than 10 gallons of coffee." (10)

The sportsman's acceptance of the value of effort leading to a particular sporting goal is thus sufficient to persuade him to plan and pattern his very human existence, even to the extent of enduring considerable discomfort in his preparatory training program.

In the context of the Physical Education student subculture, one task would be; therefore, to identify if the culture provided definitions which commanded the value of competitive achievement. If this definition was inherent in the culture one would expect to be able to observe a certain degree of response to its existence in overt action.

(9) H.C. BREDEMEIER, and R.M. STEPHENSON, op. cit. Page 5
(10) "DRIVE", the magazine of the Automobile Association. Article entitled "Shopping for Survival" Autumn 1967, Page 44
In studying overt behaviour, one must acknowledge in the observations that individuals do not act haphazardly. In spite of the belief that life enables man to exercise his free will and free choice, his behaviour fails to utilize the whole gamut of possible action and this is a direct result of his culture. Ruth Benedict regarded this whole scope of possible action as,

"the great arc of potential human purposes and motivations" (11)

It is suggested that no civilisation could exploit more than a small segment of this unlimited combination of possibilities but that each and every group selects its own unique segment for its cultural pattern.

The student starting a college career will obviously be subjected to regulatory influences created in a whole host of ways ranging from the college regulations to student folkways. But in some respects many young freshmen are in a position where, for the first time, they are able to be the decision makers in many aspects of their life. For the majority, the entry to college is the first occasion when the influence of parents is terminated or greatly minimised. Others may have broken the family ties earlier because of a boarding school education, but these are a minority group. For the majority as well, they have left an establishment of secondary education where formal rules and regulations exert considerable bearing on the social control of their pupils. College life is a distinct contrast, and the onus to follow courses or to attend lectures falls on the shoulders of the student. The new environment, therefore, does put the student into a new society in which his personal influence on his personal activity is now less restricted than it might have been in a typical school and family upbringing. But needless to say, although his opportunities for decision-making may rest in his own hands, to a greater extent than ever before, his new cultural environment will now play its

(11) R. BENEDICT "Patterns of Culture" 1935, Page 171
part in affecting his choices of life style with considerable significance.

In spite of the "great arc" of possible action which lies open to the
arriving student, it is certain that his selected pattern of behaviour
and life style will follow closely the cultural imperatives inherent in
student existence.

Although cultural influences may be acknowledged, it is less easy
to identify cultural clues in group study. Culture envelopes the group
and yet its existence can be unnoticed. Chinesy provides a helpful analogy
describing this difficulty by likening the essence of culture, the
medium within which all human behaviour takes place, to the nature of
water for an imaginary "deep sea dweller". All around is water, but the
existence of water is hardly likely to be recognised unless the deep sea
dweller, by chance, happens to surface one day. Only at this point
could the existence of water be recognised and understood. (12) In a
similar way, culture is the sea water of the human dweller. It is omni-
present yet hard to detect. And in consequence, the efforts made to
recognize its very essence may be most difficult to realize. Celeste
Ulrich observes that,

"Cultural identification is difficult because it is always based on
the subjective analysis of the observer, and when the observer is
a product and a transmitter of the culture himself, his identification
of significant cultural trends is aways circumspect." (13)

In this study of students, this difficulty was recognized from the
outset, and the pending problems were acknowledged. But this handicap
is not new, and if the researcher enters upon a project with this knowledge
that obvious clues may pass unnoticed, he will inevitably devote special
care to his fact-finding mission. Possibly a classic example of this
difficulty of recognizing important but unhidden clues is recorded in

(12) R. CHINOSI "Sociological Perspective" 1966, Chapter 1
(13) C. ULRICH "The Social Matrix of Physical Education" op. cit. Page 18
Whyte's study of an Italian community in Boston. His task was to study a group of young people, and he endeavoured to trace a pattern of social relationship between the group members. He managed to achieve the difficult undertaking by joining the group as one of its members, but although he was there as an inward-studying outsider, he also experienced problems of clue identification. For example on Saturday evening as he joined the group for a bowling session, but Whyte regarded the alley visits as a rest from his study project. As a result of this attitude he overlooked the obvious, namely that this aspect of slum entertainment provided some of the vital clues about group friendship patterns.

Whyte reports,

"I had been looking upon Saturday night at the bowling alley as simple recreation for myself and my friends. I found myself enjoying the bowling so much that now and then I felt a bit guilty about neglecting my research. I was bowling with the men in order to establish a social position that would enable me to interview them and observe important things. But what were these important things? Only after I passed up this statistical gold mine did I suddenly realize that the behaviour of the men in the regular bowling alley sessions was the perfect example of what I should be observing. Instead of bowling in order to observe something else, I should have been bowling in order to observe bowling. I learned then that the day-to-day routine activities of these men constituted the basic data of my study." (14)

Whyte suddenly realized that the relative status of group members was directly linked with performance in group pursuits like bowling. It was evident when Whyte considered each player that

"...his performance supports his position" (15) and further, that the

(14) W.F.WYSTE "Street Corner Society" 2nd Edit. 1955, Page 320
(15) W.F.WYSTE op. cit. Page 259
business of predicting anticipated success at a prize money competition was linked with, and aided by, the known hierarchy of group statuses. Nevertheless, Whyte acknowledged his temporary failure to discern readily observable evidence, even though it was data of significance. Subsequent research projects have the advantage of learning from cautions implied in his narrative, and the proposed study of college students was able to anticipate the existence of similar kinds of elusive data.

The tendency to overlook certain important components in a study of culture was appreciated. In seeking ways of minimizing possible pitfalls, it was helpful to acknowledge that the "complex whole" which Taylor describes may be organized into certain broad compartments, thereby facilitating the identification of its characteristics. In the difficult task of analyzing the cultural make-up of student life, a careful consideration of one paradigm was profitable. It was decided that the study might be more thorough if it could work with a system which would consider culture in terms of certain recognizable features.

The classification of culture elements into three broad strata, as proposed by Dredenier and Stephenson suitably fulfills this particular requirement. They propose that cultural symbols and definitions break down into three broad categories, namely cognitions, cathegeses, and evaluations. (16) It is suggested that cognitive meanings tell people what to perceive so that their actions can be structured accordingly. Cathesetic and evaluative ideas build on the cognitions of "what to perceive" and provide people with definitions describing how to respond. Cathesetic ideas are concerned with explaining what is pleasurable or painful. For example, such ideas might define which sources of food are deemed suitable and acceptable for a meal in accordance with cultural practice. Evaluative ideas introduce perceptions of morality so that the ideas may superimpose cathegeses with the notion of goodness or badness. At this point, personal

The use of games, the negotiation of student responsibility, and more productive in the could aid the development of student responsibility. So far these ideas have suggested one concept of oriented undergraduate student. In the above model, in the development of self-regulation and expression of student ideas, the student is the primary focus. The student, in turn, is the primary focus of the teaching and learning process. The student, in turn, is the primary focus of the teaching and learning process.
of a subculture. It is necessary, therefore, to identify the major
differences between "a culture" and "a subculture".

In this chapter the word "culture" has been used to describe a
phenomenon which is peculiar to mankind, as opposed to animals, and which
needs to be taken into account whenever a study of human behaviour is
undertaken. Although culture is a universal phenomenon, not all humans
share the same set of shared symbols and definitions. Benedict's work has
already been cited (Footnote 11) and it has been noted that from "the great
aro of potential human purposes and motivations", groups select their own
unique segment for their particular cultural pattern. This cultural pattern
is essentially a specific cluster of cognitions, cathexes, and evaluations,
and in order to avoid terminological confusion, it is called "a culture",
thereby distinguishing it from culture in general. Although a society may
possess its own fundamental cultural features, individual differences still
exist among its members. Green and Johns state,

"... within a society there will exist a multitude of cultures. In
so far as an observer is concerned with interpreting these variations
of the societal culture, then they may be referred to as sub-cultures."

(17) Burrell also makes reference to the fact that subcultures can be seen
within parent cultures. He states that

"A society contains numerous subgroups, each with its own characteristic
ways of thinking and acting. These cultures within a culture are
called subcultures."

(18)

The concept of subculture has been extensively used in both
anthropological and sociological research. Unfortunately, however, it
has not received universal interpretation, and the diversity of meanings
can lead to some confusion. Yinger has drawn attention to this problem
(19) and recognizes three different perspectives in common use. In his

(17) D.S.H. GREEN & E.A. JOHNS, "An Introduction to Sociology" 1968 Page 45
(18) B. BURRELL cited in Note One of "Contraculture & Subculture" See (19)
(19) J. MILTON YINGER, "Contraculture & Subculture" 1960 in P.I. ROSE (Ed.)
The Study of Society, Pages 827 - 841.
paper, "Contraculture and Subculture" he analyses these differences and proposes how certain difficulties of interpretation could be resolved.

In the statement by Mercer, previously cited, it is recorded that "subgroups" have their own "characteristic ways of thinking". Additionally, subgroups also possess and sustain their own values and norms which differ from those in the surrounding culture. However, in some subgroups the differences are so acute that conflict is a central element in the relationship with the environs culture. In extreme cases, Yinger proposes that the term "contraculture" is a more appropriate description for subgroups which display these characteristics. (20)

The term "subculture", therefore, is used to refer to "cultural variants displayed by certain segments of the population" (21) provided that the normative system of the group is not dominated by "a theme of conflict with the values of the total society". (22) An example of one of these "segments" within a larger society was studied by Whyte, and reference to the research which he undertook in a slum neighbourhood of Boston has been made earlier in the chapter. (Footnotes 14 and 15) In essence, subcultural groups reflect many cultural features of their environs society, but they also possess certain cultural features of their own.

If subculture is the focus of an investigation, Yinger suggests that "Hypotheses to guide the study of subculture can most profitably be derived from a general theory of culture". (23)

In broad terms, the researcher is advised to consider his subgroup as a society in miniature and to employ similar analytical procedures as those used for the study of cultural features within a total society.

(20) J. HILTON YINGER, op. cit. in P. I. ROSE (Ed.) op. cit. Page 831
(21) L. KONASOVSKY & G. SARGENT, cited in Note One of "Contraculture and Subculture" op. cit.
(22) J. HILTON YINGER, op. cit. in P. I. ROSE (Ed.) op. cit. Page 831
(23) J. HILTON YINGER, op. cit. in P. I. ROSE (Ed.) op. cit. Page 837
Superficial observation suggested that Physical Education students possessed a culture of their own, and it was anticipated that certain cultural features might (or might not) be seen to share much, some, or little of the culture of the main environment society. It was acknowledged that a subcultural group like this one might assume its unique character on account of age similarity among members. An example of one subculture in which the criterion of age is a fundamental requirement of membership is the adolescent group. Additionally, the development of subcultural characteristics may appear in circumstances where people live in a situation of physical isolation; the prison community would be an example. Alternatively an evolution of new values may occur indirectly as a result of the demand to observe an institutional code of conduct; this may be seen in the armed forces. The existence of features like these may facilitate the acquisition of new values and cultural definitions, and eventually these become established as special characteristics peculiar to the group.

Coleman's study of the adolescent subculture in the United States of America was helpful in providing some guidelines for the study of English college students. In several respects the American and English scholars possessed similar features, and certain values identified by Coleman were also recognizable within the value system of the Physical Education student. When undertaking the comparison between the two populations, it was interesting to note the following account which Coleman uses to describe his "adolescent society".

"With his fellows, he comes to constitute a small society, one that has most of its important interactions within itself, and maintains only a few threads of connection with the outside adult society. In our modern world of mass communication and rapid diffusion of ideas and knowledge, it is hard to realize that separate subcultures can
exist right under the very noses of adults — subcultures with
languages all their own, with special symbols, and, most importantly,
with value systems that may differ from adults." (24)
The Physical Education students possess the same features of individuality
and structural isolation which Coleman observes within the adolescent
subculture. For example, in its location, the College is separate from
an adult community, and it is sited on the outskirts of a town. A large
proportion of students live in campus-based halls of residence, and this
acts as a further hindrance to the creation of "threads of communication
with the outside adult society". For some students and townsfolk, this
noticeable lack of relationship between the College and town is lamented,
and special efforts are made to create greater inter-community relationship.
The "Social Action Group" is one student society which particularly seeks
to foster "town-gown" communication, but its membership is not strong.

Not only are college buildings separate from the town by location,
but the campus also possesses a strong degree of self sufficiency.
Facilities such as a bar, launderette, bookshop, bank, and general purpose
shop fulfill many student needs which might otherwise have been provided
by the town. In addition to the geography of the campus, the majority
of college students occupy a similar age group which is a comparable
feature with the "adolescent society" studied by Coleman. As regards
the marital status of the Physical Education student, in most cases this
is "single", which is a further feature of internal similarity. (Factual
evidence confirming these observable features was obtained later during
the research.)

In Coleman's description of the adolescent, he records that it was
possible to identify a value system and a language peculiar to this
"small society". In the case of the College students it was anticipated
that they might also possess their own system of values. This might be

attributable, in part, to the possession of similar professional orientations engendered by their pursuance of a course which was designed for the purpose of training future teachers. It was certainly noticeable during early superficial observations that within this professional involvement there existed a unique student language, to which Coleman also makes reference in his description of adolescent subculture. For example, words like "spasso" (man of limited motor skill ability) or "piss artist" (Man who doesn't work but who covers up by convincing talk) are part of student daily vocabulary at the College.

Other marked similarities within the group are readily apparent such as the academic attainment and educational background of freshmen. Furthermore, the Physical Education students share a background of sporting success and interest as well as a high standard of general motor skill aptitude. This last mentioned quality is a requisite within the process of personnel selection, and the formal interview for prospective Physical Education students includes tests of physical skill, strength, and agility. In many respects it was apparent that Physical Education students were noticeably homogenous in various ways and this bore resemblance to the nature of Coleman's subjects who also possessed many similar attributes. On the basis of this feature it might be expected that further investigations would reveal commonly shared definitions and values, and consensus over all kind of topics as a result of subcultural influence.

The statements presented so far are no more than postulates and later investigation sought to collect data which would offer supporting proof for these assumptions. At this point, however, it is sufficient to suggest that there is much in common concerning the age, interests, and attainments of the students. Nevertheless whilst similarities appeared to exist, it was anticipated that there would be many personal differences, and numerous questions were unanswerable through
superficial observations. For example it was not known if Physical Education teachers were drawn from similar class backgrounds or not. Would there be consensus over the expectations placed on the College course of training? Was there a common conception about the role of the teacher? What led students to a College of Education, especially to this particular college? Common elements were clear amongst Physical Education students, but likewise there were unknowns.

One further important feature to acknowledge was that most freshmen entered college immediately after the completion of their schooling. With the exception of those who had attended a boarding school, the majority would be spending their first prolonged stay away from home and parental influences. Thereafter follows a period of socialisation when the student learns to adjust to a new residential and educational environment. Occasionally the process of adjustment is not made successfully, and when the research was conducted with incoming students, one freshman admitted that he felt very homesick, and withdrew from the course after four days. Although this aspect of tension is rarely considered within the plans for the inaugural reception of new students, there is undoubtedly a vital period of re-adjustment for some freshmen. Later research revealed an additional tension of much greater effect on the new students connected with sporting achievement. The sudden discovery that others were much more successful sportsmen had a salutary effect of deep significance. For many, in the term prior to their arrival at college, they had been school sportsmen who were revered for achievement and success. Now they had joined a different society wherein their proud achievements were put into new perspective created by the existence of similar or more noteworthy achievements by their fellow students.

The kind of personal adjustment described is, in essence, an example
of the adaptation of the individual to his new cultural setting. New
cognitions, cathexes, and evaluations will be internalized and the
freshman will undergo a concentrated period of socialization immediately
after his arrival. This may be of a formal nature, an example of which
is the prepared inauguration timetable that operates for three days
after arrival. It may be of an informal nature within the daily inter-
course with other students or staff. If the cultural group is to
survive in spite of the transience of the community, the process of
passing on its character is fundamental to the establishment of its
permanence.

Thus far, the concept of culture, as a vital component in the study
of College life has been discussed. A few preliminary descriptions of
Physical Education students, central to the research topic have been
presented. The last investigations needed before the research proceeded
involved a review of the works of other authors in related areas. The
following chapter surveys some of the literature which was useful to
acknowledge during the construction, application, and interpretation
of research material.
CHAPTER FOUR

A SURVEY OF THE RELATED LITERATURE

In spite of carrying out several investigations for literature which would link closely with the subject area of research, it became evident from the outset that there was a dearth of information specifically relevant to this project. On the other hand it was equally clear that there was no shortage of material in related areas. Probably the only studies which focussed on groups of near-identical character were those by Krawczyk and Adam. The work of Krawczyk studied Physical Education students at the Polish "Academy of Physical Education" in Warsaw,\(^1\) and several of her findings bore close relationship to some of the later findings in the study of the College. Adam has also studied the backgrounds of Physical Education students who undergo courses of training at the Physical Training and Sports Faculty at Charles University in Prague, but his research was principally concerned with a survey of students' home towns, their social environment, and their personal qualities.\(^3\) This was less useful than the work undertaken by Krawczyk.

The study of Physical Education employing sociological perspective has been undertaken by few researchers in spite of the fact that work in the sociology of education is covered well. Saunders makes reference to the lack of systematic enquiry into the sociology of Physical Education and provides some suggestions for possible research areas.\(^4\) The work of Ulrich, however, was one notable exception, and his book, "The Social

\(^1\) B. KRAWCZYK "Attitude towards studies and professional aspirations of the students of the Academy of Physical Education" International Review of Sport Sociology, Volume 1, 1966 Pages 195-206

\(^2\) B. KRAWCZYK "Social Specificity of Higher Schools of Physical Education" International Review of Sport Sociology, Volume 3, 1968 Pages 97-115

\(^3\) E. ADAM "Several Characteristics of the Groups of Students before their Acceptance at the Faculty of Physical Training and Sports of the Charles University in Prague" International Review of Sport Sociology, Volume 4, 1969 Pages 31-49

Matrix of Physical Education" is particularly helpful whenever Physical Education is studied within the context of society. Additionally some suggestions by Erbach describe why he regards the teaching of sport and physical culture as being an important component within the ideal of a broad education for life. Likewise Ward describes how physical activity can play a significant part in socialising children for their adult role in society. However, investigations do not abound where attempts are made to locate Physical Education within an overall process of formal education accompanied by its associated ties with a socio-cultural environment. Since Physical Education figures prominently in the British educational system, in the face of considerable cost in its equipment and facilities, it is somewhat surprising that work in the sociology of education rarely focusses on this aspect of the school curriculum. Undoubtedly there is scope for considerable research.

The study of sport, however, has been carried out with much greater frequency although within the sphere of social enquiry it has not proved to be a very popular field of study until recently. A helpful guide to the areas of coverage was the trend report and bibliography prepared for the International Sociological Association under the auspices of the International Committee for Social Science Documentation. The bibliography drawn together by the author, G. Luschen, is a particularly valuable guide to the areas of coverage.

If Physical Education in schools is investigated by few sociological research studies, the place of sport in educational institutions is more

(5) C. ULRICH "The Social Matrix of Physical Education", 1968
(6) G. ERBACH "The Science of Sport and Sport Sociology" International Review of Sport Sociology, Volume 1, 1966 Pages 59-72
(7) E. WARD "Research in Socialisation and Physical Activity" British Journal of Physical Education Volume 1, No 2, March 1970, Pages XI-XV
fully covered. This project aimed to look closely at students who had,
previously, figured prominently in their school sports programmes and who,
in many cases, often continued in sporting involvement during the college
course as well. In England, the work of Start (9 & 10) relates successes
in sport with academic successes, and in one of his projects he investigates
how sporting ability provides high status within the peer group in
substitution for status achieved through academic achievements. (11) In
the United States, Schafer (12 & 13) has undertaken similar studies and
concludes that interscholastic athletics can exert a positive effect on
academic achievement in some cases. This did not follow some of Coleman's
conclusions (14, 15, 16 & 17) from similar work in the United States and Coleman
was of the opinion that the importance attached to sporting success within
the value system of school subculture acted as a deterrent to academic
achievement. He expressed concern over this feature and in one of his
papers (16) suggests that inter-school competitions could be instituted
where the contest was of academic nature instead of a sporting nature.

In some respects, Coleman's observations and conclusions bore similarity

(9) K.B. START "The relationship between the games performance of a grammar
schoolboy and his intelligence and streaming" British Journal of
Educational Psychology, Volume 31, No 2, 1961, Pages 203-211
(10) K.B. START "Sporting and Intellectual Success among English Secondary
School Children" International Review of Sport Sociology, Volume 2
1967, Pages 47-53
(11) K.B. START "Substitution of games performance for academic achievement as
a means of achieving status among secondary schoolchildren" British
Journal of Sociology, Volume 17, No 3, 1966 Pages 300-303
(12) W.E. SCHAFFER "Some social sources and consequences of Interscholastic
Athletics: The case of participation and delinquency" International
Review of Sport Sociology Volume 4, 1969, Pages 63-79
(13) W.E. SCHAFFER & J.M. ARMER "Participation in athletics and academic
achievement among High School boys" San Francisco, California, National
Congress of Sociology, 1967, 20 pages mimeo
(14) J.S. COLEMAN "Athletics in High School" Annuals of the American Academy
of Political and Social Science, 336, 1961, Pages 31-43
(15) J.S. COLEMAN "The Adolescent Subculture and Academic Achievement" in P.I.
ROSS(Ed) "The Study of Society" 1967, Pages 666-670
(16) J.S. COLEMAN "Academic Achievement and the Structure of Competition" in
A. Halsey, J. Floud, & C.A. Anderson (Eds) "Education, Economy, and
Society" 1961, Pages 567-597
with the belief that students of the College also strived for sporting success at the expense of academic study goals. Nevertheless, sport in educational establishments does not necessarily conflict wholeheartedly with educational goals as is the belief implicit in Coleman's suggestions. Much earlier, Waller\(^{(18)}\) identified several latent functions of school sport which aided the running of the establishment. He said,

"Athletics may simplify the problem of police work in school. The group of athletes may .... furnish a very useful extension of faculty-controlled social order ...." \(^{(18)}\)

McIntosh also acknowledges the fact that sport can act as an agent for social control, and he has undertaken an historical survey of examples where this has been made manifest.\(^{(19)}\)

If Coleman was concerned about the detrimental effects of sports contests within establishments created primarily for the organization of formal education, Matza followed the attitude of Waller and recognised various latent functions which assisted the running of educational institutions. In a study of the behaviour patterns of youth, his section on sports and athletes does not support many of Coleman's ideas, particularly the suggested innovation of fostering contests in an intellectual rather than a sporting framework.

"Thus, his (Coleman's) suggested alternative, intellectual contests, remains unconvincing even if one shares the antiathletic bias implicit in Coleman's corrective approach, because intellectual contests do not fulfill (sic) the variety of functions performed by sports. Coleman was able to maintain the possibility of substituting intellectual for athletic contests because he ignored many other functions performed by sports -- functions which could not be served by intellectual contests." \(^{(20)}\)

\(^{(18)}\) U.WALLER "Sociology of Teaching" 1952 Pages 116-117
\(^{(19)}\) P.C. McINTOSH "An Historic View of Sport and Social Control" International Review of Sport Sociology Volume 6, 1971, Pages 5-13
\(^{(20)}\) D. MATZA "Position and Behaviour Patterns of Youth" in "Handbook of Modern Sociology" R.H.L. Paris (Ed) 1964, Chapter 6, Page 204.
Similar ideas appeared in "Leisure and Recreation", in which the Neumeyers identify both the positive and the negative functions of inter-school sport. The benefits are expressed in these terms,

"Competition and conflict between schools instills a great deal more enthusiasm than can be aroused by a form of recreation in which this element is not present. Loyalty, self-sacrifice, self-forgetfulness, self-control, self-confidence, cheerfulness, obedience -- these and other traits are acquired in the game." (21)

The caution, however, arises from the overemphasis of competitive activity.

"Competition, especially if excessive, may have disastrous effects. It may lead to egocentrism and selfishness, which may not be socially desirable. .... A strong competitive program discourages those who never reach the top." (22)

With the acknowledgement of the many causes and effects of school sport, and as a result of some of Coleman's expressed concerns, Rehberg and Schafer (23) attempted to measure whether participation in inter-school sports exerted a positive or a negative influence on boys' educational expectations, and they conducted a research project in six Pennsylvania urban high schools. In England, Gluckman (24) has expressed the belief that as a creator of unity and internal loyalty, school matches are important provided that schools of similar standing and tradition engage in the encounter. Glogg (25) is clearly more concerned than satisfied with the recent developments in English schools and his worries about increasing

(21) M.H. & E.S. NEUMEYER "Leisure and Recreation" 1949, Chapter 10, Page 238
(22) M.H. & E.S. NEUMEYER op. cit. Pages 227-228
(24) M. GLUCKMAN "How Foreign are You?" The Listener, January 15th, 1959, Page 102
(25) M.P. GLOGG "Competition -- Was Nye Bevan Right after all?" British Journal of Physical Education, Volume 5 No 2, March 1972, Pages 20-21
competitiveness displayed in the Physical Education programmes in many schools, leads him to reconsider the wisdom of a parliamentary speech by Bevan in 1937. Bevan was deeply concerned with the development of the ideal that all members of the public should be able to enjoy participation in physical activities for fun and personal pleasure. He regarded the competitive endeavours of a small minority as being detrimental to the growth of this ideal of sport for everyone. He expressed this belief on numerous occasions and particularly at an official opening ceremony of a new swimming pool in Wales. (HANSARD, 322, April 7th, 1937, Col. 252-7)

Doubts and uncertainty about the role of competitive sport in school situations are also expressed by Whiting (26) in an introductory section of his book on Sports Psychology. In a chapter entitled "Psychology of Competition", he traces links between competition and the cultural environment in which it occurs, and goes on to cast personal doubt about the most appropriate time within the system of formal education in Britain when competitive situations should be introduced to pupils.

Outside of the educational system, numerous writers have analysed the phenomenon of sport, and Cratty (27) sees it as a socially acceptable way of venting emotion or expressing personal aggression. But the feeling of concern for undue emphasis on competition is constantly expressed by Slusher throughout his book, "Man, Sport, and Existence". Behind the facade of a pleasurable sporting contest is the idea of failure.

"Sport, initially viewed as pleasure-ridden, can be seen as a haven of anguish. For each man who is victorious, another loses.

Frequently the losses are more vital than the score might indicate." (28)

(27) B.J. CRATTY "Social Dimensions of Physical Activity" 1967, Page 25
Whilst there is no shortage of research into aspects of competitive sport as a phenomenon in society or as a pursuit of developing prominence in schools, there is a lack of information concerning sport in institutes of higher education. Eggleston\(^{(29)}\) made a study of the school backgrounds of Oxford and Cambridge students who gained "blues" for sporting achievement whilst at University. In the period from 1953/4 season to 1962/3 season using 3 major sports, he noted distinct trends in the gaining of awards, with the former pupils of public schools appearing to meet with greatest success.

Albonico\(^{(30)}\) studied how modern university sport in Switzerland acted as an agent of integration within the student society. Wilson, in his writings about changing trends in the character of universities, describes how the social activities of universities have tended to detract from the traditional notion that the university is a place of advanced scholarship. Whilst references to sport are of insignificant detail, he makes numerous observations about the strengthening links between the student and youth subculture at large.

"As universities have become less distinctive places, and have lost their style as ivory towers in which people might read and think, and as students have been less specifically prepared for an ivory tower experience, so their identification with the youth culture has been strengthened.... Students are no longer a class apart from youth in general." \(^{(31)}\)


\(^{(31)}\) B. WILSON, "The Youth Culture and the Universities" 1970 Chapter 15 Page 223.
It was noticeable that in the College of Education studied, these links were particularly strong. For example it was observed that the largest regular audience in student television rooms assembled to watch a weekly review of modern music entitled "Top of the Pops".

In this research project, the incidence and the function of sporting participation in a student society was central to the investigation. At the same time, however, it was important to consider this pursuit as just one feature in the overall fabric of student life. In terms of geographical location alone, the student lived in his own small, closed society. Here was a small subcultural group with its own norms, beliefs and values. It was useful, therefore, to look at other research projects which had studied subcultures. For example, Whyte's study of gang culture in a Boston suburb provided helpful information about research procedures and their inherent problems. Wilson's work in England studied the subculture of adolescents and his observations are recorded in "The Trouble with Teenagers" (1959) and "The War of the Generations" (1964). Coleman's studies of adolescent subculture in the United States were also useful. Studies of the subculture of students do not abound but Wilson's dissertation entitled "The Youth Culture, the Universities, and Student Unrest" provided helpful information. It is included in his collection of papers already described. (See footnote 33)

Particularly relevant was the work of Becker and Geer who investigated the changing values of students in medical school. In common with trainee teachers, these students are engaged in a course which is designed to equip the recipients with a variety of professional skills. In several

(34) J.C. COLEMAN, op. cit.
respects there are similarities between Physical Education students and Medical students. Rose, in a summary of this paper, states that the socialisation of the medical student into his ultimate professional roles, accompanied by the learning of particular occupational skills, is characterised by a process in which the student is divested of certain preconceived attitudes and expectations. Idealised preconceived images about the nature of the profession for which the students are being trained are replaced, and at later stages disillusionment is often created. Several causes for this disillusionment are presented by Becker and Geer and in Part III these are compared with information which emerged from the study of Physical Education students. Criticisms about the gulf between theoretical study and the eventual face to face contact with patients is very reminiscent of similar criticism about the theory of education and pedagogical practice. Similarly, doubts concerning the competency of the lecturers to practise the occupational skills which they teach were expressed by students of both professions.

Corwin also makes reference to student subcultures and he considers their influence in conjunction with a college objective of teacher training. He draws attention to the problem of socializing student teachers when they themselves constitute a subcultural group possessing certain informal values not necessarily supporting the official value system of the training organisation. A more detailed project was undertaken by Shipman and this was particularly valuable because it was solely concerned with an English College of Education at Worcester.

One major task was to search for latent conflicts in a small social

system where cultural forces are partly responsible for the formation of student attitudes. It is immediately obvious that there are marked differences between Physical Education students at the College and the students from Worcester College of Education. One explanation might be the fact that the two colleges offer different kinds of courses. For example, at Worcester College there is not the degree of specialization which exists in the Physical Education course studied in this project. Furthermore, there is no evidence of conflicts between the time devoted to professional training and the pursuit of extra-curricular interests such as sporting endeavours. Shipman makes several references to the strong commitments to teaching and reports how this acted as a regulatory mechanism of social control.

"Standards of dress, manners, courting, and general behaviour in public were rigidly defined by reference to the way they fitted a teacher." (Page 430)

This strong commitment to teaching was believed to be far less apparent at the College, and even where it did exist, it seemed doubtful if it had very much influence over student behaviour. On the contrary, at the 1970 annual Rugby Football match with a rival college of similar sporting eminence, crowd and player behaviour was so violent that newspaper reports were severely critical. The "Sunday Times" review of the match placed less emphasis on the game report, and posed critical questions about the suitability of these students for their ultimate profession as the teachers of children. This was an isolated incident over a period of years, but it was helpful to remember its occurrence when studying Shipman's findings.

A further project involving student teachers was carried out by Mayfield at Alsager College of Education. His work, which studied

the friendship patterns of third-year students, sought to establish if subcultural orientations within the college could be predicted from sociometric groupings. In this project he used Clark and Trow's typology which postulates that there are four distinct subcultures within a college community. They state,

"...... we can distinguish four broad patterns of orientations toward college which give content and meaning to the informal relations of students. When these patterns or orientation define patterns of behaviour, sentiment and relationships we can usefully think of them as subcultures."

The four subcultures are described as follows:

1. The academic subculture in which members possess a strong motivation to pursue academic knowledge and intellectual understanding. This leads them to carry out coursework assignments far more thoroughly than is necessary.

2. The collegiate subculture which commands a strong interest in college life and which leads to a heavy involvement in social activities and extra-curricular pursuits.

3. The nonconformist subculture whose members strive for personal identity and who reject interest in extra-curricular activities, traditions, and coursework.

4. The vocational subculture which has members whose principal orientation is concerned with professional advancement. All their efforts at college are centred on preparations for their future occupation.

In Mayfield's project, students were asked to consider their personal orientations in terms of the four subcultures. They were then asked to show their affinity to these subcultures by placing them in a rank

order. In subsequent research, Kayfield studied patterns of friendship in order to see if inter-relationships were evident between subcultural attachment and sociometric groupings. Although the orientation of Kayfield’s work was different from the study of Physical Education students, parts of the investigation covered similar areas. For example he investigated student evaluations of college courses. His findings provide interesting information although statistical comparisons were not undertaken because of fundamental differences between the two colleges. His use of Clark and Trow’s typology of four subcultures is also interesting, and it would be feasible to classify Physical Education students according to these categories. The behaviour patterns of some students clearly exemplified certain orientations which were identified by Clark and Trow, and these are reported in Part III.

However, initial observations suggested that many Physical Education students were strongly associated with sports clubs, and a large proportion, therefore, represented the “Collegiate” group. It was decided that in this research project, Physical Education students would be regarded as members of a single subcultural group possessing shared interests in sporting endeavours. In consequence, the research methods did not use the four-part analysis system which Kayfield had employed.

Another study which might have provided useful information was the "Student Survey" undertaken by the Students’ Union of the Loughborough Colleges. Shipman drew upon some of the findings from this survey. (41)

It was most regrettable that copies were no longer traceable. Few were printed, and during the period undertaken by this study, the Students’

Union was making special efforts to retrieve an original master copy which had been lent to a student in Cambridge. In 1972 all efforts to locate this had been unsuccessful.

Because this project studied a subcultural group in which sport was a principal interest, it was decided to consult other studies which had focussed on sport within a cultural context. Numerous anthropological researches have been undertaken, and Whiting cites the works of Klineberg (1949), Frank (1966), and Drurrael (1932) because of their reference to competitive games played by primitive tribes. (WHITING op. cit. footnote 26, Page 13) Oglesby analyses some national games and tries to draw links and inter-relationships between their nature, and the social values of the culture within which they originally evolved. (42) Cratty draws on the findings of Roberts, Arth and Bush (1959), Caillois (1961), and Mead (1961) in order to illustrate some cultural determinants of sporting activities. (CRATTY op. cit. footnote 27, Page 35 and Page 91) Stumpf and Cresens undertook studies of the role of games, sports, and recreational activities in the culture of primitive peoples e.g. a study of the Maoris. (43) A collection of studies like these was recently compiled by Avedon and Sutton-Smith and later by Luschen. (44) (45) Both of these works contain a useful collection of research papers from this field of enquiry. Nevertheless, whilst several of these projects emphasize the pervasiveness of sport in certain cultural and subcultural groups, their content provides related material rather than information of specific relevance to the study of Physical Education students.

The shortage of material of direct relevance confirmed that the

(42) C.A. COLGREN "Movement and Culture" in U.W. SMITH (Ed.) "Introduction to Human Movement" 1969, Chapter 4
projected study would be worthwhile. It has been stated by Gordon

"....that a great deal could be gained by a more extensive use of the concept of the sub-culture ...."

(46)

In the same paper he describes his concept of "a sub-culture" and points out that the term was not even included in H.P. FAIRCHILD's "Dictionary of Sociology", 1944. Gordon suggests that subcultural research is both rewarding and revealing, and implies that it deserves to be exploited more fully in research projects.

This project embodied the notion that Physical Education students possessed a functional unity typical of "a subculture"; this postulate was outlined in Chapter Three. Although this was an important feature, it had to be considered within the context of a college which had specific educational objectives. The student attends college in order to receive special training which is designed to prepare him for his future role as a school teacher. Specialist courses of study may provide expertise in particular subjects, but in broad terms the College of Education functions with a single destiny in mind for its students. The fact that some students never enter the teaching profession while some others only remain in it for just a short part of their working life makes no alteration to the college mission. However, a reappraisal of this particular feature of Colleges of Education is currently being made.

Doubts have been expressed about the values of monotechnic institutions whose sole purpose is to offer vocational training for teaching. A recent Government inquiry into teacher training proposes that non-vocational courses should be developed in Colleges of Education and that a single minded commitment to teaching is no longer an entry requirement. But until such time as these proposals are implemented, the status quo remains.


