PERSONALITY AND ADJUSTMENT PROBLEMS

OF STUDENTS IN TRAINING FOR TEACHING:

A CONTRIBUTION TO DEVELOPMENTAL PSYCHOLOGY

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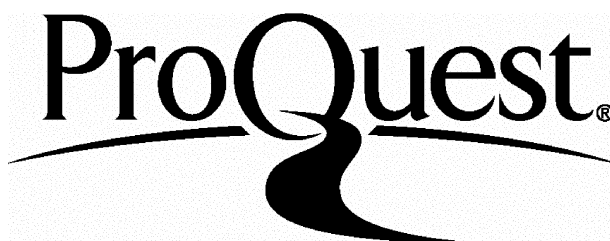University of Leicester, 31st December 1968.

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C O N T E N T S

PART I.   THEORY

Chapter 1.

Introductory overview.

It is an interesting and pertinent observation on human
affairs that the investigatory and constructive energies of man
during the latter part of this century have been largely engaged
in three different, but conceivably complementary, directions.
One is the movement away from his present geographical environment
into the exploration of outer and inner space.   The second is the
creation of machines whose increasingly complex versatility is
designed to allow him enlarged leisure time for purposes beyond
mere existence and survival.   Thirdly, there is the marked
forward thrust in what are now known as the social sciences,
through which he is endeavouring to examine and understand his
own mental processes and interpersonal behaviour.

As McCary[1] puts it, in a succinct historical review of
scientific thought: "it might be postulated that man has become
progressively freer in his study of himself.   Having first gained
more knowledge of his environment, he began to examine an area
which for centuries has withstood his best efforts:himself".

Allport[2] agrees essentially with this viewpoint, "Now one

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1. McCary (1956) p.xii
2. Allport (1964) p.3

of the most significant happenings in the first part of the

twentieth century has been the discovery - to which Freudian,

Behaviouristic and Gestalt psychologies have all contributed -

that human personality is an accessible subject for scientific

probing". He then offers a prediction: "It is this event above

all others, I think, that is likely to have the most practical

consequences for education, for ethics, and for mental health".

In the same context, he pays a generous tribute to the some-

times neglected contribution to the exploration of personality

throughout the ages made by the humanities, in contradistinction

to the sciences. "The more aesthetic philosophers, and the more

philosophical artists have always made it their special province

of interest." "Literature has had centuries of headstart, and it

has been served by genius of the highest order." "Only a pedant

could prefer the dry collections of facts that psychology can

offer regarding an individual mental life to the glorious and

unforgettable portraits that a gifted novelist, dramatist, or

biographer can give."[1]

Somewhat later, in another work,[2] Allport implies some

degree of reconciliation between these two modes. "All books on

the psychology of personality are at the same time books on the

philosophy of the person. It could not be otherwise." And,

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1. ibid. pp. 5-6
2. Allport (London, 1963) pp. xi and xii

continuing the theme in a personal and evaluative comment, he

says: "My own view is that, taken in the large, the evidence

before us does not depict man as a reactive robot. It points

rather to a conception of man as a being with unique potential

for growth. Most of the potentialities of man are never realised,

and until we understand them better than we do, they will not be

called forth".

Young though it may be, personality psychology has already

produced an enormous wealth of material, and has developed a

number of varying, even contradictory approaches, to its three

main aspects: the formulation of theory, the methodology of

research, and the practical and professional applications of

these findings. As a simple illustration of the extent and

range of work already done, it is worth observing that Bischof[1]

brings together no less than 18 important contributors from

Europe and America; of whom only 6 are no longer alive, and of

whom the majority have been productive since the 1930s. Brown,[2]

in a comparable survey, names another 16 major workers, in

addition to 6 of those already discussed by Bischof.

In order to produce some pattern and order out of all the

evident variety, Murray[3] interestingly delineates the two extreme

1. Bischof (1964)
2. Brown (1964)
3. Murray (1962) p.69

positions, which he calls for convenience "mechanism" and
"dynamism". As he says, "The words are not important to us.
It is the seemingly opposite mental sets that are important.
At one pole stands the psychologist who attempts to show that a
human being behaves like a very complicated man-made machine,
and at the other stands the psychologist who believes that human
behaviour is determined by conscious purpose". (Elsewhere in the
book,[1] he enlarges more precisely on the use of the term "dynamic":
It "has come to be used in a special sense: to designate a
psychology which accepts as prevailingly fundamental the goal-
directed (adaptive) character of behaviour, and the attempts to
discover and formulate the internal as well as the external
factors that determine it"). That these opposing attitudes still
survive is vouched for, more than twenty years later, by Eysenck,[2]
who notes "the apparently irreconcilable opposition" just outlined.
He draws a distinction between those writers, like Watson, who lay
stress on "behavioural acts", and those who, like Prince, place
the emphasis on "dynamic concepts". Eysenck moreover points out
that "instead of an harmonious cooperation between theory and
experiment, we have, on the one hand, an experimental school which
investigates in the minutest detail processes having only the most
tangential relevance to personality or to any plausible theoretical

1. ibid. p.36
2. Eysenck (1960) p.1

orientation, and, on the other, theoretical schools of the

"dynamic" type whose theorizing proceeds without any proper

basis in ascertained fact and without any consciousness of

the need of verification".

Even within this field of methodology itself, two com-

parably opposed positions may be discovered.   To use Murray's[1]

terminology, "one group may be called the periph*er*alists, the

other centralists.   The periph*er*alists have an objective

inclination, that is, they are attracted to clearly observable

things and qualities - simple deliverances of sense organs - and

they usually wish to confine the data of personology to these".

The centralists, in contrast, "are especially attracted to

subjective facts of emotional or purposive significance.   They

are centralists because they are primarily concerned with

governing processes in the brain.   And to these they are led

directly by listening to the form and content of other people's

speech ...... they do not hesitate to use such as terms as wishes,

emotions, and ideas."   Murray then goes on to show that the

periph*er*alists are mainly concerned with what is measurable.

"The aim is to get figures that may be worked statistically".[2]

But in order to do this, Murray states "that they are forced to

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1. Murray (1962) pp. 6-8
2. ibid. p. 9

limit themselves to relatively unimportant fragments of the per-

sonality or to the testing of specific skills".   The centralists

on the other hand come largely from the fields of medicine and

philosophy - "psychoanalysts, physicians, and social philosophers"

- and are not at all interested in artificially created laboratory

experiments.   "They feel no compulsion to count and measure.

Their concern is man enmeshed in his environment; his ambitions,

frustrations, apprehensions, rages, joys, and miseries".

The position of Eysenck in this connexion is an interesting

one.   As Bischof[1] indicates, he is a highly controversial figure

of the present day scene.   In his own words,[2] he has become so

used to this that he "feels almost a sense of deprivation when

the chairman at a meeting ...... forgets to use this descriptive

term".   Eysenck is undoubtedly objectivistic and behavioural in

his approach, and lays supreme stress on the importance of

measurement.[3]   "The 'mind' or the 'soul' or the 'psyche' are a

little too immaterial to be investigated as such by any

scientific procedures.   What the psychologist deals with, in

fact, is behaviour which is palpable enough to be observed,

recorded, and analysed".   However, he could not be fitted

precisely into Murray's category of "periphalist", since he also

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1.   Bischof (1964) p.606
2.   Eysenck (1965) p.7
3.   ibid. p.13

pays attention to processes in the brain. For instance, while

explaining the use of one of the many pieces of apparatus in his

psychological laboratory (in this case, a pursuit-rotor), he

goes on to say[1] that "before long I hope to be able to demonstrate

that with its help we can measure, with some precision, human

motivation and the drives which underlie certain types of activity;

that we shall be able to analyse the effects of old age and brain

damage; and that we shall be able to unravel some of the causative

factors in psychotic illness". Another outstanding and character-

istic aspect of Eysenck's work is his strong objection to the

methods of psychotherapy, which he criticises as being entirely

unscientific and lacking in convincing evidence. His own

developing method of treating various kinds of neurotic distur-

bance is by what he calls, characteristically enough, "behaviour

therapy"; based on learning theory which makes the process of

conditioning a vital ingredient, and which includes the adminis-

tration of nausea-inducing drugs and electric shock treatment.

We are here moving away from an exclusive concern with basic

concepts and methodology, and are touching on two new issues -

the practical and professional applications of theory and research

and the ethical and philosophical considerations which are there-

with linked. Maslow has some significant observations to make

in this connexion. He speaks for those who, like Tagore, are not

1. ibid. p. 18

satisfied with the traditional attitudes of scientists.

"Science", says Tagore,[1] "tends to do away altogether with that

central personality, in relation to which the world is a world.

Science sets up an impersonal and unalterable standard of

creation. Therefore, at its fatal touch, the reality of the

world is so disturbed that it vanishes in an abstraction where

things become nothing at all". Maslow would prefer that science

should allow for a broader approach. "Clearly we need the same

kind of tolerance and acceptance of individual differences among

scientists as we do in other human realms."[2] He then proceeds[3]

to make certain affirmations about a psychological approach to

science (a significant adaptation, be it said in passing, of the

more usual scientific approach to psychology). Among these, he

states that (i) Science is based on human values, and is itself a

value system. (ii) The laws of human psychology and non-human

nature are in some respects the same, but in some respects utterly

different. (iii) Science is only one means of access to the know-

ledge of natural, social, and psychological reality. He also has

a number of valid criticisms to make, within the overall context

of the above, about what he calls the "means-or-technique-centred

approach to the defining of science". Among the objections[4]

he raises are (1) that "overstressing of elegance, polish,

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1. Tagore (1956) p.78
2. Maslow (1954) p.6
3. ibid. pp.6-9
4. ibid. pp.13-20

technique and apparatus" lead inevitably to an under-emphasis of

the "meaning, fullness, vitality, and significance" of the pro-

blem which is being investigated; he adds that many problems

tackled are in fact "unimportant, trivial, or inconsequential".

(2) that means-centring tends to place the highest value on

quantification purely as an end in itself, rather than on its

pertinence to the problem; (3) that "an overstress on methods or

techniques encourages scientists to think (a) that they are more

objective and less subjective than they actually are, and (b)

that they need not concern themselves with values".

    So far as Eysenck is concerned, ethical and philosophical

issues are largely irrelevant, and he is not prepared to commit

himself very far here.   However, when discussing aversion-

therapy as a means of treating phobic conditions, he does accept[1]

that the procedure used may be criticised as a kind of brain-

washing, and that many people consider it "degrading to treat

human beings in such a mechanical fashion, as if they were

nothing but boxes of conditioned reflexes".   He also speaks of

the need for "ethical decisions" on the part of the therapist;

though he appears to see the problem very much in terms of per-

sonal and social expediency rather than of universal values.[2]

His view of the growth of conscience is also significant.   It is,

for him, entirely a result of social conditioning in early life,

1. Eysenck (1965) p.186
2. ibid. p.195

and he further says[1] that "the question of free will is a philo-
sophical one which need not really concern us very much. It is
doubtful whether in fact the term 'free will' has any meaning.
To the biologist, behaviour is a product of heredity and environ-
ment, the two combining to produce a particular state of motivat-
ion and a particular set of habits. The resulting behaviour is
the outcome of this combination and, as such, must be supposed to
be completely predetermined. It is difficult to see what, in
this context, 'free will' could possibly mean".

This is not a point of view which can be accepted in its
entirety by Allport.[2] Although he recognises that, in the early
stages, "the voice of conscience is the interiorised voice of the
herd[2], and that conditioning has played an important part in the
child's socialisation, yet he claims that, with maturity, the
situation alters. As we grow up, "we do often discard ideas
imposed by parents and culture" and we construct our own personal
codes, based on "an experience of value-related obligation". He
distinguishes[3] between the "must" of the child, linked to a dread
of punishment, and the "ought" of the adult, which is a "self-
referred value judgement", containing a sense of obligation that
has an accompaniment of fear.

This relation between self-awareness and ethical responsi-
bility is brought out by another writer - this time a practising

1. ibid. p.288
2. Allport (Yale, 1963) p.71
3. ibid. pp.71-72

psychoanalyst. Erikson says:[1] "At any time of history, in order

to lose one's identity, one must first have one: and in order to

transcend, one must pass through and not bypass, ethical concerns".

Later, he goes a step further in suggesting that man's ultimate

concern is with spiritual values.[2] "For his identity as a tool-

using creature is always the condition (if only the condition) of

his spiritual search of a transcendent identity".

What conclusions may be drawn from this broad preliminary

survey? It is clear that crucial differences of viewpoint on

certain central issues exist among the experts. A research-

worker in the field is thus, at some point, faced with the neces-

sity of making decisions and choices, and of clarifying his own

position. For myself, therefore, (due to a combination of basic

personality qualities, of previous professional experience, and

of philosophical belief) I find a greater affinity, in theoretical

orientation, with the dynamic approach; in methodology, with

accepting the relevance of subjective material; in practical

applications, with concern for persons in their totality. I also

align myself with those workers who give importance to man's

spiritual nature, and who accept that values such as truth and

love not only exist but also have a significant place in person-

ality psychology.

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1. Erikson (1966) p.100
2. ibid. p.107

Chapter 2.

Personality and the idea of the self.

It is not surprising to discover that attempts to define what
personality essentially is show a similar multiplicity of view-
points to those discussed in the last chapter. There is, for
example, that given by the anthropologist Margaret Mead:[1] "The
total pattern of an individual's behaviour which may be referred
to his constitution-temperament, the culture or cultures within
which he has been reared and has lived, and his particular series
of life experiences". By contrast, there is the typically mathe-
matical presentation of Cattell:[2] "Personality may be defined as
that which tells what a man will do when placed in a given
situation. This statement can be formulated: $R = f(S.P.)$, which
says that R, the nature and magnitude of a person's behavioural
response, i.e. what he says, thinks, or does, is some function of
the S, the stimulus situation in which he is placed, and of P,
the nature of his personality. For the moment, we do not attempt
to say more precisely what f, the function, is. That is some-
thing to be found by research". Eysenck[3] offers the following
formulation: "Personality is the more or less stable and enduring

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1. Mead (1956) p.209
2. Cattell (1965) p.25
3. Eysenck (1960) p.2

organisation of a person's character, temperament, intellect, and

physique, which determines his unique adjustment to the environ-

ment".   In 1965[1] he adds another characteristic observation:

"There are no mental events without some underlying physiological

or neurological events which could not be investigated and

measured by physical science".   Allport's[2] famous definition (to

which Eysenck acknowledges his own debt), slightly rephrased in

its revised form, is: "Personality is the dynamic organisation

within the individual of those psychophysical systems that deter-

mine his characteristic behaviour and thought".   The theme of

dynamism is also stressed by Angyal:[3] "Personality may be des-

cribed most adequately when looked upon as a unified dynamic

organisation ... . dynamic, because the most significant fact

about a human being is not so much his static aspect as his

constituting a specific process: the life of the individual.

This process ..... is an organised, patterned process, a Gestalt,

an organisation."   From the standpoint of analytical psychology,

there is also Jung's[4] more idiosyncratic statement, in which

personality appears to be regarded as almost synonymous with

individuation, to use another Jungian term.   "The achievement of

personality means nothing less than the best possible development

of all that lies in a particular single being ..... personality

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1. Eysenck (1965) p.52
2. Allport (London 1963) p.28
3. Angyal (1956) p.44
4. Jung (1946) p.286

is the highest realisation of the inborn distinctiveness of the particular living being".

A helpful summary of four "assumptions" about personality, with which many psychologists would seem to agree, is given by Bischof.[1] First, "personality is a dynamic and moving force" - in other words, change is inseparable from this concept of personality; even though change may be towards greater rigidity or towards greater flexibility. Second, "personality is of a structured nature", a statement amplified thus: "Beyond the obvious fact of the flesh and blood body, personality may be considered to have inner dynamics, whether they be called desires or dynamisms or forces or id or life-style: there is more to personality than a man's body". Third, "personality is a behaving and reacting thing: it does not remain dormant". Fourth, "personality consists of more than what we see on the surface"; regardless again of terminology, it is evident that there is more to personality than is apparent "on the surface of his physiognomy or actions".

To consider now, more specifically, the structure of personality, the overall picture is again one of variety and proliferation. The convenient classification of theories offered by Lazarus,[2] in terms of different frames of reference, will largely be followed here. Using the familiar S-O-R (stimulus-organism-

1. Bischof (1964) pp.12-13
2. Lazarus (1963) pp.52-62

response) analysis of any psychological event, and considering

each of these components in the broadest terms, he is able to

subsume under one of the three headings all the major theories.

Under the "stimulus" label, he places those which centre round

physical stimuli and the acquirement of habits of response,

giving these the general label of stimulus-response-associative-

learning theories (SRAL).   Under the "response" label, he places

the trait-and-type theories: those which identify an individual's

consistent pattern of behaviour, and name them in various cate-

gorisations.   Under the "organism" label, he includes those

which have a phenomenonological point of view, i.e. those that

consider as pre-eminent the individual's own apprehension of the

world and of experience.   Since it is this group of theorists who

give much fuller recognition to the subjective, purposive,

aspiring elements in human behaviour, it is these who are con-

sequently most relevant to this particular study, for the reasons

given at the end of the last chapter.   It is therefore of these

that a more extended discussion will now be offered.

In essence, we are here dealing with what has come to be

known as the concept of the self, which Allport once described[1]

as "the very keystone to the structure of personality".   More

recently,[2] in view of the growth of interest in this field, he

has reopened the discussion.   Putting what he calls a "pivotal"

1.   Allport (1937) p.160
2.   Allport (Yale, 1963) p.36

question, he asks: "Is a concept of self necessary?", and notes

that since Wundt, in 1890, made his declaration for "psychology

without a soul", psychologists have, for the last 60 years

and more, tried every possible means of accounting for the

integration, organisation, and striving of the human person with-

out recourse to the postulate of a self. "However, in very

recent years, the tide has turned; and psychologists have now

introduced self and ego unashamedly, and as if to make up for

lost time, have employed ancillary concepts such as self-image,

self-actualisation, self-affirmation, phenomenal ego, ego-

involvement, ego-striving, and other hyphenated elaborations

which to experiemental positivists still have a slight flavour of

scientific obscenity".[1] After a full consideration of the

theme, Allport's conclusion[2] is as follows: "All psychological

functions commonly ascribed to a self or ego must be admitted as

data in the scientific study of personality. These functions

are not, however, co-extensive with personality as a whole.

They are rather the special aspects of personality that have to

do with warmth, with unity, with a sense of personal importance.

In this exposition I have called them 'propriate' functions.

If the reader prefers, he may call them self-functions, and in

this sense self may be said to be a necessary psychological

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1.   Allport (Yale, 1963) p.37
2.   ibid. p.55

concept".

The literature on this subject of the self and its related
themes is now extensive. The approach necessarily varies, in
accordance with each writer's theoretical position and profes-
sional background. What is interesting and significant is the
tendency for workers in different disciplines (for example,
psychology, psychiatry, philosophy, sociology) to find a meeting
place here. Taking philosophy first, a simple recital of such
titles as McMurray's "The Self as Agent"[1], Tillich's "The Courage
to Be"[2], Buber's "I and Thou"[3], Hyde's "I Who am; a study of the
Self"[4] is a demonstration of the trend. More personally,
Findlay[5] puts the theme thus: "To me, the origin of our
individual consciousness and idea of personal identity is more
mysterious even than the origin of life". A further step is
taken in this quotation from a letter to a friend by C.S. Lewis;[6]
"Since I have begun to pray, I find my extreme view of personality
changing. My own empirical self is becoming more important, and
this is exactly the opposite of self-love".

This idea of the 'empirical self' is found also among the
psychologists. Snygg and Combs,[7] for example, when speaking of
'the phenomenal self' refer to it as "the only frame of reference
which the individual possesses". Murphy[8] puts it rather more

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1. McMurray (1957)
2. Tillich (1959)
3. Buber (1959)
4. Hyde (1954)

5. Findlay (1961) p.39
6. Lewis (1966) p.155
7. Snygg & Combs (1949) p.79
8. Murphy (1966) p.996

briefly in defining the self as "the individual as known to the individual". Newcomb[1] lays greater stress on the social nature of the self. He sees the development of self-perception in terms of social interaction, beginning in infancy, and he stresses the fundamental importance of language as a tool in the process of differentiating oneself as a person.[2]

From the field of psychiatry, Sullivan[3] agrees very much with Newcomb's thesis. He, too, sees the self as essentially the product of interpersonal relations, and recognises the significant part played by language in the development of the "self-dynamism".

Man's awareness of himself, and his own individuality, within the social context, is a theme explored from the socio-logical angle by Fromm. Treating the process developmentally, he notes[4] how human beings gradually sever the primary ties "which connect the child with the mother, the member of a primitive community with his clan and nature, or the medieval man with the Church and his social caste". He quotes, from 'A High Wind in Jamaica',[5] Hughes' vivid description of a 10 year old girl's sudden awareness of her own individuality. It is too long to reproduce here; but a shorter alternative is equally apt. This is taken from Mary Renault's "The Charioteer",[6] and concerns a 5 year old boy. "He had made, as he lay looking at the night-

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1. Newcomb (1950) Ch.9 pp. 298-334
2. Cp. my M.A. (Ed). thesis, p.26 et seq.
3. Sullivan (1955) pp. 17-29
4. Fromm (1963) p.20
5. Hughes (1961)
6. Renault (1965) p.12

light's quivering circle on the ceiling, a strange and solemn

discovery.   It had come to him that no-one would ever look from

these eyes but he;   that among all the lives, numerous beyond

imagination, in which he might have lived, he was this one,

pinned to this single point of infinity;   the rest always to be

alien, he to be I ..... After, what he remembered best was having

known for the first time the burden, the prison, and mystery of

his own uniqueness".[1]   Fromm gives the name "individuation" to

this process of emergent selfhood (it is important to note that

this term is not used by him in precisely the same sense as by

Jung); and he suggests that, as it continues, so there develops

an organised personality structure guided by the individual's

will and intelligence.   From this, two consequences follow.

In his words, "If we call this organised and integrated whole of

the personality the self, we can also say that the one side of

the growing process of individuation is the growth of self-strengh

..... The other aspect of the process ..... is a growing alone-

ness."[2]

Another American writer whose views are relevant here speaks

again from the sociological framework, but also as a practising

psychoanalyst.   Erikson[3] uses the term "identity" as almost

synonymous with Fromm's "individuation"; and he again takes a

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1.   Cp. also Jung's autobiographical statement (1963) p.44
2.   Fromm (1963) p.23
3.   Erikson (1965) pp.227-8

developmental standpoint. Describing the young child's joy in his newly found skill in walking, he attributes the repetition of this activity at least in part to its psychological impact on the child's awareness of himself. "The internalisation of a particular version of 'one who can walk' is one of the many steps in child development which (through the coincident experience of physical mastery and of cultural meaning, of functional pleasure and of social prestige) contributes at each step to more realistic self-esteem. This self-esteem grows to be a conviction that one is learning effective steps towards a tangible future, and is developing into a defined self within a social reality. The growing child must, at every step, derive a vitalising sense of actuality from the awareness that his individual way of mastering experience (his ego-synthesis) is a successful variant of a group identity and is in accord with its space-time and life-plan".

This concept of growth through self-realisation is the basis of a forward-looking and essentially optimistic attitude evidenced by three more American workers; one woman, Karen Horney, and two men, Carl Rogers and Abraham Maslow. It is a fundamental tenet of Horney's work, both as writer and as therapist, that the human being has an inbuilt potential for personal fulfilment. She expresses it thus:[1] "The human individual, given a chance, tends

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1. Horney (1951) p.17

to develop his particular human potentialities.   He will develop

then the unique alive forces of his real self ..... All this

will in time enable him to find his set of values and his aims

in life.   And this is why I speak now of the real self as the

central inner force, common to all human beings and yet unique

in each, which is the deep source of growth".

Maslow develops his version of a highly similar thesis,

which he calls "self-actualisation".   In this work,[1] he lays

down certain basic propositions which affect both the theory and

practice of therapy, and which delineate some of the necessary

conditions for psychological health and creativity.   One of

these says: "No psychological health is possible unless the

essential core of the person is fundamentally accepted, loved

and respected, by others and by himself ..... The psychological

health of the chronologically immature is called healthy growth.

The psychological health of the adult is called variously, self-

fulfilment, emotional maturity, individuation, productiveness,

self-actualisation, authenticity, full-humanness, etc. ..... Self-

actualisation is defined in various ways, but a solid core of

agreement is perceptible.   All definitions accept or imply (a)

acceptance and expression of the inner core or self, i.e.

actualisation of these latent capacities and potentialities .....

(b) They all imply minimal presence of ill-health, neurosis,

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1.   Maslow (1962) p.184

psychosis, of loss or diminution of the basic human and personal capacities".

Carl Rogers is probably best known for his writings about the therapeutic process itself. However, he also has on several occasions expressed his theoretical position regarding the nature of man, of human personality, and most especially, of the self.[1] He is very largely in agreement with Maslow's concept of self-actualisation, and the need of acceptance by others for optimum psychological health. In a very recent article,[2] he says "In my experience in psychotherapy this forward thrust, this directional tendency towards wholesome growth, is the most profound truth about man". He also notes three essential conditions which exist "in any growth-promoting relationship, whether we are speaking of psychotherapy, of a mother-child relationship, or a healthy pupil-teacher relationship". These conditions are in brief, that (a) the therapist, or other facilitating person, is genuine and open, not defensive; (b) the therapist shows empathic understanding and is able to communicate to the client something of this sensitive awareness of the other's feeling and experiencing; and (c) the therapist relates to the client "not as a scientist to an object of study, but as a person to a person"; and that his acceptance of the

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1. Rogers (1951) pp.947-533 & (1961)
2. Rogers (1965) pp.4-6

client is unconditional. In the same context of thought and
feeling, Rogers describes the neurotic situation thus: "The
actualising tendency is the basic direction of the human
organism. As the self develops, this general tendency
expresses itself also in the actualisation of the self. If
the self and the total experience of the organism are relatively
congruent, then the direction remains relatively unified. If
the individual's conception of himself is not congruent with
the experiencing going on within him, then the directional
tendency moving towards the actualisation of the organism may
find itself at cross-purposes with the directional tendency to
actualise the self. This is the situation in what is termed
neurosis, where consciously the individual is endeavouring to
maintain and actualise an inaccurately formulated self, while
at the 'unconscious' level, the organism is tending towards its
own actualisation". This particular formulation of neurosis
(which for some workers, may be both incomprehensible and
unacceptable) is corroborated by Maslow[1] thus: "A neurosis is
not part of the inner core (i.e. of the self), but rather a
defence or an evasion of it, as well as a distorted expression
of it (under the aegis of fear). ..... To express neurotic needs,
emotions, attitudes, definitions, actions etc., means not to
express the inner core or real self fully".