(47) "Teacher Education and Training", Department of Education and Science 1972, printed by Her Majesty's Stationery Office.
It was important to view the college under study against a background of uncertainties over the effectiveness of vocational training courses and in terms of these recent recommendations. The literature was helpful and appraisal of colleges and teacher training have been undertaken by various authors as well as by government reports. Many issues are constantly contested and Willey and Maddison preface their views by stating that

"Teacher training has never proved a subject conducive to agreement" (48)

Both Kaye and Kascel display their dissatisfaction with teacher training. Kaye reports on the low standards required of students in assessment procedures and the general lack of intellectual stimulation. Kascel assembles the ideas of a group of authors who, in anticipation of the "James report" (cited in footnote 47) were

".... alarmed by the composition and suspected complacency of the James Committee." (50)

The general lack of agreement over the requirements of teacher training is notable. To a certain extent the lack of consensus seems to be created by different role expectations about the college product. The college course is intended to socialize its recipients into the rather complex and noticeably diffuse role of the teacher. If there is not consensus over the appropriate qualities and expected behaviour of the incumbent, it follows that there will inevitably be dissent over the course which socializes the student into his professional role. (51)

Studies of the teacher's role have been undertaken by Wilson, Hoyle, Cannon et al, and these works show that there are many variations in role definition. Cannon suggests that

"The role of the teacher revolves round the transmission of knowledge and the transmission of values; .... " (Page 215)

(48) P.T. WILLEY & R.S. ADDISON, "An Enquiry into Teacher Training" 1971 Page 7
(49) J. KAYE, "Participation in Learning" 1970 Chapter 3, Pages 52 and 53
(50) D. KASCEL (Ed.) "Fit to Teach - a private inquiry into the training of teachers, with recommendations" 1971, Frontispiece.
(52) B. HOYLE, "The Role of the Teacher" 1969.
But in addition to these tasks it is possible to recognize many other (54) functions. Boyle makes reference to Hebl and Wattenberg’s work in which 14 functions are identified. Banks points out that different (55) educational establishments need teachers of differing expertise, and this diversity of function does create specialist roles within the teaching profession. For example, a subject specialist in a Comprehensive School has different occupational tasks from a non-specialist subject teacher in a Nursery School. However, a functional difference also appears among Secondary School specialists, and when individual interpretations of areas of responsibility do not concur, it is difficult to define each subject teacher’s role. When the Secondary School Physical Education teacher is studied it might be agreed that his or her main task is to provide children with sufficient strength, skill, and stamina to take part in a range of sporting pursuits. But in addition to having the ability to teach his subject, many colleagues expect him to be a specialist coach, a skilful exponent of all major sports, a pillar of numerous human virtues such as "sportsmanship", a hygiene adviser, a lost property administrator, and the First Aid specialist. Undoubtedly there is need for further study in this sphere in order to establish the exact qualifications that he should actually possess. Until this is done the socialization processes carried out by Colleges of Education will inevitably be at variance with the ideas of many whose definition and expectation impinge directly on the subsequent role performance of the incumbent.

Differences in teacher role expectation, however, are not unique to the Physical Educationist alone. Musgrove and Taylor undertook an investigation which sought to establish how widely or narrowly teachers

(54) P. HEBL & W. WATTENBERG, "Mental Hygiene in Teaching" 1951 in E. HOYLE op. cit. Pages 59 - 60
(55) C. BANKS, "The Sociology of Education" 1968, Page 129
conceived their role in comparison with educational expectations defined by parents of pupils. Six broad educational aims were stated and these had to be ranked in order of importance by the teachers and parents. A sample of 470 teachers was drawn from grammar, modern, junior and infant schools, and 237 parents also participated. In conclusion there seemed to be general consensus over the order of educational priorities considered. Several interesting details emerged such as the fact that the role expectations of the grammar school teachers were more specifically and clearly defined.

Less consensus in role perception arose from Boothroyd and Cohen's study of the expected behaviour of teachers in out-of-school life. Their work also compared the teachers' own perceptions with those of the public; it concerned teachers from Primary Schools. Using a teacher role inventory as the research tool, the authors found that parents were far less demanding and restrictive in their expectations of teacher behaviour outside school hours than the teachers imagined. They write

"Teachers are possessed of the mistaken notion that they are differentiated from other citizens in their community lives and subjected to more exact codes of conduct than their fellows."

In trying to find causes for these mistaken perceptions, and reasons for their persistence, it was concluded that

"..... the phenomenological world of the teacher is very much a prison of his own making."

Another comparative study by Cohen and Finlayson considered the role definitions of College of Education students and head teachers.

(57) K. BOOTHROYD and L. COHEN, "Community Expectations of the Teacher’s Role: some mistaken perceptions of Primary School Teachers" Research in Education, No. 7, May 1972 Pages 61 - 69
(58) K. BOOTHROYD and L. COHEN, Ibid, Page 66
(59) K. BOOTHROYD and L. COHEN, Ibid, Page 66
Expectations of teacher behaviour in four role sectors were studied namely, organization, general aims, motivation, and classroom management. In the findings, several points emerged such as the change of role perception that students displayed at different stages of their three year course of training. The notable discrepancy, however, was that of the students' definition of role compared with that of the head teachers. Whilst the study used head teachers in both secondary and primary schools, there was consistent widespread disparity in each of the four role sectors. When different role expectations exist, it follows that if the student undergoing the socialization process at college adopts self perceptions which display variance with the expectations of the headteacher under whom the new teacher may commence his career, it is most likely that stresses and role conflicts will subsequently occur. Observations have already been made which suggest similar conflicts between the Physical Education teacher's definition of his role as opposed to the definitions of other professional colleagues. Problems of this kind which Finlayson and Cohen identify have special implications when the precise functions of Colleges of Education are appraised. In the College studied it would seem highly likely that certain aspects of the course, such as personal involvement in physical activity, would also be placed in different order of priority by the head teachers of schools. This particular avenue of enquiry is less directly linked with the focus of the particular study embarked upon here, but obvious was the fact that the sphere of interest is replete with further possibility. The Physical Education teacher's role in particular could be investigated, and the assembly of the role definitions of lecturers, head teachers, parents, pupils, Physical Education advisers, and the incumbent himself or herself could produce some interesting information. This would be particularly valuable for the architects of college courses in view of the conflicting expectations of role which appear to exist.
The definition of role made by the student himself was included in
the work of Finlayson and Cohen. The work of Becker and Geer in the
sphere of medical students has also been mentioned. Gibson (61), like
Finlayson and Cohen, also considers the role-conception of teachers in
training, and he measures changes in students' role-conceptions as their
course of training proceeds. The work covered primary and secondary
teachers in training, and it was found that as courses proceed, students
adopt more liberal approaches and more opposition to measures of pupil
attainment in academic work through mark lists and other competitive
devices. The change in role-conceptions is assumed to be linked with the
college course itself, but Gibson concedes that this was not proven.

"....what is not clearly established is causal connection between
changes in student attitudes and the course itself." (62)

In order to create a more extensive body of knowledge of the complex
processes involved in the socialization of student teachers at Colleges
of Education, Cohen points out the need for more research studies which,

"....interpret changes in students in relation to the different
environments in which the changes take place." (63)

In a focus of enquiry of this kind, the development of an individual's
conception of appropriate role behaviour is studied in relationship to
various group influences which exist within the training institutions
themselves. Cohen makes reference to various studies which have acknowledged
the college community peer group as a source of influence for value
acquisition and change. Various researchers have attempted to recognise
and catalogue specific group characteristics and from these projects

(61) D.R. GIBSON "Professional Socialisation: The effects of a college course
upon role conceptions of students in teacher training" in Educational
Research, Volume 14, No 3, June 1972, Pages 213-219
(62) D.R. GIBSON op. cit. Page 219
(63) L. COHEN "College and the Training of Teachers" in Educational Research,
Cohen suggests that,

"....general consensus of opinion is that what students learn in college is to a very large extent determined by the system of values, attitudes, and norms for their behaviour which are generated in the peer group culture or the specific sub-groupings within it."(64)

In studying indirect sources of influence it could be hypothesized that some aspects of role preparation may be inculcated indirectly by structural features such as the system of specially created social control methods employed within the actual college itself. The establishment of certain codes of conduct at college subtly demonstrate certain values which may be expected to be internalised and subsequently shown within the teacher's own personal behaviour. Taylor describes the social structure and social controls of colleges during the last hundred years, and by comparing this with situations in universities, shows how the college system reflects a pattern linked closely with its specific goal of socialization into the teacher's role.(65)

Undoubtedly this was all helpful background material which opens scope for further study in related areas. But studies considering the part played by the student subculture in socialising the student into the teacher's role are not numerous. Taylor points out,

"Despite the impressively large number of studies that have been made of student cultures, all too few of these have been directly concerned with the colleges of education. Much of the work so far undertaken has been American in origin, and such of it as has been done in this country has been concerned with universities rather than colleges."(66)

(64) L. COHEN, op.cit. Page 19
(66) W. TAYLOR, op.cit. Page 262
However, in some other professions, research work of similar intention has been undertaken, and Cohen refers to Lorrie's study of the law student, Corwin's study of graduate and non-graduate nurses, et al. (67)

Another related area which was not investigated fully was the study of reasons why students decided to become teachers. Again this was partially rather than directly linked with this project and in consequence the literature was not surveyed in great depth. Ashley, Cohen, McIntyre, and Slatter (68) have undertaken sociological research into students' reasons for becoming teachers using a Parsonsian model of social systems in their analysis. Robinson (69) also measures the degree of interest in teaching displayed by students actually engaged on college courses. Although his work was just concerned with one particular college, Robinson obtained a good response rate and gained some replies which must surely provoke further enquiry. For example, out of 345 replies to the question, "Do you want to teach (a) permanently (b) temporarily (c) for your probationary year only (d) not at all," only 48.9% regarded teaching as their permanent future profession. This finding was directly relevant to the interview with Physical Education students in their third year. Other findings like student appraisals of their college course were also useful.

Robinson points out that,

"...general trends would indicate that the majority of students had been only partially satisfied with the results of 3 years at college...." (70)

(70) P. ROBINSON, op.cit. Page 74.
Robinson's findings reveal a number of interesting areas where further questioning would be fruitful, and comparisons are made in Part III with the information that came from Physical Education students.

The last area of focus concerned studies which investigated the pattern of professional occupations followed by those who had undergone college training some years previously. Obviously a full appraisal of the effectiveness of any training course must pay regard to the actual pattern of employment experienced by its former trainees. In the case of teacher training there seems to be a remarkable lack of follow-up study. This would be important for all aspects of teaching but it would be particularly useful to trace the professional progress of Physical Education teachers. In this aspect of teaching the increase in age is usually detrimental to physical performance. In the course of this research project many interested onlookers mentioned their curiosity about the career patterns for older Physical Education specialists. But no-one seemed to know what actually happened, and few researchers have undertaken fact-finding enquiries. Wiseman and Start, however, have carried out a follow-up study of teachers five years after they had completed their training in one of the Manchester constituent colleges.

The project was concerned with people who were still within the teaching profession, and the authors compared performance at college with the actual performance of the qualified teacher. It was found that there was discrepancy between college measures of student ability compared with the actual measures of success defined by headmasters who made the subsequent appointments. Various explanations were postulated, but the magnitude of differences

which emerged was still surprising. Wiseman and Stark produced some interesting material although it concerned those who remained in the profession for which they were trained. Another useful study would consider teachers who had moved out of the work of their apprenticeship. Not only could precise career patterns be traced, but in the case of the Physical Educationist, it would be helpful to find out the age and experience of teachers who decide to leave their subject area.

The work of Shaw has already been mentioned in Chapter One. (Footnote 7, Page 4) When a discussion was arranged with him it was concluded that further research into post-college experiences would be highly desirable. The results from continued investigations would be useful for anyone concerned with teacher training whether it be a prospective student or an originator of a college syllabus.

In conclusion, the survey of literature revealed two features. Firstly there is a great deal of material which is loosely related to the study of the Physical Education student in training. Sometimes it was difficult to retain the central line of focus when so many similar but alternative study areas emerged. On the other hand, few studies are directly connected with this particular focus of enquiry. In general there is a paucity of data about College of Education students, the formal and informal influences affecting the process of socialisation, and the career patterns and role of teachers of Physical Education. It was decided, therefore, that this particular study might contribute some useful information to a subject area which has not received very much attention in the past.
CHAPTER FIVE

THE METHODS USED TO COLLECT DATA - A GENERAL DESCRIPTION

Previous chapters have shown the nature of some of the attendant problems that were believed to surround the training of Physical Education teachers at a college running a specialist course of training. Particular characteristics such as the intense involvement of many students in competitive sports have been described, and certain implications of these observations have been suggested. But so far no empirical evidence has been put forward to support the ideas which are formulated.

The task of collecting empirical facts did not automatically specify any one single approach, and it was obvious that several methods might elicit relevant evidence. However, the research methods which seemed most likely to produce the information required were twofold. Data were obtained by means of Questionnaires, Informal Observations made over a period of three years, and Structured Interviews.

It has already been stated that incoming students were thought to possess certain common qualities. For example it was thought that they would be easily classified into a similar age group, possessing similar academic qualification, entering college from similar educational institutions. Mayfield suggests that this is a characteristic feature of (1) Colleges of Education in Britain. Similarly it was believed that their interest in sport was universal, whereas their vocational interests were either unclear, imprecise, or of lesser importance. A demand placed on the research was that these ideas had to be verified at an early point in the arrival of the freshman, so that neither the college course, nor the informal socialisation processes of peer groups could influence certain of the characteristics which were believed to exist. These circumstances strongly supported the use of a questionnaire as the most suitable fact-finding method. Whilst the shortcomings of the questionnaire

as a research tool were acknowledged, it was obviously the most effective method of assembling several important facts in a short space of time.

Although the questionnaire was useful in accumulating some supporting facts about certain features of the incoming student, it did not attempt to achieve anything more than this. A principal aim of the project was to study student subculture, and Sutphen has made the following statement about the task of gathering valid data in cultural research:

"Observation and interviewing are the classical techniques of cultural research as practiced (sic) for a long time by anthropologists and more recently by sociologists ... Participant observation is particularly desirable so that the investigator may get the feel of the culture, but this is not always feasible." (2)

Although it was not possible to become a participant observer, there were ample opportunities to observe students in a variety of informal settings. The period from September 1969 to July 1972, therefore, was used for this purpose. Occasionally it was possible to take part in informal activities, such as week-end camping expeditions, and this personal involvement did approach the ideal of participant observation commended by Sutphen. The author was aware of the difficulty that his position, as a staff member within the authority structure, might present and positive steps were taken to find a remedy for this particular handicap. In several of the informal situations, certain events did suggest that the problem of social distance between student and staff member had been overcome.

This approach provided many new insights into student life, and it was considered to be a valuable adjunct to the questionnaire and the Interview. It was clear that informal interchanges developed more

(2) P.H. SUTPHEN. "The Scope and Method of Sociology" 1965, Chapter 16, Page 387.
naturally between fellow spectators at a football match, and a freedom of speech often occurred with little provocation on the part of the fact finder. Facts emerged without the speaker ever realising that he was being observed as an interviewee, and where conversation would later be recorded in a research project diary, a large amount of material was thus collected, and a subsequent procedure was to isolate those points which were directly relevant to the study. Some of the information reinforced and confirmed earlier beliefs. Other pieces of information provided new clues which were instrumental in opening further avenues of enquiry, and prompting additional questions to be followed up in the interviews later employed.

During this period of close observation, informal student material was also studied in detail. The student campus newspaper was collected and filed each week. Several ideas emerged from this source; the correspondence column, for example, contained information about a variety of topics which were relevant. Other news-sheets and campus publications were also collected, and the information derived from student media contributed to a closer insight into life at the College.

The third method used to yield empirical evidence was the Structured Interview. The Questionnaire had been used to obtain information about the incoming student who, at the time of being questioned had received virtually no formal or informal socialisation. A further task was to find out something about the finalist student who had received both formal and informal influences for nearly three years. This was achieved (3). The word "virtually" is used because the act of attending the College as an interviewee, and the receipt of college and student union joining instruction letters sent to all freshmen prior to their arrival, together play a part, albeit a small part, in the initial socialisation process. Some students later spoke of the persuasive literature that was received from many student clubs eager to recruit new members from incoming freshmen, and which created confusions and misunderstandings amongst the neophyte recipients. These features may function as an important early influence, but for the purpose of this project, it was decided that on "day one" in the college, the arriving student would still be relatively uninfluenced in his attitudes, expectations, and aspirations.
by means of the Interview, and a schedule was constructed so that quantitative and qualitative information could be collected. In order to obtain quantitative data, a rigid structure for both questions and responses had to be used. This ensured that the data could be given statistical treatment and used for comparative purposes. Additionally, however, qualitative information was also required and the schedule included semi-structured situations in which respondents could talk informally about their past, present, and future. The Interview, therefore, assumed a multi-functional role aimed at providing data containing empirical fact, the expression of subjective evaluations, and further clues which might help in this project or be of interest for future research.

A brief and general description of the research procedures, which were considered to be the most suitable, is thus presented. A more detailed description of their structure and application follows in Part II, which is devoted entirely to research methodology.
PART TWO

The Method of Study
CHAPTER SIX

THE QUESTIONNAIRE

(a) Its structure and function.

It has already been mentioned in the previous Chapter that the shortcomings of the Questionnaire as a research tool were acknowledged, and that the findings which it hoped to produce only constituted a small aspect of the research, namely information about the incoming student. Furthermore, the findings were not regarded as being examples of indisputable scientific data, but rather as pointers for further follow-up instead of verified facts.

The pitfalls that can occur with indiscriminate use and complete reliance upon questionnaires are emphasized by Fursey. In words of caution, Fursey gives examples of answer discrepancy by subjects who were given an identical questionnaire at measured daily intervals. (1)

Even if the questionnaire is reliable (i.e. it has the ability as a measuring instrument to yield consistent results) and is valid (i.e. it has the ability to measure what it purports to measure) it can still produce inaccuracy on account of difficulties of impression management. Wilson is also critical about the use of questionnaires in studies of university students. He says that:

"They often illustrate the prejudices of the investigators, but do so in a concealed way, and they respond to the limitations of their computers, missing the richness and diversity of the texture of real-life relationships." (2)

Even if the researcher compiles his questionnaire adopting exhaustive accuracy and constrictional examento as laid down in works like that of Oppenheim, (3) he is still dependent on the willingness of the recipients to co-operate and to reply honestly. Even then, in behavioral research,

(1) P.H. FURSEY, op.cit. Page 457.
(3) A.W. OPPENHEIM, "Questionnaire Design and Attitude Measurement" 1966 Heinsmann press.
it does not follow that the recipient's statement about how he thinks that he would behave in a given situation is consistent with the way that he would actually behave if that situation arises.

The author was mindful of the possible structural shortcomings of this part of the project and did not ignore the problems that earlier researchers have reported. Shipman, for example, in his similar work with students at Worcester College of Education, found discrepancy between the way students stated that they would behave and actual observed practice. (4) His study, like this project, was also rather vulnerable because its task of investigating students was undertaken by a college staff member, and Shipman refers to the difficulty of impression management. (5) In consequence a number of steps were taken when the Questionnaire was presented to the Physical Education students in order to reduce difficulties of this nature. Similarly special efforts were made to put the student at ease; some of the methods employed can be seen on the introductory instruction page of the Questionnaire. (See APPENDIX) Assurance of confidentiality by use of code numbers was one such device. The humour intentionally shown in the "dummy question" was another device designed to reduce tension.

The importance of timing has already been mentioned. After permission had been granted by the Principal for the Questionnaire to be administered, the next task was to find a suitable time of presentation as near to the moment of arrival as possible. With the Assistance of the Deputy Principal, who had the task of time tabling the inauguration programme for freshmen, it was arranged that the Questionnaire would be presented on the first day in college. Since the inauguration programme took place before the commencement of term for all other students, this helped to eliminate the informal influences of the main student body. By further

(4) M.D. CHIPMAN. "Education and College Culture" op.cit. Page 433
(5) M.D. CHIPMAN. "Education and College Culture" op.cit. Page 433
planning it was possible to present the questionnaire in mid-afternoon of the first day, six hours after the Principal's welcoming address. The timing of the exercise, therefore, was as good as could reasonably have been achieved.

In the presentation of the Questionnaire, the time available was not quite as long as expected, and this meant that a small degree of modification was required. Accordingly the "degree of importance" test, associated with the five-statement rank order questions in parts B and C, was left until last. In practice, insufficient respondents completed this for it to be used in the analysis, although all other parts of the Questionnaire were completed in the session.

In the structure of the Questionnaire, (which is shown in the appendix) three sections were used. The first part, Part A, intended to quantify several objective facts. It was thought, when the Questionnaire was compiled, that several features of standard classification might need to be called upon later in the project, and so they were included. Similarly the collection of this information served to prove if many of the beliefs about Physical Education students from this College were accurate. It was widely believed, for example, that the academic qualification of each student on entry was much higher than the norm for colleges of education in general. The Questionnaire sought to substantiate beliefs of this kind. Additionally it was thought that the straightforward nature of questions in Part A could serve as a method of putting respondents at ease, in preparation for the more searching questions in the later sections.

In Part B the selection of questions followed three avenues of investigation. In the first instance the intention was to measure the degree of sporting achievement attained up to the entry to college. Coupled with this intention was the wish to establish the particular range of sports in which students perceived their most important success.
The second avenue of investigation then tried to evaluate if the ambitions of the freshman were sport-centred or teacher-centred. Thirdly this section sought information about reference groups and reference individuals in order to see if any distinctive patterns emerged.

In the second of these three lines of enquiry, it was acknowledged that the aim of the task was difficult to achieve. As a method of achieving the objective, questions were compiled using ideas which were most realistic for the respondent and which were close to his experiences in sport. Hence question 34 develops the idea of a possible injury taking place which would create difficulty of occupational fulfilment and which would demand a personal reorientation of ambition. Furthermore, the intention was to place students somewhere along the line of possible personal interests where the extremes would range from an intense interest in sport on one hand to an intense interest in children on the other. (These extremes between sport and education were demonstrated in questions 3d and 4e) Questions 2, 3, and 4 each hoped to elicit this information by using different angles of approach, but in a broad sense their aims were similar.

The final line of enquiry in Part B was concerned with reference groups and reference individuals. It was thought that investigations might produce consistent responses and that persons selected might be drawn from similar broad categories. Martin has suggested that when inter-personal comparisons are undertaken,

".....some similarity in status attributes between the individual and the reference group must be perceived or imagined, in order for the comparison to occur at all"(6)

He proposes that whilst personal idiosyncracy might influence choice, the frames of reference do not occur at random but are

".....patterned by the environing structure of established social relationships and by prevailing cultural definitions".(7)

(7) R.K.MARXTON op.cit. Page 356
Johnson also makes reference to the existence of societal influence on the establishment of reference groups and this influence undoubtedly must be acknowledged if reference groups or individuals are investigated within a study involving a sociological perspective. He states,

"The social structure itself largely determines which groups will have influence as reference groups in a particular situation." (8)

The function of the Questionnaire was to produce a list of reference individuals admired by freshmen, in an attempt to see if selections were at random or if they were drawn from recognizable areas of choice. A later development, with Third Year students, based on these findings, sought to find out if different response patterns emerged later when the respondent had lived within the student environment for 3 or more academic terms. This would help to show the modifying influence which the social environment might exercise in the provision of guidelines or channels in this selection process. The follow-up involved students who had not only been exposed to the formal and informal socialisation processes within college life, but who, unlike the freshmen questioned, had held the status of Physical Education Teacher in training for an extended period. This investigation, extending beyond the data available from the Questionnaire, was in accordance with Merton's proposal about cultural influences previously mentioned. Additionally it also acknowledged his suggestion that changes in an individual's status are additional contributory factors in modifying the directions for reference evaluations. He states,

"Presumably, there will be distinct shifts in reference individuals and role models as people move through sequences of statuses during their life cycle. This would again imply that such of such selection is not idiosyncratic but is patterned by structurally determined and statistically frequent career sequences." (9)

(9) R.K. MER rON. op.cit. Page 357
In this enquiry it was thought sufficient to consider reference individuals and role models inseparably although persons selected in response to question B3 might be chosen on the basis of their many-sided behaviour features (notion of reference individual) or on account of certain segments of behaviour in accordance with the concept of role model. It was decided that the identification of precise motives for personal evaluations was less significant than the recognition of actual channels appearing amongst the various selections.

When the questionnaire was constructed it was acknowledged that a question designed to evoke this kind of information would be difficult to structure. The wording selected broadly followed a similar question used within a Gallup Pole Youth Survey in 1959.\(^{(10)}\) Personal interpretations of the word “admire” were not expected to censor exactly, but it was thought that this would not lead to differences of significant import. Although the answer possibilities were legion, it was expected that distinct choice categories would emerge. Because of the student’s commitment to Physical Education, it was anticipated that reference individuals drawn from different spheres of competitive sport might be prominent in the answers. In his description of the appearance of sporting heroes, Ulrich states,

"The hero is regarded as a model, and his image tends to expand the individual’s sense of his own capacity. Sports have always provided heroes for society.\(^{(11)}\)

If a student’s “sense of his own capacity” had been acquired as a result of previous sporting achievement, a sports hero might be expected to win the admiration of a Physical Education freshman. Furthermore, this

\(^{(10)}\) The Gallup Pole, Youth Survey, 1959. Page 35, Main Table; undertaken for The News Chronicle.
particular selection of "hero" might be reinforced at a later stage when the student joins with other Physical Educationists who possess similar orientations and who share corporate residential life at a College. Subsequent investigation administered after the use of the Questionnaire attempted to verify if this process of re-inforcement was in evidence.

The aims of Question B6 were of a similar nature. It was anticipated that a noticeable number of persons selected in B5 would be sportsmen. On account of this expectation it was thought to be profitable to consider the freshman in terms of his sporting interest as a spectator. The spectacle of the sporting contest could be regarded as a source for the favourable evaluation of physical excellence, and this witness of expertise might lead to the development of hero worship, in various degrees, amongst members of the audience. Answers to the question were expected to shew both the range of sporting activities which received support as well as the relative popularities of different types of spectacle.

In Part C, the Questionnaire tried to establish the student's anticipations of his future life at the College, by investigating his preconceived notions. For example, what were the criteria which caused him to select this college, and did the popular image propagated through the media act as an advertisement for a mythical lycee sportif? Or did the student acknowledge that courses offered (and described in detail in the Prospectus) would provide most adequately for his professional needs? Attempts were next made to evaluate the student's interest and anticipations concerning college sport (Questions C2, C4, C5, and C6) whilst question C7 sought to establish if sport was regarded as an indispensable necessity within the fabric of College life.

In Question 3 there was also the opportunity to find out the motives
which led to participation in competitive sport. The much abused Olympic ideal expressed in "fun in participation" (Question 3a) could be sharply contrasted with the acknowledged latent Olympian motives of establishing supremacy over the opposition by "playing to win". (Question 3b) The question hoped to establish if either of these ideals was predominant amongst the freshmen, so that later investigation might demonstrate if this viewpoint was subsequently reinforced or re-orientated as a possible result of subcultural influence.

The last question was included as a result of observed comments by students that college life bore little resemblance to their original preconceived ideas. Informal discussions had often taken place in which students described many of the surprises that they experienced, after a few months of arrival. This question tried to find out what students expected to see, and it was used as a basis of comparison with the actual lifestyle adopted by the third year student.

When specific questions had been constructed in each of the three sections of the questionnaire, it was then necessary to select an analytical procedure which would collate answers into a body of meaningful data.

(b) Analysis procedures.

The division of the questionnaire into three sections has already been described. In the opening section, the information was of normal standard classification character. An initial handset immediately revealed that certain items were common to almost all group members and these details were not used in subsequent computer analysis. For example, all but a very small minority were single, and the "breadwinner" in A6 was, in nearly every case, "father". Other items of general information about the respondent then had to be allocated into different categories and quantified.
In the case of birthdate, it was decided to use this to work out
the ages of each student on the day of the interview. In this way
the average age of the group could be established at time of entry.
The question concerning advanced level G.C.E. passes was also used to
provide a count of passes achieved as opposed to a review of actual
subject study areas.

The last question in Part A, concerning the occupation of parent
or guardian, demanded the use of some method of occupational classification.
In the handout to check accuracy of replies, it was noted that for a
very small minority, the name of the occupation did not easily reveal
the precise nature of the work. The number was fortunately insignificant,
but in a future project, the system employed in the Government Decennial
Census of 1971 would be adopted.\(^{(12)}\) When the exact nature of work
was clear, this had to be classified. Various methods were considered,
including the system employed by a central records unit at a University.
This was based on the Registrar General's Occupational grading I to V.\(^{(13)}\)
with its accompanying sixteen point socio-economic grouping scale. The
seven category system proposed by Hall and Caradog Jones,\(^{(14)}\) based on
the social prestige assigned to different occupations, was also considered.
The fact that the occupational hierarchy in this system evolved from
evaluations made by the general public seemed logical, and with the
selection of just seven broad categories, it appeared that this model
would suitably fulfil the needs of this research study. Furthermore,
the placement of thirty "test" occupations in the original paper by

\(^{(12)}\) 1971 Census - England: H Form for Private Households, Question B 16
"a) What was the person's occupation. Give full details (See note B.16)
b) Describe the actual work done in that occupation." NOTE: Words
underlined appeared in heavy print-type on the form.

\(^{(13)}\) SUPPLEMENT to "SOCIAL and SOCIO ECONOMIC CLASSIFICATIONS",
used at Establishment and Records Unit, Loughborough University of
Technology.

\(^{(14)}\) J.HALL and D.CARADOG JONES, "Social Grading of Occupations", 1950
Ball and Caradog Jones, acted as a useful guide when fitting questionnaire findings into their respective category. (15)

In parts B and C of the Questionnaire, six questions involving a rank order of statements needed the same treatment. (B2, B3, B4, C1, C2, and C3.) In the analysis, it was required to show the relative importance attached to each statement by the rank order assigned to it. This was achieved in two ways. Firstly, a simple count of placement was made, so that the statement with the lowest score could be considered as being the highest rated answer. Secondly, this was supported by counting the times that each statement, in turn, received a rank placement of 1st, 2nd, 3rd, 4th, or 5th. The numbers derived from the count were then to be recorded in a two dimensional array, of 30 by 5 cells where the 30 would relate to all statements from these six questions (totalling 30), and where the 5 would show the rank placements. Findings using the two approaches thereby supported each other, although the second technique was expected to yield more precise value ratings for each of the statements.

Some questions, such as B1, B5, and B6, were open-ended, thereby offering unlimited answer possibility. Treatment of answers followed a common procedure. Firstly a handsort of Questionnaires had to be done in order to compile a full list of answers. For example, in B5, all reference individuals were listed by name. In this particular case actual names were not of paramount interest; of greater relevance was the particular quality possessed by the individual that presumably had endeared them to the respondent. The range of persons and their allied qualities subsequently led to the creation of distinct categories of which they were representatives, such as great musicians, international statesmen, film starts and so on. The final task became the placement of (15) J. HALL and D. CARADOG JONES. (op. cit.) Table III. Page 40.
each person into the categories thus created. The same kind of procedure
was employed for questions B1 and B5.

In part C, questions C4, C5, C6, and C7 required straightforward
counts. Finally question C8 aimed to find out the pursuits in which
freshmen expected to spend their time, given an imaginary twelve hours
of leisure. Analysis first had to check that only twelve hours had
been distributed, and secondly a count of hours for each category had
to be made.

It has already been emphasized that it was not intended to attach
too much importance to individual answers, because of the kind of
inaccuracies that are liable to occur when using questionnaires as
research tools, especially in behavioural investigations. Rather it
was hoped that the exercise might show distinct patterns of response
by means of which clues for further probes could emerge. For example,
reference individuals might cluster predominantly around sport heroes.
Similarly certain answer patterns might demonstrate a consistent interest
in sporting achievement by assigning first ranking in C6 to "Brilliant
sportsman", and "with a desire to win as my chief reason" in C5, and
with the wish "to become a professional sportsman" in B3. Distinct
response patterns might emerge in a cross-check of different answers.
It was acknowledged that a cross-checking task of this kind would be
vastly time-consuming in hand-sorting, but with the creation of an
answer store within a computer, the facts could be retrievable in an
instant.

When a complete overview of analysis possibility was considered,
it was also conjectured whether response patterns would be produced
if certain variables could be isolated. Particular responses might
thereby be inferred as showing consequential dependence on the variable
selected. Typical ideas were whether a suggestion of greater aspiration
for professional achievement in teaching was more characteristic of students from lower class home backgrounds and less characteristic of students from higher classes. If the data were to be stored in computer, ideas such as this could be exploited. Inherent in this notion, however, was the possible danger that the sophistication of analysis might grow out of proportion with the original raison d'être of the questionnaire. But with the acknowledgement of this temptation, the need to achieve accuracy coupled with a small measure of cross answer-check rendered the task outside of the scope of a simple handset of scripts. The use of a computer for the analysis was undoubtedly necessary.

(c) Computer Programme requirements for testing, quantifying and displaying the data.

Because of the demands placed on procedures of answer processing, it was decided that manual methods of questionnaire analysis were unsuitable.

Aspects contributing to this conclusion were the number of respondents, the questionnaire size and content, the cross checking ideas, and the need for accuracy. If the task needed an approach more thorough than a manual one, a decision had to be made concerning the most suitable processing method. The use of edge-notched punch card was considered as a possible system, but with the numbers involved, this technique was thought to be too cumbersome. This seemed to be more suited to a smaller body of data and in fact it was employed successfully in the interview processing stage used later.

After consideration of other methods, it was thought more suitable for answers to be entered on to computer punch card using a numerical code. This permitted data either to be sorted using a card sorter machine or to be processed on the instructions specified by a computer programme. Once the findings were code numbered and placed on punch card, their subsequent use could be dictated by any form of computer programme,
and this seemed to be advantageous. Accordingly the idea was pursued and Questionnaire answers were then coded.

In certain instances, answers were already numerical, such as date of birth. With the verbal answer, however, a figure had to be assigned to each statement or category, with the coding key retained for later reference. The string of figures thus produced was simply a numerical translation of all the Questionnaire answers.

In a small minority of the Questionnaires, an answer was sometimes found to be omitted. The rejection of an entire script for a small omission of this type seemed wasteful and so the numerical code took account of this when answers were processed. In view of the few odd omissions, it was necessary to know how many actual Questionnaires contributed to the final figure when findings were produced from the data.

Once answers appeared as data on computer card, the next step was to decide what facts needed to be derived from them. In order to record each finding in a systematic manner, with a printed result sheet, the idea to use card-sort machines was rejected. A complete programme, therefore, had to be written whose function would be to call upon the data, to process this in the ways desired, and to display the findings in a typed print out. A preliminary function was to enumerate all the functions which needed to be fulfilled by the programme. These were noted as follows:-

1. To produce an orderly pattern of procedure so that the computer follows specific patterns of analysis, thereby eliminating all chances of processing particular sections twice-over, or of missing a process altogether. (The construction of a programme flowchart would help to achieve this aim).

2. To establish a count so that the precise number of valid answers contributing to each analysis is recorded, as well as an overall count of Questionnaires.
3. To build in a battery of data tests in order to check that incorrect questionnaire answers (such as out-of-range, or wrongly punched cards) are recognized, recorded in the print out, and eliminated in their particular analysis section.

4. To carry out the required analysis after having subjected the data to the accuracy test.

5. To present findings in a readily digestible print-out achieved by sophisticated format statements.

When a programme, capable of carrying out the above functions was devised, a further test of its validity had to be carried out. Some findings had to be checked in order to verify that the programme fulfilled the task for which it was designed, and to see that the actual results were accurate. This was achieved by using dummy data cards so that actual answers were known before the computer attempted to find them.

The style of print-out by computer tends to be primitive unless instructions are issued within the programme to remedy this. The issue of these instructions is long and arduous, but the penalty for omitting a clear print-out is that misinterpretation of the result figures can easily occur. The programme eventually produced overcame this shortcoming by adopting an elaborate presentation of results which cannot be mis-read when the results are consulted and which displays an aesthetically pleasing end-product.

The final programme, which was designed to achieve the objects previously stated, appears in the appendix. The language employed in this particular case was FORTRAN and the esoteric character of programme language was helpfully penetrated by reference to the texts of Watters and Veldman.

On account of the method used, it was obviously possible to undertake further analysis of data cards at any subsequent point in the research.
Additional programmes could be compiled to work with the data if this later seemed desirable. Herein was a further advantage in reducing findings to a numerical store.

(16) When the programme was in its early design stages this hazard was learnt through experience. If the result data is not annotated, the strings of numbers in print out can lead to wrong extraction through human error in recognition of the appropriate figures.

CHAPTER SEVEN

THE INTERVIEW

The purpose of the questionnaire was to establish how students expected to find life at the College, and also to enquire about their immediate and long-term aspirations. Further investigations intended to find out how college life actually unfolded. Several lines of enquiry used in the questionnaires needed to be pursued, such as future ambitions and thoughts about pending occupational employment, albeit after the effects of formal vocational training, and the informal influence of the student milieu. It was also necessary to probe more deeply into the character of college life and a mode of approach had to be employed which would reveal the real nature of the student subculture. This study in depth attempted to produce an accurate account of the attitudes and values held by students. Subsequent analysis aimed to interpret these findings and the data were studied with due regard to the fact that the prime goal of the College was to socialize students into the role of professional teacher.

Because a questionnaire can fail to elicit information about the "richness and diversity of the texture of real life relationships" (Wilson, op. cit.), it was considered to be an inappropriate research tool for this phase of the enquiry. The greater depth of study achievable by observation and interview techniques has already been outlined in Chapter Five. In consequence it was believed that the most fruitful way of obtaining information was by using these two methods.

It was necessary to learn something about students who had been in the College for an extended period of time. Accordingly Physical Education students from Year Three were selected for the purpose of study. Since only a minority would be offered the chance to pursue a fourth year of study leading to the Bachelor of
Education degree, this was, for the majority, the final year at college before conferment of qualified status marked by the award of their "Teachers' Certificate", and with the consequent opportunity for employment. Additionally this year group would have experienced a greater period of formal and informal socialisation than members of the student body in Year One or Two. It was third year students, therefore, on whom the research next wanted to focus.