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1. Maslow (1962) p.191

These ideas have much in common with the "existential"
school of psychiatry and analysis which is beginning to emerge
in England, with Laing as the most outstanding spokesman. The
following quotation[1] indicates his position: "Psychiatry could
be, and some psychiatrists are, on the side of transcendence,
of genuine freedom, and of true human growth ..... I would wish
to emphasise that our 'normal' adjusted state is too often the
abdication of ecstasy, the betrayal of our true potentialities,
that many of us are only too successful in acquiring a false
self to adapt to false realities". And another comment, later
in the same text:[2] "When two sane persons meet, there appears to
be a reciprocal recognition of each other's identity ..... Each
has his own autonomous sense of identity and his own definition
of who and what he is".

The existential position is one of the most recent of those
developments of analytic theory and practice which ultimately
stem from the unquestionably important pioneer and seminal work
of Sigmund Freud. It is unfortunate, but probably at this
moment in time inevitable, that inside the psychiatric and
psychoanalytic world itself, controversy still rages. Most
practitioners of the therapeutic art and skills ultimately
attach themselves to one of the current schools of thought
within the movement, to which they offer their loyalties almost

1. Laing (1965) p.12
2. ibid. pp.35-36

exclusively - whether it be Freudian, neo-Freudian, Adlerian, Kleinian, Fairbairnian, existential, or Jungian. It is clearly neither feasible nor necessary, in the present context, to embark on a lengthy investigation of fundamental differences. On the contrary, I should prefer to indicate, however briefly, areas of agreement or at least of common ground. The outstandingly obvious point of unanimity is, of course, the existence, and significance, of the unconscious in the human psyche. Freud cannot be said exactly to have discovered this, but he undoubtedly gave it a new and definitive importance, and made possible all the ensuing enquiry and research of the present century. It may even have been something of a fortuitous accident that the event happened within the medical framework. Rieff[1] goes so far as to say "It is regrettable that psychoanalysis began as a branch of medicine. It is true that the first psychoanalytic organisation, which gathered weekly at Freud's home, consisted of many doctors who were looking for a way out of the strait-jacket of medical practice, but it included also school-teachers, musicologists, students in search of their subject, and just downright intel-ligent people. Nor did Freud ever desire his subject to become a medical speciality".

The concept of the unconscious gave rise, in its turn, to three more developments: (a) new formulations as to personality

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1. Rieff (1966) p.100

structure and dynamics; (b) new hypotheses about mental health
and illness; and (c) new ways of therapy, based much more fully
on the whole person (not merely the abstracted physiological or
mental malfunctioning), and also on the significance of the
patient-therapist relationship. Freud's own views on all these
issues underwent change and development in the course of his
long professional career; and, by what would seem to be an
inevitable process of change, other workers such as Adler and
Jung delineated their individual modifications. In time, these
two, and others, created theoretical and therapeutic systems
which were important and far reaching enough to stand by them-
selves. It is sad that they should be considered by "orthodox"
Freudians therefore to be renegrades and traitors, even though
in their own eyes and those of their followers, they were in
fact going still further forward on the pioneer path blazed out
originally by Freud, to whose vision and initiative they are
unanimous in giving recognition.

In terms specifically of the ego/self dimension, which is
the main theme of this chapter, the following observations by
Nuttin[1] are noteworthy: "There is no doubt that in his later
works Freud focussed greater attention on the functions of the
ego. However, we must be careful not to project into Freud's
theory of the ego certain concepts of a psychology of the ego

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1. Nuttin (1962) p.54

which were subsequently developed by other authors". Nuttin

indicates that despite Freud's greater concern with ego and the

reality-principle, these nevertheless remain essentially subor-

dinate to what he sees as the primary principle of psychic

activity, the discharge of libidinal energy. The 1923 publicat-

ion of Freud's new theory of the structure of the personality

clearly differentiated between the three elements of id-superego-

ego. However, Nuttin comments significantly:[1] "What we must

emphasise is that Freud did not recognise a dynamism proper to

the ego". Neurotic conflict is explained by Freud in terms of

an opposition between id and exterior world, and "the ego has no

other function than to serve the id, in order to protect it from

the harsh laws of reality".[2] Anna Freud's important work, "The

Ego and the Mechanisms of Defence",[3] is clearly also apposite in

this connexion.

One of Freud's early successor-critics (to use a term coined

by Rieff) was Adler: who developed a psychology giving a much more

dynamic place to the principle of "the creative self". Bischof[4]

interprets the thesis thus: "Man is more than a product of his

environment ..... Man is an interpreter of life. By this Adler

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1. ibid. p.55
2. ibid. p.58
3. Freud A. (1937)
4. Bischof (1964) p.247

meant that the human animal creates a self-structure out of his
inherited past, interprets the impressions he receives from his
ongoing life, searches for new experiences to fulfil his desires
for superiority, and puts these all together to create a self
that is different from any other self which describes his own
peculiar style of life.   The creative self is an additional step
beyond the style of life ..... it is original, inventive and makes
something that never existed before: a new personality.   It
creates a self".

To return to a development rather more in the main stream of
psychoanalytic thinking, Hartmann takes an important further step
in his classic statement of what has come to be known as ego-
psychology.   The essence of his formulation is presented in the
editors' introduction.[1] "The idea that ego-defenses may simul-
taneously serve the control of instinctual desires and the
adaptation to the external world ..... is a truly inclusive con-
ception".   In Hartmann's own words:[2] "the development of the ego
may be described by tracing those conflicts which it must solve
in its struggle with the id and the superego, and if we include
the conflicts with the external world also, then we must see it
in terms of the war it wages on three fronts ..... Our task is to
investigate how mental conflict and "peaceful" internal develop-

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1. Hartmann (1958)
2. ibid. p.11

ment mutually facilitate and hamper each other". This is
undoubtedly a more dynamic view of the nature of the ego than
was Freud's own, and the final clause of the quotation perhaps
preshadows ideas which were evolved more fully by people like
Rogers and Maslow.

On this side of the Atlantic, Fairbairn has developed a
thoroughgoing "revision" of the structure of the psyche, though
still remaining within the broad psychoanalytic framework. His
foremost expositor, Guntrip, has put the matter thus:[1] "It is
never easy to change established usage, and the id-ego-superego
terminology has been, for over thirty years, 'established usage'
in psychoanalytical thinking. A new set of terms such as
Fairbairn proposes start with the disadvantage of being 'strange'
and they have for some time 'an unfamiliar feel' about them".
However, Fairbairn's scheme, according to Guntrip[2] "has the
advantage of being consistently psychological throughout, of
answering to clinically observed facts more closely than the
original scheme, and of clarifying the two outstanding anomolies
of human nature". Fairbairn's contribution is, once more,
largely in terms of ego-psychology. In the first place, he sees
the ego as having larger and more significant functions than those
attributed by Freud, or even Hartmann. Fairbairn[3] would add to

1. Guntrip (1961) p.334
2. Guntrip (1956) pp.82-99
3. Fairbairn (1962) p.9

the defensive and adaptive functions another he calls the integ-
rative; operating especially in (a) the integration of percep-
tions of reality and (b) the integration of behaviour.   Further,
Fairbairn evolves an interesting and convincing theory which
embraces the ego and, very importantly, its object-relations.
This second construct poses an essentially different goal from
that of Freud.   Fairbairn[1] sees psychic energy (or libido) not
primarily as pleasure-seeking, but as object-seeking: and
"objects" here are intended to mean "persons" who are in
relationship through, primarily, the emotions of hating or loving.
This is by no means a static and impersonally abstractive theory,
but very much purposive, dynamic and ongoing.

There remains one more theorist to whom attention must be
given; another European, this time from the Continent - Carl
Gustav Jung, the Swiss psychologist.   Like Freud, Jung is one of
the giants of depth-psychology, the compass and range of whose
thinking is quite extraordinary.   It is fair to say that, of
all Freud's successors, he has made the most original, fully
developed and inclusive contribution to our understanding of
psychic processes.   Two major theories may be mentioned shortly.
One is that of the collective unconscious[2] as a dimension of the
mind going very much further and deeper than that of the Freudian

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1.   ibid. p.82 et seq.
2.   Jung (1953) and (1959)

concept (which Jung calls the personal unconscious, and sees as

the layer more immediately accessible to consciousness). The

other is that of types:[1] it is to Jung that we owe the fullest

elaboration of the concepts of introversion and extraversion,

and of the accompanying functions. However, for the purpose of

the present study, we must now concentrate on Jung's interpreta-

tion of ego and self. It is here that we find an approach both

more comprehensive and more profound than those so far discussed.

One of the basic principles of Jung's thinking is that of

individuation - a process recognised by many before him, but to

which Jung made a unique contribution by adding the dimension of

the unconscious in its potentially creative interplay with the

conscious. Jung has described it thus:[2] "The psychological

process that makes of a human being an in-dividual - a unique and

indivisible unit or 'whole man'. ..... If unconscious processes

exist at all, they must surely belong to the totality of the

individual, even though they form no part of the conscious ego."

His ideas on this theme have been lucidly interpreted by Jacobi,

to whose exposition the following account owes much. Individua-

tion, in Jung's eyes, is essentially a lifelong process, in which

the beginning and end of psychic life are only two poles, linked

at every moment with the here and now, through the increasing flow

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1. Jung (1928) and (1933)
2. Jung (1946) p.3

of psychic energy which permeates consciousness and unconsciousness alike. Another way of regarding the individuation process is that of 'coming to selfhood'. As Jacobi[1] says, "it means becoming a single homogeneous being, and in so far as 'individuating' embraces our innermost, last, and incomparable uniqueness, it also implies 'becoming one's own self' (Jung 1928)".[2] The process is seen by Jung in two phases, one belonging to the first half of life, up to about the middle thirties, and the other to the second half of life, from then into old age or even beyond. (Jung's, incidentally, is the only psychology which sees death as a goal.) The operative factor behind both stages is the self,[3] that central factor in the psyche, transcending consciousness, which from the very beginning moves forward as if with a priori knowledge of the goal. Jacobi goes on "It (i.e. the self) represents the coordinating principle, on which all psychic phenomena rest, even those of unfolding consciousness and the crystallising out of the ego". This latter - the task of ego-development - is seen by Jung as one of the major tasks of the first half of life, along with that of understanding one's own typology (in terms not only of introversion/extraversion, but also of the four mental functions: thinking, feeling, sensation, intuition). As for the second half of life, the task is some-

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1. Jacobi (1958) pp.95-112
2. Jung (1953) p.171
3. Jung (1960) p.224

what different.   Jacobi interprets it thus: "After having
developed in separation from the self, the ego must now restore
the relationship, finding a new connexion to the self so that it
does not dry up completely.   In this sense the process of
individuation can also be described as a growing away out of the
self, and a new rooting in the self".   It is perhaps important
to emphasise the fact that Jungian psychologists, such as
Michael Fordham, are beginning to stress the lifelong element in
the individuation process.   In a recent paper,[1] he presents the
thesis that "the individuating elements in a child, expressed in
the progressive integration of self-representations and the way
they get built up into the sense of identity and continuity of
being, warrant our describing a truly individuating process in
childhood".   This is an important and interesting development[2]
of classical Jungian theory, which could have significant impli-
cations for psychology and education alike.

With this inevitably abbreviated account of some of Jung's
major ideas,[3] the discussion of this chapter has, as it were, come
full circle.   One of the paradoxical truths of Jungian thinking
is that the more individuated, so the more universal.   His work
is therefore, at one and the same time, of unique significance and
of comprehensive scope.   It is not perhaps too much to claim that

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1. Fordham (1965) p.33
2. Cp. Fordham (1958) Ch.IV. "Individuation and Ego Development"
3. Cp. also Jacobi (1951) and (1959)

while each of the previous separate theories already outlined has
its own validity and worth, none of them is entirely at variance
with, or goes beyond, the Jungian approach.   In support of this
affirmation may be cited the presence of concepts such as: (a) the
dynamic interrelation between conscious and unconscious; (b) the
directional, organismic, goal-seeking nature of the psyche; (c)
the dyadic relationship between ego and self; (d) the relevance
of all these both to the single human being, and to society as a
whole; and (e) the acceptance of man as a biological, psycho-
logical, sociological, and spiritual entity.

The purpose of this chapter has been to demonstrate the
developing interest in, and the importance increasingly attached
to, the concept of the self in recent psychological thinking of
varying orientations.   In the next chapter, the significance of
the concept will be discussed in some of its practical applica-
tions, especially in relation to education and mental health.

Chapter 3.

The self-concept in relation to education and mental health.

Personality theory displays two significant characteristics,
implicitly indicated in the foregoing chapters, and specifically
emphasised by writers such as Hall and Lindzey. The first, these
authors suggest, is that such theory is more liberal and noncon-
formist than its fellow discipline, experimental psychology.
They claim[1] that it has occupied a "dissident" role in the develop-
ment of psychology; and imply that personality theorists have been
an iconoclastic body, in that they have rebelled against "conven-
tional ideas and usual practices, typical methods and respected
techniques, accepted theory and normative problems". The second
characteristic they bring out is that "personality theorists are
functional in their orientation". That is to say, they are
concerned always with the human organism in its ongoing living
process. Their focus is on the individual in his personal and
social environment, and they are directly involved in attempts to
find answers to questions of immediate significance to man's
development and well-being. Moreover, the majority of these

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1. Hall and Lindzey (1960) pp.4-5

theorists were, and are, "practitioners as well as scholars".
This implies that they have been continually faced with the neces-
sity for relating theoretical formulation to the testing ground of
the life situation: whether this be in clinic or consulting room,
with suffering adult or with difficult child, with single indivi-
dual or with family group.

It is notable that these workers come from the ranks of what
have been called the "caring professions". At first, they were
primarily medical men and women, concerned with people who were
physically and/or mentally ill. Increasingly, however, in the
last two or three decades, the professions of social work and of
education have come to realise that they too share with the
doctors important areas of common interest. Especially has this
been the case since the findings of the analytical schools of
medicine have demonstrated the great significance played by events
(both in inner and outer life) of early childhood on the kind and
quality of later development in adolescence and adulthood. A
well-known child analyst, Melanie Klein puts it thus:[1] "In con-
sidering from the psychoanalytic point of view the behaviour of
people in their social surroundings, it is necessary to investigate
how the individual develops from infancy into maturity. A group -
whether small or large - consists of individuals in a relationship
to one another, and therefore the understanding of personality is

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1. Klein, M. (1962) p.3

the foundation for the understanding of social life. An exploration of the individual's development takes the psychoanalyst back, by gradual stages, to infancy".

There is by now considerable literature in this field of developmental psychology, to which important contributions have been made by workers from both medicine and education; these appear to share a common concensus of agreement on the dynamic continuity of growth, most especially perhaps in terms of personality. As outstanding and relevant examples of current thinking, I shall cite two authors: Erikson, from the field of psychotherapy, and Jersild, from the field of education.

The consistently underlying theme in Erikson's work has been that of "identity". At the outset of an extended discussion of the topic,[1] he says: "In a number of writings, I have been using the term ego-identity to denote certain comprehensive gains which the individual, at the end of adolescence, must have derived from all of his pre-adult experience in order to be ready for the tasks of adulthood. My use of this term reflected the dilemma of a psychoanalyst who was led to a new concept not by theoretical pre-occupation but rather through the expansion of his clinical awareness to other fields (social anthropology and comparative education), and through the expectation that such expansion would, in turn, profit clinical work". As might be expected from his declared

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1. Erikson, E. (1959) p.101

interest, Erikson regards "identity", not as an encapsulated

phenomen, but as one - albeit a key - element in a larger process.

In his own words,[1] "Identity appears as only one concept within a

wider conception of the human life cycle, which envisages child-

hood as a gradual unfolding of the personality through phase-

specific social crises". He conceives of human growth as a series

of interrelated stages in which certain basic conflicts have to be

solved. The following plan shows the eight stages of life as

named by Erikson, with their accompanying psychological tasks:

1. Infancy   : Basic trust vs. Mistrust

2. Early childhood : Autonomy vs. Shame and Doubt

3. Play Age   : Initiative vs. Guilt

4. School Age   : Industry vs. Inferiority

5. Adolescence   : Identity vs. Identity diffusion

6. Young Adult   : Intimacy vs. Isolation

7. Adulthood   : Generativity vs. Self-Absorption

8. Mature Age   : Integrity vs. Despair and Disgust

The problem of establishing ego-identity, then, is seen by

Erikson as the special and particular task of adolescence. The

tasks of the preceding 4 stages he summarises vividly thus:[2] "One

might say that personality at the first stage crystallises around

the conviction 'I am what I am given', and that of the second 'I

am what I will'. The third can be characterised by 'I am what I

imagine I will be' ... and the fourth 'I am what I learn'". The

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1. Erikson, E. (1959) p.119 et seq.
2. ibid. p.82

establishment of identity is seen as an achievement which is both
intrinsically related to what has gone before as well as specifi-
cally distinctive on its own account:[1] "The integration now
taking place in the form of the ego-identity is more than the sum
of the childhood identifications. It is the inner capital
accrued from all those experiences of each successive stage, when
successful identification led to a successful alignment of the
individual's basic drives with his endowment and his opportunities.
In psychoanalysis we ascribe such successful alignments to 'ego
synthesis': I have tried to demonstrate that the ego values
accrued in childhood culminate in what I have called a sense of
ego-identity. The sense of ego-identity, then, is the accrued
confidence that one's ability to maintain inner sameness and con-
tinuity (one's ego in the psychological sense) is matched by the
sameness and continuity of one's meaning for others."

The importance to the sense of ego-identity which Erikson
attaches not only to the inner life of the adolescent but also to
its social ramifications in the outer world is underlined by
Jersild, in his writings on 'the self'. For instance, he[2] notes
that "Each person's self is something individual, yet it has a
social origin". And he highlights some of the strictly educa-
tional implications which follow: "This fact has important meanings
for education, because many of the strongest social influences are
brought to bear upon the child by way of his experiences at school".

1. ibid. p.89
2. Jersild, A.T. (1952) p.11

It is interesting to observe the essential similarity of
viewpoint between Jersild and Erikson.   They have followed dif-
ferent professional paths, and the language in which they clothe
their ideas is inevitably individual, but their basic theoretical
positions are very closely allied.   Their respective concepts of
self (Jersild) and identity (Erikson) might almost be said to be
the opposite sides of the same coin.   By way of illustration, here
is Jersild speaking:[1]   "The self is the sum total of a person's ideas
and attitudes about who and what he is.   It comprises all the
experiences that constitute a person's awareness of his existence.
These ideas and attitudes have been evolving since earliest child-
hood.   They show considerable stability before a person reaches
adolescent years, but much happens that makes it necessary for
adolescents to take a fresh look at themselves.   Even though
there is a hard core of continuity in their personalities, they
are in a state of flux.   Each must learn to live with a person
who differs in many ways from the person he was before .... In the
process of establishing an identity as a distinct self, many
adolescents face questions about their origins and endowments."
And here, again, is Erikson speaking:[2]   "An increasing sense of
identity .... is experienced preconsciously as a sense of psycho-
social well-being.   Its most obvious concomitants are a sense of

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1.   Jersild, A.T. (1963 reprint) pp.7-8
2.   Erikson (1959) p.118

being at home in one's body, a sense of 'knowing where one is

going' and an inner assuredness of anticipated recognition from

those who count.   Such a sense of identity, however, is never

gained nor maintained once and for all.   Like a 'good conscience',

it is constantly lost and regained, although more lasting and

more economical methods of maintenance and restoration are

evolved and fortified in late adolescence."   And a coda from

Jersild: "The adolescent who realistically accepts himself has a

treasure.   Within his own world, the one with meagre talents who

forthrightly appreciates what he has is richer than the one who

is bountifully endowed but deplores himself."[1]

Another belief which both these writers share - not only with

each other, but with a number of other workers in this field - is

the crucial importance of the period of adolescence for the estab-

lishment of a sense of identity and for the development of self-

understanding.   A distinguished British educational psychologist,

Wall, in a recent (1964) essay in which he tries to "reinterpret

somewhat the psychology of adolescence in strictly contemporary

terms" says, "I am suggesting ... that what we call adolescence

is fundamentally a crisis of identity."   And later in the same

essay, while discussing the role which education could play in

contributing to young people's personal development, there appears

the forthright statement that it is "imperative that self-knowledge

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1. Jersild (1963 reprint) p.33

and self-acceptance should be firmly acquired."[1]   From a dif-
ferent angle, Kiell, in his introductory survey of over 1000
items drawn from autobiographies, diaries, letters, and memoirs
on the subject of adolescent development, taken from a wide geo-
graphical and historical distribution, says: "The search for
identity, basic for the adolescent in all cultures and all times,
appears distinctly in these excerpts."[2]

An English educationalist, Fleming, has made clear that
there are important educational implications in this concept of
the self.   In a very full review of cognate research projects,
she comments on "the recognition of the possibility of re-educa-
tion through changes in the self-concepts held by learners.
These findings are particularly relevant to the work of a teacher;
and it is not without significance that some of the most interesting
of the analyses of the content of the self-picture have come from
within the field of educational psychology."[3]

The learning process itself is intimately involved with self,
as Jersild shows: "There is a continuous impact between the self
and the flow of experiences involved in the process of living and
learning at school.   The learner perceives, interprets, accepts,
resists, or rejects what he meets at school in the light of the
self-system he has within him.   In the healthy course of the

1.   Wall, W.D. (1964) p.19
2.   Kiell, N. (1964) p.20
3.   Fleming, C.W. (1965) p.60

development of the self, one is involved in a continuing process

of assimilation and integration of new experiences, new discoveries

concerning one's resources, one's limitations, and one's relations

with oneself and with others."[1]   And here are some suggestions

Jersild offers for providing a productive setting within the

school environment:[2] "If accepted, welcomed, allowed to be himself,

and if given opportunity to learn and a degree of freedom suited to

his maturity level, the child will launch on a career of self-

discovery.   He will explore, survey the boundaries, try out his

powers, investigate the nature of his relationship with others, and

test the emotional limits and confines involved in these relation-

ships."[3]

Self-discovery, self-understanding, self-acceptance are not,

however, generally achieved without some degree of difficulty and

pain.   The process is a complex one; and to be effective and

genuine, it incurs emotional involvement and personal commitment

as well as intellectual understanding.   Not only does this make

large demands on the educational community as a whole, it also

requires a considerable amount of maturity and stability on the

part of individual teachers.   Both the need and the difficulty are

sympathetically described by Jersild, in an interesting recent study.

1.   Jersild, A.T. (1952) p.14
2.   ibid. pp.17-18
3.   For a moving account of a similar process in a therapeutic
     setting, see "Dibs: In Search of Self."   V. Axline:
     Gollancz. 1966.

He speaks first[1] from the point of view of the adolescent: "When

we look more closely into the lives of those who pass through our

schools, we get a more sombre picture. The evidence shows that

large numbers of persons move from childhood into adult years with

a burden of emotional distress. The troubled ones include people

with modest talents, but among them are also many people with

brilliant minds and distinguished careers. A large proportion of

human distress consists in a carry over of unresolved conflicts,

irrational fears, hostile attitudes, feelings of inferiority and

guilt that are unrealistic from an objective point of view." And

now he speaks from the angle of the responsible adults, the teachers.[2]

"In one of our earlier enquiries, several hundred teachers endorsed

the idea that schools should promote knowledge of self ... A large

number reported a need for a deeper enquiry into the personal

meanings and emotional dimensions of a teacher's life and work, as

distinguished from the formal intellectual and academic aspects ...

Many of these teachers went further and said that to help others

to acquire self-knowledge, they themselves would need psychological

help such as might be obtained through group or individual psycho-

therapy."

Support for Jersild's point of view is to be found also on this

side of the Atlantic. For instance, Ben Morris, taking up a theme

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1. Jersild, A.T. (1962) p.4
2. ibid. pp.6-7

from A.N. Whitehead that "the basis of experience is emotional",[1]
develops it fully in an extended discussion on mental health in
the classroom situation, with particular emphasis on the teacher's
personality.[2]   He argues that the basis of education itself is
emotional, and that in fact the fundamental term common to
education and to mental health alike is emotion.   He, too, pays
tribute to the work of Erikson, besides drawing on the findings of
Freud and Jung; and he also subscribes to the importance, for
educational thinking, of the psychological notion of a sense of
personal identity as the goal of healthy development. Moreover,
he says "there are special reasons, connected with learning and
with the classroom situation, which make personal insight of the
greatest value to teachers in their work."   Finally, in one
effective sentence, he sums up several major ideas and points the
way forward: "An education which does not permit the constant
interplay of the inner and outer is a violation of our natures,
and does not provide the nurture essential to healthy growth to
maturity."

These ideas receive confirmation at the hands of another
educationist, Walsh.[3]   In writing about the qualities of the good
teacher, he speaks of "a serene and collected disposition, a ranging
imagination, analogical power, openness to experience," and further

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1. Whitehead (1964)
2. Morris, B. (1955) pp.46-111
3. Walsh, W. (1952) pp.77-79

states that "the good teacher has a wholeness and assurance of personality which protects him from emotional dependence on his pupils."

Whitehead's seminal statement, given above, has been used as a springboard also, by a team of three writers on the theme of mental health and education. Wheeler, Phillips, and Spillane[1] who, in their opening chapter assert that "in future the health of a highly developed people will depend as much on the quality of its teachers, and the development and foresight of its educational arrangements, as on the state of its medical sciences and services", later take up the concept of the significance of emotional life in total human experience. After quoting Whitehead's dictum, they go on:[2] "If this is true [i.e. that the basis of experience is emotional], then educators should be concerned with the training and development of the emotions of individuals. It may be that failure to recognise this has been the main reason why formal education has so far played such an insignificant part in the prevention of mental ill-health."

Two more observations made by these writers deserve attention. One is a concrete suggestion:[3] "It has not yet been fully realised in practice that while training in conscious thought and reasoning is of course necessary for the adaptation of the individual to his

1. Wheeler, O., Phillips, W., Spillane, J.P. (1961) p.14
2.)
3.) ibid. p.72

complex environment, aesthetic education is equally necessary for
the integration of his own personality. The arts (including
music) are not luxuries or 'frills' in the curriculum but are
essential for bringing thought and feeling together by providing
opportunities for creative self-expression. Their pursuit can
relieve tensions and reconcile individual uniqueness with social
adjustment."

The second observation concerns the particular stresses and
demands inherent in the actual work of teaching. These writers
are among the few who have as yet explicitly recognised the inbuilt
professional risks; and they say:[1] "Without doubt the work of a
teacher under modern conditions is exacting ... continuous contact
with, and control of, large groups of active immature human beings
is likely to produce more nervous strain than would result from
any other job in human relationships ... A conscientious teacher
may be continually subjected to emotional strain in endeavouring
to carry out his responsibilities. It is therefore not surprising
that there are some teachers who suffer from serious emotional mal-
adjustment ... In the selection of recruits for teacher training,
account should be taken of emotional characteristics as well as of
scholastic achievements ... and the conditions in the profession
should be such as to enable acting teachers to lead a full 'adult'
life and to preserve their poise and serenity, notwithstanding

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1.　ibid. pp. 156-7

inevitable tensions".

On an international scale, ideas such as the above are
gradually gaining currency. The 1952 Unesco Conference on Edu-
cation and Mental Health stated categorically:[1] "The teacher's
own mental health is by far the most important single factor in
determining whether the school can make a positive contribution to
the mental health of children". In W.D. Wall's scholarly account
of this conference,[2] a whole chapter is devoted to teacher
training, in the course of which the significant position of the
single individual is clearly highlighted: "When we remember that
in the course of a vocational life, a primary teacher may spend
his days with some forty classes of children, and may thereby
influence directly the lives of between one and two thousand adults,
the question of 'who shall teach?' assumes its full importance."

Marjorie Hourd throws this idea into relief from a slightly
different point of view:[3] "There is one respect in which a
teacher is placed in a special position in relation to his work,
and one so obvious that we have perhaps neglected the significance
of it for himself or for his pupils. Everyone is bound to use his
job as a means of developing his potentialities and also as a means
for the protection of his limitations. A teacher, however, who is
in daily contact with immature and growing minds will have an op-

1. Unesco (1952) p.242
2. Wall, W.D. (1959) p.262
3. Hourd, M. (1952) pp.247-250

portunity for deeper satisfactions than most people, but at the same time his defences will be the more strongly challenged. It is a profession where personality is the means by which personality is developed."

The 1953 Unesco Conference further underlines the importance of a teacher's mental health. The Conference Report makes the following precise statement:[1] "The number of teachers enjoying adequate mental health is undoubtedly limited ... It is increasingly necessary (1) to have candidates for teaching psychologically examined before they are accepted, or before they are appointed to a post, and (2) to organise a psychological service to help teachers-in-training and serving teachers alike, without pressure of any kind, to solve their personal problems. It is unreasonable to expect any teacher to understand his pupils and act effectively on expert advice regarding their mental health, unless he himself has come to terms with his own life and taken steps to improve it."

In this country, the pioneer work of Swainson[2] is a valuable, though lamentably unique, example of what might be done to implement such a recommendation. It is worth noting that the 1953 Report points out the crucial significance of the student years. Wall's statement clarifies this:[3] "It is important to realise that the teacher-in-training is usually adolescent. Even at the age of 17 or 18 the processes of psychological maturation are by no means

1. Unesco (1953) p.141
2. Swainson (1952)
3. Wall (1959) pp.263-4

complete ... thus many of the difficulties of personality growth

may be transitory, and others could be eliminated or reduced by

wise guidance given in the course of training.   The training

period itself offers an opportunity for continuous observation

of the students, for suggesting before it is too late a change of

occupation for those whose personality is clearly unsuitable, and

for a direct and conscious attempt by the College staff to help

the majority in the task of growing into mature, self-aware and

balanced adults ... One of the first essentials of the training

course is that of ensuring the teacher's own psychological growth."

    Here again, and now in a vocational setting, is a pointer to

the significance of the adolescent stage in human development.

It is worth looking at Wall's earlier comments on this; in the

following passage, he brings out more clearly than do most authors

the unique opportunity which is available during adolescence both

for rehabilitation and for further development.   Having spoken of

the generally accepted significance of the first five years of life,

he goes on:[1] "Later in life, however, the period of adolescence

presents a phase where a growing human being is equally in a state

of emotional sensitivity, and equally confronted with a rapid

succession of new demands.   This second period offers great pos-

sibilities, if they are used aright, both for setting straight

difficulties arising from earlier faulty development and for a con-

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1.   Wall (1959) p.135

structive attempt to achieve not only emotional balance but the
fullest flowering of personality. The broad foundations may be
laid in infancy, but adolescence, as it is experienced by con-
temporary boys and girls, is critical for the development of the
entire superstructure of character."

In this chapter, an attempt has been made to show some inter-
relationships between personality development, the process and
practice of education, and the ingredients of mental health.
It has also been suggested that (a) an important link between
these three areas may be found in the self-concept, and (b) the
period of adolescent development has special significance in the
task of establishing a healthy and enduring sense of personal
identity. Ensuing chapters will describe an investigation which
was undertaken to discover some of the practical outcomes of these
basic considerations.

PART II.   FIELDWORK

Chapter 4.

The research-project outlined.

The most apposite description for the present investigation
is that of "action research".   This convenient term, apparently
coined originally by Kurt Lewin,[1] is defined by Bruner[2] thus:
"Studies which, while seeking to achieve a socially useful end,
are also devoted to the systematic collection of data and the
testing of hypotheses."   This particular study - intended as a
contribution to the socially useful end of the personal and profes-
sional well-being of student teachers - has been undertaken on the
basis of certain premises, and it sets out to seek answers to
specific questions, as well as to explore a particular hypothesis.

The premises underlying the whole enterprise are:

1. The mental health of the teaching profession

    is of prime importance not only to the individual

    members thereof, but also to society as a whole.

2. There are no educational aims more important

    than those of fostering (a) healthy personality

    development within individuals and (b) productive

    social interrelationships between individuals.

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1. Lewin (1948) p.202
2. Bruner (1950) p.120

3. Teaching is a profession which makes heavy

   demands on the physical, mental, emotional,

   and spiritual resources of its practitioners:

   all of whom, even those with the most mature

   and stable personalities, are constantly

   exposed to occupational risks.

4. The training period, which coincides for the

   majority with late adolescence and early

   adulthood, offers a unique opportunity to

   attend to students' psychological needs and

   stresses.

It is further postulated that one essential element, linking

and basic to all the foregoing themes, is found in the self-concept;

which has important repercussions on personality development, on

psychological maturity, and on mental health.

At this point, it therefore becomes necessary to explain the

viewpoint held on these matters; to clarify terminology; and to

state the particular interpretations of the concepts in use.

Fundamental psychological tenets are:

(i)   The human psyche is composed of conscious and

      unconscious elements in interrelationship.

(ii) Human personality is dynamic and purposive in

      nature; its goal-seeking, directional tendency

      is towards wholeness and self-actualisation.

(iii)   Contained within the personality are growth-

promoting, health-inducing elements.   However,

partly from environmental pressures (both physical

and social), and partly from inner causes which

may not yet be fully understood, these paths are

sometimes blocked, resulting in psychological

stunting and maladjustment.

(iv)   The complexities of psychic structure and functioning

are explicable in terms of the hypothesis of a

synthesising factor in the personality, which acts

as a focus.   This has been variously described by

different psychologists under the names of ego, or

self, or sense of identity.

A study of the relevant literature (Cp. Chapters 2 and 3

above) makes it evident that the terms "ego" and "self" have

different meanings not only in regard to different psychological

theories, but also according to the particular context in which

they appear.   It is now suggested that two distinctions of usage

and meaning may broadly be made, viz.,

a) "Ego" and "self" may be used to differentiate

between the subjective and objective aspects of

the experiencing individual.

i.e. "ego" is used to denote

the "I"; the subject; the experiencer; the

one who is aware.

"self" is used to denote

the "Me"; the object; the experienced;

that which one is aware of.

A simple example of such usage occurs in statements

such as "I don't like myself"; when the "ego" aspect

of the individual is making a comment on the "self"

aspect.

b)   "Ego" and "self" may be used to differentiate between

the part and the whole of the individual psyche.

i.e. "ego" is used to denote

the central factor of the <u>conscious</u>

personality.

"self" is used to denote

the central factor of the <u>total</u>

personality.

The "total personality" will, it is understood from

the context, include unconscious as well as conscious:

and indeed, the contents of the collective as well as

the personal unconscious.

This is Jungian psychology, and carries the implica-

tion of a process of development known by Jungians as

"individuation".

For the present writer, both of the above sets of interpreta-

tions are valid and meaningful, and will be used in this thesis
accordingly, in their appropriate contexts.

Two other terms need clarification.

1. A sense of identity.

    This will be understood to mean a recognition of
    selfhood, an awareness of individual being.

2. A healthy ego.

    This is closely linked with the concept of "ego-
    strength", and will be taken to mean an adequately
    developed sense of personal identity; the possession
    of self-perceptions which are congruent with outer and
    inner reality; i.e. viable in the interpersonal trans-
    actions of everyday life (outer reality), and aware of
    relationship with the Jungian "self" (inner reality).

These then are the fundamental premises and the theoretical
orientation underlying the study.   The specific questions to which
answers have been sought are:

1) Given the importance of the self-concept as a
    mainspring of behaviour, is it possible to determine
    any differences between "normal" and "maladjusted"
    persons (especially students) in the kind and degree
    of self-awareness, self-understanding, and self-
    acceptance which they achieve?

2) Having regard to students, what are the most sig-

nificant problems of adjustment which confront

them; both as persons, and as trainee entrants

to a profession which is intimately concerned

with the growth and development of human beings?

3) How far, and in what ways, are these student

needs being met? Is the present provision

adequate? Is it suitable? In what ways is it

likely to expand? What are the most urgent and

desirable directions of expansion?

The particular hypothesis for exploration is "that the life
and work of students in Colleges of Education is a challenging,
and potentially stressful, experience. Predictable areas of dif-
ficulty are (i) working situations (study: teaching practice:
vocational choice); (ii) personal and professional relationships;
(iii) establishment of beliefs and values."

It will be noted from the above wording that the study has
been restricted to non-graduate students. This decision was
made on at least two grounds: (a) the need to restrict the field
of investigation to manageable proportions, and (b) the need for
research in this particular segment of teacher-training.

Previous research, investigation, experiment.

A careful study of available lists of research theses from

1918 onwards[1] yielded the following information.

With regard to the self-concept, a good deal of work has been done in recent years. An admirably comprehensive and up to date (1966) survey of this is to be found in Zahran's Ph.D. thesis[2] on the theme of the self-concept with particular reference to Rogerian theory and to psychological guidance. However, the great bulk of experimentation in the field has been concerned, educationally speaking, with young people of school age. (This is also true of Zahran's work.) A very few exceptions may be found, in which the subjects have been student-teachers. One of these is Emmett's Ph.D. study,[3] in which he investigated certain dimensions of the self-concept among various groups of student teachers [i.e. 2 and 3 year trainees, and "mature" students, in Colleges of Education; as well as postgraduate students, i.e. those following the one-year course, and others (serving teachers) doing an advanced course of study, in a University Institute of Education]. He also studied the relationship between the degree of self-acceptance and the level of teaching ability among these students; he reports that his findings "give support to the conclusions of previous workers" who believe that the self-accepting teacher is also a competent and effective one.

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1. N.F.E.R. (1950 onwards); Kendall (1964); Aslib (1966)
2. Zahran, H.A.S. (1966)
3. Emmett, R. (1964)

Two recent cross-cultural studies, by Phillips[1] and by Lau,[2]
both show that English students are less self-accepting than
either Jamaican or Malayan.   These differences between <u>cultures</u>
were not paralleled by significant differences between <u>the sexes</u>
in the groups of students studied.

Also worth noting is Hatfield's[3] 1961 experimental study of
the self-concepts of student-teachers, carried out in a single
Teachers' College in America.   This is based on the premises, not
only "that self-acceptance is a necessary characteristic for mental
health", but also "that teachers must learn to accept themselves,
if they are to understand children, and help children to learn
desirable attitudes of self-acceptance".   Out of the total popula-
tion of a year's entry to the College, 38 matched subjects were
carefully selected for further study;   19 were classified - on
independent ratings by trained observers - as "Inferior student
teachers", and 19 were similarly classified as "Superior student
teachers".   These 38 then carried out a test intended to measure
the self-concepts they held, and the results of the test were
subjected to statistical analysis.   The findings showed that there
existed a relation between performance as a teacher and the degree
of self-acceptance shown.   In Hatfield's words, "one factor in
successful student teaching might well be the adequacy of feelings

1.   Phillips, A.S. (1962)
2.   Lau, W.H. (1964)
3.   Hatfield (1961)

that a student has about himself as a person".   Her conclusions
are worth quoting at length.   "Early identification of prospective
student teachers harbouring serious doubts about themselves, and
the provision of adequate counselling services might be expected
to influence significantly the quality of student teaching.
... In most cases, therapy would be directed towards helping the
individual view himself differently."

With regard to student problems, two interrelated aspects are
discernible: (a) research studies into the problems themselves,
from varying orientations, and (b) reports of and from services
which cater for, or are in touch with, students in need of help.

Consultation of the available literature demonstrates that,
in this field, America has been much more productive, and for a
much longer time, than has Great Britain.   (For example, a Mental
Hygiene Service was inaugurated at Yale University in 1925;[1] the
University of Minnesota[2] began work in student counselling in 1932).
In this country, research studies tend to be undertaken by persons
who are already professionally engaged in providing some form of
help.   So far as I can ascertain, all the information as yet
available deals solely with students at University level;   those
in other branches of higher education are, in this respect, almost
entirely uncatered for.[3]

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1. See Fry and Rostow (1943)
2. See Volsky et al. (1965)
3. Report of Royal Coll. of Physicians (1966)

Pioneer work was undertaken in the medical field, by Parnell[1]
at Oxford, as early as 1947; Malleson[2] in London started in 1948;
Still[3] in Leeds in 1949; Read[4], also in Lond, in 1952. Reports
of their finding, from clinical practice and from research investi-
gations, are available in the journals. The work of the last four
named practitioners still continues, in enhanced and expanded form
(e.g. the recently established and still developing Research Unit
for Student Problems, linked to the University of London Central
Institutions, and directed by Malleson). They have been joined
in the last two or three years, by others such as Ryle[5] at Sussex,
in the mid 1960s; and a new and experimental development should be
noted, of a service in the London Institute of Education, catering
for the constituent Colleges of Education.

In the educational field, Mary Swainson[6] at Leicester has done
unique work since 1948, which will be described fully at a later
stage of this thesis.

In terms purely of research studies, it appears that interest
has not been aroused for very long, and information is difficult
to come by. Kidd in 1965[7] published a report of an investigation
into psychological disorder among Edinburgh students, but this was
again at University level only. As for Colleges of Education,

1.   See Parnell 1951; 1955.
2.   See Malleson 1957; 1958; 1962; 1963; 1965.
3.   Still, R. 1961 and 1966.
4.   Read, John 1954; 1958; 1960; 1961; 1966.
5.   Ryle, A. 1966 and 1967.
6.   Swainson, M. Reports 1949-67, & other articles (see bibliography).
7.   Kidd, C.B. 1965.

two pieces of current research have come to my attention; those of
Tiley[1] and of Seth,[2] both working in the Midlands. The former,
as yet incomplete, is concerned with student problems particularly
in relation to teaching practice; the second deals with staff-
student relationships and patterns of communication within the
whole college community.

The only other researches, at college level, of any relevance,
which I have found are those of Shipman,[3] who was concerned with
environmental influences and motivational factors with particular
effect on success in Teaching Practice; of Soloman,[4] and of Case[5]
- both of whom were concerned in their separate ways with the
achievement and attitudes of "mature" as well as "ordinary"
students. Soloman, in particular, noted the special environmental
stresses which led to anxiety conditions in the older married woman
student with home and family commitments as well as her college
course.

One final piece of research is worth quoting here because of
its germaneness to the present investigation (even though it is
not British nor very recent). It is the only one so far dis-
covered which links together, in dynamic fashion, the findings of
therapy in a Student Counselling Service with hypotheses based on
the self-concept. It comes from the Rogerian school of client-

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1. Tiley, J.
2. Seth, J. 1967
3. Shipman, M.D. 1965
4. Soloman, E. 1965
5. Case, D. 1967

centred therapy, and a report of 1952[1] gives details of 12 years
of carefully planned and designed research projects, from which
the following tentative and cautious conclusions were drawn: "An
effective relationship is one in which the therapist participates
in the client's communication, meeting him with understanding and
acceptance.   The process is orderly; many of its elements can be
specified.   During therapy, the attitudes towards the self change
from predominantly negative to predominantly positive.   Self-
esteem improves; the personality becomes better integrated and
more comfortable; the basic personality structure becomes more
unified, less neurotic, more accepting of emotionality, more
tolerant of stress, more objective in dealing with reality.   The
person adjusts better to training situations and on the job; he
exhibits less tension."

The present investigation.

Returning now to Great Britain; in the nineteen sixties: it
seemed clear at the outset of this enquiry that no research work
had yet been done on the personal/psychological problems of
students in Colleges of Education, and the field was therefore wide
open.

The collection of data for the study, the methods of enquiry,
and the choice of students as subjects, were all directly in-
fluenced by the circumstances and opportunities available for the

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1. Rogers, C.R. (1952)

carrying out of this piece of action research.

Two factors were of particular pertinence:

1) The writer was operating, for most of the relevant period, not only as research worker, but also as Tutor in Education and as an unofficial student counsellor.

2) College students themselves - particularly at this time of unparalleled expansion - are subjected to considerable pressures on time and energy, in their professional and in their private lives. It was therefore considered of overriding importance

(a) to obtain their willing co-operation in any contribution they were asked to make to the study.

(b) to avoid, so far as was possible, any unusual structuring of their normal programme.

(c) to make a positive contribution towards, rather than to risk jeopardising, the professional outcome of their College course.

The material for the investigation has come from 3 main sources.

(i) Intensive records, on tape and in writing, kept by the writer, of the normal daily work over two years with two groups of students in the Education course.

(ii)   More extensively, a questionnaire which was
sent out to different colleges in different
parts of the country. Over 1000 students
from 6 Colleges ultimately contributed to
this branch of the enquiry.

(iii)   A set of confidential case-records, covering
a 10 year period, taken from the only Psycho-
logical Service in the country which existed
to help College of Education students in
distress.

The resulting information has been treated in two ways - partly
statistically and partly clinically.

The details of these related studies will be described in
ensuing chapters.

FIELDWORK (Continued): SECTION A

Chapter 5

Work in College

This chapter focuses attention on the normal day-by-day work

in the Theory and Practice of Education that went on inside one

particular College, which, incidentally, is <u>not</u> one of those used

in any other aspect of the research enquiry. Through scrutiny and

interpretation of the intensive records which were kept over a 2 year

period, of 2 groups of students, it was hoped to highlight the major

problems and concerns, both personal and professional, which occupied

these 37 people.

The dual nature of this enterprise (i.e. the educational aspect

and the research enquiry) inevitably produced difficulties which had to

be resolved in the light both of their intrinsic ingredients and of the

environmental circumstances.

The Course

The students were being prepared to take the Teacher's Certificate

by examination. The syllabus for this was laid down by the Institute

of Education of which the College was a constituent member. During

the period under review, each Education lecturer in the College accepted

overall responsibility for the total programme of work in Education

undertaken by the two Divisions allotted to him/her. The scope of the

course was wide, and offered itself to individual interpretation

according to particular interests, skills and abilities. Apart from

the practical teaching (responsibility for which was shared with

colleagues who were specialist subject lecturers), the theoretical

part of the course had a basic tripartite framework, viz., Education

considered in its philosophical, psychological, and sociological

aspects.   The writer's own working syllabus is given in the Appendix.

The teaching approach used is described in a recent article in the

"New Era"[1].

The Programme

Each complete group of students (known as a "division") undertook

theoretical work in College and practical work in schools.   In College,

the timetable for each division provided one whole day of Education,

plus another separate double period.   The work was carried out partly

on a divisional basis, partly by means of seminar-discussion in small

groups, and partly by individual tutorial.   The practical work was

undertaken in schools situated at distances from College varying from

100 yards to 25 miles.   For 2nd and 3rd year students, this took the

form of "block" practices of 4 to 6 weeks duration.   1st year students

also had an introductory period of 1 day's visit each week, under the

guidance of specialist tutors.   In addition, a varied programme of

visits was undertaken to particular schools, clubs, and other institutions

of special interest and educational significance.

1. January, 1967, Vol. 48, No. 1.

The Students

The students were all women, ranging from 18 to 48 years of age at time of entry. The 2 divisions (to be called for convenience Division A and Division B) covered between them all 3 years of the College course. Division A contained 22 students, and were in their 2nd and 3rd years of training; division B contained 15 students and were in their 1st and 2nd years. All students were hoping to teach eventually children of Secondary, or top Junior, age. The majority of them were studying one of the Sciences or Mathematics as their Main Course; but several were also following subsidiary courses in the Arts subjects. There were unattached, engaged, married and divorced students in the total group. All but 2 were British, by birth or marriage. With regard to living arrangements, the group contained day, resident and billeted students. In Division A, 5 of the students joined the group at the start of the 2nd year, as "Mature" entrants. Of the students doing the full 3 year course, the majority had come to College via a Grammar School Sixth Form. There were some, however, in both divisions, who had been at Secondary Modern or private boarding schools, or at a Technical College; also in both divisions there were some students who had undertaken a paid job between leaving school and coming to College (unqualified teaching, secretarial work, laboratory technician, industry).

Collection of research material

Decisions about <u>what</u> to record and <u>how</u> to record were affected by the following considerations.

(a) the writer was working, single-handed, in the dual role of teacher and research worker. She was not prepared to use any techniques of research which might at all prejudice the students' chances of successful completion of their professional course.

(b) The total programme of work in Education was a complex amalgam of varying themes and activities, carried out under changeable circumstances and situations, and in varying geographical locations.

(c) The writer was an active participant in the educational interchange between herself and the students; she could not therefore, at the same time, make an objective record of the work in progress.

(d) The main purpose of this part of the whole research programme was to ascertain the nature of the problems thrown up by students in the normal course of their College work. The general intention was to make a kind of existential study of students' reactions to the challenges and opportunities offered to them. It was hoped that information would emerge about

(i) areas of particular difficulty and/or concern,

(ii) reactions and responses of particular students.

(e) Whatever the method used, it had to be (i) inexpensive, (ii) practicable, (iii) unobtrusive, (iv) acceptable to the students.

The solution finally arrived at was to make experimental use of
the tape-recorder.   It proved easy to put onto tape those meetings
which were held in a College tutorial room, reasonably quiet and
suitably furnished for small seminar groups and individual discussion.
It proved impossible to record on tape those meetings, of whole
divisions, which were necessarily held in a large lecture room,
subject to echo, and fronting on to a noisy road.   Nor could work
in schools be recorded in situ;   however, discussions during Practice
were held with individual students in College, and it was therefore
feasible to put these onto tape.

The research records therefore consist of the activities that
went on in my tutorial room.   By this means, a high proportion of
individual discussions were recorded;   and also all the group
discussions, (i.e. those in which different groups of students part-
icipated, up to a maximum of 8 per group).   What was not recorded
was the lecture room work, that done inside schools, and on outside
visits.   However, it was considered that the individual and small
group material would be more relevant and revealing for the particular
purpose of the enquiry - and that to limit it to this extent would
still produce a more than adequate amount of material.

The introduction of the tape recorder was, in itself, a sufficient
hazard to overcome, as the students were, initially, inhibited and
somewhat suspicious - apart from a few exceptions who either accepted
it as a matter of course, or were intrigued by the potentialities it

offered. Eventually, all resistance was overcome, as the students
came to realise (a) that they had the opportunity of hearing the
tapes played back, to their own interest and advantage, and (b) that
confidence would be respected and anonymity preserved, in both
educational and research elements of the enterprise.

Analysis and interpretation

The ensuing discussion will deal with material consisting of a
threefold strand. In part, it is a record of personal teaching;
in part, it is an analysis of subject-content; in part, it is a study
of students themselves.

$5\frac{3}{4}$" Double play tapes were used. By the end of the 2 years
work, 15 of these had been filled, giving a total playing time of
some 90 hours. The material fell into the following categories.

1. GROUP WORK

   22 discussions, divided thus:

   Division A (2nd year) 11 small group meetings from November 1964
                           to June 1965.

   Division A (3rd year) 4 small group meetings from December 1965
                           to February 1966.

   Division B (2nd year) 7 small group meetings from October 1965
                           to February 1966.

2. INDIVIDUAL MEETINGS

   This work covered:

   (a) School Practice

i) Preparation for 1st Practice.   Division B.   March 1965.

      2nd Practice.   Division A.   February 1965.

      2nd Practice.   Division B.   February 1966.

      3rd Practice.   Division A.   September/October

                    1965.

ii) Progress during 2nd Practice.   Division A.   March 1965.

      2nd Practice.   Division B.   March 1966.

      3rd Practice.   Division A.   October/November

                    1965.

iii) Review of   1st Practice.   Division B.   June 1965.

      2nd Practice.   Division A.   May 1965.

(b) Special Exercises

i) Initial discussion.   Division B.   November 1964.

ii) Interim discussion.   Division B.   June 1965.

iii) Final discussion.   Division B.   February/March 1966.

(c) Individual Counselling

   This heading covers the help that was asked for, and the material that was produced - of a personal, rather than a professional, nature - by students in both divisions.

   In Division A, 12 of the 22 students were concerned.

       One of these had an extended period of

       Counselling sessions, lasting over 5 months

       in all.

   In Division B, 10 of the 15 students were involved.