The principal method of collecting empirical evidence was by interviewing. Limitations of time and student availability meant that interviews with the entire group of 118 Year Three students were not possible. It was decided that interviews with a sixth of the population, randomly selected, would be manageable and would yield the required information. In preference to a straightforward random sample a stratified sample was favoured. With two major variables of sporting ambition and teaching ambition, it was conjectured that there might emerge quite distinct characteristics in the case of college sportsmen in contrast with non-sportsmen. It was felt advantageous to create two strata from which random selections would be made so that information would embody views representative of both groups. It was possible also that inferences might be drawn later if it could be shown that the emergence of particular beliefs and values were associated with the degree of success experienced within the media of sporting involvement. For example, significant differences might appear between sportsmen and non sportsmen in their evaluation of the importance of striving for success goals in sporting endeavours. It was a plausible assumption that differences on the basis of this criterion might be observable.

Before the random selection could be made, the two strata in the population had to be isolated. The criterion used to establish an
individual's category was related directly to his measure of involvement in college sport. In the most popular activities such as Association Football, Hockey, Rugby Football, first or second team places are only available for students who attend regularly the organized training evenings. The weekly programmes of playing, recovering, and training, takes much of a student's time, especially when there are many other time demands such as coursework study, social activity, laundering of kit, and so on. But competition for team places makes it easy for the selection committees to consider only those who follow the training programmes without default. All students from the third year who had regular representation in first or second teams were deemed to be "sportsmen", by virtue of their involvement, and so presumably by their internalization of the belief that time thus spent in pursuit of team selection was a worthwhile goal, also added to this group were first team athletes and other individual sportsmen who trained and played regularly in their particular sphere of interest. With the help of team captains and club committees, the list of regularly active "sportsmen" was thus compiled. Within the group of 118 students, 45 were engaged in active participation, and 72 were not involved to this extent.

From the two populations recognized, two groups of 10 students plus five reserves were selected using random sampling procedure. The idea of using proportional stratified samples was rejected because of the type of statistical analysis later to be employed. Reserves were identified in the selection procedure as a precaution against various eventualities which might prevent the interviews from taking place.(1)

The exact content of the interview schedule had to be systematically drawn up next. In its principal areas of study it aimed to collect data

(1) In fact it later became necessary to call upon one reserve because a student originally selected had been seriously ill in hospital and the proposed interview could not be arranged.
about general classification, sporting success, student life, attitudes about college after three years, and plans for the future. The precise subjects of inquiry and the order in which they were presented are shown on the Interview Schedule. (See Appendix)

It was necessary for certain items of this data to be assembled systematically, quantified, and used in comparative analyses. This demanded that the interview adopted a formal structure whenever information was to be treated in this manner. Moser and Kalton point out that

"The case for formal interviewing is simple. Only if all respondents are asked exactly the same questions in the same order can one be sure that all the answers relate to the same thing and are strictly comparable. Then, and then only, is one justified in combining the results into statistical aggregates."

Although formal interviews with a standardised structure stand in contradistinction to interviews of informal, unstructured character, Fursey emphasises that

"..... there is no sharp line of demarcation between the two types of interviews and they may be combined in all proportions."

Because of innumerable variations in the degree of structural precision, some authors describe the gamut of possibility as a continuum extending from complete formality to a state of complete informality. Perhaps the task of data collection is most helpfully expressed in Caltung's classification table. In this tabular representation, both the

(3) P.H. FURSEY "The Scope and Method of Sociology" 1968, Page 323

Table 5.1.1. The main settings for data-collection

<table>
<thead>
<tr>
<th>unsystematic stimuli</th>
<th>systematic stimuli</th>
</tr>
</thead>
<tbody>
<tr>
<td>unsystematic responses</td>
<td>informal</td>
</tr>
<tr>
<td>systematic responses</td>
<td>impossible</td>
</tr>
</tbody>
</table>
questions (stimuli) and the responses are divided into systematic or
unsystematic forms. The extreme example of formality occurs when
questions are posed in exact, identical forms, and when responses, too,
are made in accordance with a pre-structured pattern. Because of the
intention to compare certain facts in this project, the procedures
employed this formal structure. For example, in Part A of the Interview
Schedule, not only were the questions precisely worded, but similarly
the responses were made in accordance with a pre-structured pattern.
This was used for the collection of objective facts such as age, marital
status, G.C.E. achievement, and so on, which had been covered by the
Questionnaire. Accordingly the wording of the question in the Interview
adopted the exact wording from the Questionnaire. (e.g. "What do you
regard as your most notable success in a competitive sport?") However,
other parts of the Interview Schedule retained standardized questions,
but the responses were unstructured so that individual response patterns
were possible. This encouraged the respondent to express personal views
and experiences without the hindrances created by a structured answer
format. This freedom, which was used in many parts of the Interview,
resembles the approach which Moser and Kalton call the Informal focused
interview. Its resemblance is accurate in as much as some questions
are open ones, "designed to encourage the respondents to talk freely
around each topic". (5) But because exact questions had been compiled
beforehand for identical use in each interview, the process is referred to
here as a "structured" interview as opposed to an "informal" focused
interview.

The greatest degree of informality in the schedule came at the
end of the Interview. This conclusion resembled the "conversational"
style of interview described by Moser and Kalton. When all the prepared
questions had been posed, the student was invited to volunteer any

(5) C.A. MOSER & G. KALTON op.cit. Page 298
further information about College life which had not been described earlier. It was hoped that each respondent would be willing to "chat" about all kinds of experiences which had occurred during his course. Inevitably this meant that the student had to feel at ease and few attempts were made to steer his discussion. However, if information was thought to have important significance, the interviewer did resort to occasional probing. It has already been stated that whilst structured questioning does produce data which can be used for statistical analysis, this approach often fails to show the real fabric of social life. The informal conversation, which was purposely introduced at the conclusion of the question schedule, attempted to remedy this deficiency.

In the interviews with finalist students, several different forms of approach were used. It was thought that no single method would give sufficient insight into life at the College. The task had to be carried out as thoroughly as possible and this suggested that it was unsuitable to adhere solely to a structured question and structured answer format.

Clearly the very nature of this exercise demanded that the interviewee built up complete trust in the interviewer. An undertaking was made to keep replies confidential and to keep respondents incognito. At the beginning of the interview, the student was invited to decline answers to questions, or indeed to withdraw from participation altogether. He was simply asked if he would be willing to help in a project designed to find out about the life of the student. The frank nature of some answers suggested that the interviewer's assurance of confidentiality had been accepted. Several incidents which occurred within certain interviews further helped to confirm the success of the undertaking from this point of view. No one refused to participate and no one declined to answer any of the questions.

Other positive steps were also taken to enable the exercise to
achieve its objective. The time and place for the Interview was selected by the student; the only requirement was that it would be in private. In practice it usually took place in the student's study-bedroom, and the pleasant informal atmosphere achieved in this situation was, in part, a small contribution which helped to eliminate undue stress.

During the course of the Interview, findings were recorded in writing and the information was noted down within each of the five schedule areas. On completion, data which could be quantified were tabulated and recorded on edge-notched punch card. The use of large retrieval cards gave the storage system plenty of scope for the coding of a sizeable body of data. This retrieval system was favoured because it provided immediate isolation of any single or multiple variables. It also facilitated the cross-checking of variables so that causal relationships might subsequently be established.

Whilst this particular means of processing the results of the Interviews permitted specific objective facts to be quantified and related, the function of the Interview was designed to achieve much more than this. Much of the information emerged during discussions, and several valuable facts could not simply be coded or counted. Some highly significant clues about the cultural system emerged outside of the structured question-answer procedure. These facts could not be treated statistically but they were of special value when attempts to piece together components within the social structure were undertaken. A full account of this data is given in Chapter Ten.

(6) Data were recorded on 100 hole, 8inch x 5inch size Paramount Punched Cards, manufactured by The Copeland Chatterson Co. Ltd.
CHAPTER EIGHT
INFORMAL OBSERVATION

During the three study years, and especially during the final year, when a sabbatical period was arranged for the purpose of pursuing the research, it was possible to meet students in a variety of informal situations. Whilst a complete immersion in student life was neither possible nor automatically desirable, many situations occurred where informality and frank discussion provided useful information. Not always was the material relevant to the study, but over a period of time, a variety of facts emerged which gave leads or support for other enquiry. For example, it was valuable to watch, to listen, and to talk amongst groups of students engaged in an expedition, or participating in a rock climbing course where an informal climate was a normal feature of the particular situation. Once information started to appear, it became clear that a diary would be needed so that data could be effectively recorded. Full details relating to all circumstances in which clues emerged were documented accurately.

Inherent in this aspect of the research was the problem of trying to recognise culture clues when the observer was himself part of the matrix. In Chapter Three, acknowledgment of this difficulty has already been mentioned, and on occasion the recognition of certain relevant facets of life temporarily eluded the observer. Typical was the initial failure to acknowledge the appearance-style of the student. It later became apparent that features as simple as fashion were a most relevant part of the study. As an outward manifestation of individual attitudes, this was later seen to demonstrate consistent links between particular groups of students and particular values appearing within the culture. It was observed that when certain features of life-style were at variance with the internalised ideas of appropriate role behaviour, stresses and role
conflicts often occurred. Several incidents confirmed that students did believe there to be an idealistic model of the Physical Educationist.

For example on one occasion a hirsute student consulted the author for guidance on the eve of an interview. The student had applied for a place at another college in order to obtain a higher award in Physical Education. But he was worried because he realized that his less orthodox thoughts about sartorial matters did not concur with his conception of the expected role model of the Physical Educationist. He wanted to be successful at his interview but he was reluctant to adjust outward appearance in order to comply with a traditional image of the Physical Education specialist. This incident emphasized that whereas small details like student fashion could easily be overlooked by an observer, they represented important components to be recognized and recorded in this research project.

As further extension of the effort to probe more deeply into student life, investigation into informal student material was carried out. Reference to the student newspaper has already been made in Chapter Five. At the commencement of this research project, the campus newspaper had reached its nadir. Issues were spasmodic and page contents were of variable length. However, positive steps by the Students' Union, in the form of financial aid and general publicity, eventually re-established this medium of campus communication. Information concerning weekly production figures was obtained from the Secretary of the Students' Union, and it was obvious later on during the research period that the newspaper had become part of the weekly reading matter obtained by a high proportion of students.

It was possible to identify several ways in which the newspaper succeeded in acting as an agent of socialization. By providing its readers with certain cognitive beliefs such as the apparent apathy of the student to Union affairs, it succeeded in persuading its readership about (1) "image" is used in the sense described by Wilson cited in footnote (9) on Page 8.
the justification for various student issues. It was certainly evident during informal discussions with the Year Three interviewees that many had accepted and acknowledged the notion of student apathy without question. Similarly, when asked about student unrest, one interviewee was willing to acknowledge its existence because he had "read about it in the student newspaper", although he admitted that he had never seen any major examples of it himself. But he did not seem to question the truth of the newspaper's proposal that its existence was a cultural fact.

It was obvious that the newspaper, when fully revived, had gained sufficiently in stature for it to function as an agent of subcultural diffusion conveying certain beliefs and values propounded by its Editorial staff. For this reason it was considered to be part of college life, and it had to be acknowledged during research.

In conclusion, one more important source of information is worthy of mention. Many details about the formal life and structure of the College were obtained as a result of attendance at academic staff meetings. Features of College policy were often clarified on such occasions. In particular it was possible to ascertain the extent to which the sporting involvement of a student was regarded as a valued part of the "personal education" referred to within the General aims of colleges. (Described in Chapter One, Page 5)

By compiling a diary of all the events which took place during the study period, a closer knowledge of certain aspects of student life was acquired. It was a method whereby certain fresh lines of enquiry could be initiated, as well as a supplementary way of confirming certain aspects of data produced by the Questionnaire and the Interview.
PART THREE

The Analysis of Data
CHAPTER XIII

THE FRESHMAN

It has been stated in earlier chapters that material had to be gathered which would provide both objective facts about the College freshman as well as some insight into his subjective expectations of his future. This future would be considered in the short term, covering the time at college, and in the long term when the majority would have gained the necessary qualifications for employment as teachers.

The collection of objective facts, completed within Part A of the Questionnaire, adopted a standard classification approach. (See Questionnaire in Appendix) It helped to substantiate or refute several beliefs which were popularly held by many staff and student college members. Similarly it provided opportunity for comparison between the freshmen entering this particular college and freshmen entering other Colleges of Education. However, whilst certain aspects of entry qualification were studied in brief, more detailed comparative studies were not directly relevant to the principal focus of study.

As regards the age of student entrants, it was most interesting to note that they were very closely grouped. Owing to a wrong programming instruction, two freshmen should have been recorded as being 17 years old and these do not appear on the final print-out. However, the results showed that 83% were under 20 years of age and only 4% were 21 years of age or older. (To nearest %) Not only were most new entrants of similar age, but also they were close to the minimum age of entry. Although the

(1) The computer was instructed to reject any student not aged 18 years of age on last September in the year of entry. Accordingly two students were printed in the error messages as being "under age for entry". The date which should have been used was last October in the year of entry and by this criterion the two students were eligible for their place. One was 18 on the day following the Questionnaire; the other was 18 two days afterwards. In the above summary these students have been included in the 83% under 20 years of age.
question was not posed, the majority were known to have left school
only a short time before arrival at college.

On the subject of entry qualification, many members of the academic
staff believed that the standards were much higher than they were for
other Colleges of Education. It was also believed that many students
could have gained a university place if desired. College of Education
entry requirements are five passes at Ordinary Level of the General
Certificate of Education and one of the subjects must be English Language.
Because of competition for places at the College, Advanced Level passes
are usually required as well. The findings verified these beliefs;
every freshman had Advanced Level qualifications with 70% possessing
two or more subject passes. (See Table 2) The Questionnaire did not
measure actual grades of pass, but it seems reasonable to suggest that
several students could have gained a university place. Certain students,
it was learned later, had been offered places which they chose not to
accept.

As regards educational background, the findings were largely as
expected. Just over 70% came from either a grammar school or a
comprehensive school, with the former accounting for more than 61% of
the full total. About 14% of entrants came from Direct Grant or Independent
Schools, and some of the schools which have sent students to the College
for many years are Public Schools with strong sporting traditions. Only
a small proportion of freshmen; 11%, had spent the majority of their
secondary education period in Secondary Modern Schools. (See Table 3)

Like the pattern of secondary education, the socio-economic background
of students was also in accordance with original expectations. In
Table Four, the occupations of students’ fathers are classified using
the Hall-Jones Scale of Occupational Prestige for males. (See Footnotes (14) and (15), Pages 90-91) Nearly half (46%) are classified in Grades 4 and 5 which relate to lower inspectional, supervisory, non-manual work, and skilled manual or routine work of non-manual work respectively. Of the remainder, 36.5% occupied Grades 1, 2, and 3, and 15.9% occupied Grades 6 and 7. It was decided not to undertake a detailed analysis of these data but it was noted with interest that few of the students' fathers had occupations which were linked with the teaching profession. (Sixteen in total, ten of whom were school teachers)

The final detail from this part of the questionnaire concerned marital status. It has been mentioned in an earlier chapter that a handsort revealed that nearly all respondents were "single". In consequence this datum was not used in the computer analysis. To summarize, it was clear that in many respects this was a homogenous group of young men who were of similar age, qualification, and marital status. Furthermore, in terms of educational background, nearly three quarters had received most of their secondary education in grammar or comprehensive schools.

Having measured and recognised certain general features of group similarity, one would also expect to find common interest in sport. It might also be reasonable to expect to find examples of sporting skills in all kinds of pursuits, especially when Physical Education in schools covers a wide spectrum of activities designed to cater for the range of individuality found amongst pupils. But this was not the case when students were asked to record the sport in which they had achieved their most notable success. Although there was a range of fifteen activities emerging from the open-ended question, over 76% of replies recorded their major success in Rugby Football, Association Football, Athletics, or Cricket. The effect of this concentration of ability into four sports must create inevitable repercussion at Freshers' Trials where a large number of
students contest a few places. Places for new entrants are limited further because students in other years are also regular team members.

It was firmly believed during early observation that there was considerable stress within the student group at the time of the trials. The findings gave support to this belief, and this concentration of sporting interest was thought to be one factor likely to create tension. Another supporting piece of evidence concerned the quality of playing skill, which was measured within the same question. Over 54% of the new entrants had played for their county, region, or national team, and this emphasized that there was a high standard of playing skill. Many had experienced representative honours at school, but now they had been drawn into a society where a large proportion of its members possessed the same or a greater level of expertise in sporting activities.

During the period of observation, one learnt of sportsmen of previous talent who had failed to achieve any success at college. Students could easily quote examples and one such was "Cas", a former member of a National Junior Rugby Team, whose only involvement at college was an occasional game for a Hall of Residence team. It was interesting to study how different students responded to this competitive situation when they realized that very few could hope for team selection. The particular value of questionnaire data, however, was that it provided factual evidence which supported the ideas learnt informally. Using this information, it appeared that there were two important features which caused problems. Not only was this a society in which a large proportion of its members had demonstrated sporting excellence, but the skills of many students belonged to the same areas of sporting activity. In consequence, individuals who had experienced regular selection for sporting events at school, now had to reconcile themselves that available places in college teams were far fewer than were the numbers of hopeful participants.
The next task was to consider student values and ambitions. In questions B2, B3, and B4 it was anticipated that answers might reveal conflicting interest between the desire for sporting success and the desire to gain a teaching qualification. It was expected that some students would be particularly eager to gain selection for college teams, thereby achieving acclaim for their physical talents. Others, however, might be more vocationally orientated. Their ambitions could be to gain teaching opportunities so that they would have the satisfaction of passing on their sporting skills to young people. A similar probe involving career expectations aimed at establishing whether some students were more eager to enter a career linked with sport than a career linked with teaching.

It was mentioned earlier that the tasks were approached in different ways. In the replies to question B2, "the ambition "to obtain a degree ..." (2b) and the ambition "to secure a good job ..." (2c) received first rankings by 72% of the respondents. Just over 17%, however, preferred to achieve national success in sport or to play an active part in college teams. These responses were then supported by a similar question concerning professional aspirations. (B3) In their professional ambitions, 24.8% placed first their wish to find an occupation revolving around sport. (B3c, d, or e) It was surprising to see that 12 students were honest enough to state that their principal ambition was to become a professional sportsman. It is very doubtful if they would have obtained a college place if this ambition had been stated at interview. Of the remainder whose first ranked ambition was to teach, there was still distinct bias towards subject interest. Whilst just over 24% placed first the ambition to teach children (B3a), just over 50% insisted that this work involved the teaching of Physical Education.

(2) The numbers contributing to these findings were 125, a lower figure than in Part a on account of incomplete or illegible scripts.
It seemed clear from these answers that many were most eager to maintain their associations with sport during future employment. It even appeared that a few regarded this attachment as their main professional ambition. Only a quarter stated that their principal aim was to have the opportunity to teach children irrespective of the subject matter. In order to pursue this further, Question 34 attempted to present the whole theme in terms realistic to competitive sportsmen. Most sportsmen experience a temporary handicap through injury at some stage in their career. Therefore, what alternative professional openings would be acceptable to students if a severe injury was sustained? First priority for 60% would be to undertake other work with children by teaching an academic subject, (34a), or by curriculum teaching in a Primary School, (34b), or by carrying out social work involving children, (34e). The remaining 40% would prefer to follow a different career or to find a less active job related to sport. Whilst these questions adopted different approaches, a sizeable proportion did not demonstrate particular ambition to follow a profession involving the teaching of children. Some just wanted to secure work in which there were links with sport.

To a certain extent the findings suggested that interviews of college applicants had not selected only the potential teachers as intended. The Head of the Department of Physical Education had described the criteria for selection, and it seemed obvious that impression management had not always been overcome during some interviews. Additionally some of the findings also suggested that interests in sport had functioned as a method of drawing students into a teacher training course. This theme will be followed later when questions in Part III are studied.

Underlying the next question, (35), was the concept of reference individual described earlier. If students had chosen to follow a teacher training course, it seemed reasonable to assume that some might possess a
particular admiration for notable educationists and others might have
developed similar admiration for members of the teaching profession
with whom they had been in contact themselves. On the other hand,
since a part of the training was particularly designed to produce
teachers who could teach Physical Education as one of their qualification
subjects, it also seemed reasonable to expect that some might identify
themselves with sportsmen. But because choice possibilities were legion
it was expected that answers would cover a wide range of persons from
all walks of life.

The results were interesting. Firstly there was undoubtedly a
wide range in the answers, as expected, and few persons were named
regularly. (3) Table 19 shows the categories of persons, because it
was categories which were the prime focus of study. In this table,
sports heroes were further separated in order to show the particular
sport of their involvement. The number of educationists selected accounted
for an insignificant number of replies. The four stated were all former
teachers of the students and no notable educationist was mentioned.
The total of sport heroes, however, was large, and one third of the
respondents gave sportsmen in their answer. This suggested that at the
time of entering college, a large number of students have been impressed
by the efforts and success of sports personages, and the replies suggested
a high measure of admiration for sporting prowess. It is not uncommon
for young people at school to have sporting heroes, particularly
Association Footballers, and it seemed that this trait was not confined
to school pupils. In the heroes of college students, however, it emerged
that athletes commanded greater attention, and the professional footballer
did not draw the strong admiration commonplace among some schoolboys.

After this particular acclaim for athletes, no other sport showed

(3) Chief exceptions to this, with actual numbers, were: - Jesus Christ (6)
Lillian Board (8) (athlete who recently died from cancer), Winston
Churchill (7), John F. Kennedy (5), "My father" (4), David Bedford (4)
(Athlete).
predominance and there was a general distribution of admiration over various pursuits, one of which included a category for sports coaches and people in managerial positions. It was thought sufficient to note these trends rather than to make attempts at accounting for them. Even if plausible reasons were forthcoming, the main feature to emerge was that in spite of all the possible answers, a large number of Physical Education students entered college with high admiration for exponents of sporting skills. Whether this admiration continued during the three year period living at college was a subsequent task to pursue. Subcultural influences might create a considerable re-orientation of reference.

Kenton stressed this when he stated,

"... sociological theory holds that identification with groups and with individuals occupying designated statuses does not occur at random but tends to be patterned by the environment, structure of established social relationships and by prevailing cultural definitions."

It is the "social relationships" and "cultural definitions" in the life of the Physical Education student which are of significance in this study.

On a similar note, Question 6 attempted to find out where students showed allegiance as spectators of sport. Seventy two percent had watched either Rugby or Association Football, but after these two sports, only Athletics, with a 73% following, showed any significant popularity. This question did not really elicit new evidence and for this reason its findings were not studied further.

The last part of the questionnaire tried to ascertain freshmen's expectations of what life at the college would be like. It also tried to establish what led them to apply for a place at this particular college.

It included questions which investigated student attitudes concerning the value of extra-curricular sport within the overall fabric of college life.

In question 3.1, the intention was to find out about some of the features which had attracted successful applicants to this college. The most popular attraction was the college reputation for sporting success, (see Tables 10 & 16), and 44% considered this to be of first importance. There was much less support for the idea that acceptance at this college might help to facilitate personal enhancement in high level sport. It is not possible to consider this feature in detail because various reasons could have caused its apparent unimportance. For example, many students might not have desired this high measure of sporting success; alternatively some might not have considered that college membership would assist this kind of prowess. More important was the fact that an acknowledgement of the merits of the professional course was only ranked first by 32.8% of the respondents.

Of value to many students was the high standard of college facilities. Whilst only 16% placed this as their first priority, it was a feature which gained particular popularity as a second and third rated reason for applying. In consequence its strength as a supporting feature caused its overall evaluation to approach the importance given to the merits of the professional course. (See Table 10 for the overall measure of its importance). It appeared, therefore, that in keeping with findings from questions 32, 33, and 34, sport functioned as an instrument which drew young men into this college for a course in teacher training. Its importance as an element of attraction for successful applicants exceeded that of any reputation achieved by the quality of the course.
itself. This information indicated that the professional traditions, which were acclaimed by many Headmasters who had appointed former students, were not fully acknowledged by the freshman. However, a popular image, created as a result of sporting successes, did undoubtedly exist. This discrepancy between "tradition" and "image" was conjectured in Chapter One. (See Page 8) Whatever viewpoint might be preferred by the academic staff conducting courses, the facts seemed to suggest that the sporting successes of College students did attract many intending Physical Education teachers to this particular College of Education.

Other questions in this section were designed to obtain information about the students' concern for extra-curricular activities. For example, Question 37 intended to measure the perceived importance of college sports clubs. Most students who enter the College fail to appreciate that the sporting successes are not created as part of the professional course in Physical Education, but through the activities of the Students' Union sport and social clubs. Even though this feature of college structure is misunderstood, it was the intention of Question 3.7 to measure the concern of students if the sports clubs ceased to exist on account of financial difficulty. With reference to table 24, it emerged that just over 73% stated that they would be "extremely displeased" and a further 23% stated that they would be "displeased". It was evident, therefore, that nearly all freshmen considered that sporting opportunity was an important feature of college life.

In 38 the questioning tried to see how the new entrants would like to be remembered after their course, given three choice possibilities. Of the 143 who provided an answer, a little over 52% selected "most popular person". "Brilliant sportsman" was selected by 33% of the respondents, and "brilliant student" by 14%. (To nearest percent) This information confirmed that the academic subculture, recognized by Clarke...
and Trow did exist, (Page 65) but these responses suggested that few freshmen belonged to this group. During informal discussions it had been learnt that students did not like to admit that they worked hard on coursework assignments. The desire to excel academically was not a personal ambition gaining cultural approval by the peer group, hence this reluctance. However, discussions had found that personal intentions to excel in sport were deemed to be culturally acceptable. It was intended to compare these data with the responses from final year students using the same question. At this stage, therefore, no further analysis is pursued.

In questions C2 and C3, the student was firstly asked to place in rank order of priority some of the values of inter-college sport, and secondly to list in order some reasons for his personal participation in sporting activity. In the former (See Tables 11 and 17), the most popular reply was that college sport acts as a way of building up a group spirit, and 47% placed this as first priority. For 24%, sport was placed first for its provision of opportunity to prove the level of personal skill. None of the other statements gained much support, and the function of sport as a means of providing spectator entertainment was placed the lowest of all. In Tables 12 and 18, respondents listed in order several reasons for their participation in sport. Very few looked upon their activity as an exercise beneficial to health, and few regarded it as a vehicle for a release of emotion. Only 13.6% looked upon their activity primarily as a way of helping their future career. The most popular answers were for "fun in participation" which just over 37% placed first, and because of a "desire to win" which just over 42% rated first. Because the reason of "fun in participation" received stronger support in other rank placement positions, it actually gained the greatest overall support. (See Table 12) It was interesting to note that in spite of the fact that Physical Education is sometimes
justified on account of its contribution to health and fitness. (5)
this function was not given a high order of importance in the findings
from Question C3. Likewise the high importance placed on a "desire to
win" seemed to support the idea that this is a true characteristic of
present day sport. In Chapter Two, Sluiger's announcement that "the
name of the game is win", obviously held some truth in this particular
circumstance. (6)

The Questionnaire also attempted to find out something about the
new entrant's expectations about various facets of college life. In
C4 and C5 the respondent was asked to state what he thought colleagues
would expect of each other. In Table 21 it can be seen that there was
an equal response about the expectations shown by student colleagues
over the desire to become a teacher. Half thought that there would
be consensus over the desire to become a teacher. Half disagreed and
did not expect to find this common ambition. In contrast, over 83%
of those who answered expected to find an "intense interest in sport".
(Table 21) Similarly over 83% expected to experience an encouragement
from their contemporaries to gain personal success in competitive sport.
Less, however, (53%) expected to find encouragement to gain success
in college coursework. (Table 22) It seemed fairly clear from this
pattern of response that most new students regarded the College as a
place in which the sporting exponent was revered amongst his contemporaries.
He further expected a general endorsement that personal effort to
improve sporting prowess would be encouraged. This rather confirmed
that the Freshman had accepted the idea that the College was a kind of
"Ecole sportif". It was thought that this in itself might provide a
source of tension because these expectations were without foundation.

(5) See Chapter 2, footnote 10
(6) See Chapter 2, footnote 15.
Some of the surprises which were experienced during early weeks at college were reported by students during the informal discussions and interviews. In some instances students spoke of their complete disappointment when they realized that certain preconceived notions were totally erroneous.

As a further way of trying to establish what freshmen expected to find within general college life, question 33 focussed on leisure activities. It was planned to compare the freshmen's anticipated use of free time with the actual leisure activities of finalist students. In Table 30, where the replies are amalgamated, it is shown that, on average, freshmen expected to use 29½% of their leisure time for "training or playing sport". They believed that this would take up the greatest proportion of their free time. It was anticipated next that about 23½% of the time would be spent "with girlfriends". Third placed activity was time spent in "college or other bars", which accounted for 14½% of the time distributed. (To nearest ½) Once more the replies indicated that freshmen expected sport to occupy a prominent place in student life. It was believed that the responses were made with a pleasing degree of honesty. For example, there seemed to be little, if any, reluctance to admit that time with female acquaintances and time in bars might absorb a large amount of leisure time.

But an interesting part of the work would be the later comparison between the expectations of new entrants and the actual use of time by finalists.

In addition to individual question analysis, it has already been mentioned that the computer was programmed in order to see if there were any inter-relationships between replies. Tables 25, 26, and 27 were produced as a result of each respondent's reply to question 05. According to how a student most wished to be remembered after leaving college, investigations were conducted into his rank orderings of associated statements in questions 02, 03, 04, and 01. The principle of comparison

(7) 125 respondents answered this question accurately by distributing a given 12 hours amongst various categories. See 23 in appendix.

Table 30 expresses the distribution of 1,500 hours (12hrs. x 125) in terms of a percentage of total time.
is shown in the tables. In practice the links were rather tenuous, particularly when the number in a category from Question 06 was small. In consequence Table 25 does not offer any new data of significance. Table 26 shows greater relationship although numbers in the sample were not large. Twenty one respondents had wanted to be remembered most as "brilliant students", and twelve of these showed various degrees of consistency in this view by virtue of their responses in Questions 32 or C1. In Table 27 there emerged almost no links between the reply of "most popular person" in 36 and high rank priority assigned to statements 82E or C1A. Altogether this part of the analysis produced little of significance with the exception, perhaps, of the fact that a few had strong motivations to gain coursework success. Their ambitions were expressed in more than one answer.

A similar cross-checking procedure was evolved for the ranking of certain statements in questions B4, B4, and C1. The intention was to match statements expressing similar values and then to see if they obtained consistently high placement in the rank order procedure. Tables 28 and 29 explain the exact criteria for comparison. In Table 28 the task was to see how many respondents showed consistent interest in teaching ambitions rather than sporting ambitions. Within the three questions (B3, B4, and C1), those statements which described teaching interests or ambitions were given particular attention. By cross-checking the high rank placements in these questions, a count was made of students who showed obvious leaning towards teaching interests. Although this mode of analysis looked for a regular pattern of response, over half of the respondents contributed to the scales indicating teaching interest or interest in children. Varying degrees of interest in teaching could be seen from 69 of the 125 replies. (See Table 28)
Findings emerging from the task of measuring the interest in work involving children, were set out in Table 29. Different measures of interest were established by different degrees of statement ranking in Questions B3 and B4. Just over 15% of the respondents fitted into the degrees of interest established, but this cross checking exercise did not produce a very large source of new material.

Altogether the cross checking procedures were rather too elaborate for the numbers of respondents involved. However, some evidence did emerge, and in particular the information on the numbers who showed special interest in teaching. It would have been possible to have established a variety of other cross checking procedures within the computer programme. However, the tendency of letting analytical procedure grow out of proportion with the broad aims of the questionnaire is a problem which has been outlined earlier. In essence the questionnaire succeeded in gaining general information about the incoming student. Several popular beliefs were verified by the findings and some new ideas were also forthcoming. The questionnaire showed that the group of new students was made up of young men of similar ages, possessing good qualifications in academic terms and particularly high levels of attainment in sporting achievements. Their expectations about life at college revealed several misunderstandings about the nature and purpose of the establishment. To a certain extent findings confirmed the view that sport had acted as a means of drawing persons into a course of training about which they had both a limited knowledge as well as an inaccurate perception of its educational objectives. Other predicted expectations expressed by the new student required later comparison with the situation as it actually existed according to the experiences of Year Three students. Within the group there was a proportion who seemed interested in their professional future as teachers. But large numbers showed greater interest
in various facets of sport, even to the point where the link with teaching appeared to be an incidental relationship. With this basic knowledge about the freshman, it was next possible to look at the formal and informal socialisation processes which took place within the subculture of student society. Information about students who had lived within this society for an extended period of time was gathered by means of the interview.
CHAPTER TEN

THE FINALIST STUDENT

Whereas something of the Freshman's expectations about College life was learnt from the Questionnaire, the Interview with Year Three Finalists found out about their actual experience. The Questionnaire was administered to students who commenced their three-year training course on 14th September 1971; the Interviews took place between May and June 1972, and were conducted with a sample of students whose course had reached its final term. The Interviews were not conducted with the same student year group who had completed the Questionnaire, but it was believed that the findings would be no less significant. If a longitudinal study had been undertaken, the Interview would have sought data from the same population, albeit after a time lapse of three years. This method would have extended the period of study considerably, and it was decided that this could introduce unforeseen difficulties. (*)

In consequence, the longitudinal method was not employed.

The Interview Schedule is given in the Appendix, and some of the findings are also tabulated and recorded. The Interview was structured so that precise and identical methods were adopted for each interviewee and questions were repeated to each respondent verbatim. For certain responses, therefore, a tabulation of answers was possible. However, if the formal questioning elicited data of special relevance, leads were followed accordingly. This unstructured departure from a specific schedule was always employed at the conclusion of each Interview and an informal discussion was intentionally introduced. Although these discussions were often replete with information, it was impossible to use a systematic mode of data tabulation or presentation. However, the

(*) For example, if the College Principal retired, it could not be automatically assumed that a successor would similarly give approval for the proposed interviews to take place. Practical difficulties of this kind had to be considered.
information which emerged is reported within the text of this chapter.

The first part of the Interview adopted the standard classification used in the Questionnaire. This enabled comparisons to be made between the "Finalists", who had entered the College in September 1969, and the "Freshmen", who had entered in September 1971. The classifying information appears in Tables 1-4 (Freshmen) and Tables 51-55 (Finalists). In some respects the two intake groups were very similar. As regards age at the time of entry, both groups were alike. When the Finalists were interviewed, which was during their ninth term at college, the majority were 21; the remainder were either 20 or 22 years of age. (Table 51) Marital status had also been similar although four of the Finalists were engaged at the time of the Interview and one had got married. This was a small difference which was expected. A more marked variation was noted in the Socio-Economic background of students. The total percentage of parents who occupied categories one and two of the Hall-Jones index was similar in both intake groups, but there was a noticeable difference in other categories. For example a larger proportion of parents of students from the 1971 intake occupied categories 5, 6, and 7. There was a correspondingly smaller proportion from the 1971 intake in categories 3 and 4. (In the 1971 intake 43% of those placed occupied categories 3 and 4 as opposed to 58% in the 1969 intake. [Quoted to nearest %]) Overall it appeared that parents of the Finalist students tended to occupy higher socio-economic positions than parents of the Freshmen.

A further difference was noted in the Advanced Level results from the General Certificate of Education examinations. By comparing Tables 2 and 34 it is apparent that the Finalists were better qualified. In both groups the majority had gained two passes (45% of Freshmen and 55% of Finalists) but a higher proportion of Finalists had gained three subject passes. (30% compared with 20%). There was also a much smaller
proportion of finalists with only one pass. (10% compared with 31%. All quoted to nearest %)

Similarly there were differences in Secondary schools attended. In the 1971 intake, a smaller proportion had attended Grammar Schools and a larger proportion had attended Comprehensive Schools. (See Tables 3 and 33) This difference could be attributed to the secondary re-organisation schemes which have been taking place as a result of Government policy. However, it was also noticeable that the 1971 intake included a larger proportion of students from Secondary Modern schools, (123 as opposed to 5%, to nearest %) and a decline in the proportion from Independent and Direct Grant Schools. (15% as opposed to 20%, to nearest %)

In this standard classification it emerged that there were some differences between Finalists and Freshmen. However, it was not known if differences such as examination qualifications had existed at the time of entry. It was feasible that the Finalists appeared to possess better examination qualifications because their less able colleagues from the 1969 intake had withdrawn during the course. Accordingly a study was made of all students who had entered the College in September 1969 but who had withdrawn before reaching term nine. It was found that from an intake of 126 students, 9 had left. Reasons for withdrawal were various. Three decided not to teach and two withdrew on medical advice as a result of sports injuries. Two failed to fulfil college requirements and the others left for reasons unknown. It did not appear that the withdrawal had any connection with the educational backgrounds or qualifications of the students. (* See footnote)

As a result of this investigation, it was concluded that the small

(* Secondary Schools attended: Grammar - 9, Comprehensive 1.
Advanced Level Passes: 3 had achieved 3 passes,
1 had achieved 2 passes,
5 had achieved 1 pass.
differences inferred that the intakes possessed certain dissimilarities at the time of entry. It is not surprising to find small variations between yearly intakes. These may result from external influences, for example a National teacher shortage. Internal factors such as changes in course structure and staffing can also affect selection procedures and criteria for entry. Another difference was that the 1971 entry was much larger. (126 in 1969; 158 in 1971) It was possible that there was an interrelationship between this increase in student numbers and the lower standard of examination qualification described earlier.

In conclusion it was acknowledged that the Questionnaires and Interviews had established that the two intakes were not identical. A main aim of the research was to compare new entrants with the students who had experienced the formal and informal influences of college life for a prolonged period. It was decided that the observed differences between the 1969 and 1971 intakes were not of sufficient stature to detract from the value of the other comparisons which were to be undertaken.

After this general classification, the Interview investigated sporting success. (Tables 36 - 40) Half of the students in the sample had received representative selections at County or National levels at some stage in their career. This compared similarly with the percentage from the First Year students. (55%, Table Six) It was acknowledged that this sample had purposely been composed of 50% "sportsmen" and 50% "non-sportsmen" using first or second team College representation as the criterion to denote placement. But no correlation appeared between students who had achieved National or County selection and those designated as "Sportsmen". Indeed half of those who had gained National or County selection did not gain further success in College teams, and were not considered as
"sportsmen" at the time of the Interview. This helped to substantiate the belief that many who had gained representative honours before entering College often failed to extend or repeat these achievements. The next question pursued this further and found that 75.5 considered that both in general sporting prowess and in individual sporting achievement, their success had been more prominent before their College career. For the majority of students, personal improvement in competitive participation was not experienced during the period of the course.

It was also believed that the high concentration of successful sportsmen in each year group helped to create a state of stress which was particularly evident at the time of the Freshers' trials. With the group interviewed, all but one (a) had tried to get into a team at these Trials. In spite of 95.5 participation, 45.5 did not achieve higher than a fifth team place and 20.5 of them spoke of their disappointment at the outcome. A further 25.5 did get a place in a 3rd or 4th team although all but one of these had been sorry not to have obtained greater success. In total, 70.5 only reached lower teams, 50.5 reported their sorrow about the outcome of the trial, and 30.5 never did achieve a 1st or 2nd team place at any time during their College career. This suggested that the very nature and composition of students in this college could be regarded as a factor which could provoke individual feelings of inadequacy. This might be accentuated if the achievement of sporting success was culturally evaluated as an important goal. If a culture

(a) The student who did not enter trials was a late arrival and commenced his course when trials had already been completed. (See tabular display of comments)
places extreme emphasis on the value of certain goals, when only
some of its members possess the qualifications required to achieve
them, the disadvantaged members will experience degrees of stress.
Horton proposes certain outcomes of this "extreme emphasis" in his
concept of social structure and anomie.\(^{(1)}\) In the College, the high
concentration of skilled exponents seeking the same limited goal
inevitably leads to a high "failure rate". It reached such a degree
of concern for one interviewee that he stated that his inability to
gain a team place had been a constant source of disappointment
throughout the entire college course. He found his vacations so
much less disappointing because in the diminished competitive
atmosphere of his home town, a team place was within his grasp. The
unhappiness which he experienced developed when personal ambitions to
gain sporting success were not fulfilled in the College environment.

In the social situation studied, few achieved the goals which
they expected to achieve at the time of their arrival. But the "failure"
was directly attributable to the composition of the college in which
the student found himself. Different ways in which individuals adapted
to themselves to this, and the alternative interests which developed
are discussed later. The fact that the "failure" of individuals was
linked with the society in which they were placed led to a special
question for the "non-sportsman" in the sample. Interviewees
were asked if they "intended to get back into competitive sport"
as soon as they left college. Apart from one who was a regular
4th team player, everyone affirmed that they did hope to participate
in sport again as soon as they left the College, and only two particularly

\(^{(1)}\) R.A. NISBETH. "Social Theory and Social Structure", 1968 Edition,
Pages 165-248.
mentioned that this would be of a non-competitive nature. This suggested that in some ways membership of the College acted not as a stimulus to a hopeful sportsman but rather as a discouraging influence. However, personal goals were not permanently re-orientated, and most of those not gaining team places at College indicated their aims to renew efforts after leaving. For the meantime, they had found other interests while at College. In summary, it was not evident that the competitive environment stimulated individuals to make greater personal efforts to achieve success. This hypothesis was expressed in Part I but the evidence which emerged suggested the opposite effect. (Proposition (3), Page 16)

It has been noted that the non-sportsman still wanted to return to active participation. A question that was posed to all interviewees, however, asked if they were disillusioned in any way with competitive sport, and if it had "lost some of its magic". No disillusionment was reported by 20.3% of the "non-sportsmen" and 70.3% of the "sportsmen", who together accounted for 45.3% of the interviewees. For just over half there had been a distinct decline in the interest that it once held for them, and this seemed to be a product of their social environment. One reported that the glamour of sport at school had not continued; another commented on his dissatisfaction of post-school sports on account of the attitude of players to match officials.

One respondent wondered if the First Rugby Team gained any enjoyment from their encounters or merely used the occasion to seek personal prestige. Different degrees of disillusionment were reported, even though there was no evidence of a complete rejection of values relating to sport. As expected, those in the "sportsmen" category reported less disillusionment although even in this group 30.5% still recorded a distinct decline in interest.
finalists were next asked to describe their non-sporting leisure activities. It was interesting that 60% of the entire sample had no hobbies outside sport. One third of this percentage reported vague hobbies, but on investigation these were hardly alternative interests. As a related question, each interviewee was asked what he would do in his spare time if he sustained an injury which precluded him from further participation in sport. 60% expected to use the time in a coaching or administrative capacity. For 20%, alternative hobbies would absorb their time, while the remaining 20% could not think what they would do. It was clear that sport was a central life interest for the majority and few had interests in other pursuits. With the knowledge of this information, a subsequent task was to examine whether the student society effectively accommodated the members who had not been successful in college sport.

It was not difficult to recognise individual responses within this competitive situation, and Herton's typology of modes of individual adaptation was useful in the analysis. The successful sportsmen who spent long hours training in order to maintain their achievements were the college's "conformists".

During the interviews there emerged a consistent criticism of the Association Football Club's methods of team selection. On several occasions, different interviewees firmly stated that selection was not singularly based on the playing merits of club members. It was believed that selection could be achieved if "you knew the right people". If there was truth in these allegations, it appeared that certain students had become "innovators". Their team place was obtained by methods outside institutionalised norms governing the usual selection procedures.

(2) For example, one hobby offered was "taking the dog for a walk". These respondents had no real hobbies in the usual sense of the word.

In addition to being able to identify "conformists" and "innovators", it was similarly possible to identify other modes of adaptation within the social structure. For example, the Finalists often discussed colleagues whose behaviour displayed the characteristics of the "ritualist". The students who were described continued to undergo the rigours of training and physical preparation, but without, seemingly, to compete. Instead of the training being a means of enhancing competitive success, the means had become an end in itself and the act of training became a pursuit of self-sufficiency. Herton has stated that whereas this kind of behaviour is institutionally permitted rather than culturally preferred, ritualism does not usually constitute a social problem. A mode of adaptation which is less acceptable within the cultural structure is "retreatism". Informal observation showed that some students had rejected both the cultural goals and the means of attaining them. In their place the students had developed other orientations of interest. Using Herton's terminology these students represented the "retreatists" in society. Students of this orientation were also recognised by Clark and Trow in their study of student subculture; the authors described them as the "nonconformists". (See Page 65). No "retreatists" appeared in the random sample of Finalists, so whilst they were known to exist they are not discussed further at this point.

Whilst the adaptation of individuals could be seen in many particular cases, it emerged that the provision of organised alternatives by the student body as a whole was less comprehensive. When asked, the interviewees provided an interesting range of replies. Twenty per cent commented on the wide range of student clubs although they added that efforts had to be made by a student to participate in them; none actually admitted membership themselves. At the other extreme, 10% suggested that

(4) Ibid. Page 204.
life was limited and even lonely for the non-sportsman. Others stated that "on paper", presumably meaning in the Student Union Club Handbook, a wide range of clubs existed in title, but in practice their strength was far below that of sporting clubs. In consideration of informal activities it was evident, however, that the College Bar was a focus for considerable social activity. One respondent regarded this as a permanent source of camaraderie "when all else failed". It was also evident that informal discussion groups in study bedrooms regularly took place and these meetings resembled the 'browgroups' which Shipman described in Worcester College of Education. (5)

Considerable information was forthcoming from the general discussions, as well as from the structured questions. Several students spoke of monotony created by the planned nature of the week. Matches fell on Wednesday and Saturday; Friday was the student discotheque dance. Life became institutionalised and one finalist blamed the refectory meal system for adding to the regimented pattern of College life.

Even if the attraction of formally constituted clubs was not unanimously applauded, it was agreed that friendship and College pride was strong. Every interviewee admitted that he was proud to be a student of the College, and 85% stated that if they were at school again, they would still apply for a College place in the light of their experience.

When students were asked informally at the end of the Interview to describe college life in their own terms, many ideas were expressed. One finalist stated, "You just don't realise what a lazy life it is". Similar sentiments were expressed by several students. These views concurred with the statements made by Nowak in her study of the Academy of Physical Education at the University of Warsaw. (6) Nowak describes the condition

(5) M. SHIPMAN, "Education and College Culture" op.cit. Pages 431-432.
of studies in these terms,

"......generally speaking one could define the course of studies at the A.P.E. as 'life in an oasis of happiness' - free of material troubles and abounding in various pleasures of life in a relatively isolated 'small community'"(7)

It appeared that certain features in the English College also existed in the Polish Academy of Physical Education. Another feature which Nowak also reported was the close tie of affection that existed amongst students. Particularly strong ties were found in some Halls of Residence. Their traditions were purposely perpetuated by the planned and deliberate socialization of new members who joined at the commencement of each academic year. Where there were inter-hall competitions, this feeling of hall affiliation was strong, and rivalries became quite intense. Nowak also noted that

".....the students of A.P.E. constitute to a certain degree a territorial and 'functional' community of a strong and diversified system of mutual ties, a strongly integrated cohesive group, having strong ties with a number of smaller interacting friendly groups....."(8)

In both colleges it appears that informal student life is a pleasant existence for the majority. Even if clubs for the non-sportsmen are rather limited in scope or support, informal ties of friendship are firmly established, thus providing a panacea for those who fail to achieve their sporting goals. For a minority, even this did not provide a satisfactory alternative, and the 10% who felt lonely have already been mentioned. However, the idea postulated in Chapter One that bonds of affiliation were strong, was true for 90% of the Finalists. This finding was supported further when interviewees were asked if they were looking forward to leaving. As would be expected, some looked forward to taking up a teaching post. (89.7) One particularly looked forward to his year of degree study.

(8) Ibid. Page 112.
But a majority of 60% reported their uncertainty or mixed views about their wish to leave the College. From the entire group, 30% stated that they would miss the friendships that had become so strong, and some reference was made to the pleasure of having no responsibility. One reluctant leaver felt that College had been "like a Holiday Camp," and this was reminiscent of Hewak's phrase "oasis of happiness" mentioned earlier. Another stated that he wanted to delay the decision as to whether he wanted to take a teaching appointment or not. It was apparent that there did not exist a wholehearted looking forward to a professional future, and regrets about losing past memories were strongly stated.

A further question which bore relationship to the idea of friendship ties, asked the student to state how he would most like to be remembered after leaving college, if given the three options of Question C6, in the questionnaire. In Table 41 the results from the Interview are placed alongside the results expressed by incoming students, and it was questioned whether the views held by the two groups revealed a distinct difference of response. A statistical comparison had to be made and so the two groups were compared using a chi-square test in order to see if the observed frequencies differed significantly from the expected frequencies. The test showed that there was a significant difference at the 0.001 level, and it was therefore evident that by the end of their course students were likely to hold different views on this particular topic. In this finding it was clear again that the feeling of camaraderie was a strong feature within the group. The importance of being remembered for academic or sporting prowess had declined noticeably in return for a marked increase in the percentage of those who wished to be remembered for their popularity. (53% to 80%)

If the importance of achieving renown through sporting achievement seemed to decline, the study of the reference individual of the third
year student was thought to be another interesting undertaking. In the questionnaire results, the sports personality had been the most popular reference individual for Freshmen. (33.2% selected Sportsmen, Table 19). In order to gain a larger number of responses, this information was obtained when third year students attended a mass lecture, and a secret ballot was used for the 97 students present. The results are shown in Table 42 with the same headings which were used in Table 19. The drop in sporting "heroes" was particularly noticeable; the percentage was slightly in excess of 9%. The comparison is shown in Table 43, and using the chi-square test, the observed frequencies showed significant differences at the 0.001 level, thereby providing further supporting data to suggest an overall decline in competitive sport as a central life interest of the Finalist student.

A different avenue of enquiry next endeavoured to establish if there was any student unrest in the College. It would appear that College of Education students are less prone to engage in protest, and that students from certain faculties are also less prominent in militant demonstrations. Hatch has not agreed that faculty links are as strong as some studies have suggested, however, although he accepted that there was some connection. (9) The findings from this part of the Interview are shown in the Appendix. Several minor complaints were regularly reported and these covered items such as the College refectory, shortcomings in the formal assignment assessment system, the introduction of Dance as a compulsory component within the Physical Education Course, and so on. The reactions to these complaints were also consistent. Most Finalists stated that the Physical Education student was not typically militant in showing discontent, and several replied that as

long as sporting fixtures took place on Wednesday and Saturday, there was no time to join protests. There was also a suggestion that the College formal control systems were sufficiently strong to deter anyone seeking to alter any of the rules or regulations. This may have been part reason why some reported that they would join a protest but would not take the initial step to lead it. The theme of student unrest in detail is beyond the scope of this study, but in the Interviews it did emerge that protests were unusual in this particular College. The formal systems of social control seemed effective, and sport also functioned as an informal control mechanism. Provided that there were opportunities for playing or spectating, the interest of the student was permanently diverted from the issues which caused common discontent. This suggested that whilst the ambitions for personal competitive successes amongst many students had waned, a general interest in sport continued. Sport provided a common focus and a basis on which so many friendships were established, it also acted as a mechanism which supplemented the other processes of social control. On a few occasions, however, it did actually create unrest. For example, in 1970, there were angry scenes involving players and spectators at the annual Rugby match with a rival college. (Described in Chapter Four). During this event many witnesses felt that student behaviour was quite inappropriate for teachers in training. Shipman observed at Worcester College of Education that student behaviour was regulated by positive efforts to act in ways befitting for a teacher. (10) In the study of Physical Education students, however, it appeared that informal controls of this kind were much weaker.

As a final part of the investigation into social life, the student was asked how he had used his leisure time in the week previous to the Interview. The interviewee was given some time to recollect and then indicated time spent as a percentage using identical

(10) M. SHIPMAN, "Education and College Culture" op. cit. Page 430.
headings as those given to the Freshman. The results were converted into an overall percentage of the group mean, and this permitted a direct comparison with the anticipated use of time expressed by new entrants. The results are shown in Table 44.

When this aspect of the investigation was originally conceived it was thought that there would be distinct differences between the perceived use of leisure time and the actual use of leisure time. Not only did this not emerge from the findings, but it appeared that the Freshmen's predictions were most accurate. In practice the time devoted to sport was 7.5 less than expected, and 3.5 more time was devoted to "lazing". But other differences were slight and the investigation revealed that as far as leisure was concerned, the actual use of time by college students was very much as expected by the new entrant.

If informal life seemed to be predicted with surprising accuracy, the next task was to establish if features such as the course or residential life had been in accordance with earlier expectations. Those who held no preconceived ideas and those who found the College as expected accounted for 45% of the replies. However, certain features concerning sport in the College had been surprising for 25% of the respondents. Amongst these answers, one reported his surprise that international sportsmen were actually "ordinary people" rather than "supermen". Another student admitted that he thought students would have been training most of the time. The final group of 30% reported their surprise about the nature of the course. They had expected it to be mainly practical instead of considerably theoretical, and that Physical Education would play the principal part on the timetable. The fact that Physical Education constituted just one third of the work surprised many, and one student stated that he nearly withdrew at the end of the first term as a result. Another spoke of the impact of the Principal's inaugural speech to Freshmen on their
first day at college. The Principal's stress on the fact that the college functioned to prepare school teachers and not to produce sportsmen still remained in this student's memory, and he believed that the contents of the speech surprised many freshmen. This speech acted as the first intentional attempt to socialize students into their new cultural setting and provided them with certain conceptions about the college function. It also aimed to clarify the aims and objectives of college courses. Several finalists suggested that many students were surprised by statements made by the Principal, and certain college features were contrary to their expectations. Even if these surprises were tinged with disappointment, it has already been stated earlier in this chapter that 85% would still choose to come to the college again in the light of their experience.

This led to curiosity about what drew students to the college initially. (See Table 45). 40% stated that they came to the college as a result of suggestions made by the Physical Education teacher at their former school, many of whom were alumni of the college. 20% stated that they had applied because they enjoyed sport. A further 15% stated that they had only heard of two colleges for Physical Education, this being one. Since this was an open-ended question, its findings could not be compared directly with the responses in C1 of the questionnaire. With its similar line of enquiry, however, it was noteworthy that the reputation for professional teaching courses received no mention. A few stated that they had heard of the college through the achievements of its student sportsmen. It appeared that the recommendations made by Physical Education teachers and the appeal of the popular sporting image were the most common reasons for attracting the finalist student to this college.

Because the structure of the course had been a surprise to some of the
students, it was interesting to record their appraisals of its three subject components. (See tabulation of Interview Findings in Appendix; description of course structure on Pages 6-7) In the appraisal of the Physical Education Course, 10% expressed dissatisfaction. At the other extreme, 50% considered it to be "very effective", "very thorough", "pretty good all through", and the course of a "vast volume of ideas". The remaining 40% were satisfied but described some shortcomings such as the infrequent contact with children and the lack of emphasis on teaching techniques. A few were also disappointed about certain omissions, and the desirability of a course in First Aid was mentioned. However, in broad terms the majority (90%) considered that it had been satisfactory.

In the evaluation of the academic study subject, it was acknowledged that the replies referred to the particular course which the interviewee had elected to study himself. Physical Education students chose a course from ten academic subjects, and it was acknowledged that Finalists would only be offering comments about the subject which they had chosen. In the replies (See Table in Appendix), 20% were happy with the course whilst 30% offered disparaging comments ranging in severity from "not effective" to "utterly useless". Half believed that the course had been useful in extending their personal knowledge but had been inadequate in its coverage of pedagogical method. Robinson similarly found that students wanted more time devoted to vocational training and less time for the pursuit of personal study. This view was expressed by 65.7% in his research group, although the evaluation concerned the entire course rather than individual subject areas. (11) Shipman also described the "......concern of students with the practical classroom situation" and the "......apprentice attitude of students giving priority to knowledge and techniques applicable in the classroom". (12) It was evident that half of the Physical Education students,

(11) P.ROBINSON, "Student Attitudes in a College of Education", 1969. (Study undertaken in 1965) Page 45 Table 45.
(12) D.SHIFFMAN, op.cit. Page 429.
held similar views. In general the overall evaluation of academic courses did not reflect as much contentment as the evaluation of the Physical Education course.

Finally comments were sought about the value and effectiveness of the Education Course. For a quarter of the students it was described as “useful”, or “very fruitful”; one student would have liked more. The majority, (70%) were very dissatisfied. Many commented that it was irrelevant for the teacher (although not all of the dissatisfied ones shared this view), and there was strong feeling that it was too theoretical. In 15% of the replies, doubts were expressed about the ability of the staff, and it was suggested that some appeared to be academics who had been “failure teachers”.

Several very frank views were put forward and some are recorded in the tabulated display of replies. (Appendix) When Robinson considered criticisms made by students about College courses, he stated

“The unequivocal nature of the opinions expressed here is almost certainly due to the high degree of concern the average student has with the education course”. (13)

In conclusion it might be stated that in view of the various criticisms about courses, it was interesting to recall that 85% of the Finalists would still apply for a College place if given another opportunity to re-plan life.

The next part of the Interview enquired about students’ perceptions of the future. Evidence had shown that at College, the interest in sport remained, even if personal successes had not always been achieved as expected. The interviewer wanted to find out if the course had managed to create both an interest in teaching, and a successful merger of the role model of sportsman and teacher. This seemed to be the chief goal of the College and the Principal emphasised this objective in his inaugural speech to Freshmen.

(13) P. ROBINSON, op. cit. Page 46.
In the replies, it appeared that the expression of teaching interest was shared by both the "sportsmen" and the "non-sportsmen". Overall the majority looked forward to their entry into the teaching profession. (75% of replies). Of the remainder, 15% were either uncertain or wanted to delay entry until later on, and 10% did not look forward to teaching at all. The eagerness to teach, therefore, seemed to be no greater than it had been when students entered college. The Questionnaire response to N3 found that a first-mentioned priority for 75% was a wish to teach, whilst 25% were eager for an occupation in some aspect of a sporting profession. (To nearest %) This suggested that the College course had not succeeded in causing any noticeable change in the enthusiasm of its students for teaching. However, it had lost no devotees to the profession either, so a stable situation seemed to exist. Among three quarters of interviewees, there was a looking forward to both Physical Education as well as classroom teaching. On account of the fact that there had been an early surprise (and certain discontent) that Physical Education did not take up the major proportion of coursework time, it was interesting to note that 25% preferred classroom teaching by the end of the course. Furthermore, there were comments by some of the others, that stated that whilst greatest pleasure was in teaching Physical Education, the devotion of some time to classroom work offered a pleasant change during the weekly timetable. Whilst many had found their academic course ineffective in certain respects, their interest in teaching the subject had been fostered. A successful "teaching practice" was occasionally mentioned as being the reason for this growth of interest.

On this topic, the idea of physical incapacity was presented to interviewees as it had been in the Questionnaire (P4). In the event of serious injury, 60% of the first choices selected by Freshmen showed that they would accept work as class teachers as an alternative to
Physical Education teaching. With Year Three students, however, the acceptability of classroom teaching had dropped to 40.3 and the comments offered informally indicated that some would prefer to leave the profession altogether, rather than become full-time classroom teachers.

In this respect the College had failed to achieve one of the aims which was often impressed upon students. The efforts to strengthen the importance of the academic subject, had resulted in various courses of action such as the apportionment of time for coursework assignments. But it seemed that these actions failed to gain the support of many Physical Education students. Students often spoke about their "Second Subject", whereas College staff always described it as the "Academic Subject" in acknowledgement of its equivalent importance. However, a sizeable proportion (25.3) did decide eventually that they preferred to teach in the classroom, and to this extent there had been interest in this part of the course.

Perhaps the feature of greatest surprise, which had special relevance for Teacher training, concerned long-term ambitions. Instead of students regarding themselves as prepared for a full working life in the teaching profession, it appeared that for many, schoolteaching was a kind of "stop gap". Finalist students were asked if they would enter teaching "initially", later on, for ever, or not at all". It seemed reasonable to expect that after a long period of professional preparation, students would regard themselves as prepared for a future career in which they would function permanently as serving teachers. This was not the case. (See Table 46). Only 15.3% expected to remain in the profession for the complete term of service. One student who was included in this percentage admitted that this would not occur if he could succeed as a professional golfer, which was of more importance to him. 10% had decided not to become teachers at all, while a further 10.2 decided that they would teach later after having travelled or
followed other temporary pursuits. The majority, 65%, stated that
they would join the teaching profession for a short time but that they
would look for other occupations later on. Within this 65% group, 25%
specified periods of active service shorter than 5 years. There was a
distinct tendency for interviewees to give the impression that teaching
was regarded as a pleasant way to begin a wage-earning life. At the
end of a short spell of teaching the student indicated that he would
then “look around”. This idea of “looking around” seemed to be
accompanied by a certain confidence that it would be possible to find
an occupation of greater financial reward which, by implication, would
be more permanent. Robinson’s study also revealed a large proportion
of students who only wanted to teach “temporarily”. (40% temporarily;
3.9% for the probationary year only) (14) But in his sample, students
were not as extreme in their rejection of teaching as a permanent
occupation. The majority, (48.9%) stated that they wanted to teach
permanently as opposed to 15% of the Physical Education students.

At first this might suggest that the very costly exercise of
training teachers of Physical Education had been a wasteful under-
taking. But reference to the replies concerning the “wildest ambition”
of interviewees showed that 50% hoped to obtain managerial appointments
in municipal sports centres, lectureships in establishments of higher
education, or advisory positions within education authorities. The
terms of reference for Colleges of Education are laid down by the
Department of Education and Science, and restrict the work to that
of teacher preparation. If college graduates later engage in
educational positions which have some links with teaching, it could
be claimed that the training exercise had not been an entire waste of
public expenditure. However, the hopeful aspiration of such a large

(14) Ibid. Page 69. Table 67.
proportion of students in these directions may indeed be "wild dreams" on account of the shortage of vacancies for the kinds of position described.

It was not the intention of this research project to trace the career patterns of Physical Education teachers. But the interview findings certainly produced evidence which emphasized that this task would be most fruitful. Studies similar to the Pilot Survey undertaken by Shaw are undoubtedly needed. (Described on Page 4) If Physical Educationists do leave their profession at a very early stage the imbalance between supply-demand, described on Page 11, might find its own state of equilibrium. Whether this loss of fully trained specialists is economically acceptable in national expenditures, or whether it is considered inevitable in a profession where increasing age becomes a handicap, is open to conjecture. It is the overt intention of the College studied, to equip its students with the occupational skills which will enable them to serve in a teaching career, up to the age of retirement. A long-term study could investigate how long these skills are actually used. If the intentions of Finalists are fulfilled, even a short-term study might produce some useful information. It seems clear that there is substance for several enquiries connected with actual career patterns, as opposed to predicted ones.

In connection with this theme, each student was asked to predict the age when he thought that the average teacher of Physical Education would cease to be effective. The replies showed that only 15% thought that it would extend to retirement age, and 65% identified maximum ages within the 35-45 year age bracket. (See tabulation of Interview data, Appendix) This seemed to acknowledge that it was a tacit understanding amongst many Physical Education Finalists that they were not likely to be able to fulfil a full working life in their chosen subject.
Early obsolescence was an accepted part of this particular career.  

The Interview established a variety of findings on many topics. Perhaps its findings about career expectation were of more significance for further research than those about the subculture of the student. However, observation over the extended period of study produced more supporting material relating to the character of the subculture, and some of the more important data presented in the next chapter is included on account of its support for some of the ideas which emerged from the Interview.
CHAPTER ELEVEN

DATA FROM INFORMAL OBSERVATION

It has been stated earlier that observation is sometimes regarded as the classic technique for studying culture. (1) In certain respects the period of informal observation yielded a deeper insight into student subculture than the other more formal research methods. In purely scientific terms the findings could not be quantified in measurable ways; the marshalling of data into a meaningful picture was also difficult. However, it was often found that informal discussions and meetings with students, produced a great deal of information. The facts were sometimes particularly pertinent and this helped to substantiate information which emerged from the questionnaires and interviews.

A typical supporting piece of evidence was the common admission by numerous students that the precise nature of the college course came as a surprise to them. The proportion of the timetable devoted to Physical Education was often quoted as one example, and in particular the fact that the subject accounted for no more than one third of the course. One particular Second Year student was not only surprised to find out about the existence of an Education Course, but also that everyone had to follow an obligatory course in Speech Training. When describing his surprise, he seemed to consider this component with a certain inclination. In spite of having been a student for two years, he still seemed to question if the emphasis on "teacher training" was entirely justifiable.

Another aspect of student experience, previously discussed, concerned the new entrants' initial impressions after arrival; this period was often mentioned by students in retrospect. Some recalled that they took part in trials because the persuasiveness of clubs and their officials made it appear that to be a regular player was a sine qua non of college

(1) Chapter 5.
life. It was evident also that many students were surprised about the actual nature and administrative structure of college clubs; sometimes the realities caused disappointment. It was learnt, for example, that some freshmen who had interest in competitive athletics were disappointed about the composition of the Athletic Club. The successes of some former students in national and international competitions had given them the impression that a team of coaches would welcome the freshman, nurture his interest, and coach him to a high standard of performance. The reality was that the athlete had to respond to his own initiatives; encouragement only came from fellow athletes. If individuals became complacent or lazy about training, there would be no-one to urge them onwards. Earlier successes by athletes of the College had given false impressions that Club membership would automatically lead students into a phase of new success in athletic contests.

Similar surprises were also reported about other Clubs. For example students found that the Rugby Club was characterized by an aura of conceited supremacy and bravado. One former member drew the conclusion that affiliation depended on four abilities:

"......to play the game well, to drink a lot, to be a 'hard nut', to smash beer glasses and defy authority (or to appear to do so)"

(Reported verbatim).

He found that many club members expected players to demonstrate in these ways, and he spoke of one student who would often walk over parked cars after a rugby match in a personal attempt to "defy authority". Because of an unwillingness to share interest in these displays, several students left the club in spite of their liking for the game. This action of withdrawal may have been prompted by conscious reference to beliefs about the standard of general behaviour appropriate for future teachers which Shipman describes. (2) But other club members certainly

(2) M.Shipman op.cit. Page 430.
did not respond to this source of control for their definitions of behaviour patterns as the quoted example of vandalism illustrates.

Informal study within the College confirmed that some new entrants certainly did experience disappointment when the structure of extra-curricular sport was understood. Nevertheless there was not universal discontent, and it was observed that some participants and spectators gained much pleasure from sporting contests throughout their college life. As a result of this interest, the conversations in student common/roons or refectories nearly always touched upon sport at some stage, and students from other academic faculties found this to be particularly tiresome. A handicraft student made reference to his purposeful avoidance of Association Footballers when selecting a seat in his lunch-time Refectory. Women students similarly criticized the narrowness of Physical Education students' conversation, and several letters to the Student Newspaper demonstrated this annoyance.

Some Physical Education students, therefore, did not lose their enthusiasm for competitive sport, even if many did refer to their early surprises about its actual character when they first arrived. For others, however, there was a continuing decline in their interest. One student believed that this declining enthusiasm was partly caused by the nature of the Physical Education course itself. He explained that the Physical Education student was taught to develop an analytical propensity so that he could consider any sporting skill in terms of its biological, mechanical, and physiological characteristics. This exacting task was undertaken in such precise detail that the analysis became a form of "clinical exercise". He suggested that this quest to analyse, refine, and improve motor skill performance grew to such proportion that any pleasure once derived from its original context was overshadowed. Other students similarly believed that much enjoyment from sport was lost. These were his precise words for describing the undertaking.
as a result of the inexorable search for improved performances.

A related piece of evidence that emerged on more than one occasion concerned the importance attached to competitiveness in sporting encounters. Several students suggested that the Physical Educationist had lost the ability to engage in an informal game such as "scratch football". Teams would invariably argue about infringements of the rules, and a referee was essential if the encounter was to survive. Two isolated incidents were noted which confirmed that this suggestion had some foundation. In two different residential halls, students arranged recreative summer games for hall members. One hall introduced Volleyball; the other introduced Croquet. The original intention in both places was to provide student residents with opportunities for a "friendly games". However, the organisers in both halls found that their games did not succeed unless referees and judges were appointed to maintain orderly play. Soon afterwards competitive leagues were introduced and trophies were purchased for the winners. In the case of Croquet, informal games were subsequently banned so that the turf playing area could be kept at best standard for tournament matches. The developments, which took place in both halls, simultaneously and independently exemplified the characteristic that extreme competitiveness was indispensable in a sporting encounter. The original objective of promoting leisurely, "friendly games" or matches was not achieved.

On account of the importance often ascribed to competitive sport, certain outcomes were observable. The Interview found that some students had responded by making a temporary withdrawal from competitive participation. The previous chapter has already described this temporary termination of personal endeavour and attributes its existence to environmental features. During the period of observation, however, it was also found that some students had adopted a permanent rejection of
the values inherent in sporting contests. In one extreme case a student
spoke of the sideboard at his home which displayed his swimming trophies.
He had since grown to view these with embarrassment, but his mother
cherished them and so they were not destroyed. Later it was found that he
still competed for the College swimming team, which seemed inconsistent
with previously stated views. On enquiry, however, it was learnt that the
captain of swimming bribed him to take part. Bribes, in the form of
tickets for team teas, enabled him, as a non-resident student, to obtain
refectory meals fraudulently without payment. The attraction of this
reward was sufficient to gain his support in the swimming team.

Other similar incidents also emerged and the existence of sporting
trophies was periodically mentioned. One student expressed his lost
interest and embarrassment over his rowing trophies. But because his
rowing trophies often took the form of drinking casks, he retained
them for their practical use, and not on account of their manifest
function as a mark of achievements.

These were extreme cases where students had totally rejected some
of the principal values of competitive sport. In many respects the
students seemed to be examples of the "Retreatist" whose behaviour is
(3) described by Lenton. Many of the goals of sport, formerly assimilated,
and culturally evaluated as worthy of human endeavour, were now rejected;
so were the means of attaining them. Not many students of this category
were located, but a small group certainly did exist. It was interesting
that those interviewed were engaged in the Fourth Year degree course, and
they seemed to share common enthusiasm for theoretical studies. All of
them admitted that they would not seek employment as Physical Education
teachers; on account of the re-orientation of their interests. In the
formal interview with finalists, not one "retreatist" appeared in the
sample, and it was concluded that few students fell into this category.

(3) R.K. LENTON op. cit. Pages 207-209 and 241-244.
A detailed investigation of the "retreatists" was not undertaken because they represented a very small proportion of the student population. However, brief attempts were made to account for their behaviour. The curriculum for the degree course provided a choice of study areas, some of which were not associated with the theoretical study of Physical Education. This enabled the student to embark upon work in new disciplines. Some students subsequently found that the academic stimulus of these new subjects outweighed their interest in physical activities. Furthermore, others developed critical faculties that led them to question their own values and beliefs concerning Physical Education.

The actions subsequently taken by these students were consistent with the principles of adaptation postulated by Festinger in his concept of cognitive dissonance. He has stated that one of the more common situations where dissonance occurs is when

"New events may happen or new information may become known to a person, creating at least a momentary dissonance with existing knowledge, opinion, or cognition concerning behaviour." (4)

as a result of their new knowledge, some Physical Education students admitted that they then reconsidered the rationale underlying sporting encounters. It is feasible that their critical appraisals of sport, made within new frames of reference, might have led to diminished confidence in its raison d'être. If incompatible ideas emerged, a state of dissonance would develop. Festinger postulates that since the existence of dissonance is psychologically uncomfortable, the individual strives to reduce or eliminate its effect. He suggests that one way to reduce dissonance is for the individual to modify his cognitions, thereby removing the inconsistencies. It appeared that the small group of "retreatists" responded by altering their cognitions about the worthiness of sport. Their decision to withdraw permanently from sporting activities was made contrary to cultural approval of active participation.

(4) L. Festinger "A Theory of Cognitive Dissonance" Re-issued 1962, Page 4
A much larger group was composed of those who had seemingly made a temporary withdrawal from sport in its competitive forms, and had meanwhile sought alternative interests. Students offered many reasons for the withdrawal. Arduous training, the routinized week of the team player, the highly technical approach to skill improvement, and the lengthy, disciplined learning of team plays and strategies were often quoted.

In addition to these reasons it was believed that another important factor might contribute towards this "temporary withdrawal" from sport. If strong cultural endorsement placed on winning did exist, it could be hypothesized that Atkinson's achievement-oriented performance concepts were applicable in this particular social situation. His theory of achievement motivation applies when:

"....an individual knows that his performance will be evaluated (by himself or by others) in terms of some standard of excellence and that the consequence of his actions will be either a favourable evaluation (success) or an unfavourable evaluation (failure)." (5)

One of the personal reactions identified by Atkinson within this situation is referred to as the "motive to avoid failure". If there is a threat of failure, a reaction of the participants might be to withdraw entirely from the situation, in spite of the fact that it could offer opportunity for the opposite outcome, namely the achievement of success. If the situation is one where the prevailing cultural orientations also place importance on the successful performance of participants, some might respond by demonstrating even greater tenacity to seek success. Others, however, might respond in accordance with Atkinson's concept of the "tendency to avoid failure", and would withdraw completely. He proposes,

".....whenever it is clear to a person that his performance will be evaluated and failure is a distinct possibility, the result is anxiety and a tendency to withdraw from the situation". (6)

(6) J.W. ATKINSON op.cit. Page 244.
It was evident during the period of participant observation that there were many students whose personal response to their situation was the last mentioned one. But their withdrawal from competitive sport was only temporary, albeit until their departure from college. In this respect, therefore, the response did not appear to be an example of the Ritualism to which Norten refers. (7) Neither the goals, nor the methods of achieving them were rejected permanently by the students of this category. Goals were not rejected, but instead the quest to achieve them was temporarily withheld. The cultural environment had undoubtedly induced this action and it was mentioned in the previous chapter that most of the "non-sportsmen" interviewees had replied that they had every intention to "get back into sport" once they had left college.

It seems certain, therefore, that an act of withdrawal is the adaptation made by some students in response to their desire to avoid failure. It would be reasonable to assume further that this "tendency to avoid failure" was a trait which was a product of the student subculture in this college.

This particular act of withdrawal, however, was not a universal adaptation made by all students. In contrast there were others who did not show any re-orientation of goals, and it appeared that they gained continuing pleasure and satisfaction from regular sporting encounters. The successful sportsmen who had become established members of College teams were from this particular category. Nevertheless it was interesting to learn that their involvement was not without several difficulties.