The GROUP DISCUSSIONS

These were introduced, as part of the course work, at the beginning
of the 2nd year. Students were given a simple introduction to the
uses and advantages of different kinds of small group techniques, and
it was then suggested that they experience the situation for themselves.
They usually accepted this willingly, since they saw its value and welcomed
the opportunity provided for active participation in discussion.

At the outset, considerable guidance was needed over the formation
of the groups, and over the topics to be discussed. Later, however,
with increasing experience, the students were able to assume greater
responsibility for both these matters. Membership of the groups was
flexible, and was not intended to be constant over the two years.
Leadership was initially undertaken by the writer, in her capacity as
responsible teacher. It gradually became possible to delegate this
role, and to act rather in the capacity of participant observer.

The process of group life was recognised as being empirical and
not predetermined. Opportunities for individual growth and inter-
personal interaction were accepted as ingredients of the total experience.
Topics were chosen almost entirely by the students, acting on the sole
recommendation that these should have an educational connotation and
a recognisable bearing on their College course. Within this general
framework, an interesting range of subjects was treated in the 22
recorded sessions.

It should also be said that the purpose of the group meetings
was rather more to explore individual response to the topic and to the
group situation than to arrive at definite conclusions through a process
of reasoned argument.   It will therefore be understood that, in this
kind of free-floating discussion, the subject which became the dominant
theme could well be different from the topic initially chosen as the
starting point.   On more than one occasion, in fact, the group indicated
that they either did not wish to produce a topic or that they could not
agree on one.   This difficulty itself then became the focal point for
examination.

The following list indicates the main themes discussed by both
Divisions.   The larger number of meetings held in Division A is
explicable in terms of (a) the fact they they had 2 years of group work
and (b) the fact that changing patterns of College courses and dates of
Teaching Practice also curtailed the programme of Division B.

<u>Division A</u>

    1964. November 17th.   Has life a purpose?

           November 24th.   The impact of television on children and
                            themselves.

           December 1st.   Adolescent rebellion.

    1965. January 19th.   Religious beliefs and experience.

           January 26th.   The search for values and meaning in life.

           February 5th.   Capital punishment and social responsibility.

February	17th.	Sex Education
May	11th.	Teachers' influence on children's personality.
May	18th.	Personal values in present day society.
May	28th.	Co-education (including homosexuality and sex education).
June	24th.	The search for self-understanding.
December	14th.	Conflict.
December	16th.	Motivation.
1966. February	8th.	Backwardness.
February	15th.	Delinquency.

Division B

1965. October	21st.	Public and independent schools.
October	28th.	Prejudice.
November	4th.	Punishment.
November	11th.	Selection at 11+
November	15th.	Immigrants.
December	9th.	Class distinction and social issues.
1966. February	3rd.	Health education in schools (including sex education).

A more detailed breakdown of the discussions revealed that the material could be classified under these headings.

I.   GROUP activities and procedures per se.

II.   WORK

        a) Practical teaching.

        b) Theoretical aspects.

            i) Child development.

           ii) Educational aims.

         iii) Personality.

         iv) Interpersonal relationships.

        c) Vocational concerns.

III.   BELIEFS and VALUES

        a) Social issues.

           e.g. War; Marriage; Prejudice; Capital

              punishment; Delingency; Class distinction.

        b) Money.

        c) Sex.

        d) Religious and moral questions.

        e) Self-understanding.

        f) The purpose of life.

IV.   INDIVIDUAL experiences and/or problems.

The material did not lend itself to a highly detailed quantitative

analysis.   However, a crude table of frequency of occurrence of the

main themes was compiled; and shows some interesting trends.

TOTAL NUMBER of MEETINGS	22
Individual experience/problems	22
Educational aims	15
Social issues	14
Interpersonal relations	14
Personality	14
Practical teaching	12
Child development	11
Religious/moral questions	10
Self-understanding	10
Group procedures	9
Sex	7
Purpose of life	6
Vocational aspect	5
Money	3

Illustrative excerpts

    4 examples of group discussion have been chosen, 3 from Division
A and 1 from Division B.

    The extracts have been selected to show

1)   a range of (a) student participants (b) discussion-themes

       (c) stages in group-life.

2)   Ways in which group-activity may begin and end.

3)   The interdependence of the themes presented.

4)   The introduction of personal material, and its relevance to

       the major topic.

    N.B. In all cases, the _verbatim_ tape-recording has been somewhat

    condensed, for reasons of space.

I.   December 1st, 1964.   Division A.   "Adolescent rebellion"

    The group consists of 6 students, chosen by sociometric method.
Two of them (Jane and Helen) are considerably older than the others,
being married women with adolescent children.   The other 4 are between
20 and 25 years of age.

    The group assembles quietly, the students arriving by ones and twos.
Gradually, their conversation becomes more animated and vigorous.   The
Education Tutor (M.M.K.) remains in the background, noting and greeting
the students as they come in.   When all are there:-

M.M.K.   We're all here now, I think.   Who is in full spate already?

       (some amused laughter)

Jane: At lunch time, we were talking about what we might discuss

            here......

M.M.K.   Yes?

Jane: Evelyn and Nora had both seen the film "Lord of the Flies".

            I hadn't; I hadn't even heard of the book; but they were

            telling me about it.   Several people seemed to know it -

            either film or book - and, from what I heard, I thought it

            might have some relationship with what we were talking about

            in Education this morning - about adolescents, and whether they

            need parents......

M.M.K.   Yes, I see.   I think this might be a very good talking-point

            to start from.   I haven't seen the film.   How many of you

            have?   (only two)   I see.   And how many have read the book?

            (two again)   So that's three who have neither read it or seen

            the film.   Have you got some taste of it yet, from the lunch

            time discussion?

            (Laughter and hubbub.   Some were not there at lunch time.)

M.M.K.   Well, then, would somebody be ready to tell the story rather

            quickly, for all of us, but specially for these two?

            (Hesitation.   Then Evelyn embarks on a fairly detailed account

            supported and sometimes challenged by Nora.)

DISCUSSION follows of some differences between the film and the book.

The theme of savagery is quickly brought out, and the need for adult

containment of it is emphasised.   Comments made on the public school

background of the boys concerned, and the nature of the authority they

had experienced.

After some questioning of the <u>credibility</u> of the story, personal

experiences of <u>childhood cruelty</u> were given.

Helen: I wonder if some people, who hadn't seen the film or read

           the book, could believe that it could happen?

Mary: Oh yes, I think so.

Helen: I certainly agree. Children do get carried away when they're

           playing, without really realising it, I think. My two boys

           did, often!   (Embarrassed laughter)

Nora: I'm sure the people I've been brought up with would understand.

           Some of the gangs I got mixed up with were really very cruel

           to each other.

M.M.K.   Yes?

Nora: It got so bad at one time......you know, all the gang against

           one person......(very serious and intent: the group silent

           and entirely absorbed).

M.M.K.   Yes.

Nora: That......you know, the parents had to intervene. In the end

           the gang disbanded in shame (quiet chuckles from the group)......

           but, if they hadn't been there......

M.M.K.   You don't know what would have happened to that child?

Nora: (Very intensely) No. I don't.

M.M.K.   Mm, I see. What was it - was it physical or mental cruelty?

Nora: For this particular child, it was mental cruelty. But then

there were......different sorts of rituals which were

physically cruel......

M.M.K.   Yes, I know.

Nora: It was quite horrible in a way. We had to be each other's

blood brothers, quite literally. And then, we all had to do

things in turns, and perform all kinds of feats......

M.M.K.   Yes?

Nora: Climbing high, dangerous trees, and seeing how far out you

could sway when you got to the top. (Group laughter. Nora

doesn't join in.)

Nora: It was terrible, really! Oh, and picking people's raspberries;

and writing rude notes on a nasty man's wall - of his garden,

I mean - and even stalking him in his own garden! (She giggles

here. The rest of the group shout with laughter.)

Nora: Having been through all that, I think Lord of the Flies is very

credible.

M.M.K.   It sounds almost as though it has a kind of fascination for you,

Nora; as you tell it, you almost relive it, and you seem to

have half enjoyed it and half hated it?

Nora: I wouldn't say I enjoyed it. I joined the gang out of fear -

rather like the film - as the smaller boys did. They joined

one side because of fear of the larger boys...... And, being

rather a crowd, I made sure......you know......that I was in

their right books.

M.M.K. Yes, I see. This isn't very unusual, is it? I think most

children probably react in this way.

(Some murmurs of agreement.)

Mary: We had that kind of thing at school......a feud between two

kinds of children......those from poor, neglected homes.

Their clothes were scoffed at, and all the things they did.

And some of the other children - one in particular, not very

intelligent - used to go round giving you what they called

Chinese burns; you know, twisting your wrists till it hurt;

and waiting to see whether you squeaked, or whether you didn't.

M.M.K. Yes.

Mary: And they used to pick on children who couldn't stand up for

themselves, not those who could. Those who could got out of

it somehow, but the others - they just poured scorn on them.

All the group standing round, all against one child - until

that child dissolved into tears and ran off.

(Murmurs of sympathetic understanding.)

FURTHER EXAMPLES of this behaviour are given by other students.

M.M.K. These experiences you're giving now are all at school - unlike

"Lord of the Flies". I wonder what attitude the staff showed

about this? Or even if they were aware it was going on?

Mary: I don't think, in my case, they knew much about it. They

didn't seem interested in this kind of thing.

Nora: I blame the staff. They ought to have noticed. Children

are so cruel, and they need help there - they can't educate

themselves socially.

Mavis: (Suddenly erupting.) Don't you think it's something in their

upbringing which makes children act like little savages,

especially at Primary school?

(Silence)

Nora: Not necessarily; it may be the tradition in the school.

Thank God, I wasn't influenced by it. But some kids at

my boarding school thought: "You're a new girl; and this

is what happens to new girls."

Mavis: (Again fiercely.) Is it something natural or not, that makes

children want to hurt other people?

(Silence from group.)

M.M.K.   What do you think, Mavis?

Mavis: I think it's inherited. All the repression they've got free

of. All the time they're being hit by parents, slapped,

stopped from doing things in their babyhood etc. Parents

can be very cruel to babies, and then later on, the ex-babies

take an unconscious revenge.

(Puzzled silence from the group.)

M.M.K.   Let's hear from Jane. She hasn't said very much yet, and

she can speak from a wide experience.

Jane: (With some effort.) The experiences of babyhood do have a

tremendous effect, I'm sure. You have to be very careful,

as a parent, how you behave to a child. But I don't think

you can put all the explanation or all the cause here.

Sybil: Don't you think, Miss Kay, that children test out their

parents? They see how far they can go. In a group, they

don't realise how far they're going. Other children laugh

and encourage them.

Mary: Is this perhaps linked with children's actual curiosity?

Nora: Or even a sense of power. In the gang, wanting the approb-

ation of their friends.

Sybil: (Very seriously.) Or the need to be loved, Miss Kay?

Mavis: (Quiet and sure.) You've hit it right on the head, Sybil.

Sybil: Especially if you don't have the love at home.

Mavis: Isn't this also a reason for being naughty and rebellious?

They want love; and if they can't get it by being good

they'll at least get attention by being naughty.

Mary: Some children do this, I'm sure. But others don't - they

retreat into themselves, don't they?

(General murmur of agreement.)

Mavis: When children have been studied, people have found that where

they were repressed as little as possible, there's hardly any

aggression at all, but those who have been repressed are very

aggressive.

M.M.K: May I suggest the need for a little caution here, Mavis?

I think you may not fully have understood the studies you're

talking of.   Children who always have everything they want, and

are never restrained at all, find it difficult sometimes to fit

into society, with all the give-and-take that involves.

Mavis: (Defensively.)   Children can be guided but they shouldn't

           ever be told not to, it does an awful lot of harm.   They

           want guidance, not repression.

Jane goes on to give two accounts of parental behaviour - one is her own,

and the other that of a friend - in which the parents themselves needed

to express their own tensions and aggressions.   And their children

understood this.

     She speaks of "a nebulous understanding that grows up from truth.

Children can sense what's really going on in Mother".

Sybil: All the same, it's important that parents shouldn't say "No"

           too much.   It causes a lot of deceit among children.   I can

           remember one incident at home.   My brother was 14 and he wanted

           to smoke.   Father saw him trying to hide it, and he said "If

           you're to smoke at all, you might just as well smoke in front

           of us".   So there we were - (giggling) - I was 11 and my other

           brother was 13, and it was Christmas, and we all sat there on the

           couch and smoked away!   We didn't do it again for months, I

           remember; just because Father had said we could, we didn't

           specially want to.

DISCUSSION then moves on to truanting from school, and needing to get

away from adults.   Jane again quotes her own children doing their home-

work in a most uncomfortable bus shelter, rather than a comfortable

school classroom or room at home - because they had to demonstrate

their own independence and freedom of choice.

[The group feeling has developed considerably during this session,

and there is much friendly give and take, and responsiveness to each

other. They leave, at the end of the meeting, with a good deal more

sense of solidarity than when they came in.]

II. May 28th, 1965. Division A. "Coeducation (including homosexuality

and sex education)"

An "ad hoc" group, consisting of 5 students only.

M.M.K: I wonder what topic you've chosen? I did say, didn't I, that

            I didn't mind if I didn't know till you actually arrived.

            Have you thought out something that you want to discuss?

Maureen: Well, we have, but......it isn't a very exact title.

M.M.K: That doesn't matter at all.

Maureen: Well, what brought it on is the new Bill on Homosexuality

            that's in the House at the moment.

M.M.K: (With interest.)   Oh, yes?

Maureen: We'd like to discuss something about coeducational and single

            sex schools, and whether they have any effect - whether they

            encourage or discourage - also any effects this Bill would

            have, if it got through - also what is the likelihood of it

            getting through......etc., etc.

(Some DISCUSSION, plus reference to the day's newspaper, as to the
exact stage the Bill has reached in Parliament.)

M.M.K.   Well, I think this is a very good topic - a very important

            one - a very delicate one! (Some gentle laughter.) Now -

            it's over to you, I think.

Iris: The thing that hit us this morning was the question as to

            whether single sex schools encourage homosexuality.

M.M.K.   You're putting it as a question?

Iris: Well, a rhetorical question! I think they do - especially

            boys' boarding schools.

M.M.K.   Would you like to expand on this? What's your evidence of

            this? Have you, for instance, any figures about it?

Iris: Well, only from what we hear about known homosexuals......the

            fact that a lot of them have been to boarding schools.

M.M.K.   Mm? Mm, I see.

Maureen: This was said in a T.V. programme recently.

M.M.K.   Oh yes? I see.

Maureen: I think, Miss Kay, one of the things that does come out of this

            is that you must expect that these practices will start soon

            after puberty and that it's from boys' boarding schools that

            they don't grow out of it - the insecurity of not mixing with

            the opposite sex - more than mixed schools. I think it does

            happen in mixed schools - but that, having had experience of

            female company, they're less likely to go on with it than boys

            in single-sex boarding schools.

M.M.K.   Mm? I think Agnes wanted to say something a minute ago?

Agnes: It was only when somebody mentioned the programme.

M.M.K.   Oh yes?

Agnes: And I can remember the attitudes of some of the people

            interviewed, who were homos, you know - how difficult it was

            to be accepted socially, and the trouble they had......

M.M.K.   Yes, Yes?   Men and women?   Or just men?

Agnes: Oh, just men.

M.M.K.   Catherine hasn't said very much so far, nor has Ishbel.

Catherine:Well, I'm not too sure about this - about these schools and

            so on - I just don't know enough about it to be able to say.

            Going back to the Bill, though, I think the trouble at the

            moment is that we don't discriminate when we punish.   We seem

            to punish every homosexual - instead of finding out why they

            are, whether they can help it......

M.M.K.   Yes.   Uh-uh.

Catherine:I think that's the important thing.   As for the school one,

            I just don't know.   I'd like to read a bit more about it and

            find out more at first hand.

Ishbel: I read an interesting article in the Twentieth Century about

            homosexuals......

M.M.K.   Mm?

Ishbel: It was written by a homo - and the way he describes his feelings

            when he saw - you know, other men - who he was really _friendly_

            with, you know - it was most sort of depressing......the way

            he...... I mean, he _was_ married, and......he didn't really say

what his wife felt about it - and I thought he should have felt

a bit more about her - he seemed to be very callous.

M.M.K.   Yes.   I think you're beginning to indicate now how complex

this whole question is - there are many more questions we need

to ask about it, aren't there?

(They begin to talk of _punishment_ - its value and effectiveness, if any,

and the need to _protect society_, especially younger people.)

Maureen: What we haven't discussed so far is whether, though these people

are in a minority group, whether they are in fact, wrong, so

to speak.

(Murmurs of agreement here.)

Maureen: I think it comes to many people's minds - are _we_ any righter,

having heterosexual relations?

M.M.K.   It really depends doesn't it, what we mean by this?   And, as

I'm sure you know, all of us in a sense do have both homosexual

and heterosexual feelings.   If you think in terms of growth,

you'll realise that it is quite normal development at a certain

stage of adolescence, for all of us, to have intense feelings of

affection towards someone of our own sex - and what usually

happens is that this gradually develops, through the process of

maturation, into having equally intense feelings for someone of

the opposite sex.   So that, looking at it from this point of

view, would you agree that, in a sense, what has happened to

homosexuals is that somewhere along the road of growth, they've

got stuck?

(Agreement)......which is rather different from being evil,

or wicked, or whatever.

(Pause)

Agnes: It only becomes wicked, if they - if they involve - how they

treat other people.

(Agreement)

Agnes: The, from another point of view, there's the argument that

it's mentally unhealthy, and that's a reason again for

trying to prevent it.

Iris: The thing is, is it natural?

Maureen: Well, it obviously is, for some people, isn't it?

Iris: Mm.

(Pause)

M.M.K.   Could we perhaps be more specific?   What in fact, do you

understand by homosexuality?   What do you mean by the word

when you use it, and how is it recognised?   Iris was saying

she could recognise such people.

Iris: Oh, I couldn't say that - it was just that somebody at another

College, who knew those lads were homo, pointed them out to me

- and then I could tell there was something unusual about them.

M.M.K.   How did this person know - what were you told?

Iris: Well, that these men hadn't any interest in the opposite sex,

but they had intimate relationships with people of their own

sex.

M.M.K.   I see, yes.

Maureen: This is difficult, isn't it?   You see, when I was at Cannes -

which is notorious for homosexuals - you've only got to sit on

the beach for two or three hours and you see lots of men in

pairs, arm in arm - quite openly - all ages, not just youngsters,

or an older man with a younger one.   It's just accepted.

M.M.K. brings the DISCUSSION back to the school situation - on enquiry

they produce some first hand information about friends/brothers who have

been to boys' boarding schools, whose experience confirmed what had

been said by Iris.   This develops into further consideration of the

effect of the environment.   The value of coeducational schools here.

Maureen: We still haven't really sorted whether it is definitely wrong.

M.M.K.   No, true.   Go on, can you?

Iris: A bit like alcoholism - at one time this was considered something

wicked and evil.   Now it's regarded more as something that can

be treated.

M.M.K.   Uh-uh.   Yes.

Iris: They're thought of as being mentally ill - and I think this

could be on a par with homosexuality.

Maureen: But this still doesn't settle whether it's wrong?

M.M.K   In fact, are you saying - surely there's something else about

it as well?

Maureen: I think I've got the feeling is it definitely wrong?   I mean

sort of ideally - leaving aside why it's happened, why people

are homosexuals - and going on to - if they are, why should

we try and change them?

M.M.K.   Yes?   A very important question that!

Maureen: Because surely, most of the formative ideas and influences –

          whatever has made them like that – is already <u>done,</u> and there's

          not much you can do about it, without completely disrupting

          their principles, if you like!

          (Thoughtful pause)

Maureen: Perhaps if this law's passed, it may help people – more people

          who want to be cured will come forward......

M.M.K.   Mm?   Because the whole point of the law is that it demonstrates

          a more liberal attitude?   Yes?

Maureen: That's it – it does.

Agnes: After all, we don't punish people who're not fully developed

          in <u>other</u> areas: why should we in this?

M.M.K.   Yes, agreed.   Well, why should we?   I think this again is an

          important point.   Can you suggest why?

Agnes: Perhaps we can recognise a bit of them in ourselves, and this

          frightens us.

M.M.K.   Yes, I think you may well be right.

          (Pause)

M.M.K.   It's so much easier, isn't it, to say, it's 'him' or it's 'her',

          rather than 'Yes, there but for the grace of God go I'.

          (Murmurs of agreement.)

Maureen: And this raises the fact that Lesbianism isn't actually illegal,

          is it?

M.M.K.   Uh-uh.   This is another interesting thing isn't it?   There

seems much more horror, much more of a punitive attitude

towards men homosexuals than towards women. I wonder why?

Agnes: Perhaps because our society is based on male dominance - or

it used to be; I don't know if it still is, or if that's the

reason.

M.M.K.   Yes?   I think you'll need to enlarge on this a bit - I haven't

quite got the point you're making.

Maureen: Well, historically, man has been the dominant sex, and it would

mean that society is incomplete if we have incomplete men -

if that's what you can call homosexuals - I can't explain

better than that.

M.M.K.   I see, yes.

(Pause)

M.M.K.   We are really skirting here all round the question of behaviour

and morals, aren't we?   Isn't it interesting how closely

sexual relationships and moral attitudes seem to go together?

In fact, some people would say that if you ask them about their

morals, you're really asking them about their sex life!   Any

comments to make on that?

(Thoughtful silence - the longest yet.)

Maureen: Morals to me are - how can I put it - what you owe to different

people - I mean, that the essence of morals - the loyalties

you find.

M.M.K.   Loyalty?   Yes?   (Pause)   To individuals?   To causes?

To principles?

Maureen: (Pondering)   Yes.   But I think the main thing is that once

you've worked out for yourself a moral standard, you must

accept that you can go below it or go above it.

M.M.K.   Surely.   Yes.   (Pause)   Are you speaking, in a sense, about

forgiveness?   Can you forgive yourself?

Maureen: (Laughing a little.)   Oh, I think that's quite difficult.

Agnes: Oh, I don't think everybody forgives themselves, no, and there

are some people who go around with an obsession about some sin

or other - they can really get very depressed - quite unhealthy.

M.M.K.   Yes, quite.

(Pause)

Maureen: But, coming back to homosexuality.   Oh, perhaps this is just

my experience: but it seems to be considered wrong - this is

what's puzzling - no matter how much real affection or feeling

one has for the other, as long as you don't touch them - that's

alright.

M.M.K.   Yes?   It's the physical expression, then, of one's affections

and feelings that is wrong?   (Yes, that's right.)   And in a

sense, are you saying that this is a falseness?

Maureen: Oh, yes, indeed.

Agnes: It seems true that what's important - about whether it's right

or wrong, or whether it needs curing, or whatever - turns on

the question of what effect the relationship has on the two

people concerned.

M.M.K.   Yes, Agnes - this is important I think, can you go a little

bit further here?   You're concentrating on the individuals

themselves rather than on society, or other people, aren't you?

It's interesting that in a heterosexual relationship, in marriage,

we're very concerned about its effect on society, aren't we?

Can you just go on exploring it in your own mind?

Agnes: Well, if you're going to let it carry on, even if no damage is

done, how are you going to fit them in with the marriage

situation anyway?   It's going to be difficult - some homos

are married as well, some are not - some might go that way and

some the other.   I don't see how you can anticipate what will

happen - I just don't know - I have no ideas - I just know

what the popular opinion is.

M.M.K.   Yes, this is it - this is why I asked some of those earlier

questions.   I think we need to go a bit further than popular

opinion and prejudice if we're going to talk of it seriously

at all.

(Agreement)

Agnes: Yes, I know we're all rather disgusted when you first hear

about it;   and then when you think about it, and the more you

think about it, you find you're asking what is the harm in it?

Should you let it carry on?

M.M.K.   And also, what is really involved in this?   What are we really

talking about?   And how extensive is it anyway?

(Further DISCUSSION on the <u>differences between the sexes here</u>: more

homosexuality prevalent among men. Is this the effect of the law, or

something more intrinsic to the individuals? This leads on to

differences between girls' and boys' schools - the <u>girls' schools</u> being

considered rather more <u>liberal and permissive</u> of boy/girl friendship.)

Catherine:Talking about showing tolerance towards homosexuals, I think

    it would be possible. I once knew two practising homosexuals

    (men), and they were both very nice people. They were friendly,

    accepted in the group; and in every other area - they were

    perfectly normal and developed.

Agnes: I think with people like us, it might be possible to show

    tolerance and understanding - but what about the whole of

    society?

M.M.K. Yes?

Agnes: I don't know, I think there's less sort of old wives' tales

    and prejudice now than there used to be.

    (Pause)

M.M.K. Do you think that this is a problem at all that you're likely

    to meet in day schools? When you start teaching, I mean, will

    you perhaps be faced with this situation? If so, have you

    thought about it, and your own part in it, and what your own

    attitude would be?

    (Pause)

Agnes: It would be difficult to take a stand, as one member, against

the rest.   The whole community, where feeling would be so

strong......

M.M.K.   That's what you assume, is it?   That everyone would be against?

Agnes: Yes, that is what I think would happen.   I can't see what you

could do for them anyway.   You'd only have your opinion against

the rest, anyway.

Maureen: If you condemn it, to the children - to the children involved

as well as to the rest, then I think you're adding to the

mystery - and yet with a thing like this, you can't, you can't

just condone it.   With your knowledge of it, if you don't take

any steps - this is condoning it, in the children's eyes.   On

the other hand, if you do take action, you're probably blowing

the whole thing up which may pass over in a few weeks (laughing).

It's very difficult!   It seems to be sometimes rather spasmodic

- you can't always tell how serious these things are - it might

not be much more than just temporary experimentation or curiosity.

(Pause)

M.M.K.   There's one word that seems to me to have been hovering around

the discussion, but hasn't been directly said, and I'm going to

throw it into the discussion and see what happens.   And that

is guilt - a sense of guilt.   I'm just putting it in - and

turning it over to you now.

(Pause)

Iris: Do you mean guilt felt by the homosexuals?

M.M.K.   If you like - you can start there anyway.

Agnes: Well, if they're going to be condemned, they're bound to feel

           guilty - it'll be dreadful for them if society is outraged.