In the opening chapter it was mentioned that the College task might be viewed as one of fitting students into the role of the Physical Educationist by the merger of the roles of teacher and sportsman.

(7) R.E. NORTON op.cit. Pages 203-207.
This theme was presented in a simplified form to third year interviewees and all seemed certain that the roles of sportsman and teacher could be successfully and easily merged. In spite of several intentional probes being pursued, no open admission of difficulties was volunteered by students during this stage of the research. However, the belief that there was difficulty in integrating two different role models was confirmed at an annual dinner of the Association Football Club.

In the speeches of the evening, the Club Coach, who was a member of the academic staff, described the problems of accommodating winning desires to the ethics of "sportsmanlike behaviour". He proposed that players should "endeavour to cultivate a code of sporting fellowship that would extend beyond the result". (*) It emerged that the behaviour of some team members during the season had been at variance with the behaviour expected from persons who also had to perform in the role of teacher. In the speech it was revealed that the coach himself was subject to role conflicts. When acting in the capacity of club coach he had been influenced by the expectations of those who wanted favourable match results. But because of his position on the college staff, others expected him to produce a football team displaying exemplary behaviour appropriate for future members of the teaching profession. His coaching advice struggled to establish a compromise between the use of tactical, though illegal modes of play, commonplace in current Association Football, and the demonstration of appropriate behaviour for trainee teachers.

On account of these observations there seemed to be no doubt that the integration of the role of sportsman with the role of teacher was accompanied by certain inherent difficulties. It is difficult to explain why many students appeared to be unaware of these problems. It was concluded that perhaps the student regarded his future work as

(*) His words quoted verbatim in parenthesis.
"teacher" as being sufficiently distant for his sporting endeavours to proceed without the self application of these restraints.

Problems emerging from the process of integrating the model of teacher and the model of sportsman were not peculiar to the Association Football Club. In most of the College teams it was obvious that players placed a high premium on the desire to win, and other values associated with the activity seemed to be of lesser importance. Although it was difficult to verify this particular piece of data with scientific exactitude, its existence was confirmed on several occasions. For example, the struggle for supremacy displayed at the annual Rugby Football match against a rival college provided a further illustration of the importance attached to a match result. The achievement of victory was more important than the method by which it was gained. The problems which were experienced when this game was played in 1970 have already been described. (Chapter 4, Page 64)

It seemed that informal controls of behaviour, which Shipman had noted at Worcester, were much weaker in this college. However, it would be wrong to state that they did not exist. For example, the voluntary withdrawal from the Rugby Club by players who disapproved of vandalism has already been mentioned. Another incident involving tennis players also showed that behaviour could be regulated by student controls. When a Freshman, who had been a successful player, joined the Lawn Tennis Club, it soon became apparent that he was prone to anger and bad temper during matches. It was interesting to overhear a conversation in which the club captain was impressing other members to make efforts to curb the new player's aggressive tendencies. Whereas some situations suggested that informal controls of behaviour were lacking, this conversation illustrated that not all club activities were detrimental
to the acquisition of behaviour appropriate for the role of teacher-educator.

However, the interest in sport did cause yet a further hindrance to the task of preparing future teachers. It has been noted that a proportion of students did not lose their ambition to excel in sport. On account of the fact that standards in modern sport are high, participants seeking success must devote considerable time to the training process. Obviously students are expected to fulfil a variety of course commitments and conflicts inevitably arise concerning the use of extra-curricular time. Conflicts between training and pursuing coursework reach a peak during the periods of compulsory Teaching Practice. These practices are regarded by the college authorities as the most important component within the entire training period. Difficulties arise when students request leave of absence from a Teaching Practice in order to participate in a sporting activity. The exact college policy was learnt when the Deputy Principal addressed academic staff of the Department of Physical Education. His address gave an acknowledgement that college prestige was partly created by sporting achievement, but he contended that Headmasters would expect their Teaching Practice students to show a complete commitment to work in the school. As a compromise, a formula had been established in which a student's selection for certain sporting fixtures such as International Matches was deemed to be sufficiently important to justify leave from Teaching Practice. There was not consensus over the criteria of "importance" used in this formula, and the ensuing debate confirmed that there was considerable disagreement amongst academic staff, concerning the decisions associated with the college goal and its sporting involvement.

If this problem area is summarised, it seemed that the students' commitment to a course of training did not always coexist harmoniously.
with his involvement in competitive sport. During Teaching Practice periods particularly, not only was there obligation to be committed fully during the daytime work period, but the preparation work each evening was considerably time-consuming as well. It was at this stage of the training period when tensions did easily occur and the student had to resolve his own difficulties over conflicting demands on personal time. Yet in view of the existence of potential frictions within Teaching Practice periods, it was then noteworthy to learn from both interviews and informal observations, that the time was viewed retrospectively with approval. Many schools were situated at considerable distance from the College, which meant that links with sport were temporarily severed, but students admitted that Teaching Practices were invaluable professional experiences. In one conversation a student stated that Teaching Practice had been the highlight in his final year of study. He believed that it had reminded many students of their professional goals and it had re-established interest in teaching. Tibble has also noted that Teaching Practice is popular in colleges. He states,

"Many students and ex-students, when asked to evaluate their course in college or department of education, say that the most valuable part of it was the periods of practice in the schools."

Whereas this part of the course inevitably caused a reduced participation in college sport and social activities, in retrospect most students conformed that Teaching Practices were an invaluable part of their vocational training. However, during the Practice, the diminished involvement in sport was often cathetically defined in terms of subcultural values as being a source of displeasure. Perhaps the actual physical withdrawal of a student from his college subcultural

environment into the different subculture of the school assisted the
process by which the student internalised the new values. (9) Thus
far the College appeared to achieve one goal, namely that of cultivating
a professional interest in spite of other conflicting alternatives
subculturally defined as pleasurable.

So far it has been proposed that students displayed a strong
subcultural endorsement condoning efforts to attain achievements within
the context of sport. However, where there is strong emphasis placed
on the importance of winning within a College whose structure permits
only a small percentage of its members to achieve the goal, stresses
might occur. The temporary withdrawal of some students from sport as
an interim decision applicable just for their time at College has
been mentioned already as being one outcome. Stresses might be minimised,
however, or even negated if the culture also encouraged and valued other
activities. If the subculture contained opportunity for personal
adaptations, the unsuccessful sportsman could be accommodated in a
manner acceptable within the system. In consequence the potential
stresses for those who failed to gain team selection might not occur
at all. On account of the largernumbers who did not, in fact, have
regular active involvement in College teams, one task of research
therefore, was to ascertain if there were other alternative interests
which gained cultural approval. (10)

During the observation period, efforts were made to find out if
the formally constituted Student Societies drew membership from the
ranks of "non sportsmen", students of Physical Education. It was

(9) Large numbers of students on final practice were housed for the
complete term in lodgings, some of which were in excess of 25 miles
distance from College. Extreme cases were over 100 miles from the
College.

(10) Third Year students were divided into "sportsmen" and "non-sportsmen"
prior to conducting the stratified random sample for the interview
(Chapter 7). Out of 118 students, 72 were not engaged in high level
participations using the criteria outlined in the chapter.
learnt that apart from a minor interest in the Drama Society and the Folk Club, there was a notable lack of members from the Physical Education faculty. Even within the Students' Union Sport Committees, few students sought election for positions of office. During the Union's own council elections, the annual meetings often struggled for quorate attendance. A student stated on one occasion that no interest was ever shown in the conduct of Union affairs, except when grant aid to sports clubs was under threat of financial cutback. Only at this time would meetings be attended by Physical Education students and the committee members of the Union sports clubs. When this statement was checked independently with the Union staff, its accuracy was confirmed. From the observations it was apparent that the student who did not have a regular commitment with sporting teams was afforded membership of a wide range of social, musical and dramatic societies. Additionally there was ample scope for participation in committee activity, not only within Union Executive itself, but also throughout the hierarchy of constituent member clubs and societies. If these alternatives did exist as formally organized activities for student involvement, it was interesting to note that they did not gain the strong participation of the Physical Educationists. Even some of the sports clubs had difficulty in recruiting their committee members, and one club attracting a good membership of practising competitors had to operate for a season without a Chairman. Only a few of the largest clubs, such as the Athletic Club, had sufficient committee interest to warrant a formal ballot procedure at annual elections.

It was clear, that the "non-sportsman" had numerous opportunities to become involved in alternative capacities formally instituted within college life; but few chose to be thus associated. It was in the informal student activity where there was much stronger involvement.
For example, a popular place for student gathering was the college bar. The previous chapter mentioned that one student had described the bar as a place to spend free time "when all else failed".

Visiting the college bar, however, seemed to be linked with a more pervasive interest for drinking. For many this merely involved the purchase and consumption of drinks in the manner associated with normal bar visiting. But for a number of Physical Education students, a drinking club had been informally established, and this had subsequently become renowned and revered by other students. If its establishment had commenced informally, the conduct of its affairs became increasingly formal and institutionalised. The participation in bar games and other trivial pursuits, took place regularly at the weekly meeting. The club, called "The Donacrats", introduced "Articles of Membership", gaming rules, and hierarchical structure of committee office, and systems of social control for the regulation of behaviour. Meetings would draw a large audience of onlookers whilst the members played a ritualistic game of dominoes or "bones". Members, who showed their mark of membership by wearing a special form of head-dress, imposed a series of drinking impositions as penalties for bad play in the domino game. At the close of the meeting, members had invariably consumed a large number of alcoholic drinks. This weekly activity developed into a popular spectacle and it was embarking upon its third year of activities when the period of observation was terminated. The interest in this pursuit bore resemblance to the ideas of bravado and "resistance to college authority" mentioned earlier in connection with the Rugby Club. It was learnt that a large number of academic staff deplored the existence of the campus bar, and student activity here was regularly the subject of their criticism.

During the period of observation, the "Donacrats" was not the only
student "club" which existed outside of Student Union structure. In one
of the larger halls of residence a club was formed called the "Top Floor
Brigade"; its members were a group of students located in a particular
section of a residential block. Bar activities were not the focus of
activity and it was difficult to find out if the group participated in any
special form of activity at all. But the strength of the unit was greater
than that which commonly occurred amongst student neighbours in a hall of
residence. Shirts displaying a specially designed badge were purchased,
and members of the "Brigade" fitted into a hierarchy of office under the
leadership of "the General". Research did not find how the club began, or
what its activities involved, but its strength of membership and forced
dissolution were discovered. Several halls of residence in the College are
noted for "hall spirit" and the loyalty of their members. Opportunities
to demonstrate this pride of membership occurs in inter-hall sporting
tournaments as well as during the planning of large social functions such
as the Hall's annual Christmas Dance. The "Top Floor Brigade" developed
in those circumstances as a "breakaway" group, and it seemed that it was
an attempt to rival the main student committee and their programme of
hall activity. Its strength eventually led other students to hold
emergency Hall meetings, and these culminated in an edict for the "Brigade"
to be disbanded. Whereas academic staff criticized the "Sonsocrates" and
their bar behaviour, it was student government which opposed the activities
of the "Top Floor Brigade". Further investigations were not thought to
be relevant, although it was interesting to note the appearance of these
"non-Union" clubs.

In addition to hall membership, and affiliation to clubs, there is
also attachment to one of eight administrative teaching groups within
each yearly intake of Physical Education students. For teaching purposes
A year group is divided randomly into eight groups, and although units are merely established for academic convenience, members seem to develop a group pride and loyalty. Affiliations are often strong, even to the point of prompting the purchase of student-designed training shirts labelled with the group number. This attachment to administrative groups, clubs, or halls of residence seemed to be a notable feature within the subculture, and some students experienced conflicts caused by the division of their loyalties on account of attachment to various groups at the same time. But although there were sometimes problems of allegiance, the fact of greatest significance was that a student who failed to gain a place in a team had many opportunities to pursue other activities provided and approved within the system.

In addition to the noted attachment of students to various units of affiliation, life in more general terms was also studied. In the wider contexts of affiliation, membership of this particular college was in itself the source of pride for nearly everyone. This was confirmed by the interview, and it was a social fact in keeping with Shipman's findings at Worcester.(11) There was also a College song which confirmed this pride and it was used informally at important sporting fixtures.

At more local level, college life also offered constant opportunity for the establishment of small friendship groups which usually developed among neighbouring rooms within halls of residence. A large proportion of students lived in residential halls, and many students missed hall life when they were assigned to a registered lodging for three terms in their second year. Sometimes these small "brow groups", as noted by Shipman,(12) were regarded as being the cause of much time-wasting. If academic work had to be undertaken in the evening, students commented that it was easy to postpone this in favour of talking with ones neighbour. Undoubtedly this acts as a handicap to the college goal

(11) M. SHIPMAN "Education and College Culture" op. cit. Page 327.
(12) M. SHIPMAN "Education and College Culture" op. cit. Page 432.
of providing the body of professional knowledge needed by the teacher. (Chapter One). In positive terms, however, this acts as one way of achieving other college goals of a more diffuse nature. It facilitates the acquisition of a wider educational understanding brought about through the opportunity for:

"a free and full social life in which the student can mature". (Mayfield, Chapter One).

Many acknowledged that residential life had helped to broaden their own education but they also believed that "breed groups" hindered the formal training process. This suggested that students perceived the college function principally as being the provision of academic knowledge and pedagogic method. According to Mayfield's synopsis of goals this was only one of several functions in a College of Education. (See Chapter One).

Whether the student chose to spend his leisure time with neighbours in a residential hall, or whether he became a spectator at meetings of the "Monocrats" is not of significance in this study. More important was the fact that residential life at the College had many culturally approved alternatives for students who did not play a part in representative sport. In general the alternative activities were neither related to sport or professional interests, but they were actively pursued. Some activities gained the subcultural approval of students but received strong disapproval of academic staff. For example the bar activities were openly deplored by many academic staff. If certain pursuits failed to support the achievement of college goals, they did entertain students in leisure time. This function provided a means of alleviating the stresses that might occur from failure to meet success in college sport. However, observation of the nature of some activities suggested that informal controls of behaviour were
weaker than those noted by Shipman. He reported,

"Standards of dress, manners, courtesies and general behaviour in public were rigidly defined by reference to the way they fitted a teacher. The student magazine not only indicated this by including a succession of comments on inappropriate behaviour, but consequently acted as an agency of control...." (13)

The comments about the student magazine constituting an "agency of control" are particularly interesting. At the College, the student newspaper adopted an exactly opposite function, namely to provoke students to challenge various aspects of college administration and residential activity.

The overall picture of student life which appeared perhaps shared more in common with the findings emerging from Krawczyk's study of the Academy of Physical Education (A.P.E.) in Warsaw, than it did with the study of Worcester College of Education. Detailed comparisons of data are shown in the next chapter, but in brief the following principal similarities were noted. For example the student often spoke of surprises about the true nature of the College and the degree of academic study contained within the course. In an interview conducted by Krawczyk, an A.P.E. student stated,

"I imagined the studies were fine, plenty of movement, outdoor exercises, camps and other emotions. I knew that there were also theoretical subjects, especially medical ones, I had heard about them from students, but speaking frankly I did not know that there was such a lot of theory. I did not think that there would be so many occupations, so tiring and burdensome. I found out with astonishment that one could be fed up with sports." (14)

In both colleges the student lived in an isolated community, and within

(13) M. SHIPMAN, "Education and College Culture" op.cit. Page 450.
the informal structure of both institutions it was possible to see
strong ties of friendship. Nowak's comments on these features were
noted in the previous chapter. (15) An interesting likeness can be
recognised in many findings from the Polish college and Chapter 12
compares these points of similarity in greater detail.

In conclusion it now remains for all pieces of evidence to be
summarised, matched alongside the predictions concerning college life,
and compared more closely with the findings of other researchers.

(15) Chapter 10, Page 133, footnote 8.
The final picture which emerged from the research was partly, but not wholly, as expected. Certain facets of student life had not been apparent from the initial superficial observations, and some of the emergent data were unforeseen. The willingness of students to accept the researcher’s assurances of confidentiality, and their subsequent co-operation in the project, contributed most helpfully to the overall findings. It was believed that the research had achieved a successful penetration beyond the normal facade of student life, although it was acknowledged that certain limitations, such as lack of time, left some particular avenues of study uninvestigated.

In the review of related literature given in Chapter Four, it is mentioned that no work had been found of direct relevance other than that of Krawczyk; her work covered a similar area of research. Accordingly comparisons with the findings of other authors are not extensive. However, the character of the data found in Krawczyk’s study of the Academy of Physical Education (the A.P.E.) in Warsaw, was notably similar to data from the English College. The close degree of similarity was surprising on account of the different aims behind the curriculum of the A.P.E., which were overtly stated as being politically orientated.

(1) J.KOWACKA. The author conducted her research in the years 1961-1964. Findings are presented in two papers. The first, “Attitude Towards Studies and Professional Aspirations of the Students of the Academy of Physical Education” is presented in “International Review of Sport Sociology” Vol. 1 1966 Pages 195-206. The Second, “Social Specificity of Higher Schools of Physical Education” is a comparison between her findings and another research study by J.KOWACK of students in the Dept. of Maths and Physics at University of Warsaw, it appears in “International Review of Sport Sociology” Vol.5. 1968 Pages 97-113. For the convenience of bibliographical citation in the footnotes of this chapter, the former source will be referred to as “Paper One”, the latter as “Paper Two”. 
"The graduates from the Academy of Physical Education as teachers and educators of growing youth should have not only high professional qualifications but also a great social dedication, they should be characterised by socio-political activeness and ability of exerting ideological and political influence on youth. The pedagogical values and the attractive force of physical education and sports create particular possibilities for teachers of physical education in school work as regards the shaping of the ideological and political attitude of youth". (2)

This suggests that Physical Education in Poland is regarded as a vehicle for the propagation of political ideologies among young people. The establishment of a Physical Education course at the Academy is justified on these grounds. Whilst there is no doubt, as McIntosh contends, (3) that sport in England is also closely linked with national prestige and political ideals, the Gaudea of Colleges of Education offering Physical Education courses do not have comparable manifest links with political intentions, as is evident at the A.P.E. Yet in spite of these fundamental differences, similarities between these two colleges were so strong that a large proportion of this chapter is devoted to a comparative appraisal of research information.

Firstly, the two colleges both had a campus which provided for most of the living needs of students. The Academy of Physical Education, like the English college was

"a relatively isolated social system, isolated also spatially from other milieu, with its own complex of buildings and facilities adapted to meeting the majority of needs of students..." (4)

(2) B. Krawczyk op.cit. Paper 2 Page 103
(4) B. Krawczyk op.cit. Paper 2 Page 101. Also described in Paper 1, Page 198.
Both colleges provided a high standard of residential accommodation for general living as well as for carrying out study work, although in the English college most Second Year students left residences for a compulsory year in lodgings. It was coincidental that both complained, however, about the standard of food provided by their colleges. When student interviewees at the English college were questioned about student unrest, many admitted that there was unrest over trivial details and 30% of the respondents named poor food in refectories as being an example. Krawczyk describes the same situation at the A.P.E. and refers to this situation in terms of its health risk. (5)

The methods which Krawczyk used for educing data were similar to those used in the study of the English College. Questionnaires and depth interviews were employed in both projects. (6) The theoretical framework of her study used ideas proposed by Sanford which posit that understanding a college environment demands more than consideration of the curriculum and the teachers. She adopts his recognition of the educational process as being governed by both the formal organisation encompassing "the Purposeful facilities of the college" and the informal organization of "a network of personal, interhuman relations within the formal structure"(7). Students about to enter the A.P.E. displayed the same misunderstandings about the course as were noted with students in the English college. The last quotation in the previous chapter records some surprises reported by one of the Polish students. Krawczyk also found that expectations were

".....frequently based on false and inadequate ideas about the

(5) B.KRAWCZYK op.cit Paper 2 Page 102.
(6) B.KRAWCZYK op.cit.Paper 1 Page 199
Academy which were not in accordance with reality. Investigations revealed that knowledge about the studies at the moment when the candidate makes his choice is incomplete and the picture of the Academy markedly mythicised". (8)

Not only was there similar misunderstanding about the goals of both colleges but there was also the same mistaken belief that attendance would guarantee success in sport.

"Young people who decide to study physical education imagine that the Academy is not only an institution providing vocational training, but also, if not first and foremost, an institution guaranteeing success in sport and above all an institution of higher education, which makes it possible, after completion of higher studies, to get a diploma in an easy and pleasant way". (9)

The discrepancy between "image" and "reputation" of the English college has been described in Chapter One. It was postulated that television and newspaper reports on the achievements of former student sportsmen were partly responsible for creating an inaccurate representation of its true character. Krawczyk also regards this as the cause of misunderstanding by candidates wishing to enter the A.P.E. She states,

"The source of such a deformation of the picture of the Academy was most frequently information spread by various media of mass communication, laying special stress on the sportive and entertainment aspect of the studies. Such myths and stereotypes of the Academy, exert a most varied influence on the motivation for studies at the Academy, give birth to all sorts of expectations on the part of the young people, expectations which are not always in accordance with the principal aims of the Academy". (10)

(8) B. KRAWCZYK op. cit. Paper 1 Page 201.
(9) B. KRAWCZYK op. cit. Paper 1 Page 201.
(10) B. KRAWCZYK op. cit. Paper 1 Page 201.
If new students entering both colleges held similar misconceptions about the function of the educational institution, the course of action taken by the academic staff to remedy misunderstanding was nearly identical. In the English college, the Principal always addresses the new intake on the first day of arrival, and his speech attempts to clarify the nature and purpose of the college courses. There is no report of an annual inaugural speech at the A.P.E., but Krawczyk refers to the fact that positive efforts have been made in order to remedy misunderstandings. In particular the rector of the Academy has periodically addressed his students for this purpose. Krawczyk states,

"Many official pronouncements and undertakings by representatives of the authorities of the college indicate that the college tries by its purposeful activities to counteract the overgrowth of sporting ambitions among the youth and to orientate them on to pedagogical and teaching work at school.

'We must make it clear' the rector of the A.P.E. said to students in 1956, 'and remove the essential misunderstanding that has sneaked into our school and is making it difficult for us and, now and again, makes it impossible to discharge the tasks and duties imposed on us. This misunderstanding consists in the fact that students think that the task of our college is to train a sportsman or coach, while the preparation of a teacher for work at school is a secondary or marginal question. Meanwhile it is quite the opposite'." (11)

This speech confirmed that the Polish Academy had the same difficulty in getting its prospective students to realise the true raison d'être of their college. When applicants were interviewed for a place at the English college, the selection procedures attempted to identify applicants whose prime ambitions were teacher orientated. However,

(11) D. Krawczyk op.cit. Paper 2 Page 109 (footnote)
Tables 13 and 14 based on Questionnaire replies showed that several students who had actually obtained a college place were more orientated towards involvement in sport. The first-mentioned ambitions of 16.4, for example, were stated as being either to become professional sportsmen or to enter any careers linked with the world of sport. (Table 14) This confirmed that the effort made to clarify the function of the English college within the inauguration programs for freshmen was justifiable. It was interesting to find that both colleges found this clarification of goals to be a necessary exercise.

In her study, Kravzjy also describes some aspects of the subculture of Polish students. She affirms that peer group pressures make many students minimise their efforts to attain the characteristic features of the institutionally defined "good student" model. She mentions the existence of two main rival models - "The model of success by means of competitive sport", and "the model of a 'swell guy' highly valued in certain circles fond of parties and entertainment". (12) In the English college, this last mentioned fondness for parties and entertainment was equally evident in activities such as the weekly bar meetings of the "Donororate". The findings expressed in Table 41 also show the small proportion of students who wished to be remembered as "Brilliant Students". But data presented in this table shows that the eagerness to be remembered as a "most popular person" was greater than eagerness for being remembered as a "Brilliant sportsman". This was slightly different from J.G.Coleman's findings, on whose study this particular question was based. Although he studied the subculture of American adolescents rather than college students, his research work in ten Midwest High Schools similarly found that most adolescents did not pursue the brilliant student model. However, in this study the image

of sportman commanded a relatively higher prestige, and Coleman found that over 40% of male respondents wanted to be remembered as "star athlete". He points out that these trends occur in spite of the fact that the school is "an institution explicitly designed to train students, not athletes". This proportion was larger than the 33% recorded in the English College for Year One students and the 15% for Year Three finalists. The trend here showed a distinct preference for the idea of being remembered as a "Most Popular Person", particularly among finalist students.

When Krawczyk studied this aspect of student prestige in the context of peer group, she employed an open-ended question, and the quantification of her result does not permit a statistical comparison between the English and Polish colleges. However, she found similar trends, and the evaluation of prestige given by the peer group towards the academic student model was reported as being insignificant. Krawczyk noted the appearance of the model of a "good companion", popular among students, which differed from what she termed the "Olympic athlete model", and the "ideal student" model. Several traits which are positively evaluated by students and which contribute to the acknowledgement of this third model are listed. In view of student activity in the Bar of the English College, it was interesting to note that one trait recorded by Krawczyk was "being able to drink". Students from both colleges obviously considered this to be an asset for social interaction.

Student evaluations of the course were also sought in both research projects, but comparative appraisals of the data are not easy because of a lack of material about the Polish college. Krawczyk found that

(15) B. KRAWCZYK op.cit. Paper 2 Page 110.
57% of graduates were not fully satisfied with their studies but detailed analyses of the individual components which contributed to the discord are not presented. (16) In the English college a large majority were satisfied with the Physical Education component of the tripartite course but dissatisfaction with the Education course was commonly reported; to a lesser extent there was also some dissatisfaction over some academic subject courses. Although Krawczyk does not provide information on individual aspects of the course which cause dissatisfaction, her second paper suggests that the high proportion of time given to theoretical study was one source of student criticism. This resembled opinions held by some students in the English college, and one example of a critical appraisal was recorded at the beginning of Chapter Eleven. It was unfortunate that Krawczyk makes no mention of student attitudes towards practical teaching practices. In the English college this was positively evaluated by several students as being the one aspect of the course that really helped them prepare for their career.

At the conclusion of the period of training, students of the A.P.S. do not await their professional future with alacrity. At this late stage in the vocational preparation Krawczyk mentions that the student becomes aware of the low educational status of his qualification and the "generally low social position of physical instructors". (17) On account of this despondency she concludes that the academy has failed to achieve one of its goals, namely instilling an interest in the profession for which it trains its students. Notwithstanding this fact, most students intended to obtain teaching appointments. However, Krawczyk believed that this was caused by the limited vacancies for other positions, rather than being the result of a genuine desire to join the teaching profession. A higher status occupation in Poland for Physical Educationists is the position of "sports trainer", but there are few vacancies in this area.

(16) B. KRAWCZYK op.cit. Paper 1 Page 204.
(17) B. KRAWCZYK op.cit. Paper 1 Page 205.
of work. Krawczyk suggests that students leave, therefore, with a
degree of dissatisfaction about their future, and tend to select teaching
by compulsion, consequent on "the existing situation in the labour
market".\(^{(18)}\) She believed that it is the structure of professional
opportunities which limits the chances of success in more prestigious
jobs, for which many have particularly strong aspirations. It was a
similar situation in the English college, and the interview with third
year students showed that 65% (Table 45) intended to teach for an
introductory period, after which time they planned to "look around".
(A phrase often used by the respondents). Some knew of other occupations
which appealed, e.g. personnel manager was mentioned; others had no
idea of any specific alternatives. When asked what their "wildest
dreams" were in occupational terms, 55% named high status positions
in education such as Headmasters, County Administrators, Sports Centre
Managers, and Lecturers in Higher Education. The last category accounted
for 35% of the replies, and 20% were confident that they could obtain
positions in these capacities. As in the case of the "sports trainer"
in Poland, these are all occupations in which there are few vacancies.
In both countries it seemed that the career structure outside of teaching
was limited in opportunity but many students were optimistic about
their success in these alternative occupations. For this very reason
it seems abundantly clear that research following the avenue of enquiry
pursued by Shaw in his pilot study (cited in Chapter One), would be
particularly valuable. If the exact career patterns followed by graduates
of colleges conducting courses in Physical Education could be investigated,
comparisons could be made between the hoped-for successes of final list
students and the nature of actual career patterns. The results would
\(^{(18)}\) B. KRAWCZYK op.cit. Paper 1 Page 205.
provide useful information for both students and the architects of college courses, who at present have little knowledge concerning the actual career patterns of the fully trained teacher, or the extent to which the course has facilitated achievement of other occupations.

Krawczyk concludes that the Academy for Physical Education fails in its aim to instil certain professional ideologies and she contends that this "testifies to the incomplete effectiveness of the purposeful educational activity of the Academy". (19) In spite of this conclusion she did find that only 3-18% of Academy graduates continued to consider a career in sport whereas as many as 82% intended to embark upon professional work. She believed that in this respect the Academy is successful in causing a fundamental life re-orientation. (20) A similar effectiveness was believed to occur in the English college. During one informal discussion, a student summarized the course in the following way. It was stated that in the first year, students were enthusiastic about the college course, student activities, and prospects for the future. In the second year, however, many were rather depressed and a state-of-mind developed which was called "Second Year Blues" (The appearance of this condition was confirmed during structured interviews). In the third year, there was re-establishment of interest in College life, and this was accompanied by a redirection of orientations towards the professional goal of teaching. Students believed that the renewed interest was caused by the opportunity to choose "option courses" in the third year instead of obligatorily following a uniform timetable. The renewed interest in teaching was stimulated because one third of the final year was devoted to a full term of Teaching Practice.

In both colleges, therefore, there appeared to be marked periods of professional enthusiasm alongside periods of falling interest. In

(19) B. KRAWCZYK op. cit. Paper 1 Page 205.
the Polish college it appeared that the reluctance to join the teaching profession was particularly marked at the end of the period of studies, and Krawczyk implies that the decision by some students to embark upon new courses of higher training was prompted partly as a means of deferring the entry into the teaching profession for a further period of time. (21) This element was also found, but to a much smaller extent in the English college, and 10% of the third year interviewees had similar motives. These students admitted that one reason for wanting to pursue a fourth year degree course was that the final decision to enter teaching could be deferred for a further period. However, this apparent reluctance to embark upon full-time teaching was a view held by a minority, and in contrast with the Polish college, most finalist students interviewed showed a distinct enthusiasm for teaching at the conclusion of their course. Probably this was the most appropriate time to experience vocational fervour. It must be remembered, however, that many who expressed this eagerness to commence work as teachers were not intending to remain in the profession longer than for an initial period. Whether this intention is still upheld later would be interesting to know.

The apparent changeability of professional interest during courses of vocational training has also been noted in other research projects. In a study of the medical student in training, Becker and Geer report that students embark upon their work at medical school with an idealistic notion,

"that the practice of medicine is a wonderful thing and that they are going to devote their lives to service to mankind."

The large quantity of theoretical study which has to be covered in the early stages of their course, however, proves to be one feature which

(21) B. KRAWCZYK op. cit. Paper 1 Pages 202-203.
leads to temporary disillusionment, and this state of mind is experienced for a considerable proportion of the training period. As the end of the medical school course approaches, the authors found that the "original medical idealism" starts to re-assert itself and it then exists in a more informed manner alongside a certain professional concept of idealism concerning the practice of medicine. As in the case of Physical Education students at the English college, professional enthusiasm is re-affirmed at the conclusion of the training period, and students finish their course imbued with an eagerness to commence work as fully qualified practitioners.

The existence of idealistic images of any occupation often provides false assessments about the true nature of the work. It seemed likely that many Physical Education students might have assessed the nature of the work by observing the Physical Education teacher in the schools at which they had been pupils. Superficial observation, however, would not have revealed the theoretical understanding on which the practice of teaching is based, nor would it show the organizational preparation that accompanies the job. Similarly, whereas the prestige of the teacher may have been high amongst pupils, it is doubtful if the scholar would have been aware of the Physical Education teacher's prestige within the hierarchy of the school staff, or in the broader context of the educational system. The disdain of academic staff sometimes shown towards the Physical Education teacher, described by Cannon, would similarly not be perceived by pupils at school. (23) In consequence it might be after the entry to college that the mythicized, idealised image of the Physical Education teacher is undermined. This could be another important feature which causes disappointments that students experience when they arrive for their first term at college.

Krawczyk suggests further that if misunderstandings based on stereotyped ideas are commonplace, it is possible that the wrong students are seeking college places and that they have wrong motives when making their application. She recommends that colleges should organize a detailed recruitment campaign which would explain to applicants the true nature of both the course and the profession for which its students are prepared. She says that the remedy would consist of,

"...the stepping up of a purposeful information and recruitment (sic) campaign, supervised by the Academy, which would supply the prospective candidates with knowledge about the professional and pedagogical character of physical education studies, would help to perfect the methods of selection, in the expansion of the social system of awards for success in studies, which increases the environmental attractiveness of the institutional model of a "good student", in the introduction of more large-scale forms of encouraging scientific activity and in a conscious shaping of the students' scientific aspirations as well as the creation and handing down of a professional ideology which would facilitate the process of identification of the graduates with the aims of the Academy and the chosen profession". (24)

There is no doubt that in the English colleges, the illustrated prospectus gives potential applicants little insight into the true nature of the college, the course, or the teaching profession. Furthermore it does not advise the applicant how he could find out additional information about the work of the Physical Education teacher. In this respect, therefore, there would indeed be value in offering further guidance for prospective teachers, although it is conjectural if a recruitment campaign would be the most effective answer.

It was interesting to note that much of the evidence presented by

(24) B. KRAWCZYK op. cit. Paper 1, Pages 205-206.
Krawczyk was substantially similar to certain facts which emerged from the study of the English College. In order to summarize the overall picture, it finally remains for the predicted expectations hypothesised in Chapter One to be compared with the data which actually appeared. In association with the hypothesis, five statements were proposed, and these are now considered in their original order.

There was little doubt that the main feature drawing students to this particular College was an interest in sport as opposed to an appreciation of the quality of its course in teacher training. This is particularly evident from the answers represented in Tables 10 and 16. It is also supported in other tables, such as Table 24 which shows that 97% would be displeased if the activities of College sports clubs were curtailed. To this extent the opening part of the hypothesis in Chapter One, which postulated that sport functioned as a device for drawing students into this profession, was accurate.

Yet because of the structure of the College interview, (25) strong efforts were made by interviewers to select only those students who had special interest in teaching. It is interesting that interviewees are aware of this, and perceive the appropriate answers which will satisfy their interviewers. Most candidates seem to realize that there are "correct" responses, necessary if they want a place at the College. Several popular stories exist in the subculture which describe notable sportsmen who failed their interview through conveying the impression that attendance at the College was sought in order to facilitate personal improvements in sporting performance.

Although students learn the appropriate responses to interview questions, this still does not succeed in convincing them of the true function of the College. It might be concluded that the image of the College propagated through the media for sports reporting is so credible (25) Described in detail by the Head of the Department of Physical Education.
that new entrants are not truly convinced about the actual nature of College courses until they arrive. The interest in sport, which is virtually universal, is a key factor which attracts nearly all of those who gain a College place. (Table 24 suggests that only 2.3% are not thus inclined). The anticipation of those who answered question C4 in the questionnaire confirmed that 83.5% expected to find an "intense interest in sport" amongst student colleagues, whilst nearly 50.3% did not expect to find "common agreement over the desire to become a teacher". In spite of the selection procedures at interview, therefore, many arrived with misapprehensions and false expectations. When they eventually commenced their first term and saw the time allocation for various subjects of study, they were surprised about the actual nature of the course. It is believed, therefore, that sport acts as a device, albeit unintentionally, which draws students to this College.

The period of tension, which was believed to pervade during early weeks, did undoubtedly exist. One student who completed the questionnaire on his first day of arrival withdrew from the College on the second day, and a further seven had withdrawn by the end of the third term. Whilst it was not possible to discuss withdrawal with each of these students in person, it was known that some did withdraw because of disappointment about the course structure. It was originally suggested in Chapter One that the tensions might be caused by the inability of many students to secure a place in college teams. From observations and interview replies this is partly correct. However, additional tensions arise when the student notes the small amount of time given to the practical study of sport. This feature of the course is further re-iterated by academic staff in their inaugural addresses to new entrants. At the same time as these cognitive ideas are presented to the freshman through the formal organization of the college, the student is simultaneously influenced by
strong informal pressures to participate in a variety of Club activities operated by the Students' Union. The complex organization of team trials and club evenings subsequently planned by the Union combine to give an opposite impression about the character of the College. During this period of tension, the student experiences various role conflicts and he has to resolve the doubt concerning the extent to which he will acknowledge the exhortations of academic staff to fulfil course commitments to the full, and the extent to which he participates in extra-curricular activities. Apart from individual aspirations which he may have for sporting honours, there are other additional pressures by sporting clubs of less popular membership who also seek student support. The student experiences many difficulties, and the tensions which arise while he tries to adapt himself to College life are more complex than was conceived in the early hypothesis. This worrying period of adaptation to College is not easily forgotten as the Interviews with finalists found out.