           But if it's more accepted, then it would be different.

Maureen: Do these people feel guilt?   If they've thought about it, and

           feel it's right, then surely they won't _feel_ guilty.

Agnes: This is a difficult point - but I should think some of them

           would.

DISCUSSION continues on guilt in _any relationship outside marriage_;

also the element of _physical contact_ - it appears that this is stressed

more in homosexual than in heterosexual relationships.   _Condemnation_ of

homosexuality comes most _from young men_ - Maureen has noticed this

particularly.

Catherine returns the issue to the school situation, and discussion

ensues on _their own experiences_ in their day schools.   Very varying

attitudes, _very little sex teaching_.   The inter-relationship of home and

school experiences was emphasised by Ishbel: fundamental differences

between the sexes were slowly delineated by two of the group.   Then a

return again to _their responsibilities as teachers_, and the need for

deciding what they genuinely felt and thought about the whole question.

Maureen speaks of one of the great difficulties in any kind of _sex_

education: "if you're trying to put it over as a whole idea, and it

therefore goes on for a long period of time, there is the thought that

your own parents have sex relations - it's quite damning, really, not

only to the children, but when you're older too". The _guilt_ still

felt throughout _society about sex_ - not just the physical aspect alone -

all the over-tones and implications.

The meeting ends with general recognition of the importance and the

ramifications of the subject, and a deepened awareness of the need for

further thinking about it.

III. June 24th, 1965. Division A. "The search for self-understanding"

This group has basically the same membership as in Extract I.

Since then, however, a second round of sociometric tests has resulted

in minor changes of composition. There are now 7 students.

M.M.K.   Jane did indicate to me last week what the theme was, but I

        gather it may have changed by now - I understand that it was

        very tentative? That you were interested in extraversion/

        introversion?

Maureen: It's still the same.

M.M.K.   It is the same, is it? Very well, off you go!

        (Pause - laughter.)

Evelyn: I have to admit that I'm not really quite sure what the

        difference is - I know they're opposites, but of what?

M.M.K.   Yes, I think it would be very useful if we were able to talk

        it out a bit more, and see if we could come to some agreement

        as to what we really mean. (Agreement) Would you like to

        start, Evelyn?

Evelyn: I'll try. Is an extravert somebody who thinks about other

people a lot - their attitudes to the individual in question,
as well as other people's feeling, but also if other people
matter to them - this is for an extravert, whereas an introvert
is more self-sufficient - does that sound anything like the
right definition?

M.M.K.   Well, that's what you feel it to be, is it?   (Yes)   Well,
alright, let's see what other people think about it.

Mary: I think you've got the wrong idea, because I've always under-
stood that an extravert was somebody who tends to be lively
and always in everything, always doing everything with other
people, whereas the introvert tends to spend more time alone.

M.M.K.   Yes, true.   I think that is nearer to what is generally
accepted than Evelyn's.   Evelyn is basing it on feelings
towards people......

Evelyn: What I'm wondering is whether you can't have a shy extravert
or an introvert who pushes for their own comfort in a way!
(Giggles)

M.M.K.   Could you give us an example of such behaviour?

Evelyn: Well no, I suppose I just mean this idea of anybody who is
interested in other people's opinion of them is more likely
to be the life and soul of the party than the ones that
people don't matter to - but I still think you could get a
shy extravert.

M.M.K: Oh, I should think shyness was common to all human beings,
however you like to label them, or divide them!

DISCUSSION continues on the <u>difficulties of labelling people</u> - its art-
ificiality and arbitrariness at times.

Mavis: I sometimes wonder whether extraverts have the same degree of

feeling as somebody who is more introspective - do they really

feel the finer delicacies of feeling more than perhaps a more

introspective person?

Helen: Introverts seem to take time off to sit and think whereas

extraverts are always doing something.

Evelyn: Well, I find I can only look at this sort of thing on a personal

level.   I don't understand other people well enough.   Me is

the only person who I really know from how I feel, and then I'm

not always sure of course, but I think I have quite strong

feelings and yet I'm classed by a lot of people anyhow, as an

extravert.   I do know people who appear to be very shy, and who

do appear to be extremely thick skinned......You can't really

tell, because as I say you are the only person you really know

about - you really <u>can</u> know about completely.

Mavis: Come on Sybil.   (Pause)

Sybil: I was just thinking something actually - I think extraverts

often hide what they really feel and they're often acting

out a part that they're not - they're like actors really, not

themselves.

M.M.K.   Would you think that was truer of extraverts than introverts

Sybil?

Sybil: Er, well I think - being personal again, I think that people

would probably classify me as an extravert, and I give a lot

of people - particularly those I don't much want to talk to -

the impression of being someone who doesn't really care about

anybody - and lots of things like that, which aren't true -

you know what I mean?   And I think it's often with extraverts

that you don't really know - I don't know, I can't explain it

properly.

Nora: Surely most people are trying to hide their true personalities;

and introverts do it by (Hubbub.   Several contributions over-

lay each other here.)   and extraverts do it by putting on shows -

a passive and active way of doing the same thing.

M.M.K.   I think a lot of what you say is true, Nora, - I just wonder

why we have to try to hide our true personality?   I think we

all have to put on a kind of front of some kind - what Jung

calls a persona.   Have you met this?   (Helen: yes, yes.)

I think it's a very necessary part of our personalities.   But

why do we do it?   I wonder why - I would just like to question -

why do you feel we have to hide our true personalities?

(Pause)   I'm just throwing all this out for further discussion.

(Hubbub)

Evelyn: (Laughing)   This is something, in actual fact, that we were

discussing during break.   I think we rather came to the

conclusion that you don't want to hide the whole of your

personality, but everybody has an unpleasant side to their

personality which......well, society wishes them to cover up.

and therefore they cover it up.

M.M.K.   Yes, I think there _are_ a lot of social pressures here.

Helen: I think it's partly that most of us are aware of standards,

and if we have traits - I don't quite know what the right word

is here - that don't come up to standard, then we try to hide

them.

Nora: And the higher your values, the more you feel ashamed.

(Agreement; animation; laughter.)

M.M.K.   Yes.   And what a lot of implications for education that has!

(DISCUSSION continues on this for a while.)

Evelyn: Important point - what _is_ your true personality!?

(Agreement)

M.M.K.   Key question, I think!

Helen: You can't tell that yourself, can you?   Really.   You have

to go to someone and ask them "what is the matter with me?"

Nora: (Quietly)   Well, you _think_ you know what your true personality

is.

M.M.K.   Yes.   (Agreement from group.)

Helen: Then you shudder at the realisation!

(Laughter)

Evelyn: If what they say about the unconscious is true, though, the

side that you know about is the nicer side, because you push

the other side away.   (Agreement)   Get the other side out,

and you're going......(words lost in group amusement).

M.M.K.   And perhaps one of the jobs we have to do - perhaps this is

what Jung was suggesting, among other people - is to ack-
nowledge this other side that we don't know about, and say
Hello! to it.

Mavis: I don't think you can do it for yourself - it needs other
people to do it for you.   You have too much sense of insec-
urity too, sometimes - you may not want other people to see
how much insecurity you've got - I don't know really.

(DISCUSSION on the quality of relationship with other people, which
fosters this honesty and integrity).

Evelyn: I think you've got to be careful though - it might be not a
good thing to delve into one's personality.

M.M.K: Yes?   Why not?   Do go on.

Evelyn: Well, you could get so tied up in it, and so worried about
yourself.   I think you've got to accept that everybody's
got a bit of everything in them, then you can have a look at
yourself, perhaps and get something out of it;   but I think
it can be a dangerous thing;   it can leave you with a great
deal of undermining of your confidence and really worried
about yourself, you know......

Mary: But if you get the defences down, and understand and really
accept yourself at the same time, then it's surely a good
thing.

Mavis: Yes, but I think what we're worrying about is whether other
people are going to accept you, not whether you're going to
accept yourself.   (Murmurs of agreement.)

Sybil: Perhaps you say that Mary, because you have been able to accept

yourself - but I've often looked at the other side of me, and

not liked it (vehemently).   I'm speaking really from personal

experience here, but I do tend when I'm reading a book on

Personality and anything else about Psychology, to relate it

to myself, and it quite upsets me.   If you haven't tried it

it sounds an easy thing to do - you know, oh, that wouldn't

worry me;   but if you take it seriously, it can.

M.H.K.   I think Mary was also being serious in what she said.   Could

you say a little more on it, perhaps?

Mary: Well, for me anyway, this is all related to my religious views.

(Very sincerely.)   Well, when I was younger, I was doing - or

thinking about - all sorts of things without really realising

that perhaps they were wrong.   And then, well to me, that

was an awful discovery at the time.   And the only way I could

get over this was by talking to God about it, and since then,

it's been alright, it helps, it's a kind of acceptance.

(The group are quietly receptive to this.)

(DISCUSSION continues, on parental attitudes - their possible acceptance

of children's negative feelings and reactions.)

Sybil: I think you always do tend to hurt the ones you love.   You're

always nicer to people outside than you are to members of your

own family.

(DISCUSSION on differences between controlling feelings and hiding them

altogether.)

Maureen: Perhaps it's partly the way we've been treated in childhood. Don't you know parents who, when they find anything they dislike in children, pounce on them - well then when we grow up, we don't want to be hurt again like this, so we automatically cover up what we really are - we have to pretend to be something that we're not.

Evelyn: But I think there are also inhibitions that are in consideration of other people.

M.M.K. Enlarge on that, if you can.

Evelyn: (With an effort.) Well, we all know how you can hold back your temper because you don't want to get worse in return, but I think you can also hold on to your temper because you don't want to hurt another person.

(DISCUSSION pursued on the requirements of society - e.g. restrictions on nudity. Examples given.)

M.M.K. May I just make one comment here? At first we were talking about hiding our personality, and now we're talking about taking all our clothes off - (Laughter). Yes, I see that it's amusing - but it's also significant. I suggest at this point......
(Indeterminate murmuring.)

Nora: Why should we express ourselves?

M.M.K. You're asking me directly, Nora?

Nora: Yes, please - it was you who said something earlier about this!
(Laughter)

Mary: Well, surely, just talking together like this is expressing our

           personality.

Mavis: (Indignantly)   Not at all!

Nora: Surely you just express enough, to be an individual?

Mary: Yes, agree.

Nora: But if you expressed all your personality, then you wouldn't

           be interesting because there'd be nothing to find out.

Further DISCUSSION on this theme - being genuine, acting a part, both

unconsciously and for one's conscious satisfaction.   Also the necessity

or otherwise of living up to parental standards or expectations.   Possible

conflicts between standards/expectations at home and at school.   Examples

quoted.   The discussion then moved on to a consideration of values,

especially falseness and truth.

IV. October 21st, 1965.   Division B.   "Public and Independent Schools"

     The group consists of 7 students, chosen by an elected leader

(Naomi).

M.M.K.   Alright, over to you, I think - what is it about these schools

           that you all want to talk about?

Janet: It's really whether they're worth keeping on.

M.M.K.   I see - that's what you mean!

Janet: That's what I mean anyway.

           (Laughter)

M.M.K.   I see.   In that case, I think we should look at what

           contribution they make, what contribution they have made in

the past, and whether we need it still today. (Pause)   Have

you prejudged it already?   I mean, are you more or less saying

- "Down with the Public School!"?

(Murmurs of "No. no".)

M.M.K.   Alright.   Well, come on then!

Peggy: I think they have quite a lot to offer, but I also think that

what upsets most people is that they bring advantages to some

that are denied to others - such as the chances of getting into

Oxford and Cambridge, and so on.

M.M.K.   Mm.   Yes?   (Pause)   Anybody else?

(DISCUSSION develops slowly, via newspaper reports about Prince Charles'

education, as to whether public schools offer "the best education".)

M.M.K.   It partly turns on what you mean by the "best education"

doesn't it?

(Murmurs of agreement)

M.M.K.   Well, what do you mean by it?   What are your views?   What

would you say were some of the essentials of, in the first

place, education;   in the second place, the best - if you can

grade it?

Naomi: Surely, it's preparing for life once you're out of the school,

and also to stimulate your interest in as many things as

possible.

M.M.K.   Mm?

Naomi: Mainly, I think it's to get you into a frame of mind when you'll

read things for yourself and make decisions for yourself.

M.M.K.   Mm?   I see.   You're not stressing the actual knowledge now, you're stressing the attitude to learning.

Naomi: I don't see much point in having knowledge, if it's not readily applied.

M.M.K.   Mm.   Well, that's a start.   Anybody else?

(Pause)

(Some hesitating contributions on similar lines.)

Stella: It's the old question of maturity coming up again isn't it? Emotional maturity, intellectual maturity?

M.M.K.   Yes?

Stella: If you speak of education as a preparation for life - that surely includes everything - emotional, intellectual, physical, spiritual - all of it?

M.M.K.   Mm?

Stella: I was thinking of my brother, at a public school - there was so much stress there on the individual character, on the person, and then allowing them to develop in quite different fields - such as taking up a hobby and carrying it out anyhow they like, at the school.

Naomi: Perhaps this is a realistic way to teach somebody, if he's got to face life afterwards.   It's alright to go on in that vein, not have to work and so on - but if they've got to work and face real people, not just people who are there because they can afford to go......(Pause)

M.M.K.   I think there are several points here.   In the first place,

          you're generalising about public schools and the emphasis being

          on the individual, and if he wants to follow a hobby, he's

          allowed to - I'd like some evidence here - it may apply to one

          or two public schools, but I wonder if it applies in all.

Stella: Well, my brother went to one and I found that his attitude to

          life changed quite a bit - we found he was much more snobbish.

          Because I was at just an ordinary grammar school, and he could

          do rowing, he was therefore much, much above me!   I think -

          perhaps he was like that before, I don't know, but I think it

          brought it out very much, having been there;   and I think the

          attitude still remains with him.   I don't know whether it

          was the school that did it, but I think so - he always thought

          he was better than everybody else.

(Further DISCUSSION among the students on this theme.)

M.M.K.   Really it seems to me we're onto the question of privilege

          here.   From what Stella has said about this school;   and now

          she's given us its name, I think she has given us an accurate

          picture of what goes on there - it is a good school, with a

          high reputation, and the privileges are there.   And then

          there's the matter that Peggy raised, about the kind of

          University, and kind of posts that are open to you when you've

          been to a certain kind of school - here again is an example of

          another kind of privilege.   And the better tuition because

          it's more individual, which someone else spoke of.   And the

money question again - you go there because you can afford the
fees: all this, isn't it, is to do with the question of
privilege? Well, where does that take us?

(Pause)

Janet: I think they're lacking in a lot of contact with ordinary life,
with working class people, for instance.

Mary: It depends what kind of school you're talking about. I know
they're not all schools like Eton and Harrow and Charterhouse -
in the ordinary public school of this country there are plenty
of contacts.

Janet: Yes, but not the kind of contact we would come into.

Mary: Oh, I disagree - one school I know of in the Midlands - my
cousin went there - they're just as much ordinary people as us.

(Further DISCUSSION on this theme)

Peggy: I think some small public schools are no better than grammar
schools. For instance, the holiday camp I worked in during
last summer, all the boys had been to some public school or
other - and you asked them about it - some had been to Harrow
and others to schools one never hears about - and they'd only
taken one or two "O" levels. Whereas if they'd gone to a
good grammar school, they'd have had a much better chance of
four or five "O" levels.

Naomi: It looks as though there's as much variety in public schools
as state schools!

M.M.K. Yes, I think you're quite right! Let's look now at what

distinguishes the Public school system from the State school

system.

(They take up the themes of <u>finance</u>, <u>methods of entry</u>, fostering of

<u>individuality</u>)

Sophie: Do we know anything about the pupils who find it difficult?

I've heard that there are some children who just run away -

from Eton for example.   I don't know why it happens.

Nancy: I think it happens at any boarding school - it just gets

more publicised in a place like Eton.

M.M.K.   Because it's an important school?   Anything that happens

there is news?   (Yes)   Mm.   (Pause)   And you think it's

because it's a boarding school?

Peggy: Oh, yes; at a day school it's different - they've got their

homes to go to every night.

(Some further DISCUSSION on this.)

Naomi: It's partly novelty to be away from home, isn't it?   So at

first it's alright and then after a while, I expect people

do find it difficult to adjust to each other......Well, I mean -

it's like that here - at College, you feel like that, don't

you?   (Good-humoured laughter)

Nancy: Actually, I feel worse at the beginning of term than I do at

the end.

Belinda: Mm.   I do, too.   (Murmurs of agreement and disagreement.)

M.M.K.   (To Nancy)   You feel much worse at the start, do you?

Nancy: Oh, yes, I do.   It wears off after a bit, but it takes several

days......by the end of the first week it isn't too bad.

Stella: I was wondering if running away could be caused by the fact

that a group of boys wouldn't put up with one particular boy

......and made his life so miserable......therefore he would

be left on his own - and whatever the teacher could do......he

would be left out of everything, and be bullied a lot, and so

he'd want to escape.

M.M.K.   Yes......I see. I think it could happen in any community,

whether a boarding school or not - it does in fact happen else-

where doesn't it - the phenomenon of the scapegoat. (Agreement)

But it would be worse probably, you think, in boarding schools?

(Yes, sure.)

(DISCUSSION then turns on to independent schools, especially the progressive

and experimental schools.)

Peggy has personal experience of Summerhill, having helped there over

several periods of time - and having several discussions with A.S. Neill.

The issues of conformity and non-conformity are raised; their

relationship with achievement of individuality. Thence on to the

difference between freedom and license; the impact of society on personal

growth. The students voice their own wishes about their ideal education;

some sex differences are noted between boys and girls, and between boys'

and girls' schools. Then on to methods of entry to public schools.

The phenomenon of increased social mobility today: the emergence

of the comprehensive school: rivalries between secondary modern and

grammar schools - parental attitudes, competitiveness, social striving,

prejudice.

Peggy: I think a lot depends on the attitude of the teacher towards

the children - if she accepts the work of children in the

lowest streams as the best that they can do, instead of comparing

it always with what the people in the top classes do.

M.M.K.   Yes, indeed.

Stella: And teachers too, have their own likes and dislikes, don't

they?!! They like the opportunity of teaching children of

higher ability sometimes, instead of just the same dull class

all the time. (Quiet laughter.) It may be interesting for

some, I know, but not for all. I think it's harder to adjust

to that though - taking a top stream and then a bottom stream

one lesson after another.

M.M.K.   Agreed.

Stella: You'd probably get a terrific response from a top class, even

if it's only a 1st year - and then you go and teach a 3K, for

instance......there could be no response at all, and you'd have

to test out a completely different approach.

Naomi: One of the problems here is that if you teach dull children

all the time, you tend to lower yourself to the abilities of

the child - you don't get stretched enough......

M.M.K.   You mean that teachers may get stultified themselves?

Naomi: Yes, in a way, I do. I'm basing this partly on one Junior

school teacher I know - and she almost talks in baby language -

even outside school I mean - when she's not with the children.

I couldn't <u>bear</u> to get like that.

M.M.K.   Mm.   I don't think it <u>has</u> to follow, you know - that you

identify yourself with the children you're teaching, so that

you become exactly like them - if you do, you're not going to

teach them very well, I should have thought.

Stella: Oh, I don't know.   I'm sure it changes you though.   If you

get this slow mental thinking all day long, every day, right

through the year, it's bound to affect you somehow - you'd

have to slow down yourself, or else your mind just wouldn't

be satisfied.

M.M.K.   Mm, I see what you mean.

Stella: Speaking for myself, I don't think I'd have the patience to

teach dull children - I feel quite strongly about this - I

know I just couldn't manage it all the time.

M.M.K.   No, I understand.

Cora: I don't find it boring at all - I had the same dull class

on my last practice, for four lessons a week;   and it meant

going over the same ground time after time, only slightly

differently - and you know, they got it in the end - and it

was great!   It was much better than teaching dozens and

dozens of things to a higher class.   And they actually

<u>understood</u> it in the end (with gratified amazement).

M.M.K.   This is where teachers are different, just as children are

different.   And teachers need different sorts of satisfactions

in their work, don't they?   (Agreement)

(DISCUSSION develops on different ways of <u>teaching dull and bright</u>

<u>children</u>; the <u>creativeness and inventiveness</u> needed for both - thence

onto the <u>rewards of teaching</u> both ends of ability.)

Peggy: With bright children you feel that you're just pushing facts

into them; but with dull children, you feel that you're really

trying to teach and explain to them.

Naomi: But don't you ever feel glad - say you've given a lesson to

some bright children, and one or two come up to you afterwards

and say, you know, "that was great" - and the next week they

bring you back something they've done on their own - I find

that the bright ones do that much more than the dull ones.

Cora: With dull children, it's putting things in their language

that's so important. I had to teach a dull class about Time

once, and the text book gave examples of train timetables and

so on - didn't mean anything to them. So I asked them to

invent a Television programme for one evening - giving all

the times when programmes stopped and started, and so on -

and that was fine - they got it then - it was <u>their</u> kind of

experience.

Stella: Really, I'm coming to the conclusion that all teaching is

interesting, really. (Laughter)

M.M.K.   Even though there are some bad moments in it, and some dull

moments in it? (Agreement)

What are the worst aspects of teaching that you find, I wonder?

(Laughter)

(Pause)

Naomi: Children!   (Laughter)

Stella: Probably the pay.

M.M.K.   The pay?   Yes, I see.

Janet: Reminds me of someone I met on holiday - a Cambridge graduate.

He said he was going into teaching.   I said, oh, you won't

get much money that way - and he said, oh, I'm not going to

teach in an ordinary school, I shall teach in a public school!

(Laughter)

Belinda: And I met someone doing her postgraduate training - in

Secondary Science, and she didn't want a state school either.

So she went for an interview to a private school, and all they

could offer her was £400 a year.

M.M.K.   Yes, this is one of the facts of life, isn't it?   I think

Stella's point really wasn't so much the pay itself, as the

value given to the profession in society.

Stella: Yes, it was!

M.M.K.   And really, you're saying, perhaps, that teaching is under-

valued?   (Agreement)

Naomi: You'd think, wouldn't you, that parents would care more -

when they think that the people who're educating their children,

who are moulding them for the future - you'd think they'd recog-

ise the importance of it.

(Babel of DISCUSSION breaks out)

Cora: But the public doesn't know the truth - I was working in an

office during the vacation and we got talking about salaries

and so on, and I asked them how much they thought I should be

getting and they said, oh, I don't know, about £25 a week!

(Indignant laughter)

Naomi: Oh, I think they know how much we earn.   (They don't, I tell

you - from Cora.)

(Still babel)

Stella: Some mothers do appreciate it though - even if it's only

during the holidays!

(Agreement)

Cora: Yes, they say this sometimes; "I can't even manage my one or

two, and then you've got forty of them to control. How on

earth do you do it?"

(Laughter)

M.M.K.   I wonder if any of you have decided where you want to teach?

How about public schools, to come back to where we started?!

Nancy: I wouldn't mind - I quite like all girls, which is what it

would probably mean. Might be different from what I've

known so far......It would be interesting to teach in another

community, for that matter.

M.M.K.   Yes, quite.

Naomi: Schools vary enormously between themselves, don't they?

Comparing the Grammar School I went to, and the Secondary

School I taught on my 1st practice - there's such an

amazing difference in discipline between those two - I wonder

if it might be equally different between other schools I don't

know - like the public schools, for instance.

M.M.K.   What differences did you notice between your own school

(Blackstone, wasn't it?), and your Practice School (The Cedars,

I think)?

Naomi: Oh, I don't know - we were so much more quiet, and sedate,

orderly; we were lovely to teach!

(Much laughter)

M.M.K.   On the assumption that it's lovely to teach quiet and sedate

people?

Naomi: I suppose so, yes!......

(Some DISCUSSION on the values or otherwise of <u>orderliness and discipline</u>:

from teacher's point of view, as opposed to the children's point of view.)

Janet: When I was at school, we once locked the French teacher in a

cupboard (Laughter). I remember thinking, if anybody did that

to me, I'd go mad!

M.M.K.   Yes!? What did happen?

Janet: Oh, she was very pleasant afterwards - she took it in good part,

as a joke.

Stella: Yes, if you've got a job to think about, you can't do anything

else, can you - you can't just walk out. You have to stick it

till you hand in your resignation at the end of term - I suppose

it means you either change yourself or change your job - and

just changing a job doesn't solve anything. If you've got

problems in your relationship with children, I think that it

can happen in any school really.

M.M.K.   In fact, it's something in yourself that you really have to

change, you're saying, aren't you?   (Yes)

(Pause)

M.M.K.   What a lot of themes we've started today!   It's been a good

topic from that point of view - it's raised a number of very

important issues, but we've only just touched on most of them,

haven't we?   I'm sure you'll go on talking about them among

yourselves, and thinking about them inside yourselves, for a good

bit longer.

(Agreement and amusement.)

It doesn't really matter that we haven't today come to any

definite conclusions.   If you want to go on reading, there

are a number of books which you might be interested in (details

given).   Anything else anybody very much wants to say?

(Murmurs)

No?   Right then, let's leave it there for the moment!

The INDIVIDUAL MEETINGS

These will be discussed under the headings already given

(pp. 71 - 72).

A)   School Practice

Work on the practical aspects of the total course was done on

a variety of occasions. According both to the relevant context and
to the students' needs, it was undertaken sometimes in meetings of the
whole division, sometimes in small-group discussion, and sometimes on
the basis of a one-to-one session.

Experience showed that the most productive times for individual
meetings arose in connexion with the 3 periods of "block" Teaching
Practice. Here, for each practice, three opportunities were
provided: one before, one during, and one afterwards.

Study of the relevant tape-recordings revealed that each of
these occasions had its own focus and purpose, and produced its own
distinctive material.

I. Preparation before Practice

Analysis of these discussions showed

(a) certain themes which were common to all Practices;

(b) a gradually developing sequence of progress from

1st to 3rd Practice.

The regularly occurring themes were:

1) Administrative matters; such as the student's school
timetables, arrangements for travel, and for living accommodation.
Several students had journeys of considerable length and difficulty,
and others had to go into billets provided by the College near the
school itself. All these factors, affecting the student's
personal and social adjustment, needed clarification and ventilation.

2) The file kept by the student, which was an important
source-book of information, preparation, record and commentary,

over the whole Practice.

3) <u>The teaching situation</u> itself, in various aspects:

a) the assignments of work given to the student by the

school staff;

b) methods of teaching;

c) relationships with children - both as individual

persons and as social groups;

d) <u>relationships</u> with school staff and with College

tutors.

4) The <u>student's own feelings</u> about, and attitude towards,

the forthcoming (and sometimes also the previous) Practice.

5) The <u>student's particular abilities</u>, skills, weaknesses,

strengths, <u>problems</u>, with their relevance to life and work

situations.

In terms of <u>progressive movement</u> from Practice to Practice,

observed tendencies were:

<u>Students on 1st Practice</u> were in a <u>dependent</u> learning-situation.

They needed a great deal of practical tutorial help and advice, as

well as emotional support, in the following areas:

(a) the file: its purpose and use;

(b) recognising and overcoming their particular academic/

professional weaknesses;

(c) acknowledging, and coming to terms with, the apprehensions

about the forthcoming challenge.

Nearly all 1st Year students expressed a considerable degree of

tension here.   They also found some relief in having this understood

and accepted by their Education Tutor, and in realising that they were

not alone or abnormal in experiencing these feelings.

Students on 2nd Practice were less dependent and rather more

adventurous in their approach.   They were more able to discuss,to

make constructive contributions, to take up leading questions, and

to act on positive suggestions from M.M.K.   The most frequently

occurring topics were:

(a) the assignments of work given.   On this Practice, most

students had their own ideas to offer, and were ready to

try out "in reality" some of the work which they had been

doing during their 1st Year in College;

(b) the learning process itself; as they had observed it in

children on school visits, and as they had studied it in

College.   The question of individual differences - in

ability, aptitude, sexual characteristics - and the

consequent effect on teaching methods;

(c) the student's increasing awareness of both children and

school staff as persons; with some psychological and

sociological implications of these facts;

(d) the student's growing confidence in her teaching ability;
relative partly to the experience of the previous Practice,
and partly to her greater knowledge of subject matter and
of teaching process.   Also some recognition of continuing
weaknesses, and ways of tackling these.

Students on 3rd Practice were comparatively sophisticated, mature,
ready to take the initiative, and realistically oriented to the task
ahead.   The majority were purposeful in discussion, and more truly
work-centred than on the two previous Practices.   Major topics were:

(a) the school situation in which they were to operate.   Now
they were more ready to recognise the complexities of the
educational process, and to take into account the limit-
ations as well as the potentialities of the conditions
they were given.   There was more emphasis on long-term
aims and values, and less concern to get through a syllabus
in time;

(b) sober appraisal of their own strengths and weaknesses.
There was some pertinent questioning of M.M.K., on such
themes as (i) possible failure; (ii) ways of improving
their teaching; (iii) what action to take with problem
classes; (iv) how best to deal with unsuitable assignments;

(c) the student's recognition of her own personality and level
of self-understanding as a significant contributing factor
to the teaching situation.   Some honest study of herself

and her particular situation as it might affect her work -

e.g. health, both physical and psychological; relations

with family, including two cases of serious illness, one

bereavement, and one of recent marriage;

(d) a decrease in manifest anxiety. The majority were looking

forward to doing an effective job of work, with quiet

confidence and, in some cases, real eagerness. Some were

also beginning to consider seriously the kind of post they

might take at the completion of their course.

II. Review during Practice

Talks on the spot, during visits to each student in her school

working situation, were supplemented by individual discussions (at

least 2 per student per Practice) in my College tutorial room.

(Students also, of course, had the benefit of guidance and advice

from their specialist subject lecturer.)

Tape-recordings of the tutorial room sessions relevant to 2nd

and 3rd Year Practices were used for analysis. The two factors of

(a) common themes and (b) increasing sophistication and deeper

levels of discussion from 2nd and 3rd Year, were again noticeable.

The major themes were classifiable thus:

1. Administrative matters; especially i) the travel situation

and ii) living accommodation.

Both these were seen to be affecting the student's personal

adjustment, and her effectiveness in work. Some modific-

ations of initial arrangements proved to be necessary in

several cases.

2. <u>Professional</u> matters, <u>objectively</u> oriented.

The student's deepening realisation of:

a) The importance of recognising differences in children's

abilities and aptitudes. Practical ways of catering

for these.

b) Children as individual personalities; with some aware-

ness of contributing factors, e.g. home background,

social environment, school attitudes. The relevance of

all this to the student's work on Child and Area studies.

c) Methods of teaching:

i) relevance of children's own interests and experience;

ii) effective ways of organising work, both for children

and for teacher;

iii) the time-factor in lesson planning and execution;

iv) the problem of authority in the classroom.

3. <u>Personal</u> matters, <u>subjectively</u> oriented.

a) Awareness of personal inadequacies:- shyness, excessive

anxiety, anger, frustration, slowness of response,

difficulties with spoken and written word.

b) Significant effects of good/bad working relationships

with school staff members and College tutors. Partic-
ular difficulties with particular adults examined;
opportunity given for recognition and expression of
student's own feelings.

c) The student's teaching ability, as assessed by

      i) College supervisor;

     ii) Education tutor (M.M.K.);

    iii) student herself.

Varying ways of giving/receiving comment and criticism,
and student's negative/positive response to this.

d) The student's attitude towards teaching, both on
Practice and for longterm vocational choice.

e) Stresses and strains of teaching. Physical tiredness,
emotional tensions, psychosomatic stress symptoms.
(e.g. skin eruption; loss of voice.)

f) Underlying enjoyment of tackling the job in its "real
life" setting.

The _movement_ from 2nd to 3rd Practice was recognisable in the
following ways:

    a greater degree of self-awareness;

    an increased readiness to accept personal responsibility
    for shortcomings in teaching;

    a more frequent wish to take initiative;

a deepened understanding of other people's behaviour

and personal characteristics (at both child and adult

levels).

III. Appraisal after Practice

Tape recordings were available of discussions after 1st and 2nd

Practices.

The chief themes, common to both were:

1. Objective learning:

about children,

the school as a community,

teaching:- aims, methods, results,

self, as person and as teacher.

2. Attitudes to teaching as a career.

All students in this particular sample found

confirmation of their initial choice, though

three of them had serious doubts and evinced

marked weaknesses during either 1st or 2nd

Practice.

3. Subjective feelings:

i) Enjoyment of the work, liking for children, eager-

ness to be at grips with the challenges involved.

ii) Increased self-confidence, based on

- experience of success, or the retrievement of

initial failure,

- extended and deepened knowledge of:-

subject-content of main course,

variety of teaching approaches,

other human beings,

self.

The 1st Year students more frequently mentioned enjoyment,
increased self-confidence.

The 2nd Year students more frequently mentioned objective
learning, attitudes to teaching as a career.

B.   Special exercise

This task was required of all students, during the period
under review, as part of their total examinable work in the Theory
of Education.   A choice was available between (a) 3 shorter essays
or (b) 1 longer study.   Certain regulations were laid down by
the University regarding length, format, topic, treatment, etc.

This matter was first mooted to the students at a meeting
of the whole Division, when the broad outlines of a working
approach were given.   It was further suggested that, after time
for private thought and planning, individual talks could be arranged,
at suitably spaced intervals, to deal with each student's own
particular theme.   In fact, three such opportunities arose, spread
over 18 months - from Autumn in the 2nd Year to Spring of the 3rd
Year.

Study of the relevant tape recordings revealed the following pattern of development.

1. <u>Initial discussions</u>

Students needed help over

a) the choice between the three essays on the single study. There was inadequate understanding of

i) the differing requirements of the two possibilities;

ii) their own ability to tackle either or both;

b) choice of themes.

Here, the basic educational principle was used of starting from the <u>student's own interest</u>. In examining this matter, they showed varying degrees of

    - number and definition of interests,

    - level of enthusiasm and commitment,

    - clarity of thinking,

    - initiative and purpose in planning;

c) methods of firsthand investigation of the chosen topic, of collecting material, of sources of information, of lines of enquiry, of relevant reading;

d) understanding and assimilating the personal material which this approach inevitably produced. This led away from the purely "educational" nature of the enterprise, but was relevant to the student's individual development and adjustment.

2. <u>Interim discussions</u>

These were occupied with

a) reassessment of i) choice of task

and/or ii) choice of topic;

b) student's report of progress so far made on the field work;

c) examination and discussion of the difficulties encountered;

d) discussion of the issues raised by the reading done, the

observations made, the ideas generated;

e) preliminary talk on the shape of the final written version.

3. <u>Final discussions</u>

These comprised

a) examination and resolution of residual difficulties;

b) detailed discussion of the material and its presentation;

c) assessment of the student's own conclusions; both objectively

in terms of the task itself, and subjectively, in terms of

its meaningfulness to the student personally.

Observed values were

- intellectual stimulation

- satisfaction gained from independent exploration and enquiry

- extensions of social awareness and experience

- growth in self-understanding.

C.   Counselling

This term, in current usage, has varied meanings and connot-
ations.   The range may be from the giving of simple information
and advice, to a deeper exploration of personality problems with
stress on the achievement of insight and the acceptance of
individual responsibility for self-understanding.   In this
particular context, it is intended to mean a one-to-one helping
relationship between student-client and tutor-counsellor, in which
emphasis is squarely placed on the student's personal or profess-
ional difficulties.   These are explored, by counsellor and client
together in a non-judgemental, non-authoritarian, and confidential
setting, at whatever level is most appropriate to the problem and
also acceptable to the student.

My official position in College was, of course, that of Education
Tutor.   This meant that (a) the pressures of the ordinary course work

gave only limited time and scope for truly

counselling procedures;

(b) the change in role from tutor to

counsellor needed explicit clarification

and careful management on the part of

student and writer alike.

It was interesting to observe that, given the opportunity and
despite the limitations, approximately two-thirds of the students
availed themselves of some degree of counselling help.

The starting-point was invariably during an individual session

related to either Teaching Practice or Special Exercise.   In these

discussions, it became apparent that the student's effectiveness in

the work area was being hampered by some personal or social difficulty   .

which needed fuller exploration.   If possible, the allotted time

for the tutorial session was immediately extended to allow for this.

In some cases, it proved necessary to make additional appointments

so that the process could continue.

The total period of counselling time given to any one student

ranged from

3 sessions, lasting approximately 2 hours in all, and spread

over a fortnight

to 15 sessions, lasting 15 hours and spread over 3 months, plus

vacations.

The problems raised fell into 3 groups.

(a) Personal relationships: with parents

College/school staff

boy/girl friends;

(b) developmental problems, regarding: vocational choice

sexual relationships

menopausal stress

purpose and meaning of life

personal identity;

(c) personality difficulties: lapses in concentration

                                        fears of failure

                                        feelings of inadequacy

                                        anxiety states.

Concisely _summarised_, it could be said that students in
difficulty were ultimately seeking answers to the following questions:

Who am I?

Why am I here?

Where are my significant others?

How do I relate to them and to the cosmos?

What are my fundamental and enduring values?

It should also be added that approximately half of the "counselled"
group of students displayed some physical illness at times of acute
psychological stress; and that two of them were under medical care
(and in one case, referred to a psychiatrist) specifically for their
personality difficulty.

The choice of illustrative excerpts in support of the above
formulations is a difficult and invidious matter, due to

(a) the wealth, and varying range, of the total material
     available;

(b) the importance of relevance and conciseness;

(c) the need to respect confidentiality and anonymity, which
     inevitably excludes:- i) anything of a very personal and

intimate nature; and ii) anything which could be

professionally identifiable.

It was finally decided that <u>cohesiveness</u> would be provided, by

reducing the variables to a minimum.

Therefore, i) the extracts should be taken from the same source,

i.e. 2nd year students, during "review" sessions in

College, in the course of their School Practice,

(Spring Term 1965);

ii) the students should, as far as possible, be of similar

age, intelligence level, and teaching skill (the latter

as shown by their final assessment).

Within this framework, <u>variation</u> would be provided by

i) the student's individual personality pattern

and ii) their unique responses to the total situation; i.e. the

twin challenge of the Practice itself, and of the

opportunity for self-examination and assessment

provided by the particular interview.

Three interviews are now presented, from students whose assessment

on the Practice was middle C. All were British, unmarried, living

away from home. All were teaching in Secondary Schools, in residential

areas of similar socio-economic level.

(N.B. As given below, each interview is a slightly condensed

version of the original tape-recording.)

A. __Mary__

This student's potentiality, both academic and professional, was greater than her effectiveness in action. The discrepancy was due partly to lack of sufficient experience; but was probably more attributable to her personality limitations. She was shy, withdrawn, nervous, very slow and hesitant. Beneath this, however, lay considerable strength, integrity and courage. Eventually, she developed well and ended the 3 year course as an adequately mature and rounded person.

This section of the interview is interesting for the light it throws on

(a) the environmental difficulties of the Practice, both

at school and in her billet;

(b) her slow recognition of some of the factors in her teaching

which she sees as relevant;

(c) her real, if somewhat limited, awareness of herself as a

person, both intrinsically and in interaction with others.

M.M.K: Come in, Mary. How are things going? Evelyn seems to be

getting on perfectly alright, and by every impression I

have of you, the same applies. Is that so? Do you feel

quite happy?

Mary: (slowly) Mm...

M.M.K: Good.

(Pause)

M.M.K: Well, over to you in that case.   Just tell me what you

want to tell me; and raise what difficulties - if any -

there are, as well as the good points.

Mary: Mm, well, I sort of feel I'm learning a lot more, in a

way, this time...

M.M.K: Yes?

Mary: About teaching, you know; the forms are noisy...

M.M.K: Yes.

Mary: But the first years, as usual, work a lot better than the

rest.   The other forms are willing, but they're lively,

and energetic.   One form I had when a letter came round

about the epidemic, and it said they had to stay away if

they felt ill at all...and of course, there was an absolute

riot...a terrific noise they made, just jumping up and down.

It was very difficult to quieten them down to get them to

work.

M.M.K: Yes, it obviously must be quite an exciting situation for

them.   I expect you're not really seeing them under normal

conditions.

Mary: And today of course, I had them again, and they said "Oo,

miss, can we read?   Everybody else is letting us read!"

There was only just half a class there...

M.M.K: I see...yes.

Mary: So, um, I went over the work I did before...   (Pause)

          Er, um, I find that in certain things, I jumble up what

          I'm saying - I keep having to go back because I've missed

          points out, with...um...not...having a full grip on what

          I'm going to say...

M.M.K: Mm, mm.

Mary: I think that's probably it.   I don't think...(Pause)...

          it's anything more...   I think it's that...um...

M.M.K: Yes?

Mary: ...just not having a full grip on it so that I go through,

          and I have to sort of say...oh, certain other things happen

          as well, which I haven't mentioned...

M.M.K: Yes.

Mary: ...and go back to it, which is very confusing for them.

M.M.K: Yes, quite.   Do you think that if you spent rather more

          time on preparing almost exactly what you're going to say,

          it would be any better?

Mary: It may be, yes.   I've had a bit of difficulty preparing

          lessons at the moment.

M.M.K: Why?

Mary: Because of the television, where I'm staying - she has the

          TV on practically the whole evening, and I find I just can't

          concentrate...

M.M.K: Oh, no.

Mary: So I've recently gone to my bedroom to work there...it

          warms up in time...but there's no desk in there, and

          when I'm doing charts or anything, I need to be in the

          sitting room with the table...

M.M.K: Mm.   Do you think you could say something about this,

          or would you rather just withdraw?

Mary: Well, it's not difficult all the time, it's just that

          she likes certain programmes...

M.M.K: Yes, quite.

Mary: ...so I can't really tell till I've been there a little

          while...I'll probably work out the things I need to do

          up in my room...

M.M.K: Mm, yes, I can see that this is a problem.   The other

          possibility I could suggest is that you stay at school a

          little bit longer.

Mary: Well, I've stayed until a quarter to five anyway, most

          nights, getting apparatus ready.

M.M.K: Yes, yes.

Mary: But you're practically shoved out by the caretaker, because

          he needs to disinfect the school - because of this outbreak...

M.M.K: Yes.   Well, it is obviously a question of feeling your

          way, isn't it?   But if you were able to spend more time

in preparation - and I know you're trying to organise

this...then, coming back to your particular difficulty,

this might perhaps overcome it?

Mary: I think it should do...(Pause)...yes, I think that is

the main reason why...

M.M.K: The other thing that I can see is possibly a lack of

confidence in yourself. I mean, it isn't perhaps so

much that you haven't a grip of the material, but that

you may feel a little bit uncertain of your own ability.

Whether this is true or not is another matter...but you

may perhaps feel it, and this will make you feel nervous

with the children.

Mary: (quickly) Oh, I haven't felt nervous with the children.

M.M.K: I see.

Mary: Not this time.

M.M.K: No.

Mary: Though maybe more so with that form than the others, because

I feel I'm rather battling with them...

M.M.K: With their rebellions? Yes, I see... Do you normally

find it easy to talk or to write? You write quite

lengthily, don't you, in written exercises?

Mary: (seriously) Too much so, yes.

M.M.K: Yes. You're not one of those who contributes a great

deal in discussion: is this because you don't find the
spoken word very easy?

(Pause)

I'm just trying to feel round, you know, various possible
ways of looking at this problem.

(Pause)

Mary:	I never have done a lot of conversation.
M.H.K:	No, no.
Mary:	We don't have visitors at home very often.
H.H.K:	No, quite.

(Pause)

What about in Physics lectures?

Mary:	No, I don't.
M.H.K:	I wonder if this has an effect on your teaching. Do you think it might?
Mary:	You mean, do I find it so much easier if there is just one, or a small group?
M.M.K:	Yes, yes.
Mary:	This is the thing.
M.H.K:	Yes, yes, quite.
Mary:	And then I find explanations come fairly easily.
M.M.K:	Yes.
Mary:	If I'm talking to a whole class, I......I......never feel I'm quite sure what I'm trying to get over.

M.M.K: Yes, yes.

Mary: If I have an individual small group, I know what's worrying

           them and I can get it over...

M.M.K: Yes.

Mary: And I can see that there are so many things I can't, that

           they're not sure of, and I think I'm trying to get over

           too many things at once, instead of just getting over

           one point at a time.

M.M.K: Yes.

Mary: I think this is the problem.

M.M.K: Yes, I can see that.   In that case, I think you want to

           clarify what your aim is...

Mary: Yes.

M.M.K: ...whether you're only going to talk to the _average_, so

           to speak, with this group, and, then, later, try to deal

           with particular problems for the more backward, or the

           more gifted, at another time...

Mary: Mm.   Yes, I think I see a bit now.

B.   Maureen

     This extract shows a student trying to come to terms with certain

personality factors which adversely affect her teaching and which have

been intensified by pressures in her home situation.   Her mother had

been suffering from menopausal depression, and Maureen was travelling

home each weekend (a distance of some 30 miles each way) by car, to give practical and emotional support to both parents and a grand-mother.

M.M.K: Do sit down.

Maureen: Thank you.

M.M.K: And how are you?

Maureen: Um, not so bad, thank you.

M.M.K: You're looking much more cheerful than you were when I saw you on Wednesday.

Maureen: Yes. I'd had rather a hectic week; I just packed up last night, I'm afraid.

M.M.K: Yes. Well, do you want to say any more about that lesson, or do you want to say anything about any other lesson that has either gone well or not gone well?

Maureen: Um, my lessons that haven't gone well. I know why!

M.M.K: Oh, that's good!

Maureen: It's because on some things, especially about Africa, I just haven't got the width, the knowledge of the subject to bring in anything they say, you know, and know that I know it's right.

M.M.K: Yes, quite.

Maureen: And this is when I'm scared to let them open up too much... I'm frightened to let them do this.

M.M.K: Yes, yes, quite.

Maureen: Also at the moment I've been in such a rush each evening

I haven't got the maps done that I - because in Geography

you have to have maps, especially in this sort of thing,

and that's another thing that's a very bad point, very

bad...

M.M.K: Why are you being so busy each evening?

Maureen: Well, I don't know. I thought I was up to date at the

weekend...

M.M.K: Yes.

Maureen: ...you know what I mean, I'd get everything ready......

I'm happy about my maths. You know what I mean, I've

got this scheme of work through the term and all I have

to do the night before, or two nights before, is make my

materials, and gen up, and I'm alright; but the Geography,

I just get absolutely bedded-down, and almost there's a

blank on by the time I've finished, you know, and I just

don't know where I am.

M.M.K: Yes, I know, it's a difficult stage to be going through,

but in a subject like that, where there is a tremendous

content of information, I'm afraid in your early stages

of teaching, you'll just have to accept this!

Maureen: Yes. And another thing that worries me is my own temper...

M.M.K: Yes?

Maureen: ...by the end of the afternoon I get so impatient...

M.M.K: With children?

Maureen: ...with the children.

M.M.K: Yes, yes.

Maureen: Whereas first thing in the morning I don't mind if they

           ask me if they've got to turn over, or they've...

           (Laughter)

           ...but by the afternoon......well!   One afternoon I said

           to one child who had asked me about everything I'd repeated,

           how old are you? ...and she said twelve years old, and I

           said, I think by the time you're twelve years old, you

           ought to be more sensible......and of course, as soon as

           I started I realised I was taking it out a bit on her,

           but you know, that's the immediate reaction.

M.M.K: It can be a good thing, that kind of approach; it depends

           on the child; it depends on your tone of voice.

Maureen: It wasn't really deserved, you know, she was just the

           sort of child that wanted me, you know, she's always wanting

           attention, but I know if it had been a couple of hours

           earlier I wouldn't have done it, if you know what I mean.

M.M.K: Yes; yes.   These are good points to be aware of in your-

           self, and I think you'll find as your actual knowledge

and content of the work improves, you won't be so tired, and you may not be so impatient with yourself.

Maureen: They're such good children, they really are; I couldn't ask for nicer children, I really couldn't; they're eager, they're willing.

M.M.K: Yes.

Maureen: You know, and they're never any bother over homework or anything at all. If anything, it's done early.

M.M.K: Yes, yes.

Maureen: Very keen. This makes it all the worse really, you don't feel you're doing justice to them.

M.M.K: This impatience in yourself; is it something that you are becoming more aware of, or have you always known about? I have seen more evidence of it this year than last year, I think; it's not intrinsically a bad thing, you've no need to feel ashamed or guilty or anything. Is it right, my observation? Is there more evidence of it this year than there was last?

Maureen: Yes, I can feel it.

M.M.K: Yes, yes.

Maureen: I get much more keyed up over things...

M.M.K: Yes.

Maureen: ...which isn't good at all. I don't feel good myself. I don't know what you would say on that.

M.M.K: Well, it isn't good in a sense.   I mean it isn't pleasant,

          either for you or for other people;   but it's something

          you've got to expect, I'm afraid.   After all, try to

          forgive yourself for it;   you have been through quite a

          lot of strain with your mother, haven't you, this year, and

          teaching is quite an exacting job;   and you may have been

          the sort of person who has held back, and felt that you

          must be polite and kind and so on the whole time;   and

          really this other side of yourself does need a little bit

          of ventilation just now and again!

Maureen: Mm.

M.M.K: Do you think this is true?

Maureen: (with relief)   Yes, very true.

M.M.K: Yes.

Maureen: And normally any impatience I have had has always come up

          at home, you know, really more than anywhere else, that's

          sort of the only place I can ever let it out.   You've

          got to relax somewhere.

M.M.K: Quite, quite.

Maureen: And now I can't let it go there because, you know, I just

          can't.   It's unfair to everyone.   But it's got to come

          out somewhere.

M.M.K: Yes, yes.   Well, there are one or two things I could suggest.

Different things work with different people.   The first

thing, I'm sure, is not to feel too guilty about it -

forgive yourself in a sense, recognising that you have

had a lot of strain this time, this whole year really,

haven't you?   And everyone has got this less pleasant

side, so to speak;   after all, you're not being criminal,

you're just being human.   But there are ways of working

out your impatience: people vary over this, some people

go for a long walk, some people play a hard game of

badminton or tennis;   some people can work it out by

playing the piano very loudly and not very tunefully.

Do you know what I mean?

Maureen: Yes, I know what you mean.

M.M.K: You may find you have got a way already that you know;

but if not I should try one or two.

Maureen: I'll try one.

M.M.K: Yes, a sort of safety valve, or release.

Maureen: But it's awful, when......I haven't exactly been horrible,

you know, not cutting to them......but you can feel the

children don't expect you to say such things, you know

what I mean...

M.M.K: Yes.

Maureen: ...they just don't expect it to come from you, and when

you feel this, it's......you know, you think...

M.M.K: You realise you've betrayed their trust?   Yes, yes, quite.

And fundamentally you are a most sensitive person, so

obviously it will disappoint you when you behave like that

towards children.

Maureen;   Mm.   It annoys me more than anything because when you

think that they just come, I mean in school they can't be

"protected", you know what I mean?

M.M.K: I do know;   you feel you're taking un unfair advantage,

yes, yes.   Well, see what you can do to find some way of

relieving it, even if it's just scribbling a lot of bad

temper down on paper and tearing the paper up!

(Relieved laughter)

Maureen: Well, actually, I'm not going home this weekend.   I'll

have two and a half days off, so I should be alright.

M.M.K: Yes, yes.   Well, rest, don't...

Maureen: I'm going to bed at four o'clock this afternoon and not

getting up till 10 o'clock tomorrow morning.

(Laughter)

M.M.K: Yes.

Maureen: A bath and a cup of coffee and I'll be in bed.

M.M.K: Yes, jolly good.

Maureen: Is there...

M.M.K: There's nothing else that I want to say, no. I think

          sleep is probably what you want as much as anything,

          but a little fresh air and exercise as well.

Maureen: Yes.

M.M.K: Alright then.

Maureen: Thank you very much indeed.

M.M.K: Not at all.

Maureen: I'm sorry about Wednesday.

M.M.K: You've no need to be.

Maureen: I was ashamed of it.   I felt I let you down.

M.M.K: Not at all.   Of course not.

Maureen: Thank you very much.

C. Aileen

     This extract is from a gifted student with a good deal of insight,

whose work never reached the standard of which she was capable.   She

had an unstable family background, and was under considerable emotional

stress from her Sixth Form right through her College course, and even

beyond.   She completed her training satisfactorily, however, despite

these intrinsic handicaps.