Following the predictions that tensions might occur when students with high aspirations for sporting achievement are thwarted in their quests to gain team recognition, it was conjectured that subcultural values would support "the notion that sporting success is a goal of paramount importance". Accordingly it was thought that students would respond to this belief by increasing their efforts to improve personal motor performance at the expense of time necessary for the pursuit of course studies. Contrary to expectations, however, the quest for high level achievements was not as great as anticipated. Although 11 5/8 of new entrants regarded the achievement of national success in their best sport as a principal ambition (Table 13), only 5 3/5 gave, as first mentioned reason for applying to the College, the fact that "it provides opportunities to get a place in teams of high reputation in the world of
sport". (Table 16, quoted to nearest.%). Similarly the numbers (33.8) who would most like to be remembered after leaving college for their sporting prowess were not as great as anticipated, and were smaller in relative importance than they were in Coleman's study, described earlier. Furthermore, this proportion also declined and the finalist student showed distinct preference for being remembered as a most popular person. (80.3% in Year 3 compared with 53.3% in Year One).

In spite of these findings, it was evident that the enthusiasm for sport was not lost, except by a small minority. There were those interviewed informally (reported in Chapter 11) who had rejected most of the basic values on which sport, as a rational pursuit worthy of human effort, is based. But this was only a small group of extremists. Others admitted to a decline in interest caused by overpreoccupation with sport and features such as the "clinical analysis" of motor skills pursued within the Physical Education Course. Altogether 50.3% of the interviewees admitted that sport had lost "some of its magic", and this attitude was not solely restricted to those who had been randomly selected from among the "non-sportsmen". Nevertheless there still persisted a general interest in sport, and, further, the stimulus of competition was not lost. The impossibility of playing scratch soccer without a referee, the development of the croquet tournament, and similar evidence suggested that competition and the result of encounters was still thought to be important. Only a few students questioned whether the sheer pleasure of the sporting exercise was lost in the inexorable pursuit of victory. But contrary to expectation, subcultural influence did not seem to urge many students onwards towards national or international achievements. The fact that there was such a strong applause for the "popular person" may have been a contributory reason.

There was no doubt that a small proportion of each year group did
make efforts to achieve sporting honours, but it seemed that this was
through personal ambition and not because of the encouragement of fellow
students. Nevertheless this particular belief was not verified
empirically. In reality, the pleasant, easy life described by students
created a negative influence on the aspiring sportsman. The ambitious
competitor had to deny himself the indolence of student life in exchange
for the rigours of the sportsman in training.

The study of cultural alternatives for those who did not achieve
or pursue the model of successful sportsman was also interesting to note.
It was recorded in the interviews that 100% of the randomly selected
"non-sportsman" intended to participate in sport after leaving college.
The appearance of a temporary withdrawal from sport as a form of personal
adaptation to the difficulty of gaining team places was the actual
outcome as opposed to the expected reaction of demonstrating an even
greater tenacity of effort. Without doubt there were alternative interests
for the student, and the strong sense of *camaraderie* characteristic
amongst Physical Education students helped to reconcile the student to
the fact that places in College teams were not forthcoming. The student
soon realized that the sporting success that he had experienced at school
would not easily be repeated in the climate of greater competition at
the College. The appearance of a "strong network of friendship ties"
had also been recognised by Krawczyk in the A.P.S. at Warsaw. (26) It
seemed evident that the cordiality and amiability characteristic amongst
Physical Education students provides a compensation which made amends
for the failure to achieve sporting aspirations.

The last proposition from the original hypothesis suggested that the
College would find difficulty in achieving its goal because of the amount
of time devoted to sport. For the successful student who gained a team
place, this was undoubtedly true. The competition for team places
(26) B. Krawczyk op.cit. Paper 2 Page 112.
assured a steady flow of possible recruits and this enabled the selection committees to insist that players attended all training sessions. These heavy demands placed on a student's free time inevitably limited the number of hours available for completing coursework commitments. But contrary to expectation it was not the case for the majority on account of the fact that few gained regular team representation. Sport did not appear to hinder the completion of work projects as hypothesized. It even noted positively within the formal organization of the College by assisting the processes of social control in accordance with the beliefs expressed by Galler and McIntosh. When discussing student unrest, one interviewee who was commenting on the widespread lack of complaints over major topics of contention stated, "as long as sport is there each week no one complains". The chief encumbrances to the completion of coursework were found to be the disincentives inherent within the strong ties of mutual friendship. This was favourably evaluated within the culture, and involvement in trivial pursuits such as bar activities was subculturally approved as an acceptable way for the student to spend his time. It has been mentioned that the subcultural influences amongst students at Worcester College of Education assisted in the internalisation of those values deemed to be appropriate for a student teacher. On the contrary, many influences found in the subculture of the Physical Education student seemed to be most detrimental to the process of socialising future teachers. The behaviour of players and spectators at some important College sports encounters, and celebrations in the college bar were typical examples.

Although this tends to convey the impression that subcultural values successfully hindered the acquisition of appropriate behaviour patterns expected from teachers of children, it was notable that during (27) See footnotes 18 and 19 in Chapter Four.
Teaching Practices, the student adopted the new role of teacher automatically. Personal preparation tended to be meticulous, and most students took time to prepare lessons each evening. It seemed as if the response to the new situation occurred automatically, facilitated perhaps by the attachment to the subcultural influences of the school itself. Placement in lodgings, at a distance from College influence, was believed to be a further contributory factor. Thus the light relief from the "fun-culture" was held in abeyance, and the student proceeded to meet the demands placed upon him during his period of practical teaching, in accordance with expected role behaviour.

In summary, therefore, the goals of the College seemed to be acquired in spite of the informal organisation. The unexpected outcome from the research was that factors other than the anticipated intense interest in sport played a much greater part in hindering the fulfilment of the College task of socialisation.

Earlier chapters have suggested that this research project was conducted in an area which is noticeable for its limited sources of supporting data. Saunders has made reference to the shortage of studies in Physical Education employing a sociological perspective, (28) Taylor comments upon the lack of studies about student subcultures in English Colleges of Education, (29) and Cohen points to the need for studies which would explain the extent to which socialisation processes in colleges are influenced by subcultural inducements. (30) Central to these three avenues of limited knowledge is the fact that there have been few attempts to define accurately the role of the teacher of Physical Education. Cannon acknowledges that there is a "fairly wide range of functions" and lists five which she believes to be commonly expected from women teachers of Physical Education. (31) In contrast, could believes that

(28) E. SAUNDERS op.cit. Footnote 4 Chapter 4
(29) W. TAYLOR op.cit. Footnote 66 Chapter 4
(30) L. COHEN op.cit. Footnote 63 Chapter 4
(31) C. CANNON op.cit. Page 221.
the work of the teacher in this subject should extend into the sphere of health education and personal hygiene, and some of the wider interpretations of this particular role were discussed in Chapter Two.\(^\text{(32)}\)

Definition of the role is further complicated when the expectations of headmaster, parents, pupils, college lecturers, and county advisers are compared and studied alongside the teacher's own conception of his sphere of duty. Until this area is more clearly analysed, involving comparative studies in role definitions like those conducted by Finlayson, Cohen, Huagrove, Taylor, Boothroyd, et al.,\(^\text{(33)}\) the exact requirements of College courses cannot be established with complete accuracy. Similarly there is need for the requirements to be understood in terms of the intended full working life of the person trained to teach Physical Education, and not just for the early working years. If there is a lack of consensus about the exact nature of the Physical Education teacher's role, it is hardly surprising to note that recruits entering Colleges are poorly informed about the nature of their future occupation, and it is also understandable that some are puzzled by the content of the course which prepares them for their profession. This, therefore, would seem to be another avenue of enquiry in which further research would be helpful.

Finally it was believed that the most important piece of information which emerged from the research project concerned the students' plans for the future. A knowledge of actual career patterns of the College graduates would help to clarify the effectiveness of the College course as well as authenticating the precise avenues of opportunity open to the student of Physical Education. It could be reasoned that the imbalance of supply and demand automatically resolves itself because students carry out their intentions of leaving the profession after a short period of time. This was stated often in the Interviews and confirmed

\(^{(32)}\) R. COULD op. cit. Footnote 8 Chapter 2.
to a lesser extent by Robinson. (34) Yet the course of training makes no acknowledgment of the possible need for planned obsolescence, and it appears to be based on the assumption that the student, given good health and an occasional "refresher course", will be able to fulfill his professional role until retirement. The pessimistic descriptions of Physical Education career prospects for practitioners older than 40 years, offered by Hick, Terson, and Ward and quoted in Chapter One, are not acknowledged in the course structure. Because of the terms of reference laid down for Colleges of Education by the Department of Education and Science, it is not permissible to include components within the course of training (other than classroom teaching) which would make some alternative avenues of professional possibility attainable for the older teacher of Physical Education. As regards work in the classroom, 60% of those interviewed stated that they would not accept full-time classroom teaching. Many suggested that they would prefer to remain in employment linked with sport which was of a more sedentary character such as administrative or managerial work. But the precise nature of work which is eventually undertaken by the large numbers of Physical Education teachers who leave colleges each year remains a mystery. It would be most interesting, therefore, to conduct research into the actual career patterns of those who are trained to teach Physical Education, in order to provide information for this particular area of uncertainty. It would be a valuable adjunct to the findings which emerged from this research project.

(34) P. ROBINSON op.cit. Footnote 69 Chapter 4.
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1951  
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C. KALTON  
1971  
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<td>1972</td>
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<td>A.D. KUHLOW</td>
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<td>1965</td>
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<td>P.W. MUSGROVE (Ed.)</td>
<td>&quot;Sociology, History and Education, A Reader&quot; Latham Press.</td>
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<td>1970</td>
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<td>1965</td>
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<td>1949</td>
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<td>A.N. OPPENHEIM</td>
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1968

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1969

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1967
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<td>&quot;Sociological Orientation to the Study of Physical Education&quot;</td>
<td>1968</td>
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<table>
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<td>J. WATSON</td>
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<td>1964</td>
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<td>B. WILSON</td>
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</table>
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THE QUESTIONNAIRE.

RESEARCH PROJECT.

September, 1971

Will all students who are assisting in this project by answering the enclosed questionnaire, please note the following points:

1. That your assistance is voluntary, and if you do not wish to contribute your help, you are under no obligation to do this.

2. The findings from this questionnaire will present a broad picture only and will in no way affect individual respondents.

3. All answers will be accepted with the strictest confidence and there will be no way of recognising individuals in any future publication of results or statistical representation.

4. In order to maintain strict confidence, a code number, and not the respondent's name should appear on your questionnaire paper.

5. Your help and assistance is acknowledged with grateful thanks.

INSTRUCTIONS

Most of the questions demand simple answers. However, in Parts B and C, Questions B2, B3, C1, C2, and C3 ask you to carry out two tasks. Initially you are required to read five statements. Then your first task is to rank these according to your own personal order of importance. This is done by writing the figures 1 to 5 in the brackets alongside, thus indicating this rank order. Your second task is then to indicate the degree of importance that each of the statements means to you. This is done by putting a circle around one of these descriptions:

- Thoroughly important (TI)
- Mildly important (MI)
- No strong feeling (NSF)
- Mildly unimportant (MU)
- Thoroughly unimportant (TU)

Please note that these abbreviations in brackets will be used.

The procedure is simply illustrated in this "Dummy" question below:

In choosing a girlfriend, the following attributes may play a part in influencing choice. Firstly list them in your order of priority, and secondly describe the relative importance of each attribute by circling the description alongside which is closest to your personal view.

a) I would check to see how attractive her mother was. (2) (TI/MI/NSF/MU/TU)

b) I would require her to be intelligent. (5) (TI/MI/NSP/MU/?)

c) I would consider her physical attributes. (1) (TI/MI/NSP/MU/TU)

d) I would require her to be over 18 years of age. (4) (TI/MI/NSP/MU/TU)

e) I would require her to have a car. (3) (TI/MI/NSP/MU/TU)
You will note from this "dummy" question how the respondent decided to answer. His answer shows both an order of importance of the given statements as well as a further indication of relative importance by means of the additional description alongside. For example, the "Physical attributes" ranked first, and the "attractiveness of Mother" ranked second. But both factors were deemed to be thoroughly important (PI). A clear picture of the respondent's views now emerges. Adopt the same technique when you answer this type of question in Parts B and C.
**Part A**

1) Respondent's code number

2) Date of birth

3) Marital status

   PLEASE PUT A HINGE ROUND THE APPROPRIATE ANSWER

   Married  Single  Engaged  Widowed/divorced/separated.

4) What kind(s) of secondary school(s) did you attend a) for the major part of your Secondary school education, and b) at the end of your Secondary school education prior to starting at college?

   INSERT A CROSS IN THE APPROPRIATE SPACES TO INDICATE THE TYPE(s) OF SECONDARY SCHOOL(s) ATTENDED, a) For the longest period of Secondary schooling and b) Before finally leaving school.

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<th>Type of School</th>
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<th>Finally attended</th>
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<td>Technical</td>
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<tr>
<td>Secondary Modern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive, Bi-lateral, Multi-lateral</td>
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<tr>
<td>Direct Grant (A school which is not maintained by the local authority)</td>
<td></td>
<td></td>
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<tr>
<td>Independent (A school which is not run by the local authority and at which all or most of the pupils pay fees)</td>
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<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

5) What subjects did you pass at Advanced level in G.C.E.?  

   ...............................................................................................................................................  
   ...............................................................................................................................................  

6) What is the present occupation of your father? (If retired then give last occupation, If your upbringing was in the hands of another parent, relative, or legal guardian, answer on their behalf)  

   Occupation .............................................................................................................  
   Information refers to Father  ..................................................  INSERT A CROSS IN THE  
   Other person  .................................................. APPROPRIATE SPACE.
Part D  

Values, ambitions, and achievements

1) What do you regard as your most notable success in a competitive sport?

<table>
<thead>
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<th>Type of sport</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
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</table>

2) Below are a few ambitions which will have different degrees of importance according to individual values. Rank them in order and describe their importance as explained in the instructions.

a) To achieve national success in the sport in which I am most skilled.

b) To obtain a degree at the end of my college course.

c) To secure a good job at the end of my college course.

d) To play an active part in college sports teams.

e) To enjoy to the full the social and community life at college.

3) Below are some ambitions related to your professional aspirations. Rank them in order and describe their importance as explained in the instructions.

a) To teach schoolchildren.

b) To be a specialist P.E. Teacher in a school.

c) To enter any career linked with the world of sports.
   (Such as sport journalist, football trainer, etc)

d) To become a professional sportsman.

e) To become a sports administrator such as Manager of a Sports Centre.

4) During the college course, a few past students have sustained serious injury and have been obliged to withdraw permanently from both physical activity of a strenuous kind, and the Physical Education courses. If you were in this unfortunate position, list the following courses of action in the order in which you would place your priorities.

a) I would concentrate on teaching my academic subject.

b) I would transfer to a general curriculum course leading to Primary School teaching.

c) I would seek a less active job related to sport.
   (Such as administration work)

d) I would take up a different career as a ..................

e) I would look for social work linked with children.
   (Such as career guidance, child welfare officer etc.)

IF YOU HAVE ANY INTEREST IN ANY OTHER CAREER, PLEASE INSERT DESCRIPTION IN d). IF YOU HAVE NO OTHER CAREER INTEREST, STATE THE WORD "NONE".

5) Of all the men and women in the world either living or dead, whom do you admire the most?

........................................................................................................
........................................................................................................
6) During the last twelve months, which sport have you been to watch most as a spectator? (This does not refer to sports watched on the T.V. or at the cinema).
Part C

1) List the statements below in the order which most closely relates to your personal reasons for applying for a place at this college, and describe their relative importance using the scale alongside as explained in the instructions.

a) It has a good student community life. ( ) TI/MI/NSP/LU/TU
b) It is notable for its sporting successes. ( ) TI/MI/NSP/LU/TU
c) It offers good preparatory courses for school-teachers. ( ) TI/MI/NSP/LU/TU
d) It has good sports facilities. ( ) TI/MI/NSP/LU/TU
e) It provides opportunities to get a place in teams of high reputation in the world of sport. ( ) TI/MI/NSP/LU/TU

2) List in order of your priorities, the values that you attach to inter-college sports, and describe their relative importance using the scale alongside as described in the instructions.

a) As a means of building up college spirit. ( ) TI/MI/NSP/LU/TU
b) As a means of proving the level of personal skill. ( ) TI/MI/NSP/LU/TU
c) As a means of providing spectator entertainment. ( ) TI/MI/NSP/LU/TU
d) To provide purposeful activity in college leisure time. ( ) TI/MI/NSP/LU/TU
e) As a means of asserting superiority over the competing opposition. ( ) TI/MI/NSP/LU/TU

3) When you take part in the sport which you listed in question 31, you will have several reasons for competing. List the alternatives below in the order which most closely reflects your reasons, and describe their relative importance in accordance with the instruction sheet.

a) I compete with "fun in participation" as being my chief reason. ( ) TI/MI/NSP/LU/TU
b) I compete with a desire to win as my chief reason. ( ) TI/MI/NSP/LU/TU
c) Because the exercise is beneficial to my health. ( ) TI/MI/NSP/LU/TU
d) Because it gives an opportunity to "let off steam" ( ) TI/MI/NSP/LU/TU
e) Because recognition gained could help my future career. ( ) TI/MI/NSP/LU/TU

4) Amongst your college student colleagues, do you expect to find common agreement over:-

a) The desire to become a teacher. YES/NO Delete
b) The intense interest in sport. YES/NO accordingly

5) Do you think that your fellow students would:-

a) Encourage you to strive for personal success in competitive sport. YES/NO
b) Encourage you to strive for personal success in college coursework. YES/NO (Delete accordingly)
6) If you could be remembered after leaving college for one of the three things below, which would you prefer it to be? **RING THE APPROPRIATE ANSWER.**
   a) Brilliant student  b) Brilliant sportsman  c) Most popular person

7) Recently the college sports clubs have had serious cuts in Grant Aid which have led to cut backs in their sporting programmes. If these "cut backs" eventually meant that monies could only be given for general student amenities and welfare, and all college sports clubs then had to be closed down, what would your reactions be? **RING THE STATEMENT BELOW WHICH MOST REFLECTS YOUR ATTITUDE TO THIS**
   a) Extremely pleased  b) Pleased  c) No strong feeling  d) Displeased  e) Extremely displeased.

8) When you have distributed your time to the requirements of coursework, washing, eating, sleeping, and other obligatory tasks, you will be left with what might be called your leisure time. If you found that the sum total of your leisure time was 12 hours per week, how would you expect to divide it among the following activities? **WHERE NO TIME WOULD BE SPENT PUT A DASH. IN OTHER SPACES INSERT THE APPROPRIATE NUMBER OF HOURS SO THAT THE TOTAL TIME DISTRIBUTED IS 12 HOURS. DO NOT USE FRACTIONS OF HOURS. FOR TIME SPENT ON LEISURE ACTIVITIES NOT GIVEN IN THE LIST, INDICATE IN SECTION E) STATING THE ACTUAL ACTIVITY.**

   a) With girlfriend(s)........ b) Reading books/Newspapers........ c) Lazing........
   d) Watching T.V./Cinema........ e) Training and playing sports........
   f) Church activities........ g) Working on sports committees........
   h) Cultural activities (Drama/music/art etc.)........
   i) With non-sports clubs (Social action group, Chess, Political Clubs etc.)........
   j) In college bar and other bars ....... k) Other ways, namely............. .......hrs.
A. GENERAL INFORMATION

Sections A2 to A6 from the questionnaire were used verbatim. In addition the student was asked to state his chosen academic subject and his Physical Education group.

B. SPORTING SUCCESS

1. What do you regard as your most notable success in a competitive sport?

2. What was the achievement? 3. When was it gained? (i.e. before college or at college) 4. Have you had more representative success in competitive sport during your college course? 5. Have you been involved in competitive sport more, in terms of hours per week, at college than when you were at school? 6. To what factors do you attribute this? 7. Did you go to any Freshers' trials?

8. Did you get into teams at once? 9. What was your reaction to this?

If more success at college

a) How long do you optimistically hope to enjoy this measure of success?

b) What will you turn your attentions to when your measure of success starts to diminish...or hadn't you considered that far ahead yet?

d) What have you done with the extra time made available since your participation in competitive sport?

If less success at college

a) Has this disappointed you at all?

b) Why/Why not?

c) Do you intend to get back into competitive sport?

d) What have you done with the extra time made available since your participation in competitive sport?

10. If you sustained a serious injury tomorrow, which was of a permanent nature, what might take the place of your competitive endeavours in your spare time? 11. Had you ever given this possibility any thought?

12. Do you have any other hobby interests other than sporting interests? That? 13. Do you feel disillusioned in any way with competitive sport? In other words, has it lost any of its magic? In what way?
C. LEISURE ACTIVITIES AND COMMUNITY Llife AT COLLEGE

1. Part CS and C5 of Questionnaire. 2. Have you ever felt that your student colleagues have influenced your choice of spare time activities? In what way? 3. What in your opinion is most likely to win for a student the applause of his fellows? 4. Is there an encouragement to take life easy? 5. Do you enjoy college community life? 6. Is there such a thing as "Second Year Blues"? What does this mean? What causes it? 7. Part 6C of the Questionnaire. 8. Do you ever detect any suggestions of student unrest? Over what topics have you detected this? Why do you think that there has never been any student unrest of mammoth proportion?

D. ATTITUDES ABOUT COLLEGE

1. If you were back in the sixth form, would you decide to come to this college again in the light of your present experience? 2. Why did you apply for a place?

If yes
a) What has impressed you about the place.

If no
a) What would you do next time?
b) Why not this college?

3. How effective do you think it is in preparing students for work as a) a P.E. teacher  b) a Classroom teacher. 4. What aspect of the 3 year course gave you greatest pleasure? 5. What aspect do you consider was most valuable for your own personal education? 6. Can you give a general summing up about the successes or failures, and effectiveness or ineffectiveness of a) the P.E. course.  b) the academic subject course  c) the education course. 7. How and to what extent did the college match up to or differ from your expectations? 8. Are you looking forward to leaving? 9. What do you think about the B.Ed. year? 10. Are you proud to be a ".....man"?
E. FUTURE EXPECTATIONS

1. Do you think that you will teach a) Initially b) Later on. c) Permanently d) Never? 2. Do you look forward to teaching? 3. Do you look forward to a) P.E. teaching b) classroom teaching? Which do you enjoy most? 4. What aspect of P.E. teaching gives you greatest satisfaction? Why? 5. What would be your most hoped for desire in terms of professional success? Do you feel that there is any likelihood of achieving this? 6. If after some years teaching P.E., you find that age recommends a change to an alternative kind of work, would you accept full-time classroom teaching as a possible alternative? What other kind of work would you consider? 7. Do you consider your future opportunities in education as being equal to the opportunities of teachers, similarly qualified, from other subjects? 8. What areas of work, other than schoolteaching, gain your interest? 9. Assuming that you do not suffer any untoward injury or illness, how long do you think that you could undertake to teach P.E. effectively. i.e. to what age? 10. Are you aware of any difficulties facing a sportsman who is learning to adopt the qualities and example appropriate for a school teacher?

F. CONCLUSION

This interview attempts to find out something about college life. What aspects of student life do you think have not been revealed by the questions posed?
A Tabulation of Some Findings from the Interview

"Non-Sportsmen"

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"Sportsmen"

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Note on tables: Shortage of space occurs in tabular representation and abbreviations are sometimes used. Where relevant, remarks are reported verbatim. Tables only record the salient features of conversations. Fuller reporting is made in the text of Chapters 10 and 12.
### Non-Sportsmen

<table>
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<th>Code no.</th>
<th>Other hobbies</th>
<th>Trial result</th>
<th>Has sport lost any magic?</th>
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<td>Music, Painting, Poetry, Guitar</td>
<td>4th team Disillusioned Got to &quot;grease up&quot; for a place. So lost interest</td>
<td>Yes - Disillusioned</td>
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<tr>
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<td>Freshers' As expected Team</td>
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</tr>
<tr>
<td>C</td>
<td>None</td>
<td>No, staggered at standard outside Cornwall, gave up. Freshers' 2nds. Pleased</td>
<td>Yes - Not the glamour as at school.</td>
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<tr>
<td>D</td>
<td>None</td>
<td>No, Not bothered; didn't like training for sport</td>
<td>Yes - Got apathetic</td>
</tr>
<tr>
<td>E</td>
<td>Music, Guitar</td>
<td>No, Injured at trial. A bit sorry.</td>
<td>No - But prefers to spectate</td>
</tr>
<tr>
<td>F</td>
<td>None</td>
<td>3rd soccer team; pleased, realised it was hard</td>
<td>Partly - Disappointed in England soccer.</td>
</tr>
<tr>
<td>G</td>
<td>Music, Model planes</td>
<td>3rd soccer; disappointed</td>
<td>Yes - Only play for prestige.</td>
</tr>
<tr>
<td>H</td>
<td>None</td>
<td>2nd Team; hoped for 1st.</td>
<td>Partly - but still enjoyed soccer</td>
</tr>
<tr>
<td>I</td>
<td>Travelling abroad</td>
<td>2nd team; pleased</td>
<td>Yes - Enjoyed no game since school days</td>
</tr>
<tr>
<td>J</td>
<td>None</td>
<td>2nd Team; hoped for 1st.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Sportsmen

<table>
<thead>
<tr>
<th>Code no.</th>
<th>Other hobbies</th>
<th>Trial result</th>
<th>Has sport lost any magic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Plastic models</td>
<td>4th soccer team; pleased</td>
<td>No</td>
</tr>
<tr>
<td>L</td>
<td>Music</td>
<td>Arrived too late</td>
<td>No; keeps him going.</td>
</tr>
<tr>
<td>M</td>
<td>Music</td>
<td>No; Injured at trial. Fed up and left soccer.</td>
<td>Yes, bit disillusioned</td>
</tr>
<tr>
<td>N</td>
<td>Folk music</td>
<td>1st Hockey - knew he was good, had never failed.</td>
<td>No</td>
</tr>
<tr>
<td>O</td>
<td>None</td>
<td>1st Hockey - surprised at this success.</td>
<td>No</td>
</tr>
<tr>
<td>P</td>
<td>None</td>
<td>1st Hockey - realised that he was good</td>
<td>No</td>
</tr>
<tr>
<td>Q</td>
<td>None</td>
<td>3rd Soccer; unhappy</td>
<td>No; even more keen as he gets success</td>
</tr>
<tr>
<td>R</td>
<td>Taking dog for walks</td>
<td>3rd Soccer; bit sorry</td>
<td>Yes; a weekly routine</td>
</tr>
<tr>
<td>S</td>
<td>&quot;Hit of&quot; chess</td>
<td>No - Rather shocked</td>
<td>No pre-game excitement</td>
</tr>
<tr>
<td>T</td>
<td>Driving Car?</td>
<td>2nd team place; pleased</td>
<td>Yes; super professionalism &amp; need to win</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
### Non-sportsmen

<table>
<thead>
<tr>
<th>Code no.</th>
<th>Do you look frow to leaving?</th>
<th>Are you proud to be a “man”.....</th>
<th>Wildest ambition</th>
<th>Possible to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Yes; wants to be independent</td>
<td>Yes</td>
<td>Head of P.E in a happy school</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Yes; but will miss the College</td>
<td>Yes</td>
<td>Head of P.E in a big college</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>No; now realizes problem of jobs</td>
<td>Yes</td>
<td>To change a rough school to a good one</td>
<td>Slim chance</td>
</tr>
<tr>
<td>D</td>
<td>Unsure; miss his friends</td>
<td>Yes</td>
<td>Lecturer or Head of P.E. Dept.</td>
<td>Yes</td>
</tr>
<tr>
<td>E</td>
<td>Yes; but will miss social life</td>
<td>Yes; noted nationally</td>
<td>To launch a revolutionary educ. scheme</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Yes; will miss “holiday camp”</td>
<td>Yes</td>
<td>Head of P.E. Dept.</td>
<td>Yes</td>
</tr>
<tr>
<td>G</td>
<td>Yes; been student long enough</td>
<td>Yes</td>
<td>Co. Adviser</td>
<td>Yes</td>
</tr>
<tr>
<td>H</td>
<td>Yes; but will miss friends</td>
<td>Yes</td>
<td>To teach P.E. in the Bahamas</td>
<td>Yes</td>
</tr>
<tr>
<td>I</td>
<td>Yes; wants a change of scene</td>
<td>Yes</td>
<td>Senior Lecturer in a University</td>
<td>Yes</td>
</tr>
<tr>
<td>J</td>
<td>Yes; Looks forward to teaching</td>
<td>Yes</td>
<td>Lecturer in a College</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Sportsmen

<table>
<thead>
<tr>
<th>Code no.</th>
<th>Do you want to delay decision to teach</th>
<th>Are you got a job in New Zealand</th>
<th>Other Sports Centre Manager</th>
<th>Other Lecturer</th>
<th>Possible to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Yes; wants to delay decision to teach</td>
<td>No</td>
<td>Yes; been enough</td>
<td>Yes</td>
<td>Own Lamborghini car &amp; Swiss house</td>
</tr>
<tr>
<td>L</td>
<td>Yes; got a job in New Zealand</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>To be Head of a Recreation Centre</td>
</tr>
<tr>
<td>M</td>
<td>No</td>
<td>Yes</td>
<td>Yes; had enough</td>
<td>Yes</td>
<td>Head of P.E. in a big Comprehensive school</td>
</tr>
<tr>
<td>N</td>
<td>Yes; had enough</td>
<td>Yes</td>
<td>Yes; will miss friends &amp; sport</td>
<td>Yes</td>
<td>Sports Centre Manager</td>
</tr>
<tr>
<td>O</td>
<td>Yes; will miss friends &amp; sport</td>
<td>Yes</td>
<td>Yes; will miss friends &amp; sport</td>
<td>Yes</td>
<td>Snr. Staff Hockey Coach or Hockey Lecturer</td>
</tr>
<tr>
<td>P</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>To get into R.A.F.</td>
</tr>
<tr>
<td>Q</td>
<td>No; enjoys the place</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>College Lecturer perhaps</td>
</tr>
<tr>
<td>R</td>
<td>Yes; Married &amp; wants a house</td>
<td>Yes</td>
<td>Yes; Married &amp; wants a house</td>
<td>Yes</td>
<td>P.E. Lecturer</td>
</tr>
<tr>
<td>S</td>
<td>Yes; wants to start the &quot;real thing&quot;</td>
<td>Yes</td>
<td>Yes; wants to start the &quot;real thing&quot;</td>
<td>Yes</td>
<td>To lead a well equip. educational centre.</td>
</tr>
<tr>
<td>T</td>
<td>No</td>
<td>Yes</td>
<td>Yes; wants to start the &quot;real thing&quot;</td>
<td>Yes</td>
<td>Sports Centre Manager or a coach or Head master</td>
</tr>
</tbody>
</table>
### "Non-sportsmen"

<table>
<thead>
<tr>
<th>Code</th>
<th>Age limit for P.E. teacher</th>
<th>Would you come here again if back at school?</th>
<th>Would you teach academic subject if badly injured?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>40 - 45</td>
<td>Yes; plenty of friends</td>
<td>Yes; especially maladjusted</td>
</tr>
<tr>
<td>B</td>
<td>Retirement</td>
<td>Yes; impressed by high level of skill</td>
<td>No</td>
</tr>
<tr>
<td>C</td>
<td>40 - 45</td>
<td>Yes; impressed by standard of sport &amp; lazy atmosphere</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>45 - 50</td>
<td>Yes; for P.E.; facilities good; sport made friends A</td>
<td>No</td>
</tr>
<tr>
<td>E</td>
<td>35 - 36</td>
<td>No, because of emphasis on sport; Pref. Polytechnic</td>
<td>Yes, happier teaching Drama</td>
</tr>
<tr>
<td>F</td>
<td>Over 50</td>
<td>Yes; good after public sch., lots of different people and fine facilities</td>
<td>No</td>
</tr>
<tr>
<td>G</td>
<td>45 - 50</td>
<td>Yes; facilities finest; pleased with new knowledge high respect for P.E. staff</td>
<td>No; rather leave teaching altogether than work in classroom full-time</td>
</tr>
<tr>
<td>H</td>
<td>45</td>
<td>Yes; enjoyed the course</td>
<td>No, not full-time</td>
</tr>
<tr>
<td>I</td>
<td>35</td>
<td>Yes; an aura about the place; skill in all sports whole course impressive</td>
<td>No</td>
</tr>
<tr>
<td>J</td>
<td>35 - 40</td>
<td>Yes; facilities, mainly; some lecturers good</td>
<td>No, not full-time</td>
</tr>
</tbody>
</table>

### "Sportsmen"

<table>
<thead>
<tr>
<th>Code</th>
<th>Age limit for P.E. teacher</th>
<th>Would you come here again if back at school?</th>
<th>Would you teach academic subject if badly injured?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>35</td>
<td>Yes; modern buildings let; modern ideas; well placed for travel to fixtures</td>
<td>Yes</td>
</tr>
<tr>
<td>L</td>
<td>40 - 50</td>
<td>Yes; Firstly a comprehensive course; facilities gd. for personal improvement</td>
<td>No</td>
</tr>
<tr>
<td>M</td>
<td>40</td>
<td>Yes; impressed that different people get on together.</td>
<td>Yes</td>
</tr>
<tr>
<td>N</td>
<td>35</td>
<td>No; monotonous routine and regimented; prefer University.</td>
<td>Yes</td>
</tr>
<tr>
<td>O</td>
<td>Late 30's</td>
<td>Yes; social life great; 2 course subjects good; sport results pleasing</td>
<td>No</td>
</tr>
<tr>
<td>P</td>
<td>40 - 45</td>
<td>Yes; Good life; very friendly; good with high class sportsmen all round you</td>
<td>No; not full time</td>
</tr>
<tr>
<td>Q</td>
<td>40</td>
<td>Yes; companionship and high standards in sport</td>
<td>No</td>
</tr>
<tr>
<td>R</td>
<td>Retirement</td>
<td>No; Univ. gives wider range of jobs.</td>
<td>No</td>
</tr>
<tr>
<td>S</td>
<td>Retirement</td>
<td>Yes; facilities; coaching</td>
<td>Yes</td>
</tr>
<tr>
<td>T</td>
<td>35 - 40</td>
<td>Yes; P.E. Lecturers; facilities, &amp; good coaching.</td>
<td>Yes, but only as last resort</td>
</tr>
</tbody>
</table>
### "Non-sportsmen"

<table>
<thead>
<tr>
<th>Code no.</th>
<th>Observations about student unrest</th>
<th>Comments on the course in Physical Edu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Has heard about it, but most conservative because of P.E.</td>
<td>Basically good, but too theoretical and too concerned with teaching good pupils</td>
</tr>
<tr>
<td>B</td>
<td>Some unhappy- justified because of discipline for trivial offences</td>
<td>Too concerned with personal skill acquisition rather than the business of teaching skill to others</td>
</tr>
<tr>
<td>C</td>
<td>Yes, reported in student newspaper, but most prefer to use time for sport</td>
<td>An effective course; probably better than most students realise</td>
</tr>
<tr>
<td>D</td>
<td>Everyone means; no-one acts</td>
<td>Very effective</td>
</tr>
<tr>
<td>E</td>
<td>Over work; but no-one acts</td>
<td>Excellent</td>
</tr>
<tr>
<td>F</td>
<td>Only trivial means e.g. food or stones on rugby pitch</td>
<td>Good, but more time needs to be spent on aspects of First Aid.</td>
</tr>
<tr>
<td>G</td>
<td>Everyone a leader but no-one leads; if sport is there each week, no complaints</td>
<td>Effective. Some aspects missed out, but this is inevitable</td>
</tr>
<tr>
<td>H</td>
<td>Anger over dance in P.E. course, but most are cosy</td>
<td>Falls reasonably well prepared to teach this subject</td>
</tr>
<tr>
<td>I</td>
<td>Just niggles; low status of P.E., meals, team selection</td>
<td>Very effective; gives a vast volume of ideas. Prepares students well</td>
</tr>
<tr>
<td>J</td>
<td>Trivialities; meals, petty rules, but if facilities open for sport, no-one reacts</td>
<td>Good, but particularly teaching practice</td>
</tr>
</tbody>
</table>

### "Sportsmen"

<table>
<thead>
<tr>
<th>Code no.</th>
<th>Observations about student unrest</th>
<th>Comments on the course in Physical Edu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Bureaucracy &amp; Dance in P.E. But P.E. man too busy in sp.</td>
<td>Good but many things missing; no work on how to run your P.E. Dept.</td>
</tr>
<tr>
<td>L</td>
<td>Food, work system; but P.E. man too keen on sport &amp; beer</td>
<td>Good but scientific study unrelated to teaching; sometimes method of teaching ignored</td>
</tr>
<tr>
<td>M</td>
<td>Few means because of sport interest which bonds student</td>
<td>Quite good but more work needed with children</td>
</tr>
<tr>
<td>N</td>
<td>Small things; dance in P.E. but everyone comfortable</td>
<td>Effective; gives the material but does not convey details about actual life in school</td>
</tr>
<tr>
<td>O</td>
<td>Low status of P.E. course but students apathetic</td>
<td>Very thorough</td>
</tr>
<tr>
<td>P</td>
<td>Trivialities; sportsmen too involved to complain</td>
<td>If students take notes and work hard the course is very good</td>
</tr>
<tr>
<td>Q</td>
<td>Anger over petty rules; but College discipline fine</td>
<td>Quite effective, but more direction in courses to actual teaching would help</td>
</tr>
<tr>
<td>R</td>
<td>Small things; but students helpless in fighting rules</td>
<td>Pretty good all through, especially First Year course work</td>
</tr>
<tr>
<td>S</td>
<td>Much unrest; e.g. academic study at a noted P.E. Coll.</td>
<td>Not effective; needs to be 5 yrs. long &amp; with students doing more of the teaching</td>
</tr>
<tr>
<td>T</td>
<td>Food; Principal too distant; but P.E. boys easy going and prefer their beer rather than protest marches</td>
<td>Worried that First Year students get no First Aid before their 1st teaching pract.</td>
</tr>
</tbody>
</table>
"Non-sportmen"