M.M.K: Hullo.   How are you?

Aileen: (Nervous laughter)   Well, not quite...not too well from

          the strain, ...but, you know, a bit merrier today.

M.M.K: You are finding it a strain, are you?

Aileen: (Fervently) Oh, yes, horrible.

M.M.K: From what point of view?

Aileen: I'm not sure actually why...I don't know. (Awkward giggles)

I've just come to a full stop, actually. I think from

Monday to Thursday was absolute murder, you know......

The school's nice - it's nothing to do with that......

I think I'm too confused, anyway.

M.M.K: In yourself, you mean?

Aileen: Mm. Even if I've got an idea about something......I can't

sort of put it across. I don't know...... And if I

haven't got any ideas, you know......full stop.

M.M.K: I see, Aileen. I wonder how objective you're being about

this; and how much this is coming out in your teaching,

or how much of it is just a feeling in yourself of dissatis-

faction, because you've got quite high standards.

Aileen: (Laughs uncertainly)......that's partly it.

M.M.K: You have, yes.

Aileen: Yes. The children are very nice.

M.M.K: Yes.

Aileen: That side of it's alright. You know......I know I've got

to teach something......I'm not always quite sure what I'm

aiming at, anyway. I think they're slightly excited, the

children, anyway...... But if I'm not teaching them

          properly, I don't see why I should expect them to be patient.

M.M.K: Yes, I see.

Aileen: I always think the first week for me...I have to sort of

          find out where I'm going; and then, for the rest of the

          time I can really start working things out.

M.M.K: Yes, yes.   And you say you're tired...

Aileen: Well, I think you know, I was getting......well, I think

          I was getting ill really.

M.M.K: In what way, ill?

Aileen: Well, I haven't been well anyway for ages, so it only just

          needed something like this......but I'm not the worst off

          by any means, even of our group. One of them's gone

          inside, she's very ill.

M.M.K: Mm, mm.

Aileen: She......she's worried; she's worried about this......

          she's not......she hasn't been happy anyway so......I

          think she's been getting shoved around by the staff as

          well.

M.M.K: Mm, mm, mm.

Aileen: However, it's a pity.

M.M.K: Yes, it is.

Aileen: I think she needs the rest.

M.M.K: Yes, yes. Well, I hope you're going to get some rest

during the weekend.

Aileen: Well, I think I'll have to.

M.M.K: Yes, yes.   Have you been doing any work at night very

           much?

Aileen: I find I'm depressed absolutely from 6 - 9 you know, at

           an average, and then I start work, and of course I have

           to go on late then.

M.M.K: Mm, mm.

Aileen: It seemed to be the only way I could work it, so......

M.M.K: When you were depressed, what was going on - what did

           you do, just lie on your bed......?

Aileen: Oh, well.   I listened to records mainly.

M.M.K: Oh, yes, it's a relaxation as well as a recreation, isn't

           it?

Aileen: I'd sort of wander around, trying, you know, trying to make

           myself work and I couldn't do it.

M.M.K: Mm, mm, mm.

Aileen: I couldn't think.   I kept thinking, oh, you shouldn't be

           teaching you know, it's beyond you.   I always get this, I

           don't think I'm capable and all that......it's personality

           I think, because I've met, you know, another girl that's

           been thinking the same.

M.M.K: Yes.   I think everyone does at some stage.

Aileen: Oh, yes.

M.M.K: But I wouldn't have thought it was objective and true of

            you.   I think there may be stages when you will feel it,

            and there may be stages when you don't teach very well.

            But I'm sure at your best, you're capable of teaching

            extremely well.

Aileen: (Giggle)   I haven't done it yet, no.   I think I can get,

            you know, the children's confidence.

M.M.K: Yes, yes.

Aileen: I haven't snapped at them or anything yet.

M.M.K: No, no, quite.   And I think you've got rather an unusual

            approach to teaching from your rather unusual approach to

            people, which could be valuable and it's needed in the

            profession.   Something rather different, and something

            a bit more human, if you like.   And all these things I'm

            sure are needed, even if it does mean you're unorthodox as

            well.

Aileen: Yes.   This means you've got to keep practising......

M.M.K: Yes.

Aileen: ......so you know where you are going, and then you've

            got the confidence in what you're doing.

M.M.K: Yes, yes.

            (Pause)

M.M.K: Have you ever come to a point of thinking, "well, I must

         give this up"?

Aileen: Oh, yes, (giggle) all this week, until today.   It's

         odd.

M.M.K: But you don't feel it today?

Aileen: No.   I can't explain it, you know, it all changed today,

         especially.

FIELDWORK (continued) SECTION B

Chapter 6

The Questionnaire

AIM

From the research point of view, the major purpose of this

aspect of the enquiry was to obtain an extended survey of student

opinion and feeling about their life and work in College, with its

attendant difficulties and satisfactions. From the educational

point of view, two complementary purposes, of importance equal to,

if differing from, the first, were (a) that the undertaking of

such a survey might possibly result in beneficial developments

within the participating College communities; and (b) that the

act of response to such an enquiry might help individual students

to become not only more self-aware, but also more skilful in seeking

solutions to problems once they had been given the opportunity to

clarify them.

METHOD

There is now a steadily increasing output of literature on

the conduct of research enquiries of this nature. Authors such

as Moser (1966 reprint) delineate very clearly the major consider-

ations to bear in mind for large scale surveys in social investig-

ations of all kinds. Butcher (1966) presents a concise summary of

the most important issues so far as they affect educational research

in particular.   Important and recently published examples of

educational research such as those by Schofield (1965) and Eppel

(1966) give further detailed illumination and example of the

practical application of theory and technique in the field itself.

It is made abundantly clear by all these writers that, in any

extended survey, decisions have to be taken about four matters:

(a) the instrument to use; (b) the population to be covered:

(c) the information to seek; and (d) the methods of analysing and

interpreting the data.   It is also honestly recognised that, in

Moser's words[1] "None of these questions can, however, be answered

on a purely technical level.   The sample design is decided upon

in the light of what is practically feasible as well as of what is

theoretically desirable.   Once decided, it in turn gives rise to

numerous practical decisions of selection and organisation.   In

considering these matters, due regard must be paid to the purposes

of the survey, the accuracy required in the results, the cost, time

and labour involved and other practical considerations." As Butcher

exemplifies it in the school situation[2], "we are constantly likely

to find in the practical situation that any neat theoretical sampling

plan has to be modified, and that we have to choose between a plan

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1. Moser (1966) p. 39

2. Butcher (1966) pp. 19-20

that is tidy and will permit straightforward analysis, but will

be less practicable when one considers what is actually involved

in terms of approaching schools and disturbing the curriculum, and

on the other hand one that is less tidy theoretically but is within

the scope of the individual researcher."

With regard to the present investigation, it needs to be categ-

orically stated at the outset that the writer has retained, through-

out the whole proceedings, a lively and painful awareness of the

contrast between theoretical desiderata and practical possibility.

It will be clear from the ensuing account that, in some important

respects, the enquiry falls short of certain ideal standards of

design and procedure. What can, however, be claimed is that the

requirements making for elegance and precision were known by the

researcher; that so far as these were administratively feasible,

humanly possible, and educationally desirable, they were put into

effect, either completely or in near approximation; and that any

conclusions drawn from the enterprise will be considered with caution.

No claims are made, for instance, that any of the findings allow for

major generalisations beyond the immediate personnel of the part-

icipating population. In sum, the method of enquiry was empirical

in nature; and this inevitably affected the level of statistical

requirement and accuracy.

The procedure will be reported under three headings: A., the

instrument; its choice, construction, and administration; B., the

sample of students used; and C., the methods and findings from

the analysis of the material.

A. The instrument

      (a) Relevant factors affecting choice.

Since the major part of this study was carried out while the

researcher was also engaged in full-time College work; since it

was intended to approach students in varying and separated geograph-

ical and educational environments; and since it was hoped to obtain

responses from about 1000 students in all, it was clearly necessary

to use a device which would not only satisfy the requirements of the

research element of the enterprise, but would also meet all these

accompanying circumstances. Hence the decision to use a written,

postal questionnaire. The known limitations of such a technique

were recognised from the start; and its construction and administration

were designed to meet, or to modify, as many of the objections as was

possible.

      (b) Stages of construction.

The requirements underlying the construction were: (i) that at

least some of the information obtained should be quantifiable, and

(ii) that student respondents should be given a degree of both freedom

and discipline in the method of reply.

It was, therefore, decided to provide (a) restricted-choice

response, by means of a 5-point scale and also (b) completely free

and unstructured response, by means of comment on open-ended questions.

The principles of anonymity and confidentiality were considered
as highly important factors in encouraging students to write with
honesty and integrity. Therefore, no names were asked for. The
code number (placed in the box at the top righthand corner of the
front page) was used only for quick reference in the sorting and
analysing procedures. The introductory information which was
requested (regarding e.g., age; sex; College year group; marital
status) was needed in order to facilitate classification.

The composition of the final form of the questionnaire passed
through the following stages:

(i) Using the broad hypothesis already given in Chapter 4, and
basing the questions on the fruits of nine years' experience as a
Tutor in Education in daily working relationship with students, the
researcher drew up the first draft.

(ii) This was submitted for comment and criticism to

(a) five highly experienced College of Education lecturers,

working in different Colleges and in different professional

areas (two men and three women),

(b) the Senior Mistress of a large mixed Secondary School;

who acted not only as a Careers Adviser to the young people

of the school, but also as responsible staff member in

relation to the students who visited frequently for

teaching practice,

(c) four of the researcher's former students, now young

teachers. (One of these had five years experience; two

had two years; and one had one year.),

(d) one third year student in a College of Education, who

had recently retired from office as President of the

Students' Union.

(iii) A second draft, revised in view of advice from the above, was

then administered as a pilot-study. This was carried out in a

neighbouring College, whose Principal and Education Staff were

generous in the facilities they provided. Eighty-two 1st year

students completed the written document, and later participated in

face-to-face discussion with the researcher. To these findings,

it was possible to add the replies of fourteen students from the

researcher's own College, making nearly 100 contributors in all.

(iv) The final form of the questionnaire was then constructed, after

appropriate revision and emendation. (See Appendix for this version)

(c) Method of administration

The initial approach to each of the Colleges used (these will

be described in more detail below) was by means of a letter to the

Principal. Enclosed with this were (a) a copy of the Questionnaire

itself; and (b) a letter to the President of the Students' Union,

which would be passed on to him/her or not, according to the

Principal's decision. In the event, every College which was

approached on the matter replied positively; and the researcher

then engaged in further correspondence with the responsible student.

(In the majority of cases, the Union President accepted this task.)

A perusal of these documents (see Appendix) will show that
(a) the initiative for carrying out the enquiry, once the Principal's
permission had been obtained, was in the hands of the students them-
selves, via their Executive body in the first instance; and (b) the
whole student community was invited to participate, on the understanding
that this would be voluntary and anonymous.

The researcher was fully alive to the demands made on student
time and energy; partly by the normal life and work of the Colleges,
and partly - during the years of enquiry - by their considerable
intensification due to the programmes of unprecedented expansion,
development and experiment undertaken on a nationwide scale.   It
was not, therefore, unexpected, that the time limit of one month,
suggested in the opening letter, was in no case successfully adhered
to, although it had been accepted in principle by all the correspondents.
In fact, owing to (a) the variation of pattern in the educational
programme of the participating Colleges, including dates of School
Practice; and (b) the differing degrees of alacrity shown by the
whole body of student respondents; and (c) the amount of skill and
pertinacity shown by the individual College representatives, the
enquiry covered a total period of seven months: from November 1965
to June 1966.

Comment and Criticism

It may be thought that, from the educational point of view, the

above decisions and procedures regarding the instrument itself were

as satisfactory as could be expected, given the impinging circumstances.

From the purely research angle, however, there are undoubted deficiencies;

particularly in the method of administration used.   For example, there

were, inevitably, considerable differences - from College to College,

and from student to student - in the way in which the questionnaire

was presented, in the way it was distributed and collected, and in

the circumstances under which it was actually answered.   All these

factors were bound to lead to the introduction of variables over

which the researcher could have no control.   Secondly, the long

spread of time taken by the enquiry (which, in fact, spanned all

three terms of an academic year) would produce results which caused

difficulties in making exact comparisons between scripts.

These, and other, errors and shortcomings were, to some extent,

offset by the fact that, given this amount of freedom for response,

participants were more likely to co-operate readily, and to give

answers which honestly reflected the true position as they saw it,

rather than answers which they considered "ought" to be held by

students.

B.   The Students

The matter of population coverage, and the question of a

satisfactory sampling procedure, are issues of crucial importance

in any social survey conducted with full regard to the requirements

of accepted theory and technique.   It is in this field, probably
more than any other, that the actualities of much of present day
research fall so far below the refinements recommended by the level
of sophistication now reached in sampling theory and design.

The current enquiry is no exception to this observation.
It was obviously quite out of the question to try to survey the
student population of all Colleges of Education in the United Kingdom.
The alternative was to obtain as representative a smaller group as was
feasible in the total situation.   In that total situation were
included factors which related both to the "research" and the
"educational" aspects of the enterprise.   In the event, the procedure
was conducted in two stages: (1) by approaching certain Colleges
selected on the basis of predecided criteria;   and (2) by submitting
the resulting scripts to a further scrutiny and classification, to
obtain matched samples.

(1) With regard to choice of Colleges, it was decided to do this,
in the first instance, according to two criteria:

(a) their geographical setting,

and (b) the sex of their students.

Under (a) it was hoped to achieve some variation in locality
and environment – geographical, social and educational.   Under (b)
it was planned to include both mixed and segregated Colleges.   Within
this general framework, it was anticipated that other factors would
also be catered for, such as the longevity of a College;   its size;

and its administrative and educational pattern.

The overall intention was not to make any direct comparisons, at any stage, between Colleges themselves, but, so far as was feasible, to obtain a sample of student responses from a group of contributing Colleges which represented, as fully as could be managed, the varying patterns which exist in this branch of higher education.

The five Colleges which participated showed the following features:

Locality   1 was in the North of England

1 was in the South West of England

1 was in the Central Midlands

1 was in the East of England

1 was in Central London

Sex   2 were mixed

1 was for Women only

2 were for Men only (but together they provided only one complete set of year-groups)

Size   1 had approximately 300 students

2 had approximately 500 students

2 had approximately 700 students

Longevity   The "youngest" College was three years old; the "oldest" was 125 years of age.

Courses offered

Over the five Colleges, courses were provided within the following ranges; which makes a comprehensive total provision.

The full three year Teacher's Certificate,

Shortened (two year and one year) courses for "mature" students,

"Supplementary" and "wing" courses,

Degree courses.

(2) Scrutiny of resulting scripts

In the correspondence with the responsible student (following the Principal's agreement for the holding of the enquiry), a total number of 1640 blank Questionnaire forms were asked for, over the five Colleges. Of these, 942 were returned as completed. This represents a response rate of 57.4%

These scripts were then sorted, according to sex and year group of the College course followed. The figures which resulted (see Table over) did not appear to conform to any kind of usable pattern as they stood.

Table 1.   Raw numbers of returned scripts

YEAR AND COURSE		MALE	FEMALE	TOTAL
1st year	(Teacher's Certificate and Degree Course)	130	204	334
2nd year	(Teacher's Certificate including "wing" Course)	191	129	320
3rd year		105	101	206
2 year shortened	1st year	16	6	22
2 year shortened	2nd year	40	–	40
Unidentifiable by sex or year of course		–	–	20
T O T A L		482	440	942

It was therefore next decided to establish a series of homogeneous groups of matched samples, on the following principles:

(1) To eliminate all scripts which were

a) unidentifiable by sex or year of course,

b) insufficiently or erroneously answered.

(2) To retain only those scripts coming from students who fulfilled the undermentioned conditions:

a) who were of British nationality,

b) who were following a normal three-year course for the Teacher's Certificate,

c) who were not more than 29 years of age.

These provisions ensured that the students whose scripts were

finally considered were those most fully representative of the

student population as a whole.

As a result of this procedure, the unexpected result was that,

of the six categories thus established (1st, 2nd, 3rd year Men;

1st, 2nd, 3rd year Women), five contained exactly 100 scripts each.

The only exceptional category was that of 2nd year Men, with 157

scripts. It was, therefore, decided to reduce this group also to

100, by means of the "lottery" method of sampling.

Therefore, the set of scripts which were ultimately subjected

to detailed analysis totalled 600 in all, comprising 100 each in the

six categories named above.

Comment and Criticism

It will be clear from this account that the final set of 600

scripts cannot be considered, in any narrowly defined scientific

sense, a truly "random sample" of the total student population.

As Butcher[1] indicates, such a sample "is by no means easy to obtain.

It is not the same as a haphazard sample". But it would be unfair

to apply such an epithet as "haphazard" as this case; since, at

different stages, certain recognised criteria were used in establishing

the set. Perhaps the best, and in the circumstances the most accurate,

description is that of an 'accidental' sample, to borrow another term

from Butcher. He indicates that even such a sample may yield

1. Butcher (1966) p. 4

information of considerable value, especially "in connexion with
relatively unexplored areas of research". It might also be noted
that the principle of "stratification" (by age and by year group)
was used in the closing stages of the operation.

<u>Facts about
the sample</u>   As a result of the procedures so far described,

plus further analysis of the information required

on page 1 of the Questionnaire, the following

additional material about the 600 students was

obtained.

(N.B. See Appendix for tables giving exact details of figures.)

a) <u>By sex or year group</u>

Year	MEN	WOMEN
1st	100	100
2nd	100	100
3rd	100	100

b) All were of <u>British nationality</u>

c) All were following the <u>normal three year College course</u>

d) All were under <u>30 years of age</u>. Over 5/6ths were in the 19-21
   age range. Over 37% of the sample were 19 years of age. From
   24 to 29 years, there were not more than five students in each
   year of age. The men tended to be somewhat older than the women
   (e.g. 42 women 18-year olds as against 16 men; 10 women 22-year
   olds as against 26 men)

e) With regard to Social class, this was spread over all five classes

established by the Registrar General's classification (1966).

The majority of men 43.7%) were in class III

"   "   of women (33.7%) were in class II

"   "   of the total group (37.8%) were in class III

f) With regard to <u>Marital status</u>, the great majority were single;

95 were engaged and 17 were married. Both engagements and

marriage occurred more frequently among third year students.

There were rather more engaged women than men; and rather more

married men than women.

g) With regard to <u>living arrangements</u>, the majority of students were .

resident (over 50%). Residence was more common in the first year

(<u>all</u> first year women students were resident), but progressively

declined during the second and third year. There were many more

Day students among the men than the women (68 to 6), and rather more

Billeted students among the women than the men (109 to 53).

h) With regard to the choice of <u>age group for training</u>, the most frequently

occurring was Junior/Secondary (85 women and 106 men). Women much

more frequently chose Infant/Junior (65 to 1); men much more

frequently chose Secondary (118 to 48). As many as 58 students did

not indicate any particular choise.

j) With regard to <u>Main Subject</u>; there was a full spread over all those

courses normally offered in Colleges of Education. The <u>most</u> frequently

occurring subject was English; followed by History and Mathematics

in equal proportions. The <u>least</u> frequently occurring subject was

Economics (offered in one College only, and followed by only eight

students); with Chemistry and Environmental studies, in equal

proportions, as the next rarest subjects.

The most frequently appearing subjects were:

1st year Women	Art and Craft
1st year Men	Mathematics
2nd year Women	English
2nd year Men	Geography ·
3rd year Women	French
3rd year Men	P.E.

k) With regard to the <u>distribution of personnel in the contributing</u>

Colleges, five of the six groups of 100 students (divided by age

and by sex) contained representatives from at least three Colleges.

Only the third year Men were drawn from a total of two Colleges.

Four of the five Colleges were represented in each set of

1st, 2nd and 3rd year students (taking both sexes together).

l) With regard to <u>the age at which the decision to teach was made</u>,

there was a range from 5 years to 26 years; plus a few who "had

always wanted to teach" (Women only here). In general, women

students had made their decision much earlier than the men - none

of whom gave an age below 10 years.

The great majority of women (all but one) had decided by

the age of 19 at the latest; but 26 men had not made a decision

until 20 years of age, or even until 26 years, or "at the last
minute".

In summary therefore, it may be seen that the sample of 600
students showed a number of tendencies which are commonly found,
and as such could be reasonably regarded as a representative cross-
section. Moreover, certain interesting and perhaps typical
distinctions between the sex and year groups were observable.

C. <u>The methods and findings of the analysis</u>

    A. <u>The 5 point scale</u>

       The raw scores, in each of the 5 grades, for each
individual question (or sub-division of a question) were summated
under the following heads:

       (a) The total personnel of 600 students

       (b) All men students: 300

       (c) All women students: 300

       (d) All 1st year students: 200

       (e) All 3rd year students: 200

These scores were then percentaged; and longitudinal histograms
were calculated therefrom. From this, it was possible to ascertain
(a) the responses of the total group; (b) the responses of the four
different sub-groups given above. In order to determine <u>significant</u>
differences between Men and Women, and between 1st and 3rd year
students, Chi-square values were also calculated on the relevant
scores.

A preliminary inspection of the scripts revealed that Section

Ib (Teaching Practice) would need to be treated differently from

the remainder of the Questionnaire. The well known variations

of pattern throughout the country in the form and timing of School

Practices operated on this sample in such a way that, at the

moment of answering the Questionnaire, both 1st and 2nd year students

had insufficient experience on which to base a considered response.

This was evident in the gaps and omissions on the 5 point scale,

and was emphasised in the written comments given in explanation.

It was therefore decided that, for this Section, only 3rd YEAR

replies should be analysed out.

The information resulting from the above operations is shown

pictorially in the accompanying tables, numbered in Series 1, 2, 3

and 4.   These have been designed to present, in diagrammatic form,

the maximum possible information, and it is hoped that they are

largely self-explanatory.   Series 1 and 2 show the responses of

the total sample of all students;   series 3 and 4 show the responses

of the four differentiated subgroups.   The detailed tables on which

the charts were based are given in the Appendix .

Discussion of findings

Two general observations may be made:

a) The homogeneity between the responses of the total sample

(Series 1 and 2) and those of each of the subgroups

(Series 3 and 4) is quite considerable. (Details of the

TABLE I   RESPONSES OF TOTAL PERSONNEL

(SEE TABLE 2 FOR SECTION I b)

KEY

CODE NUMBER					
1	2	3	4	5	1 = Hardly ever 5 = Nearly always

SECTION I   THE WORK SITUATION

(a) STUDY

Question 1a

10	29	45	13	3

1b

57	29	11	3

1c

38	35	17	8	2

1d

16	30	31	19	4

2

35	33	24	6	3

3

24	34	24	12	6

4

11	32	34	15	8

5

74	10	7	4	5

SECTION I   (c) VOCATIONAL CHOICE

Question 12

39	27	18	7	8

13

67	11	6	2	13

14

70	13	6	2	9

15

77	7	6	3	8

16

36	10	11	9	34

17

9	5	16	12	59
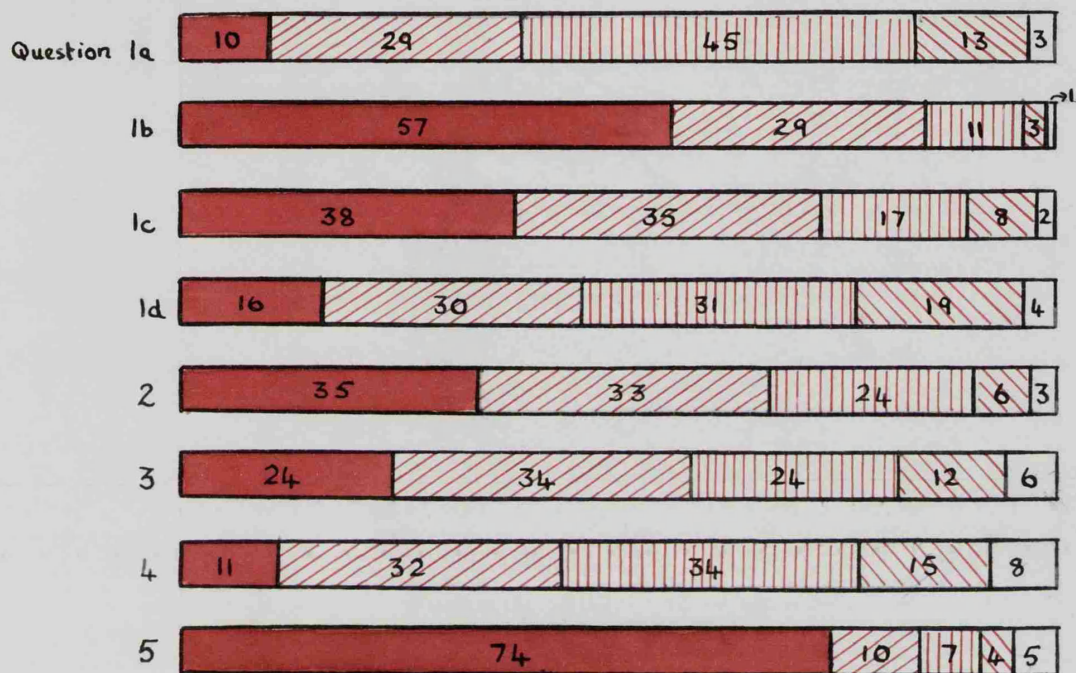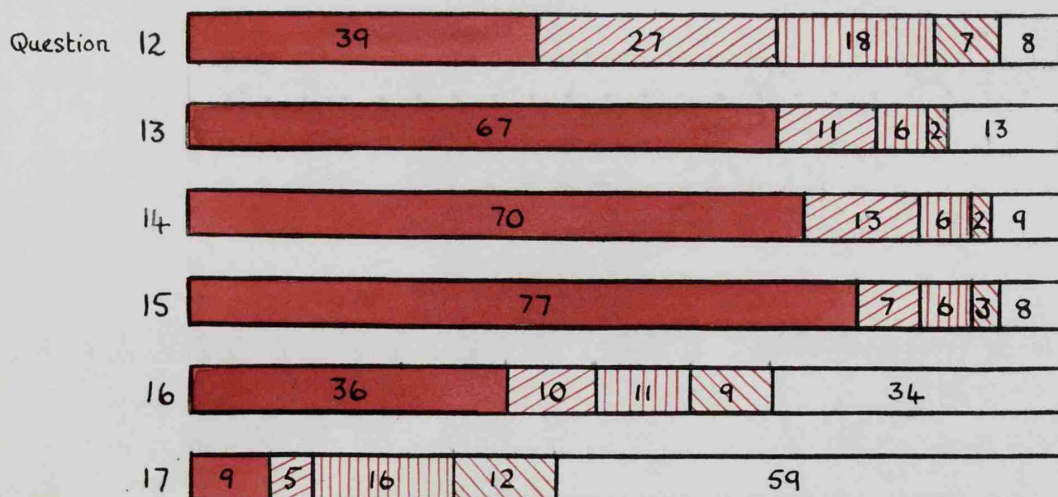
TABLE I   RESPONSES OF TOTAL PERSONNEL (CONTINUED)

KEY   CODE NUMBER

1	2	3	4	5

1 = Hardly ever
5 = Nearly always

SECTION II   RELATIONSHIPS WITH PEOPLE

Question 18 | 62 | 20 | 11 | 4 | 4 |

19 | 64 | 26 | 8 | | → 1 → 1 |

20 | 55 | 28 | 12 | 3 | 2 |

21 | 56 | 30 | 11 | 2 | 2 |

22 | 57 | 29 | 11 | 3 | → 1 |

23 | 58 | 35 | 7 | | → ½ → ½ |

24 | 63 | 25 | 10 | 2 |

25 | 49 | 30 | 17 | 4 | → 1 |

SECTION III   BELIEFS, VALUES, ETC.