<table>
<thead>
<tr>
<th>Code</th>
<th>Comments on the effectiveness of the academic Subject Course</th>
<th>Comments on the effectiveness of the Education Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Good if all set work completed</td>
<td>Useful course</td>
</tr>
<tr>
<td>B</td>
<td>A need for more ideas on how to present the subject in school</td>
<td>Covers too many disciplines but prepares students for Teach. Pract.</td>
</tr>
<tr>
<td>C</td>
<td>Very poor; one learns facts but not how to present them to a class</td>
<td>Little was got across that related to teaching</td>
</tr>
<tr>
<td>D</td>
<td>Utterly useless; one is no better informed after 3 years of study; Vague; &quot;Use text book imaginatively&quot;</td>
<td>Of vague academic interest; quite irrelevant except for a series of lectures on &quot;Drugs&quot;</td>
</tr>
<tr>
<td>E</td>
<td>Good for a probationary teacher</td>
<td>If you work, it is v. fruitful</td>
</tr>
<tr>
<td>F</td>
<td>Too much personal knowledge learnt; one needs more contact with children</td>
<td>No worse if whole course missed out. But 3OSLA and Drug lectures useful</td>
</tr>
<tr>
<td>G</td>
<td>Ineffective; lacks knowledge about the approach in some teach. situations</td>
<td>Doesn’t know how to begin; one big failure; useless before Teach. Pract.</td>
</tr>
<tr>
<td>H</td>
<td>Course hasn’t helped much, but he feels confident to teach it</td>
<td>Boring; can remember none of History of Edu. or Philosophy Course</td>
</tr>
<tr>
<td>I</td>
<td>Terrible; but improving because students now go into schools</td>
<td>Prefers not to offer any comment</td>
</tr>
<tr>
<td>J</td>
<td>Didn’t do too well in subject; too much is acquisition of pers. knowledge</td>
<td>Good course; some rubbish but becomes relevant later; Psychology course gd.</td>
</tr>
</tbody>
</table>

"Sportmen"

<table>
<thead>
<tr>
<th>Code</th>
<th>Comments on the effectiveness of the academic Subject Course</th>
<th>Comments on the effectiveness of the Education Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Good but not excellent. Could have been better</td>
<td>Poor course; relevant but too theoretical; staff not taught for years</td>
</tr>
<tr>
<td>L</td>
<td>He got the facts but not how to use them in the classroom</td>
<td>Knowledge relevant but not geared to teaching; just churned out of books</td>
</tr>
<tr>
<td>M</td>
<td>Still in no way ready to teach this subject; no methodology; work just geared to student learning of facts</td>
<td>No relevance for school work; up in the clouds; no structure; in year 3 just series of seminar arguments</td>
</tr>
<tr>
<td>N</td>
<td>Good has confidence to teach class</td>
<td>Ineffective; adequate before Teach. Pract.</td>
</tr>
<tr>
<td>O</td>
<td>Struggled on Teach. Pract.; Only knew enough to teach less able pupils</td>
<td>Too much theory &amp; Piaget; not enough theory on how to teach</td>
</tr>
<tr>
<td>P</td>
<td>Not effective; In method course the students gave lecturettes in turn</td>
<td>Bored to tears; all simple common sense; no help to understand children</td>
</tr>
<tr>
<td>Q</td>
<td>Fact learning from books; teaching ability really came from Teach. Pract.</td>
<td>Believed that Edu. staff are failed teachers; has done nothing for him</td>
</tr>
<tr>
<td>R</td>
<td>Fine course; but no preparation for teaching children in a classroom</td>
<td>Only has theory to meet B.Ed needs; it must be more related to teaching</td>
</tr>
<tr>
<td>S</td>
<td>Poor; student a pupil who just learns facts; not even a method course</td>
<td>Would have liked more; a lot was good</td>
</tr>
<tr>
<td>T</td>
<td>The just spent making him a better Geographer; method course included but it lacks much needed advice</td>
<td>Done him no good at all; ideas and theories not relevant; regards staff as failure teachers; doesn’t think that they are genuine; very &quot;bitty&quot;</td>
</tr>
</tbody>
</table>
TABLES

(Percentages expressed to one decimal place)
ANALYSIS OF THE DATA COMPILLED FROM THE QUESTIONNAIRES COMPLETED BY FRESHMEN ON THEIR FIRST DAY AT COLLEGE, AUTUMN TERM 1971

151 DATA CARDS WERE CHECKED BY THIS PROGRAMME

STUDENTS AGES ON DAY OF ANSWERING QUESTIONNAIRE, 14TH SEPTEMBER 1971

<table>
<thead>
<tr>
<th>AGES IN YEARS</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
<th>29</th>
<th>30</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>70</td>
<td>53</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>52.3</td>
<td>35.7</td>
<td>7.3</td>
<td>2.0</td>
<td>-</td>
<td>-</td>
<td>0.7</td>
<td>-</td>
<td>-</td>
<td>0.7</td>
<td>-</td>
<td>-</td>
<td>0.7</td>
<td>-</td>
</tr>
</tbody>
</table>

151 CORRECT CARDS PRODUCED THESE GCE RESULTS

<table>
<thead>
<tr>
<th>% No.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>PASSED NO GCE ADVANCED LEVELS</td>
</tr>
<tr>
<td>30.5%</td>
<td>PASSED ONE GCE ADVANCED LEVEL</td>
</tr>
<tr>
<td>45.0%</td>
<td>PASSED TWO GCE ADVANCED LEVELS</td>
</tr>
<tr>
<td>19.9%</td>
<td>PASSED THREE GCE ADVANCED LEVELS</td>
</tr>
<tr>
<td>4.0%</td>
<td>PASSED FOUR GCE ADVANCED LEVELS</td>
</tr>
<tr>
<td>0.7%</td>
<td>PASSED FIVE GCE ADVANCED LEVELS</td>
</tr>
</tbody>
</table>
151 correct cards produced these statistics on schools attended

Table 2
ANALYSIS OF SECONDARY SCHOOLS ATTENDED

<table>
<thead>
<tr>
<th></th>
<th>FOR THE LONGEST PERIOD</th>
<th>FINALLY ATTENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Grammar, Senior-Secondary</td>
<td>93</td>
<td>61-6</td>
</tr>
<tr>
<td>Technical</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Secondary Modern</td>
<td>18</td>
<td>11.9</td>
</tr>
<tr>
<td>Comprehensive Bi-Lateral, Multi-Lateral</td>
<td>15</td>
<td>9.9</td>
</tr>
<tr>
<td>Direct Grant</td>
<td>8</td>
<td>5.3</td>
</tr>
<tr>
<td>Independent</td>
<td>14</td>
<td>9.3</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

151 correct cards provided this information about parents occupation

Table 4
ANALYSIS OF SOCIO-ECONOMIC BACKGROUND
(USING HALL AND JONES STANDARD CLASSIFICATION INDEX)

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>%</th>
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<tbody>
<tr>
<td>Professional and High Administrative</td>
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</tr>
<tr>
<td>Managerial and Executive</td>
<td>19</td>
<td>12.6</td>
</tr>
<tr>
<td>Inspectional, Supervisory and Other Non-manual: Higher Grade</td>
<td>27</td>
<td>17.9</td>
</tr>
<tr>
<td>Inspectional, Supervisory and Other Non-manual: Lower Grade</td>
<td>34</td>
<td>22.5</td>
</tr>
<tr>
<td>Skilled-mannual and Routine Grades of Non-manual</td>
<td>35</td>
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</tr>
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<td>Semi-Skilled Manual</td>
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<tr>
<td>Other</td>
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</table>
154 correct cards provided this information about sporting achievement.

**Range of the competitive sports in which most noted successes are reported**

<table>
<thead>
<tr>
<th>No</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>RUGBY FOOTBALL</td>
<td>43</td>
</tr>
<tr>
<td>ASSOC FOOTBALL</td>
<td>28</td>
</tr>
<tr>
<td>ATHLETICS</td>
<td>26</td>
</tr>
<tr>
<td>CRICKET</td>
<td>18</td>
</tr>
<tr>
<td>HOCKEY</td>
<td>8</td>
</tr>
<tr>
<td>SWIMMING</td>
<td>8</td>
</tr>
<tr>
<td>CROSS COUNTRY</td>
<td>6</td>
</tr>
<tr>
<td>BASKETBALL</td>
<td>4</td>
</tr>
<tr>
<td>TENNIS</td>
<td>2</td>
</tr>
<tr>
<td>GYMNASTICS</td>
<td>2</td>
</tr>
<tr>
<td>ARCHERY</td>
<td>1</td>
</tr>
<tr>
<td>CYCLING</td>
<td>1</td>
</tr>
<tr>
<td>ROWING</td>
<td>1</td>
</tr>
<tr>
<td>SQUASH</td>
<td>1</td>
</tr>
<tr>
<td>WATER POLO</td>
<td>1</td>
</tr>
<tr>
<td>NONE</td>
<td>1</td>
</tr>
<tr>
<td>Range of Achievements in the Respondents' Most Successful Sporting Endeavour</td>
<td>No.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>National Team</td>
<td>3</td>
</tr>
<tr>
<td>National Trial or Reserve</td>
<td>2</td>
</tr>
<tr>
<td>National Junior Team</td>
<td>13</td>
</tr>
<tr>
<td>National Junior Trial or Reserve</td>
<td>2</td>
</tr>
<tr>
<td>Area Team (e.g., Southern Counties)</td>
<td>14</td>
</tr>
<tr>
<td>Area Team Trial or Reserve</td>
<td>3</td>
</tr>
<tr>
<td>County Team (including school co.)</td>
<td>46</td>
</tr>
<tr>
<td>County Trial</td>
<td>5</td>
</tr>
<tr>
<td>District Team (e.g., North-West Kent)</td>
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</tr>
<tr>
<td>District Team Trial</td>
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</tr>
<tr>
<td>Attached to Professional or Major Club</td>
<td>9</td>
</tr>
<tr>
<td>Town Team</td>
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</tr>
<tr>
<td>School Team</td>
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<tr>
<td>Uniformed Association Team (e.g., Scouts)</td>
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</tr>
<tr>
<td>Other</td>
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<td>None</td>
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</table>
Answer Totals for Questions 52, 53, and 54

<table>
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<th>A</th>
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<th>C</th>
<th>D</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>460</td>
<td>245</td>
<td>295</td>
<td>440</td>
<td>437</td>
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Table 7

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<th>D</th>
<th>E</th>
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</thead>
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<td>287</td>
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<td>449</td>
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Table 8

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<tr>
<td>235</td>
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</table>

Table 9

125 Correct Cards Provided the Data for Questions 5.2, 5.3, and 5.4
Table 10  
<table>
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<tr>
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<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>1</td>
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<td>244</td>
<td>304</td>
<td>319</td>
<td>486</td>
<td>1455</td>
</tr>
<tr>
<td>2</td>
<td>239</td>
<td>305</td>
<td>486</td>
<td>368</td>
<td>477</td>
<td>1618</td>
</tr>
<tr>
<td>3</td>
<td>272</td>
<td>277</td>
<td>456</td>
<td>485</td>
<td>385</td>
<td>1788</td>
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Table 11  
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<th>D</th>
<th>E</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>302</td>
<td>244</td>
<td>304</td>
<td>319</td>
<td>486</td>
<td>1455</td>
</tr>
<tr>
<td>2</td>
<td>239</td>
<td>305</td>
<td>486</td>
<td>368</td>
<td>477</td>
<td>1618</td>
</tr>
<tr>
<td>3</td>
<td>272</td>
<td>277</td>
<td>456</td>
<td>485</td>
<td>385</td>
<td>1788</td>
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Table 12  
<table>
<thead>
<tr>
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<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>302</td>
<td>244</td>
<td>304</td>
<td>319</td>
<td>486</td>
<td>1455</td>
</tr>
<tr>
<td>2</td>
<td>239</td>
<td>305</td>
<td>486</td>
<td>368</td>
<td>477</td>
<td>1618</td>
</tr>
<tr>
<td>3</td>
<td>272</td>
<td>277</td>
<td>456</td>
<td>485</td>
<td>385</td>
<td>1788</td>
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</table>

Table 13  
**INCIDENCE OF REPLY SELECTIONS IN QUESTION B.2.**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>13</td>
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<td>14</td>
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</tr>
<tr>
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<td>41.6</td>
<td>52</td>
<td>44</td>
<td>17</td>
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<td>4</td>
</tr>
<tr>
<td>C</td>
<td>30.4</td>
<td>38</td>
<td>36</td>
<td>27</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>31</td>
<td>58</td>
<td>16</td>
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<td>10.4</td>
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<td>17</td>
<td>28</td>
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Table 14  
**INCIDENCE OF REPLY SELECTIONS IN QUESTION B.3.**

<table>
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<th></th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>24.8</td>
<td>31</td>
<td>50</td>
<td>26</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>50.4</td>
<td>63</td>
<td>62</td>
<td>13</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>6.4</td>
<td>8</td>
<td>16</td>
<td>38</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>D</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>27</td>
<td>62</td>
</tr>
<tr>
<td>E</td>
<td>8.8</td>
<td>11</td>
<td>11</td>
<td>30</td>
<td>39</td>
<td>34</td>
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</table>

Table 15  
**INCIDENCE OF REPLY SELECTIONS IN QUESTION B.4.**

<table>
<thead>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>49.6</td>
<td>62</td>
<td>34</td>
<td>15</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>9.6</td>
<td>12</td>
<td>19</td>
<td>38</td>
<td>39</td>
<td>17</td>
</tr>
<tr>
<td>C</td>
<td>31.2</td>
<td>39</td>
<td>33</td>
<td>19</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>8.8</td>
<td>11</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>64</td>
</tr>
<tr>
<td>E</td>
<td>8.8</td>
<td>11</td>
<td>36</td>
<td>39</td>
<td>28</td>
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### Table 16  
**INCIDENCE OF REPLY SELECTIONS IN QUESTION C.1.**

<table>
<thead>
<tr>
<th></th>
<th>% placed first</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. IT HAS A GOOD STUDENT COMMUNITY LIFE</td>
<td>1.6 2 9 22 44 48</td>
</tr>
<tr>
<td>B. IT IS NOTABLE FOR ITS SPORTING SUCCESSES</td>
<td>44.0 55 28 20 17 5</td>
</tr>
<tr>
<td>C. IT OFFERS GOOD PREPARATORY COURSE FOR SCHOOLTEACHERS</td>
<td>32.8 41 29 24 22 9</td>
</tr>
<tr>
<td>D. IT HAS GOOD SPORTS FACILITIES</td>
<td>16.0 20 43 39 19 4</td>
</tr>
<tr>
<td>E. IT PROVIDES OPPORTUNITY TO GET A PLACE IN TEAMS OF HIGH REPUTATION IN WORLD OF SPORT</td>
<td>5.6 7 16 20 23 59</td>
</tr>
</tbody>
</table>

### Table 17  
**INCIDENCE OF REPLY SELECTIONS IN QUESTION C.2.**

<table>
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<tr>
<th></th>
<th>% placed first</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. AS A MEANS OF BUILDING UP COLLEGE SPIRIT</td>
<td>47.2 59 32 21 12 1</td>
</tr>
<tr>
<td>B. AS A MEANS OF PROVING THE LEVEL OF PERSONAL SKILL</td>
<td>24.0 30 37 36 17 5</td>
</tr>
<tr>
<td>C. AS A MEANS OF PROVIDING SPECTATOR ENTERTAINMENT</td>
<td>3.2 4 8 25 49 39</td>
</tr>
<tr>
<td>D. TO PROVIDE PURPOSEFUL ACTIVITY IN COLLEGE LEISURE TIME</td>
<td>14.4 18 29 33 32 13</td>
</tr>
<tr>
<td>E. AS A MEANS OF ASSERTING SUPERIORITY OVER THE COMPETING OPPOSITION</td>
<td>1.2 14 19 10 15 67</td>
</tr>
</tbody>
</table>

### Table 18  
**INCIDENCE OF REPLY SELECTIONS IN QUESTION C.3.**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. I COMPETE WITH FUN IN PARTICIPATION AS BEING MY CHIEF REASON</td>
<td>37.6 47 34 24 15 5</td>
</tr>
<tr>
<td>B. I COMPETE WITH A DESIRE TO WIN AS MY CHIEF REASON</td>
<td>42.4 53 31 18 7 16</td>
</tr>
<tr>
<td>C. BECAUSE THE EXERCISE IS BENEFICIAL TO MY HEALTH</td>
<td>1.6 2 14 39 41 29</td>
</tr>
<tr>
<td>D. BECAUSE IT GIVES AN OPPORTUNITY TO LET OFF STEAM</td>
<td>4.8 6 16 17 34 52</td>
</tr>
<tr>
<td>E. BECAUSE RECOGNITION GAINED COULD HELP MY FUTURE CAREER</td>
<td>13.6 17 30 27 28 23</td>
</tr>
</tbody>
</table>
Analysis of the groups of persons living or dead who gained the greatest admiration of the respondents

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>International Statesmen, Politicians, Govt. Figures</td>
<td>9.3</td>
</tr>
<tr>
<td>5</td>
<td>British Statesmen, Politicians, Govt. Figures</td>
<td>3.3</td>
</tr>
<tr>
<td>10</td>
<td>Military heroes, Army Generals</td>
<td>6.7</td>
</tr>
<tr>
<td>2</td>
<td>Kings and Queens</td>
<td>1.3</td>
</tr>
<tr>
<td>5</td>
<td>Authors, Poets</td>
<td>3.3</td>
</tr>
<tr>
<td>3</td>
<td>Musicians, Composers</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>Dramatists</td>
<td>1.3</td>
</tr>
<tr>
<td>2</td>
<td>Film Stars</td>
<td>1.3</td>
</tr>
<tr>
<td>2</td>
<td>T.V. Stars</td>
<td>1.3</td>
</tr>
<tr>
<td>1</td>
<td>Pop Stars</td>
<td>0.7</td>
</tr>
<tr>
<td>2</td>
<td>Internationally acclaimed heroes, e.g., Helen Keller</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Table 19

Analysis of the types of sports which each respondent watched most (live) in the previous 12 months

<table>
<thead>
<tr>
<th>No.</th>
<th>Sport</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>67</td>
<td>Associated Football</td>
<td>44.7</td>
</tr>
<tr>
<td>41</td>
<td>Rugby Football</td>
<td>27.3</td>
</tr>
<tr>
<td>11</td>
<td>Athletics</td>
<td>7.3</td>
</tr>
<tr>
<td>6</td>
<td>Cricket</td>
<td>4.0</td>
</tr>
<tr>
<td>5</td>
<td>Tennis</td>
<td>3.3</td>
</tr>
<tr>
<td>4</td>
<td>Hockey (men)</td>
<td>2.7</td>
</tr>
<tr>
<td>3</td>
<td>Basketball</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>Rugby League</td>
<td>1.3</td>
</tr>
<tr>
<td>1</td>
<td>Squash</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Hockey (ladies)</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Swimming</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Water Polo</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Rowing</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Water Skiing</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Golf</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>Grass track racing</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Table 20

Total of sports heroes reported was 50 (33.3 %)
151 CORRECT CARDS PROVIDED THIS INFORMATION FROM QUESTIONS C.4 AND C.5

### Table 21  REPLY TO QUESTION C.4

<table>
<thead>
<tr>
<th>No.</th>
<th>REPLY</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>74</td>
<td>RESPONDENTS EXPECTED TO FIND COMMON-CONSENSUS AMONGST STUDENT-COLLEAGUES IN THE DESIRE TO BECOME A TEACHER</td>
<td>49.7</td>
</tr>
<tr>
<td>75</td>
<td>RESPONDENTS EXPECTED TO FIND INTENSE INTEREST IN SPORT AMONGST STUDENT-COLLEAGUES</td>
<td>82.8</td>
</tr>
<tr>
<td>2</td>
<td>DID NOT PROVIDE AN ANSWER</td>
<td>1.3</td>
</tr>
</tbody>
</table>

### Table 22  REPLY TO QUESTION C.5

<table>
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<th>No.</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>EXPECTED THAT FELLOW STUDENTS WOULD ENCOURAGE PERSONAL ATTEMPTS TO GAIN SUCCESS IN COMPETITIVE SPORT</td>
<td>82.1</td>
</tr>
<tr>
<td>25</td>
<td>DID NOT EXPECT TO FIND THIS ENCOURAGEMENT</td>
<td>15.9</td>
</tr>
<tr>
<td>2</td>
<td>DID NOT PROVIDE AN ANSWER</td>
<td>1.3</td>
</tr>
</tbody>
</table>

### Table 23  REPLY TO QUESTION C.6

<table>
<thead>
<tr>
<th>No.</th>
<th>REPLY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>THERE WERE 21 WHO SELECTED BRILLIANT STUDENT</td>
<td>15.9</td>
</tr>
<tr>
<td>47</td>
<td>THERE WERE 47 WHO SELECTED BRILLIANT SPORTSMAN</td>
<td>32.5</td>
</tr>
<tr>
<td>78</td>
<td>THERE WERE 78 WHO SELECTED MOST POPULAR PERSON</td>
<td>51.7</td>
</tr>
<tr>
<td>2</td>
<td>DID NOT PROVIDE AN ANSWER</td>
<td>2.0</td>
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Table 24

REPLIES TO QUESTION C.7

151 CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.7

THE ATTITUDES OF STUDENTS TOWARDS A COMPLETE WITHDRAWAL OF UNION FUNDS FROM COLLEGE SPORTS CLUBS

<table>
<thead>
<tr>
<th>% No</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-7</td>
<td>1. SELECTED THE EXTREMELY PLEASED STATEMENT</td>
</tr>
<tr>
<td>1-3</td>
<td>2. SELECTED THE PLEASED STATEMENT</td>
</tr>
<tr>
<td>1.3</td>
<td>2. SELECTED THE NO STRONG PLEASING STATEMENT</td>
</tr>
<tr>
<td>23-1</td>
<td>35. SELECTED THE DISPLEASED STATEMENT</td>
</tr>
<tr>
<td>73-5</td>
<td>111. SELECTED THE EXTREMELY DISPLEASED STATEMENT</td>
</tr>
<tr>
<td>0</td>
<td>0. DID NOT PROVIDE AN ANSWER</td>
</tr>
</tbody>
</table>

Table 25

RESPONDENTS WHO REVEAL ORIENTATIONS TOWARDS ACHIEVEMENT IN COMPETITIVE SPORT

Table 26

RESPONDENTS IN EACH SECTION BELOW INDICATED BRILLIANT SPORTSMAN IN QUESTION C.6

THE ASSIGNMENT OF RANK ORDER PLACEMENTS WERE FIRST IN THE QUESTIONS STATED BELOW

0. REVEALED EXCEPTIONAL HIGH AMBITIONS TO GAIN SUCCESS IN COMPETITIVE SPORT (QUESTIONS B3D, B2A, C1E, B3C OR B4C)

2. REVEALED HIGH AMBITIONS TO GAIN SUCCESS IN COMPETITIVE SPORT (QUESTIONS B2A, C1E, B3C OR B4C)

3. REVEALED AMBITIONS TO GAIN SUCCESS IN COMPETITIVE SPORT (QUESTIONS B3C OR B4C)

Table 27

RESPONDENTS WHO REVEAL ORIENTATIONS TOWARDS ACADEMIC ACHIEVEMENT

Table 28

RESPONDENTS IN EACH SECTION BELOW INDICATED BRILLIANT STUDENT IN QUESTION C.6

THE ASSIGNMENT OF RANK ORDER PLACEMENTS WERE FIRST IN THE QUESTIONS STATED BELOW

5. REVEALED HIGH ORIENTATIONS TOWARDS ACADEMIC OR PROFESSIONAL ACHIEVEMENTS (QUESTIONS B2B, B2C, 1ST OR 2ND, C1C)

2. REVEALED HIGH ORIENTATIONS TOWARDS ACADEMIC OR PROFESSIONAL ACHIEVEMENTS (QUESTIONS B2B, B2C, 1ST OR 2ND)

5. REVEALED SOME ORIENTATIONS TOWARDS ACADEMIC OR PROFESSIONAL ACHIEVEMENTS (QUESTION B2B)

Table 29

RESPONDENTS WHO SHOW MAJOR INTERESTS IN COLLEGE COMMUNITY LIFE

Table 30

RESPONDENTS IN EACH SECTION BELOW INDICATED MOST POPULAR PERSON IN QUESTION C.6

THE ASSIGNMENT OF RANK ORDER PLACEMENTS WERE FIRST IN THE QUESTIONS STATED BELOW

0. REVEALED SPECIAL INTEREST IN COLLEGE COMMUNITY LIFE (QUESTIONS B2E AND C1A)

2. REVEALED INTEREST IN COLLEGE COMMUNITY LIFE (QUESTION C1A)
Table 28

AN ANALYSIS OF THE DEGREE OF INTEREST SHOWN IN TEACHING AS OPPOSED TO ASPIRATIONS TO BECOME SUCCESSFUL SPORTSMEN

10 SUGGESTED VERY HIGH INTEREST IN TEACHING BY RANKING B3A AND B3B 1ST OR 2ND, B4A AND B4B 1ST OR 2ND, C1C 1ST.
9 SUGGESTED HIGH INTEREST IN TEACHING BY RANKING B3A AND B3B 1ST OR 2ND, AND B4A AND B4B 1ST OR 2ND.
51 SUGGESTED INTEREST IN TEACHING BY RANKING B3A AND B3B 1ST OR 2ND.

Table 29

AN ATTEMPT TO ENUMERATE RESPONDENTS WHOSE PRIME INTEREST LAY WITH WORKING WITH CHILDREN

3 SUGGESTED VERY HIGH INTEREST WORKING WITH CHILDREN BY RANKING B3A 1ST, B3B 2ND, B4B 1ST AND 2ND.
2 SUGGESTED HIGH INTEREST WORKING WITH CHILDREN BY RANKING B3A 2ND, B4B 1ST AND 2ND.
14 SUGGESTED INTEREST WORKING WITH CHILDREN BY RANKING EITHER B3A 1ST, B4B 1ST AND 2ND, OR B3A 2ND, B4B 1ST AND 3RD.
8 AND B4E 1ST AND 3RD.

Table 30

TOTAL DISTRIBUTION OF LEISURE HOURS IN QUESTION C8

125 CORRECT CARDS PROVIDED THE DATA FOR QUESTION C8

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of hours</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIRLFRIEND(S)</td>
<td>349</td>
<td>23.3</td>
</tr>
<tr>
<td>READING</td>
<td>153</td>
<td>10.2</td>
</tr>
<tr>
<td>LAZING</td>
<td>69</td>
<td>4.6</td>
</tr>
<tr>
<td>T.V. AND CINEMA</td>
<td>128</td>
<td>8.5</td>
</tr>
<tr>
<td>TRAINING AND PLAYING SPORT</td>
<td>435</td>
<td>29.0</td>
</tr>
<tr>
<td>CHURCH ACTIVITIES</td>
<td>24</td>
<td>1.6</td>
</tr>
<tr>
<td>SPORTS COMMITTEES</td>
<td>33</td>
<td>2.2</td>
</tr>
<tr>
<td>CULTURAL ACTIVITIES</td>
<td>37</td>
<td>2.5</td>
</tr>
<tr>
<td>WITH NON-SPORTS CLUBS</td>
<td>22</td>
<td>1.5</td>
</tr>
<tr>
<td>COLLEGE AND OTHER BARS</td>
<td>220</td>
<td>14.7</td>
</tr>
<tr>
<td>OTHER</td>
<td>30</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Table 31
Table 11  Age of Finalist Students on the Day of Interview

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>20</th>
<th>21</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>25</td>
<td>65</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 12  Marital Status of Finalist Students

<table>
<thead>
<tr>
<th>Status</th>
<th>Single</th>
<th>Engaged</th>
<th>Married</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>75</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 13  Finalist Student: Secondary School Attended for Longest Period

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, Senior Secondary</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>Technical</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secondary Modern</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Comprehensive, AI or Multi-</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Grant</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Independent</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 14  Finalist Student: Advanced Level G.C.E. Examination Passes

<table>
<thead>
<tr>
<th>No Passes</th>
<th>One Pass</th>
<th>Two Passes</th>
<th>Three Passes</th>
<th>Four Passes</th>
<th>Five Passes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>-</td>
<td>2</td>
<td>11</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>10</td>
<td>55</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 15  Finalist Student: The Socio-Economic Background of Parents

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and High Administrative</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Managerial and Executive</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Inspectional, Supervisory, &amp; other Non-Manual Higher Gde</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Inspectional, Supervisory, &amp; other Non-Manual Lower Gde</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Skilled Manual &amp; Routine Grades of Non-Manual</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Semi-Skilled Manual</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unskilled Manual</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>One not placed; mother a widow.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 16  Finalist Student: Range of Sporting Representation

<table>
<thead>
<tr>
<th>National Team</th>
<th>Nat. Junior or U.A.U.</th>
<th>Regional Team</th>
<th>County Team</th>
<th>District Team</th>
<th>Major Club Team</th>
<th>Team School Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 17 Finalist Student: Was your "greatest success" at School or College?

<table>
<thead>
<tr>
<th></th>
<th>At school</th>
<th>At college</th>
<th>(The five at College were all &quot;Sportsmen&quot; in the strat. sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Table 18 Finalist Student: The place where overall rather than just single success was greatest

<table>
<thead>
<tr>
<th></th>
<th>At school</th>
<th>At college</th>
<th>The same</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 19 Finalist Student: Did you spend more time on sport at School or College?

<table>
<thead>
<tr>
<th></th>
<th>At school</th>
<th>At college</th>
<th>The same</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 20 Results of Trials as stated by Finalists

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st or 2nd Team Place</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3rd or 4th Team Place</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5th Team or Freshers' Team</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>6</td>
<td>50</td>
</tr>
</tbody>
</table>

(One student was a late entrant and missed the trials)

Table 21 Comparison between the answers of Freshman and Finalists in their response to the way that they would most like to be remembered.

To nearest %

<table>
<thead>
<tr>
<th></th>
<th>New Entrant</th>
<th>Year III Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilliant Student</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Brilliant Sportsman</td>
<td>35%</td>
<td>15%</td>
</tr>
<tr>
<td>Most Popular Person</td>
<td>55%</td>
<td>80%</td>
</tr>
</tbody>
</table>
### Table 42: Reference Individuals named by Finalist Students

<table>
<thead>
<tr>
<th>Categories</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Statesmen, Politicians, Government Figures</td>
<td>14</td>
</tr>
<tr>
<td>British Statesmen, Politicians, Government Figures</td>
<td>6</td>
</tr>
<tr>
<td>Military Heroes, Army Generals</td>
<td>2</td>
</tr>
<tr>
<td>Kings and Queens</td>
<td>1</td>
</tr>
<tr>
<td>Authors, Poets</td>
<td>5</td>
</tr>
<tr>
<td>Musicians, Composers</td>
<td>2</td>
</tr>
<tr>
<td>Dramatists</td>
<td>2</td>
</tr>
<tr>
<td>Film Stars</td>
<td>1</td>
</tr>
<tr>
<td>Television Stars</td>
<td>0</td>
</tr>
<tr>
<td>&quot;Pop&quot; Stars</td>
<td>2</td>
</tr>
<tr>
<td>Internationally acclaimed heroes, e.g. Helen Keller</td>
<td>2</td>
</tr>
<tr>
<td>Explorers</td>
<td>2</td>
</tr>
<tr>
<td>Inventors</td>
<td>2</td>
</tr>
<tr>
<td>Religious Leaders</td>
<td>2</td>
</tr>
<tr>
<td>Athletes</td>
<td>2</td>
</tr>
<tr>
<td>Association Footballers</td>
<td>--</td>
</tr>
<tr>
<td>Rugby Players</td>
<td>2</td>
</tr>
<tr>
<td>Tennis Players</td>
<td>--</td>
</tr>
<tr>
<td>Boxers</td>
<td>1</td>
</tr>
<tr>
<td>Cricketers</td>
<td>--</td>
</tr>
<tr>
<td>Mountaineers</td>
<td>--</td>
</tr>
<tr>
<td>Other Sportsmen</td>
<td>3</td>
</tr>
<tr>
<td>Sports Coaches, Football Managers</td>
<td>1</td>
</tr>
<tr>
<td>Former Teachers</td>
<td>--</td>
</tr>
<tr>
<td>Parents, Relatives, Personal Friends, Fiances</td>
<td>17</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>22</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

Total of Sports Heroes Reported was 9

### Table 43: Comparison of Sporting Reference Individuals named by Freshmen and Finalists

<table>
<thead>
<tr>
<th></th>
<th>New. Entrants</th>
<th>Year III Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Heroes</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td>Non Sports Heroes</td>
<td>67</td>
<td>91</td>
</tr>
</tbody>
</table>
Table 44  Comparison between the Freshman’s expected use of leisure time and the Finalist Student’s actual use of leisure time

To nearest %

<table>
<thead>
<tr>
<th>Expected use of time</th>
<th>Actual use of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girlfriends</td>
<td>23</td>
</tr>
<tr>
<td>Reading</td>
<td>10</td>
</tr>
<tr>
<td>Lazing</td>
<td>5</td>
</tr>
<tr>
<td>T.V. and Cinema</td>
<td>9</td>
</tr>
<tr>
<td>Training and Playing sport</td>
<td>29</td>
</tr>
<tr>
<td>Church Activities</td>
<td>2</td>
</tr>
<tr>
<td>Sports Committees</td>
<td>2</td>
</tr>
<tr>
<td>Cultural Activities</td>
<td>3</td>
</tr>
<tr>
<td>Non Sport Clubs</td>
<td>2</td>
</tr>
<tr>
<td>College Bars and Other Bars</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 45  Some reasons for wanting a place at The College as reported by Third Year Students

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of former school P.E. Teacher</td>
<td>40</td>
</tr>
<tr>
<td>Liked Sport</td>
<td>20</td>
</tr>
<tr>
<td>&quot;Had only heard of two colleges of P.E.&quot;</td>
<td>15</td>
</tr>
<tr>
<td>Other reasons</td>
<td>10</td>
</tr>
<tr>
<td>No real reason</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 46  The Finalist student’s statement about the period of time that he expected to spend in the teaching profession

<table>
<thead>
<tr>
<th>Period</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initially (i.e. up to 10 years)</td>
<td>65</td>
</tr>
<tr>
<td>Later on, but duration not specified</td>
<td>10</td>
</tr>
<tr>
<td>Permanently</td>
<td>15</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
</tr>
</tbody>
</table>
THE COMPUTER PROGRAMME FOR
QUESTIONNAIRE ANALYSIS
DATA(11) + DATA(12) > 3 GO TO 802
DATA(6) + DATA(7) > 3 GO TO 802
IHTEACHORIENT = IHTEACHORIENT + 1
GO TO 900
DATA(6) + DATA(15) + DATA(12) > 6 GO TO 904
ICHILD = ICHILD + 1
GO TO Q01, 901, 901, 901, 902, 903, ICHILD
901
DATA(6) + DATA(12) > 6 GO TO 902
ICHILD = ICHILD + 1
GO TO Q04
902
DATA(6) + DATA(7) > 3 GO TO 900
IHTEACHORIENT = IHTEACHORIENT + 1
GO TO 904
300 WRITE (2, 340) NOS, ISUMA
340 FORMAT (10X, 15, 12X, 'HAS AN ERROR BECAUSE QU. B2 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 321
301 WRITE (2, 341) NOS, ISUMB
341 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE QU. B3 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 322
302 WRITE (2, 342) NOS, ISUMC
342 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE QU. B4 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 323
303 WRITE (2, 343) NOS, ISUMD
343 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE QU. C1 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 324
304 WRITE (2, 344) NOS, ISUME
344 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE QU. C2 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 325
305 WRITE (2, 345) NOS, ISUMF
345 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE QU. C3 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 326
306 WRITE (2, 346) NOS, ISUMG
346 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE QU. C8 ADDS UP TO', 2X, 12//)
ERROR = ERROR + 1
GO TO 327
307 WRITE (2, 357) NOS, M
357 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE DATA(', '12,') IS A ZERO APP
PARING IN A FIXED ALTERNATIVE RANKING ANSWER'//)
ERROR = ERROR + 1
IF (M . EQ. 30) GO TO 328
K = M + 1
GO TO 327
308 WRITE (2, 355) NOS
355 FORMAT (10X, 13, 2X, 'HAS AN ERROR BECAUSE RESPONDENTS FIXED ALTERNAT
IVE ANSWERS REVEAL INCONSISTENCY IN THE ORDER, WITH SOME STATEMENT
IS GIVEN AN EQUAL RANKING'//)
ERROR = ERROR + 1
GO TO 329
52 DO 531 = 1, 3
IF (FACT(1). EQ. 0) GO TO 70
53 CONTINUE
IF (FACT(1). GT. 31) GO TO 70
IF (FACT(2). GT. 12) GO TO 70
IF (FACT(3). GT. 53) GO TO 953

IF (FACT(3).LT.40) GO TO 70
AGE=71-FACT(3)
IF (FACT(2)).GT.50, 51, 52
AGE=AGE-1
GO TO 952
IF (FACT(1)).GT.50, 51, 52
IF (FACT(1)).GT.50, 51, 52
IF (FACT(2)).GT.50, 51, 52
IF (FACT(3)).GT.50, 51, 52
FACT(5)=FACT(5)+1
FACT(6)=FACT(6)+1
CALL HIST(SCHA,7,FACT(5))
CALL HIST(SCHB,7,FACT(6))
DO 57 I=7,11
IF (FACT(I)).GT.391 GO TO 73
CONTINUE
IF (FACT(7)).GT.0 GO TO 100
IF (FACT(8)).GT.0 GO TO 101
IF (FACT(9)).GT.0 GO TO 102
IF (FACT(10)).GT.0 GO TO 103
IF (FACT(11)).GT.0 GO TO 104
GO TO 940
100 GCE5=GCE5+1
GO TO 105
101 GCE4=GCE4+1
GO TO 105
102 GCE3=GCE3+1
GO TO 105
103 GCE2=GCE2+1
GO TO 105
104 GCE1=GCE1+1
GO TO 105
940 GCE0=GCE0+1
105 NOCFORCE=NOCFORCE+1
58 IF (FACT(12)).EQ.0 GO TO 74
IF (FACT(12)).GT.8 GO TO 74
IF (FACT(13)).GT.1 GO TO 74
CALL HIST(JOB,A,FACT(12))
NOCFORJOB=NOCFORJOB+1
59 DO 60 I=14,15
IF (FACT(I)).GT.15 GO TO 75
CONTINUE
FACT(14)=FACT(14)+1
FACT(15)=FACT(15)+1
CALL HIST(SPORT,16,FACT(14))
CALL HIST(ACH,16,FACT(15))
NOCFORSPORTACH=NOCFORSPORTACH+1
61 IF (FACT(16)).GT.26 GO TO 76
IF (FACT(17)).GT.16 GO TO 76
FACT(16)=FACT(16)+1
FACT(17)=FACT(17)+1
CALL HIST(HERO,27,FACT(16))
CALL HIST(SPEC,17,FACT(17))
NOCFORREFGROUP=NOCFORREFGROUP+1
62 DO 63 I=18,21
IF (FACT(I)).GT.2 GO TO 77
63 CONTINUE
FACT(18) = FACT(18) + 1
FACT(19) = FACT(19) + 1
FACT(20) = FACT(20) + 1
FACT(21) = FACT(21) + 1
CALL HIST(CFOUR A, 3, FACT(18))
CALL HIST(CFOUR B, 3, FACT(19))
CALL HIST(CFIVE A, 3, FACT(20))
CALL HIST(CFIVE B, 3, FACT(21))
NOCFORC4 AND 5 = NOCFORC4 AND 5 + 1
64 IF (FACT(22).GT.3) GO TO 78
FACT(22) = FACT(22) + 1
CALL HIST(CSIX, 4, FACT(22))
NOCFORC6 = NOCFORC6 + 1
IF (IERROR.GT.0) GO TO 65
IACAD = FACT(22)
GO TO (500, 600, 700, 65), IACAD
500 IF (DATA(2).GT.1) GO TO 501
IF (DATA(3).GT.2) GO TO 501
IF (DATA(18).GT.1) GO TO 501
IVHACADORIENT = IVHACADORIENT + 1
GO TO 65
501 IF (DATA(2).GT.1) GO TO 502
IF (DATA(3).GT.2) GO TO 502
IVHACADORIENT = IVHACADORIENT + 1
GO TO 65
502 IF (DATA(2).GT.1) GO TO 65
IACADORIENT = IACADORIENT + 1
GO TO 65
600 IF (DATA(9).GT.1) GO TO 601
IF (DATA(1).GT.4) GO TO 601
IF (DATA(20).GT.1) GO TO 601
IF (DATA(8).GT.1) GO TO 601
IF (DATA(13).GT.1) GO TO 601
IWSPORTORIENT = IWSPORTORIENT + 1
GO TO 65
601 IF (DATA(1).GT.1) GO TO 602
IF (DATA(20).GT.1) GO TO 602
IF (DATA(8).GT.1) GO TO 602
IF (DATA(13).GT.1) GO TO 602
IWSPORTORIENT = IWSPORTORIENT + 1
GO TO 65
602 IF (DATA(20).GT.1) GO TO 603
IF (DATA(8).GT.1) GO TO 603
IF (DATA(13).GT.1) GO TO 603
IWSPORTORIENT = IWSPORTORIENT + 1
GO TO 65
603 IF (DATA(8).GT.1) GO TO 65
IF (DATA(13).GT.1) GO TO 65
ISPORTORIENT = ISPORTORIENT + 1
GO TO 65
700 IF (DATA(5).GT.1) GO TO 701
IF (DATA(16).GT.1) GO TO 701
IVSOCIALORIENT = IVSOCIALORIENT + 1
GO TO 65
701 IF (DATA(16).GT.1) GO TO 65
ISOCIALORIENT = ISOCIALORIENT + 1
65 IF (FACT(23).GT.5) GO TO 79
FACT(23) = FACT(23) + 1
CALL HIST(CSEVEN, 6, FACT(23))
NOCFORC7 = NOCFORC7 + 1
GO TO 20
70 WRITE (2, 80) NOS
80 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN BIRTHDATE'/)
GO TO 54
953 WRITE (2, 954) NOS
954 FORMAT (10X, I3, 1X, 'IS BELOW THE OFFICIAL AGE FOR ENTRY!'/)
GO TO 54
71 WRITE (2, 81) NOS
81 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN STATUS'/)
GO TO 55
72 WRITE (2, 82) NOS
82 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN TYPE OF SCHOOL'/)
GO TO 56
73 WRITE (2, 83) NOS
83 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN G.C.E. RESULTS'/)
GO TO 58
74 WRITE (2, 84) NOS
84 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN PARENTS JOB OR DEFINITION OF B
2READWINNER'/)
GO TO 59
75 WRITE (2, 85) NOS
85 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN PRINCIPAL SPORT OR MAJOR ACHIE
2VFMENT'/)
GO TO 61
76 WRITE (2, 86) NOS
86 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN REFERENCE INDIVIDUAL OR MAJOR
2SPECTATOR SPORT'/)
GO TO 62
77 WRITE (2, 87) NOS
87 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN QUESTION C.4 OR C.5'/)
GO TO 64
78 WRITE (2, 88) NOS
88 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN QUESTION C.6'/)
GO TO 65
79 WRITE (2, 89) NOS
89 FORMAT (10X, I3, 1X, 'HAS AN ERROR IN QUESTION C.7'/)
GO TO 20
90 WRITE (2, 937)
937 FORMAT ('='*80)
938 FORMAT (1H1, 'ANALYSIS OF THE DATA COMPILED FROM THE Q
2uestionnaires COMPLETED BY')
WRITE (2, 939)
939 FORMAT (32X, 'FRESHMEN ON THEIR FIRST DAY AT COLLEGE, AUTUMN TERM 19
271')
WRITE (2, 959)
959 FORMAT (27X, 'DATA CARDS WERE CHECKED BY THIS PROGRAMME')
WRITE (2, 958)
958 FORMAT (37X, 'STUDENTS AGES ON DAY OF ANSWERING QUESTIONNAIRE, 1
24TH SEPTEMBER 1971'/)
WRITE (2, 956)
956 FORMAT (5X, 'AGFS IN YEARS', 5X, '18', 5X, '19', 5X, '20', 5X, '21', 5X, '22',
3X, '31', '/)
WRITE (2, 957) (AGEARRAY(I), I=1, 14)
957 FORMAT (22X, I3, I3(4X, I3))
WRITE (2, 92) NOC FOR GCE
92 FORMAT ('='*80)
WRITE(2,941)GCF0  
941 FORMAT(41X,13,1X,'PASSED NO GCE ADVANCED LEVELS'/)  
WRITE (2,943)GCF1  
93 FORMAT(41X,13,1X,'PASSED ONE GCE ADVANCED LEVEL'/)  
WRITE (2,944)GCE2  
94 FORMAT(41X,13,1X,'PASSED TWO GCE ADVANCED LEVELS'/)  
WRITE (2,945)GCF3  
95 FORMAT(41X,13,1X,'PASSED THREE GCE ADVANCED LEVELS'/)  
WRITE (2,946)GCF4  
96 FORMAT(41X,13,1X,'PASSED FOUR GCE ADVANCED LEVELS'/)  
WRITE (2,947)GCF5  
97 FORMAT(41X,13,1X,'PASSED FIVE GCE ADVANCED LEVELS'/)  
WRITE (2,115)NOCFORSCH  
115 FORMAT(141,29X,13,1X,'CORRECT CARDS PRODUCED THESE STATISTICS ON SCHOOLS ATTENDEN')  
WRITE(2,964)  
964 FORMAT(29X,'----------------------------------')  
WRITE(2,106)  
106 FORMAT(41X,'ANALYSIS OF SECONDARY SCHOOLS ATTENDED'///)  
WRITE (2,107)  
107 FORMAT(51X,'FOR THE LONGEST PERIOD',1X,'FINALLY ATTENDED'///)  
WRITE (2,108)SCHA(1),SCHB(1)  
108 FORMAT(10X,'GRAMMAR SENIOR SECONDARY',27X,13,24X,13/)  
WRITE (2,109)SCHA(2),SCHB(2)  
109 FORMAT(10X,'TECHNICAL',42X,13,24X,13/)  
WRITE (2,110)SCHA(3),SCHB(3)  
110 FORMAT(10X,'SECONDARY MODERN',35X,13,24X,13/)  
WRITE (2,111)SCHA(4),SCHB(4)  
111 FORMAT(10X,'COMPREHENSIVE,RIP-LATERAL,MULTI-LATERAL',13X,13,24X,13/)  
WRITE (2,112)SCHA(5),SCHB(5)  
112 FORMAT(10X,'DIRECT GRANT',39X,13,24X,13/)  
WRITE (2,113)SCHA(6),SCHB(6)  
113 FORMAT(10X,'INDEPENDENT',40X,13,24X,13/)  
WRITE (2,114)SCHA(7),SCHB(7)  
114 FORMAT(10X,'OTHER',46X,13,24X,13/)  
WRITE (2,120)NOCFORJOB  
120 FORMAT('/////29X,13,1X,'CORRECT CARDS PROVIDED THIS INFORMATION ABOUT PARENTS OCCUPATION')  
WRITE (2,964)  
WRITE (2,121)  
121 FORMAT(41X,'ANALYSIS OF SOCIO-ECONOMIC BACKGROUND')  
WRITE (2,122)  
122 FORMAT(34X,'(USING HALL AND JONES STANDARD CLASSIFICATION INDEX)'/)  
WRITE (2,123)JOB(1)  
123 FORMAT(20X,'PROFESSIONAL AND HIGH ADMINISTRATIVE',34X,13/)  
WRITE (2,124)JOB(2)  
124 FORMAT(20X,'MANAGERIAL AND EXECUTIVE',46X,13/)  
WRITE (2,125)JOB(3)  
125 FORMAT(20X,'INSPECTIONAL, SUPERVISORY AND OTHER NON-MANUAL, HIGHER GRADE',10X,13/)  
WRITE (2,126)JOB(4)  
126 FORMAT(20X,'INSPECTIONAL, SUPERVISORY AND OTHER NON-MANUAL, LOWER GRADE',11X,13/)  
WRITE (2,127)JOB(5)  
127 FORMAT(20X,'SKILLED MANUAL AND ROUTINE GRADES OF NON-MANUAL',23X,13/)  
WRITE (2,128)JOB(6)  
128 FORMAT(20X,'SEMI-SKILLED MANUAL',51X,13/)  
WRITE (2,129)JOB(7)  
129 FORMAT(20X,'UNSKILLED MANUAL',54X,13/)
WRITE(2,130) FOR(8)
130 FORMAT(20X,'OTHER',65X,13/)
WRITE(2,131) FOR SPORTS
131 FORMAT(1H1,//////28X,13,1X,'CORRECT CARDS PROVIDED THIS INFORMATION ABOUT SPORTING ACHIEVEMENT')
WRITE(2,965)
965 FORMAT(28X,---------------------)
WRITE(2,966)
966 FORMAT(28X,------------------------------)
WRITE(2,132)
132 FORMAT(28X,'RANGE OF THE COMPETITIVE SPORTS IN WHICH MOST NOTED succèsSES ARE REPORTED')/)
WRITE(2,134) SPORT(2)
134 FORMAT(48X,'RUGBY FOOTBALL',6X,13/)
WRITE(2,135) SPORT(3)
135 FORMAT(48X,'ASSOC FOOTBALL',6X,13/)
WRITE(2,136) SPORT(4)
136 FORMAT(48X,'ATHLETICS',11X,13/)
WRITE(2,137) SPORT(5)
137 FORMAT(48X,'CRICKET',13X,13/)
WRITE(2,138) SPORT(6)
138 FORMAT(48X,'HOCKEY',14X,13/)
WRITE(2,139) SPORT(7)
139 FORMAT(48X,'SWIMMING',12X,13/)
WRITE(2,140) SPORT(8)
140 FORMAT(48X,'CROSS COUNTRY',7X,13/)
WRITE(2,141) SPORT(9)
141 FORMAT(48X,'BASKETBALL',10X,13/)
WRITE(2,142) SPORT(10)
142 FORMAT(48X,'TENNIS',14X,13/)
WRITE(2,143) SPORT(11)
143 FORMAT(48X,'GYMNASTICS',10X,13/)
WRITE(2,144) SPORT(12)
144 FORMAT(48X,'ARCHERY',13X,13/)
WRITE(2,145) SPORT(13)
145 FORMAT(48X,'CYCLING',13X,13/)
WRITE(2,146) SPORT(14)
146 FORMAT(48X,'ROWING',14X,13/)
WRITE(2,147) SPORT(15)
147 FORMAT(48X,'SQUASH',14X,13/)
WRITE(2,148) SPORT(16)
148 FORMAT(48X,'WATER POLO',10X,13/)
WRITE(2,149) SPORT(1)
149 FORMAT(48X,'NONE',16X,13/)
WRITE(2,150)
150 FORMAT(1H1,///////////22X,'RANGE OF ACHIEVEMENTS IN THE RESPONTS MOST SUCCESSFUL SPORTING ENDEAVOUR')/)
WRITE(2,161) ACH(2)
161 FORMAT(38X,'NATIONAL TEAM',27X,13/)
WRITE(2,162) ACH(3)
162 FORMAT(38X,'NATIONAL TRIAL OR RESERVE',15X,13/)
WRITE(2,163) ACH(4)
163 FORMAT(38X,'NATIONAL JUNIOR TEAM',20X,13/)
WRITE(2,164) ACH(5)
164 FORMAT(38X,'NATIONAL JUNIOR TRIAL OR RESERVE',8X,13/)
WRITE(2,165) ACH(6)
165 FORMAT(38X,'AREA TEAM E.G. SOUTHERN COUNTIES',8X,13/)
WRITE(2,166) ACH(7)
166 FORMAT(38X,'AREA TEAM TRIAL OR RESERVE',14X,13/)
WRITE(2,167) ACH(8)
167 FORMAT(38X,'COUNTY TEAM (INCLUDING SCHOOL CO.)',6X,13/)
WRITE(2,168) ACH(9)
168 FORMAT(38X,'COUNTY TRIAL',28X,13/)
WRITE(2,169) ACH(10)
FORMAT(38X,'DISTRICT TEAM E.G. NORTH WEST KENT',6X,13/)
WRITE(2,170)ACH(11)

FORMAT(38X,'DISTRICT TEAM TRIAL',21X,13/)
WRITE(2,171)ACH(12)

FORMAT(38X,'ATTACHED TO PROFESSIONAL OR MAJOR CLUB',2X,13/)
WRITE(2,172)ACH(13)

FORMAT(38X,'TOWN TEAM',31X,13/)
WRITE(2,173)ACH(14)

FORMAT(38X,'SCHOOL TEAM',29X,13/)
WRITE(2,174)ACH(15)

FORMAT(38X,'UNIFORMED ASSOCIATION TEAM E.G. SCOUTS',2X,13/)
WRITE(2,175)ACH(16)

FORMAT(38X,'OTHER',35X,13/)
WRITE(2,176)ACH(1)

FORMAT(38X,'NONE',36X,13/)
WRITE(2,180)ACH(17)

FORMAT(1H1,16X,13,1X,'CORRECT CARDS PROVIDED THIS INFORMATION ABOUT REFERENCE GROUPS AND REFERENCE INDIVIDUALS'///)
WRITE(2,181)

FORMAT(10X,'ANALYSIS OF THE GROUPS OF PERSONS LIVING OR DEAD WHO GAINED THE GREATEST ADMIRATION OF THE RESPONDENTS'///)
WRITE(2,182)HERO(2)

FORMAT(31X,'INTERNATIONAL STATESMEN, POLITICIANS, GOVT. FIGURES',7X,1,23)
WRITE(2,183)HERO(3)

FORMAT(31X,'BRITISH STATESMEN, POLITICIANS, GOVT. FIGURES',13X,13)
WRITE(2,184)HERO(4)

FORMAT(31X,'MILITARY HEROES, ARMY GENERALS',26X,13)
WRITE(2,185)HERO(5)

FORMAT(31X,'KINGS AND QUEENS',39X,13)
WRITE(2,186)HERO(6)

FORMAT(31X,'AUTHORS, POETS',42X,13)
WRITE(2,187)HERO(7)

FORMAT(31X,'MUSICIANS, COMPOSERS',36X,13)
WRITE(2,188)HERO(8)

FORMAT(31X,'DRAMATISTS',45X,13)
WRITE(2,189)HERO(9)

FORMAT(31X,'FILM STARS',45X,13)
WRITE(2,190)HERO(10)

FORMAT(31X,'T.V. STARS',45X,13)
WRITE(2,191)HERO(11)

FORMAT(31X,'POP STARS',46X,13)
WRITE(2,192)HERO(12)

FORMAT(31X,'INTERNATIONALLY ACCLAIMED HEROES E.G. HELEN KELLER',5X,2,13)
WRITE(2,193)HERO(13)

FORMAT(31X,'EXPLORERS',46X,13)
WRITE(2,194)HERO(14)

FORMAT(31X,'INVENTORS',46X,13)
WRITE(2,195)HERO(15)

FORMAT(31X,'RELIGIOUS LEADERS',38X,13)
WRITE(2,196)HERO(16)

FORMAT(31X,'ATHLETES',47X,13)
WRITE(2,197)HERO(17)

FORMAT(31X,'ASSOC. FOOTBALLERS',38X,13)
WRITE(2,198)HERO(18)

FORMAT(31X,'RUGBY PLAYERS',42X,13)
WRITE(2,199)HERO(19)

FORMAT(31X,'TENNIS PLAYERS',41X,13)
WRITE(2,200)HERO(20)

FORMAT(31X,'BOYERS',49X,13)
WRITE(2,201)HERO(21)

FORMAT(31X,'CRICKETERS',45X,13)
WRITE(2,202) HERO(22)
WRITE(2,203) HERO(23)
WRITE(2,204) HERO(24)
WRITE(2,205) HERO(25)
WRITE(2,206) HERO(26)
WRITE(2,207) HERO(27)
WRITE(2,208) HERO(28)
WRITE(2,209) NOSHEROES
WRITE(2,210)
WRITE(2,211) SPEC(2)
WRITE(2,212) SPEC(3)
WRITE(2,213) SPEC(4)
WRITE(2,214) SPEC(5)
WRITE(2,215) SPEC(6)
WRITE(2,216) SPEC(7)
WRITE(2,217) SPEC(8)
WRITE(2,218) SPEC(9)
WRITE(2,219) SPEC(10)
WRITE(2,220) SPEC(11)
WRITE(2,221) SPEC(12)
WRITE(2,222) SPEC(13)
WRITE(2,223) SPEC(14)
WRITE(2,224) SPEC(15)
WRITE(2,225) SPEC(16)
WRITE(2,226) SPEC(17)
WRITE(2,227) SPEC(1)
WRITE(2,228) NOSHEROES
WRITE(2,229) SPEC(1)
WRITE(2,230) NOC4AND5
WRITE(2,231)
WRITE(2,232) CFIGURA(1)
FORMAT(10X,13,1X,'Respondents expected to find common consensus among student colleagues in the desire to become a teacher.' )
WRITE(2,233)CFOURA(2)

FORMAT(10X,13,1X,'Respondents did not expect to find this consensus')
WRITE(2,234)CFOURA(3)

FORMAT(10X,13,1X,'Did not provide an answer')
WRITE(2,235)CFOURBC(1)

FORMAT(10X,13,1X,'Respondents expected to find an intense interest in sport amongst student colleagues')
WRITE(2,236)CFOURBC(2)

FORMAT(10X,13,1X,'Respondents did not expect to find this intense interest')
WRITE(2,237)CFOURBC(3)

WRITE(2,238)CFIVEA(1)
WRITE(2,239)CFIVEA(2)
WRITE(2,240)CFIVEA(3)
WRITE(2,241)CFIVEB(1)

FORMAT(10X,13,1X,'Expected that fellow students would encourage personal attempts to gain success in competitive sport')
WRITE(2,242)CFIVEB(2)

FORMAT(10X,13,1X,'Did not expect to find this encouragement')
WRITE(2,243)CFIVEB(3)

WRITE(2,244)CFIVEB(4)

FORMAT(36X,13,1X,'Correct cards provided the data for question C.6')
WRITE(2,245)CSIX(1)
WRITE(2,246)CSIX(2)
WRITE(2,247)CSIX(3)
WRITE(2,248)CSIX(4)
WRITE(2,249)CSIX(5)
WRITE(2,250)CSIX(6)
WRITE(2,251)CSFVEN(1)
WRITE(2,252)CSFVEN(2)
WRITE(2,253)CSFVEN(3)
WRITE(2,254)CSFVEN(4)
WRITE(2,255)CSFVEN(5)

WRITE(2,256)'If you could be remembered after leaving college for one of the three things below, which would you prefer it to be?'/
WRITE(2,257)CSIX(7)
WRITE(2,258)CSIX(8)
WRITE(2,259)CSIX(9)
WRITE(2,260)CSIX(10)
WRITE(2,261)CSIX(11)
WRITE(2,262)CSIX(12)
WRITE(2,263)CSFVEN(6)
WRITE(2,264)CSFVEN(7)
WRITE(2,265)CSFVEN(8)
WRITE(2,266)CSFVEN(9)
WRITE(2,267)CSFVEN(10)
WRITE(2,268)CSFVEN(11)
WRITE(2,269)CSFVEN(12)

WRITE(2,269)'The attitudes of students towards a complete withdrawal of union funds from college sports clubs'/
WRITE(2,270)CSFVEN(13)
WRITE(2,271)CSFVEN(14)
WRITE(2,272)CSFVEN(15)
WRITE(2,273)CSFVEN(16)
WRITE(2,274)CSFVEN(17)
WRITE(2,275)CSFVEN(18)
WRITE(2,276)CSFVEN(19)
WRITE(2,277)CSFVEN(20)
WRITE(2,278)CSFVEN(21)
WRITE(2,256) CSFVEN(4)
256 FORMAT(38X,I3,1X,'SELECTED THE DISPLEASED STATEMENT')
WRITE(2,257) CSFVEN(5)
257 FORMAT(38X,I3,1X,'SELECTED THE EXTREMELY DISPLEASED STATEMENT')
WRITE(2,258) CSFVEN(6)
258 FORMAT(38X,I3,1X,'DID NOT PROVIDE AN ANSWER'//)
WRITE(2,258) CSFVEN(6)
258 FORMAT(38X,I3,1X,'DID NOT PROVIDE AN ANSWER'//)

WRITE(2,940) NOCFORC8
940 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,940) NOCFORC8
940 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,940) NOCFORC8
940 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)

WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)

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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)

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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)

WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)

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960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)

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WRITE(2,960) NOCFORC8
960 FORMAT(36X,I3,1X,'CORRECT CARDS PROVIDED THE DATA FOR QUESTION C.8?'//)
WRITE (2,154) (DATARRAY(I,2),I=1,5)
154 FORMAT (4X,'B.',1X,'TO OBTAIN A DEGREE AT THE END OF MY COLLEGE COURSE.',38X,515/)
WRITE (2,155) (DATARRAY(I,3),I=1,5)
155 FORMAT (4X,'C.',1X,'TO SECURE A GOOD JOB AT THE END OF MY COLLEGE COURSE.',36X,515/)
WRITE (2,156) (DATARRAY(I,4),I=1,5)
156 FORMAT (4X,'D.',1X,'TO PLAY AN ACTIVE PART IN COLLEGE SPORTS TEAMS.',42X,515/)
WRITE (2,157) (DATARRAY(I,5),I=1,5)
157 FORMAT (4X,'E.',1X,'TO ENJOY THE FULL THE SOCIAL AND COMMUNITY LIFE AT COLLEGE.',27X,515/////)
WRITE(2,158)
158 FORMAT(37X,'INCIDENCE OF REPLY SELECTIONS IN QUESTION B.3.')
WRITE(2,159)
WRITE (2,160) (DATARRAY(I,6),I=1,5)
260 FORMAT(4X,'A.',1X,'TO TEACH SCHOOL CHILDREN',65X,515/)
WRITE (2,261) (DATARRAY(I,7),I=1,5)
261 FORMAT(4X,'B.',1X,'TO BE A SPECIALIST P.E.TEACHER IN A SCHOOL',46X,515/)
WRITE (2,262) (DATARRAY(I,8),I=1,5)
262 FORMAT(4X,'C.',1X,'TO ENTER ANY CAREER LINKED WITH THE WORLD OF SPORT (SPORT JOURNALIST,SOCCER TRAINER ETC)',1X,515/)
WRITE (2,263) (DATARRAY(I,9),I=1,5)
263 FORMAT(4X,'D.',1X,'TO BECOME A PROFESSIONAL SPORTSMAN',54X,515/)
WRITE (2,264) (DATARRAY(I,10),I=1,5)
264 FORMAT(4X,'E.',1X,'TO BECOME A SPORTS ADMINISTRATOR SUCH AS A MANAGER OF A SPORTS CENTRE',19X,515)
WRITE(2,265)
265 FORMAT(1H1,37X,'INCIDENCE OF REPLY SELECTIONS IN QUESTION B.4.')
WRITE(2,266)
WRITE (2,267) (DATARRAY(I,11),I=1,5)
266 FORMAT(4X,'A.',1X,'I WOULD CONCENTRATE ON TEACHING MY ACADEMIC SUBJECT',37X,515/)
WRITE (2,268) (DATARRAY(I,12),I=1,5)
267 FORMAT(4X,'B.',1X,'I WOULD TRANSFER TO A GENERAL CURRICULUM COURSE LEADING TO PRIMARY SCHOOL TEACHING',6X,515/)
WRITE (2,269) (DATARRAY(I,13),I=1,5)
268 FORMAT(4X,'C.',1X,'I WOULD SEEK A LESS ACTIVE JOB RELATED TO SPORT (SUCH AS ADMINISTRATION WORK)',11X,515/)
WRITE (2,270) (DATARRAY(I,14),I=1,5)
269 FORMAT(4X,'D.',1X,'I WOULD TAKE UP A DIFFERENT CAREER',54X,515/)
WRITE (2,271) (DATARRAY(I,15),I=1,5)
270 FORMAT(4X,'E.',1X,'I WOULD LOOK FOR SOCIAL WORK LINKED WITH CHILDREN (E.G. CAREER GUID., CHILD WELF. OFF. ETC)',1X,515///)
WRITE(2,272)
271 FORMAT(37X,'INCIDENCE OF REPLY SELECTIONS IN QUESTION C.1.')
WRITE(2,273)
WRITE (2,274) (DATARRAY(I,16),I=1,5)
272 FORMAT(4X,'A.',1X,'IT HAS A GOOD STUDENT COMMUNITY LIFE',52X,515/)
WRITE (2,275) (DATARRAY(I,17),I=1,5)
273 FORMAT(4X,'B.',1X,'IT IS NOTABLE FOR ITS SPORTING SUCCESSES',48X,515/)
WRITE (2,276) (DATARRAY(I,18),I=1,5)
274 FORMAT(4X,'C.',1X,'IT OFFERS GOOD PREPARATORY COURSE FOR SCHOOLTEACHERS',35X,515/)
WRITE (2,277) (DATARRAY(I,19),I=1,5)
275 FORMAT ('D.', 'IT HAS GOOD SPORTS FACILITIES', '59X', '515/')
WRITE (2, 276) (DATARRAY(I, 20), I = 1, 5)
276 FORMAT ('E.', 'IT PROVIDES OPPORTUNITY TO GET A PLACE IN TEAMS OF HIGH REPUTATION IN WORLD OF SPORT', '4X', '515///')
WRITE (2, 277)
277 FORMAT ('F.', 'INCIDENCE OF REPLY SELECTIONS IN QUESTION C.2.')
WRITE (2, 278) (DATARRAY(I, 21), I = 1, 5)
278 FORMAT ('A.', 'AS A MEANS OF BUILDING UP COLLEGE SPIRIT', '4X', '515/')
WRITE (2, 279) (DATARRAY(I, 22), I = 1, 5)
279 FORMAT ('B.', 'AS A MEANS OF PROVING THE LEVEL OF PERSONAL SKI 2LI', '39X', '515/
WRITE (2, 280) (DATARRAY(I, 23), I = 1, 5)
280 FORMAT ('C.', 'AS A MEANS OF PROVIDING SPECTATOR ENTERTAINMENT?'
WRITE (2, 281) (DATARRAY(I, 24), I = 1, 5)
281 FORMAT ('D.', 'TO PROVIDE PURPOSEFUL ACTIVITY IN COLLEGE LEISU 2RF TIME', '34X', '515/
WRITE (2, 282) (DATARRAY(I, 25), I = 1, 5)
282 FORMAT ('E.', 'AS A MEANS OF ASSERTING SUPERIORITY OVER THE CO 2MPETING OPPOSITION', '23X', '515)
WRITE (2, 283)
283 FORMAT ('H1', 'INCIDENCE OF REPLY SELECTIONS IN QUESTION C.3.')
WRITE (2, 284) (DATARRAY(I, 26), I = 1, 5)
284 FORMAT ('A.', 'I COMPETE WITH FUN IN PARTICIPATION AS BEING MY 2 CHIEF REASON', '28X', '515/
WRITE (2, 285) (DATARRAY(I, 27), I = 1, 5)
285 FORMAT ('B.', 'I COMPETE WITH A DESIRE TO WIN AS MY CHIEF REAS 20N', '39X', '515/
WRITE (2, 286) (DATARRAY(I, 28), I = 1, 5)
286 FORMAT ('C.', 'BECAUSE THE EXERCISE IS BENEFICIAL TO MY HEALTH 2.', '41X', '515/
WRITE (2, 287) (DATARRAY(I, 29), I = 1, 5)
287 FORMAT ('D.', 'BECAUSE IT GIVES AN OPPORTUNITY TO LET OFF STEA 2M', '40X', '515/
WRITE (2, 288) (DATARRAY(I, 30), I = 1, 5)
288 FORMAT ('E.', 'BECAUSE RECOGNITION GAINED COULD HELP MY FUTURE 2 CAREER', '34X', '515///')
WRITE (2, 289)
910 FORMAT ('2X', 'RESPONDENTS WHO REVEAL ORIENTATIONS TOWARDS ACHIEVEMEN 2T IN COMPETITIVE SPORT')
WRITE (2, 911)
911 FORMAT ('2X', 'RESPONDENTS IN EACH SECTION BELOW INDICATED BRILLIANT 2SPORTSMAN IN QUESTION C.6')
WRITE (2, 912)
912 FORMAT ('2X', 'THE ASSIGNMENT OF RANK ORDER PLACEMENTS WERE FIRST IN 2THE QUESTIONS STATED BELOW')
WRITE (2, 913) ISPORTORIENT
913 FORMAT ('5X', 'REVEALED EXCEPTIONALLY HIGH AMBITIONS TO GAIN SU 2CESS IN COMPETITIVE SPORT (QUESTIONS B3D,B2A,C1E,B3C OR B4C)')
WRITE (2, 914) ISPORTORIENT
914 FORMAT ('5X', 'REVEALED VERY HIGH AMBITIONS TO GAIN SUCCESS IN COMPE 2ITIVE SPORT (QUESTIONS B2A,C1E,B3C OR B4C)')
WRITE (2, 915) ISPORTORIENT
915 FORMAT ('5X', 'REVEALED HIGH AMBITIONS TO GAIN SUCCESS IN COMPETITIVE SPORT (QUESTIONS C1E,B3C OR B4C)')
WRITE (2, 916) ISPORTORIENT
916 FORMAT (5X,13,1X,'REVEALED AMBITIONS TO GAIN SUCCESS IN COMPETITIVE SPORT (QUESTIONS B3C OR B4C)')
WRITE(2,917)
917 FORMAT(28X,'RESPONDENTS WHO REVEAL ORIENTATIONS TOWARDS ACADEMIC ACHIEVEMENT')
WRITE(2,918)
918 FORMAT(22X,'RESPONDENTS IN EACH SECTION BELOW INDICATED BRILLIANT STUDENT IN QUESTION C.6')
WRITE(2,919)
919 FORMAT (5X,13,1X,'REVEALED VERY HIGH ORIENTATIONS TOWARDS ACADEMIC OR PROFESSIONAL ACHIEVEMENTS (QUESTIONS B2B, B2C 1ST OR 2ND, C1C)')
WRITE(2,920)
920 FORMAT (5X,13,1X,'REVEALED HIGH ORIENTATIONS TOWARDS ACADEMIC OR PROFESSIONAL ACHIEVEMENTS (QUESTIONS B2B, B2C, 1ST OR 2ND)')
WRITE(2,921)
921 FORMAT (5X,13,1X,'REVEALED SOME ORIENTATIONS TOWARDS ACADEMIC OR PROFESSIONAL ACHIEVEMENTS (QUESTION B2B)')
WRITE(2,922)
922 FORMAT(20X,'RESPONDENTS WHO SHOW MAJOR INTERESTS IN COLLEGE COMMUNITY LIFE')
WRITE(2,923)
923 FORMAT(20X,'RESPONDENTS IN EACH SECTION BELOW INDICATED MOST POPULAR PERSON IN QUESTION C.6')
WRITE(2,924)
924 FORMAT (5X,13,1X,'REVEALED SPECIAL INTEREST IN COLLEGE COMMUNITY LIFE (QUESTIONS B2E AND C1A)')
WRITE(2,925)
925 FORMAT (5X,13,1X,'REVEALED INTEREST IN COLLEGE COMMUNITY LIFE (QUESTION C1A)')
WRITE(2,926)
926 FORMAT(16X,'AN ANALYSIS OF THE DEGREE OF INTEREST SHOWN IN TEACHING AS OPPOSED TO ASPIRATIONS TO BECOME SUCCESSFUL SPORTS STARS')
WRITE(2,927)
927 FORMAT(10X,13,1X,'SUGGESTED VERY HIGH INTEREST IN TEACHING BY RANKING B3A AND B3B 1ST OR 2ND, B4A AND B4B 1ST OR 2ND, C1C 1ST')
WRITE(2,928)
928 FORMAT(10X,13,1X,'SUGGESTED HIGH INTEREST IN TEACHING BY RANKING B3A AND B3B 1ST OR 2ND, AND B4A AND B4B 1ST OR 2ND')
WRITE(2,929)
929 FORMAT(10X,13,1X,'SUGGESTED INTEREST IN TEACHING BY RANKING B3A AND B3B 1ST OR 2ND')
WRITE(2,930)
930 FORMAT(16X,'AN ATTEMPT TO ENUMERATE RESPONDENTS WHOSE PRIME INTEREST LAY WITH WORKING WITH CHILDREN')
WRITE(2,931)
931 FORMAT(10X,13,1X,'SUGGESTED VERY HIGH INTEREST WORKING WITH CHILDREN BY RANKING B3A 1ST, B4B AND B4E 1ST AND 2ND')
WRITE(2,932)
932 FORMAT(10X,13,1X,'SUGGESTED HIGH INTEREST WORKING WITH CHILDREN BY RANKING B3A 2ND, B4B AND B4E 1ST AND 2ND')
WRITE(2,933)
933 FORMAT(10X,13,1X,'SUGGESTED INTEREST WORKING WITH CHILDREN BY RANKING EITHER B3A 1ST, B4B AND B4E 2ND AND 3RD, OR B3A 2ND, B4B AND B34F 1ST AND 3RD')
WRITE(2,934)
934 FORMAT('==============================================')
STOP
SUBROUTINE HIST(IFACTARRAY, IROWS, IFACT)
DIMENSION IFACTARRAY(IROWS)
IFACTARRAY(FACT) = IFACTARRAY(FACT) + 1
RETURN
END
SUBROUTINE ADD (ITotal, INFO, J, K)
DIMENSION INFO(41)
ITotal=0
DO 5 M=J, K
5 ITOTAL=ITOTAL+INFO(M)
RETURN
END