Question 26 | 38 | 13 | 16 | 8 | 25 |

27 | 32 | 31 | 22 | 9 | 7 |

28 | 46 | 24 | 19 | 6 | 5 |

29 | 22 | 8 | 11 | 7 | 52 |

30 | 7 | 2 | 6 | 13 | 72 |

31 | 5 | 3 | 12 | 13 | 67 |
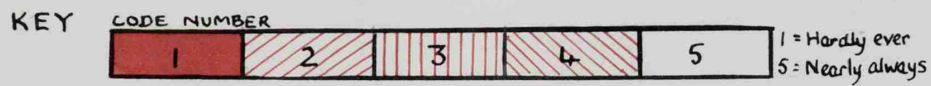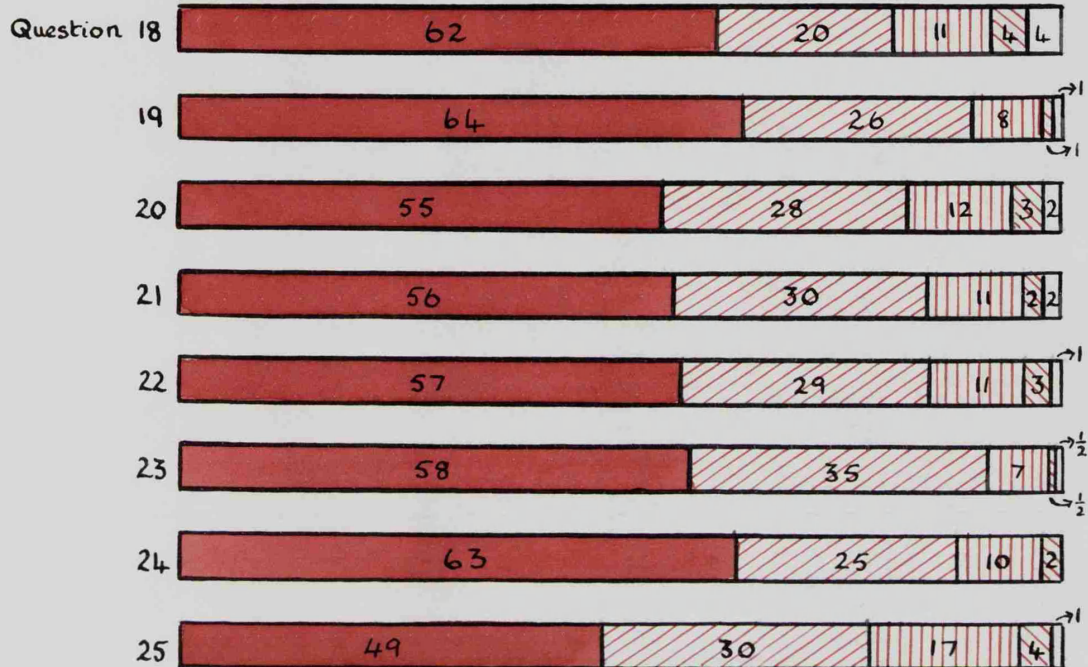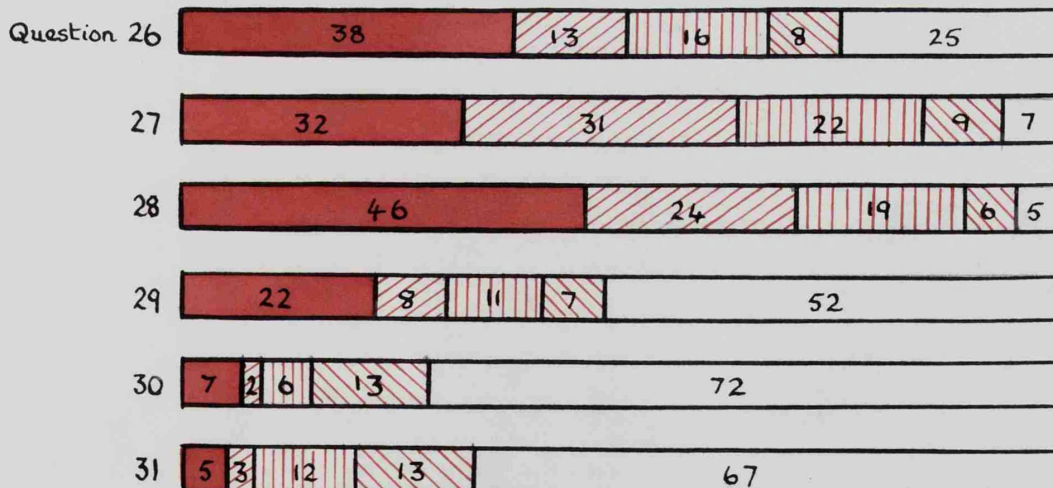
TABLE 2   RESPONSES OF 3RD YEAR PERSONNEL

SECTION I(b) ONLY

KEY   CODE NUMBER

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION I (b) TEACHING PRACTICE.

Question 6 | 3 | 2 | 14½ | 16 | 64½ |

7a | 27 | 34 | 24½ | 10 | 4½ |

7b | 27½ | 41½ | 26 | 3½ |

7c | 22½ | 41½ | 22½ | 10 | 3½ |

7d | 51½ | 36⅓ | 8½ | 3 | →½ |

8a | 79½ | 15 | 4 | →1½ |

8b | 15 | 43 | 24 | 11 | 7 |

8c | 11 | 29⅓ | 24 | 16½ | 19 |

8d | 31½ | 21 | 20 | 9 | 18½ |

8e | 41½ | 23½ | 11½ | 8½ | 15 |

9a | 43½ | 31 | 19½ | 5 | →1 |

9b | 17½ | 27 | 33 | 14½ | 8 |

9c | 63 | 22½ | 9½ | 3½ | →1½ |

10 | 12 | 8 | 8 | 9 | 63 |

11 | 46½ | 15 | 12½ | 9 | 17 |
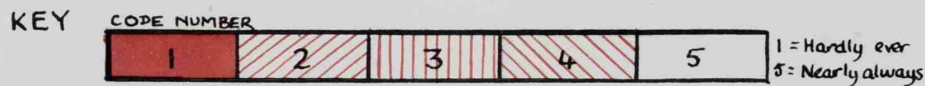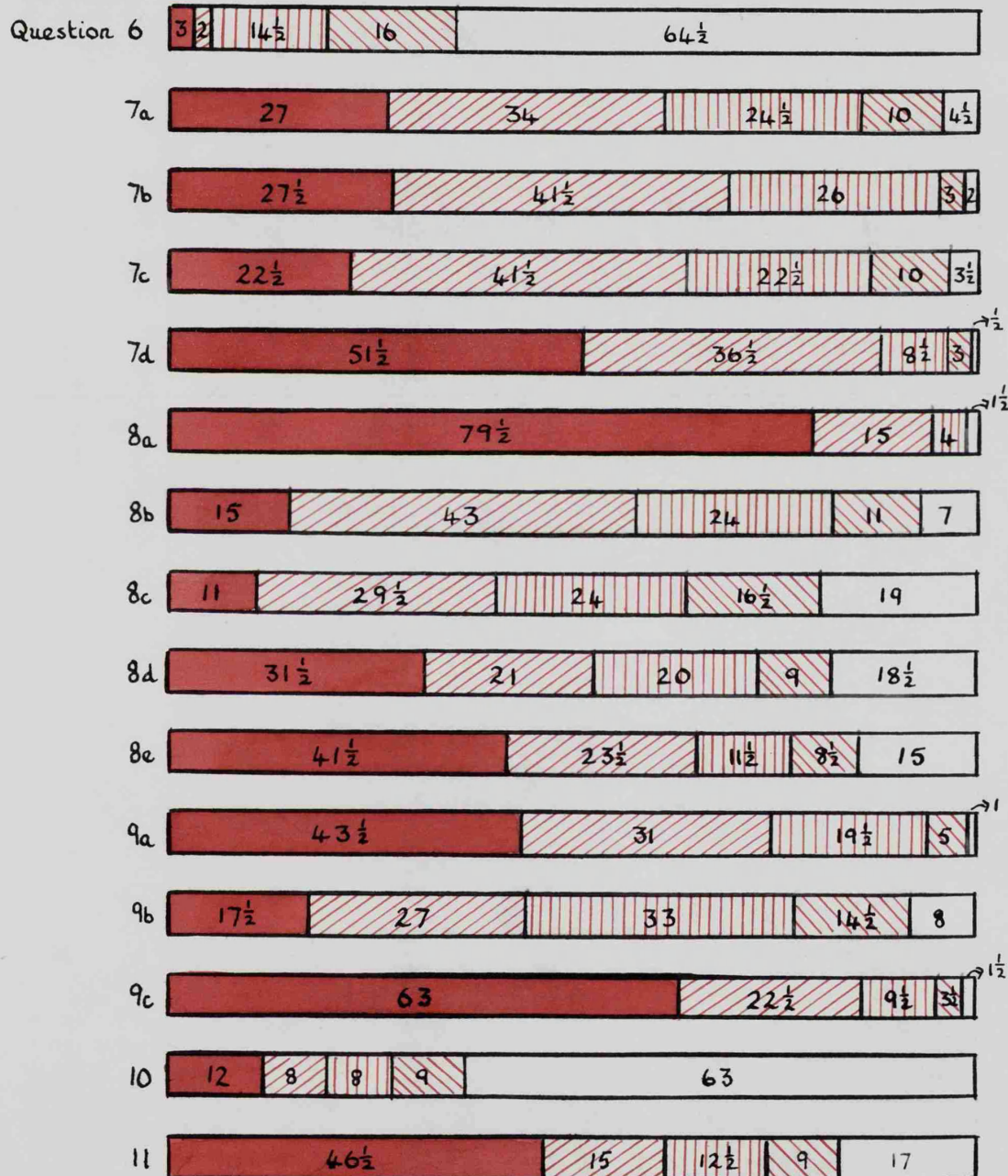
TABLE 3   COMPARED RESPONSES OF DIFFERENT GROUPS

(SEE TABLE 4 FOR SECTION I(b))
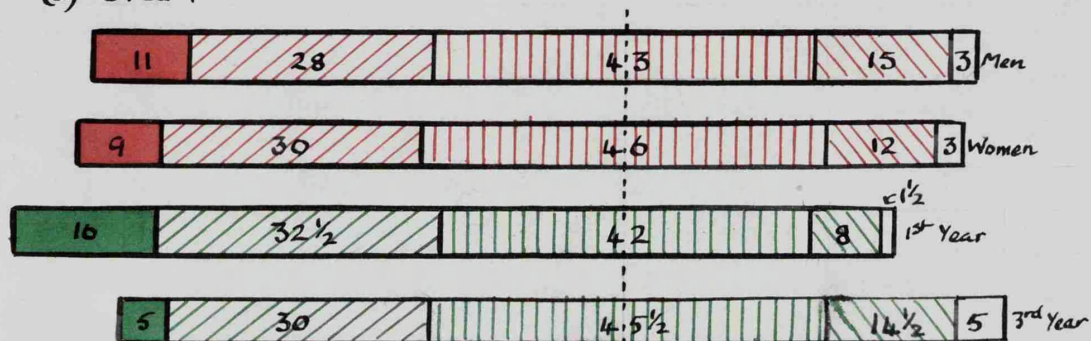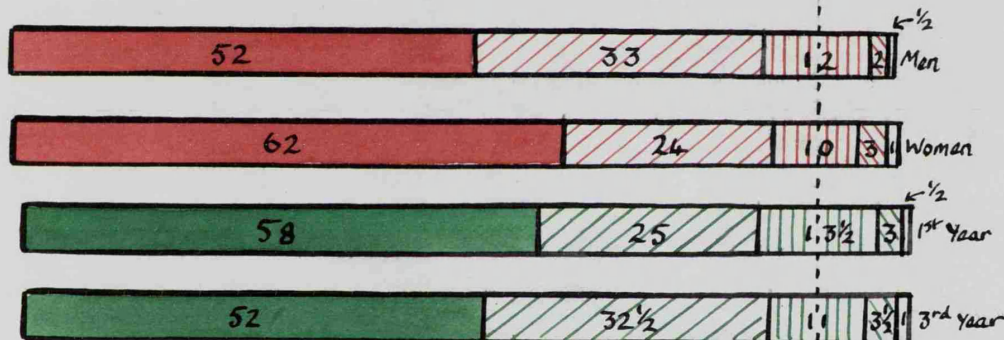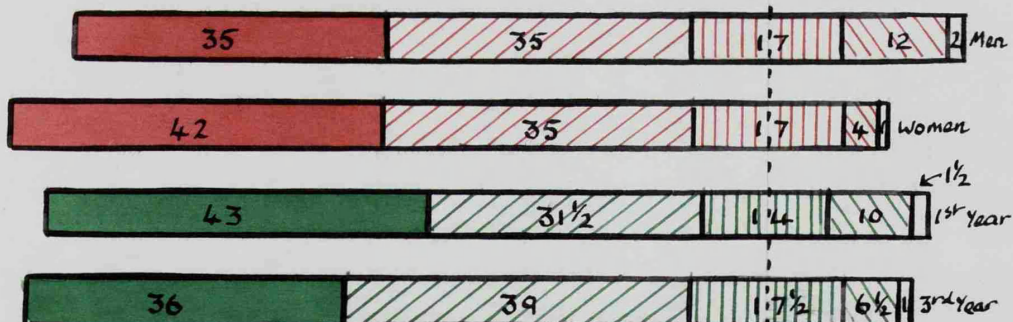
KEY CODE NUMBER

Men and Women
1st and 3rd Years

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION I   THE WORK SITUATION

(a) STUDY

Question 1a

Men: 11 | 28 | 43 | 15 | 3

Women: 9 | 30 | 46 | 12 | 3

1st Year: 10 | 32½ | 42 | 8 | ←1½

3rd Year: 5 | 30 | 45½ | 14½ | 5

1b

Men: 52 | 33 | 12 | 2 | ←½

Women: 62 | 24 | 10 | 3 | 1

1st Year: 58 | 25 | 3½ | 3 | ←½

3rd Year: 52 | 32½ | 11 | 3½ | 1

1c

Men: 35 | 35 | 17 | 12 | 2

Women: 42 | 35 | 17 | 4 | 1

1st Year: 43 | 31½ | 14 | 10 | ←1½

3rd Year: 36 | 39 | 17½ | 6½ | 1

1d

Men: 17 | 28 | 30 | 21 | 4

Women: 15 | 32 | 32 | 17 | 5

1st Year: 16½ | 28 | 34 | 17 | 4½

3rd Year: 13½ | 31½ | 30 | 21 | 4

Note: The dotted line represents an arbitrary "mean".

TABLE 3   COMPARED   RESPONSES   OF   DIFFERENT   GROUPS

KEY   CODE NUMBER

Men and Women	1	2	3	4	5
1ˢᵗ and 3ʳᵈ Years					

1 = Hardly ever
5 = Nearly always

SECTION I (a) STUDY (CONTINUED)

Question 2
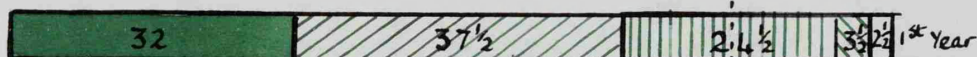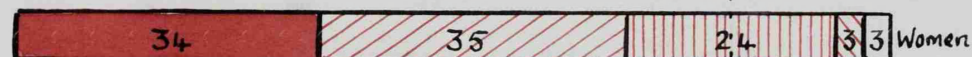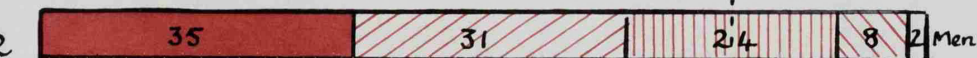
35	31	24	8	2	Men
34	35	24	3	3	Women
32	37½	24½	3½ 2½		1ˢᵗ Year
30	36	25½	6½	2	3ʳᵈ Year
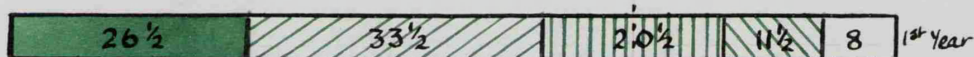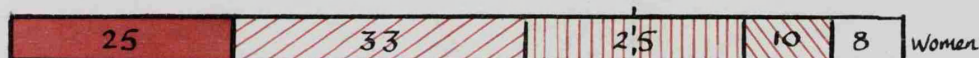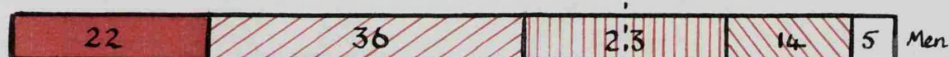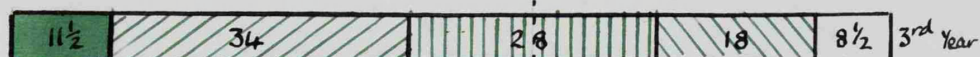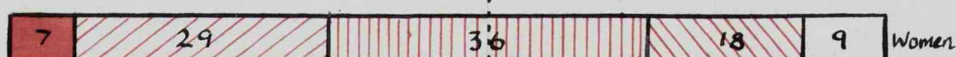
3

22	36	23	14	5	Men
25	33	25	10	8	Women
26½	33½	20½	11½	8	1ˢᵗ Year
22	30	25	17½	5½	3ʳᵈ Year

4

15	35	31	13	6	Men
7	29	36	18	9	Women
12	33	34½	13½	7	1ˢᵗ Year
11½	34	28	18	8½	3ʳᵈ Year

5

67	14	9	4	7	Men
81	7	5	4	3	Women
80	8½	5	2½ 4		1ˢᵗ Year
73	12	8½	3 3½		3ʳᵈ Year

Note: The dotted line represents an arbitrary "mean"

TABLE 3   COMPARED RESPONSES OF DIFFERENT GROUPS

KEY   CODE NUMBER

Men and Women
1ˢᵗ and 3ʳᵈ Years

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always.

SECTION I   (c) VOCATIONAL CHOICE

Question 12

Men: 40 | 25 | 20 | 10 | 6
Women: 37 | 30 | 17 | 5 | 11
1ˢᵗ Year: 45½ | 26½ | 17 | 4½ | 6½
3ʳᵈ Year: 36½ | 26½ | 16 | 9 | 12

13

Men: 67 | 13 | 7 | 3 | 11
Women: 68 | 10 | 5 | 2 | 15
1ˢᵗ Year: 74½ | 10 | 5 | 1½ | 9
3ʳᵈ Year: 59 | 10½ | 7½ | 3½ | 19½

14

Men: 71 | 14 | 7 | 3 | 5
Women: 69 | 12 | 5 | 2 | 12
1ˢᵗ Year: 72 | 13½ | 5½ | 1 | 8
3ʳᵈ Year: 68 | 12 | 7 | 4 | 9

15

Men: 80 | 5 | 6 | 4 | 5
Women: 73 | 9 | 6 | 2 | 10
1ˢᵗ Year: 79½ | 7 | 4½ | 1½ | 7½
3ʳᵈ Year: 71 | 9 | 8½ | 4 | 7½

Note: The dotted line represents an arbitrary "mean".

TABLE 3 COMPARED RESPONSES OF DIFFERENT GROUPS

KEY
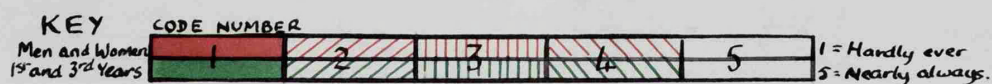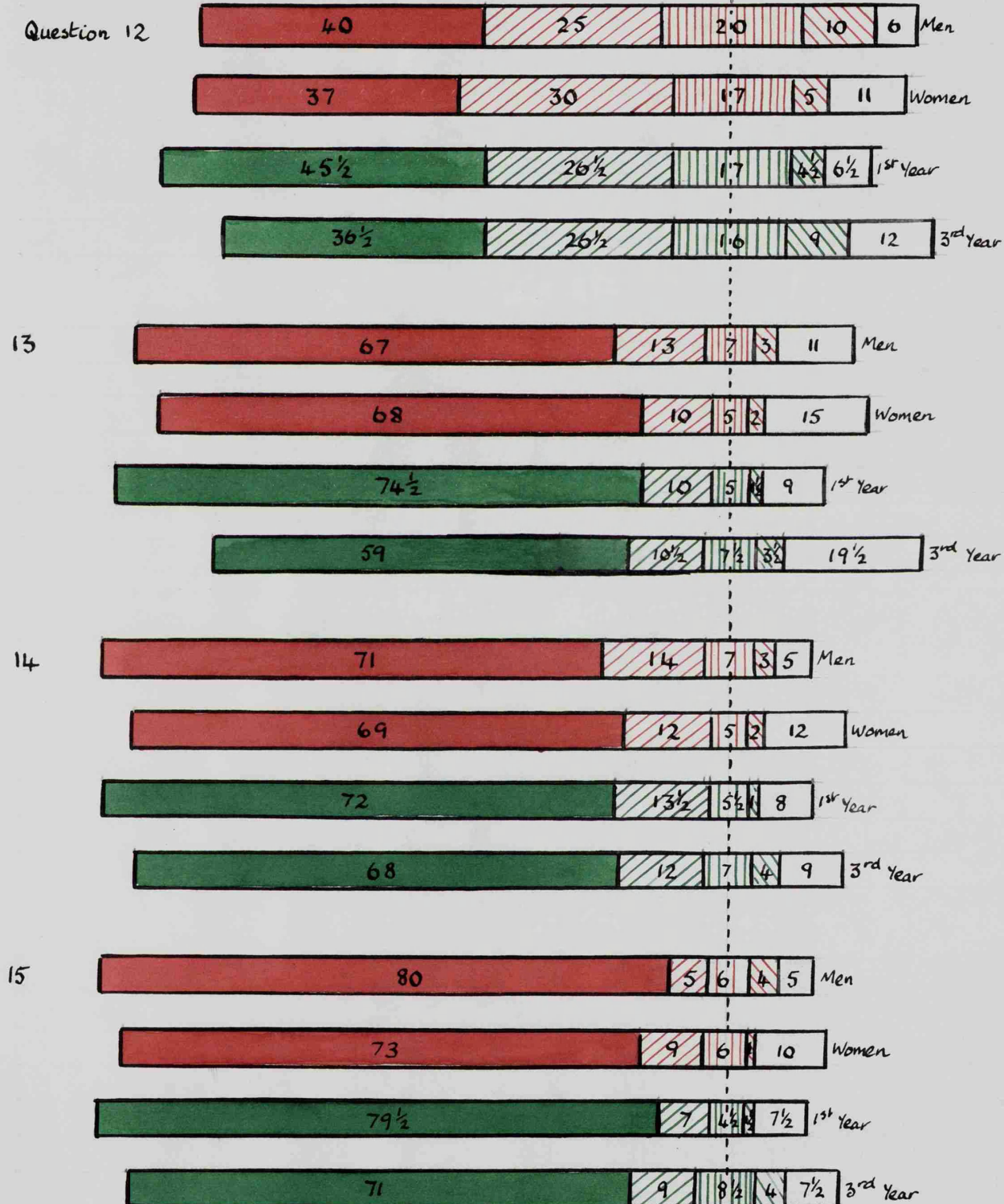
CODE NUMBER

Men and Women
1st and 3rd Years

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION I   (c) VOCATIONAL CHOICE (CONTINUED)

Question 16
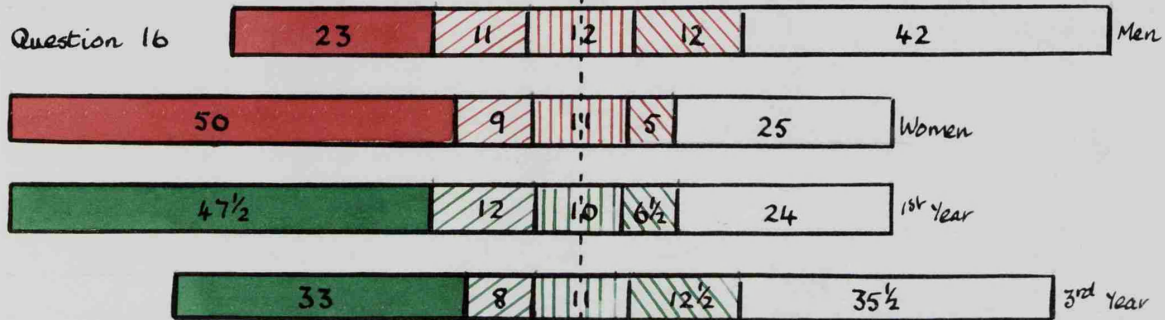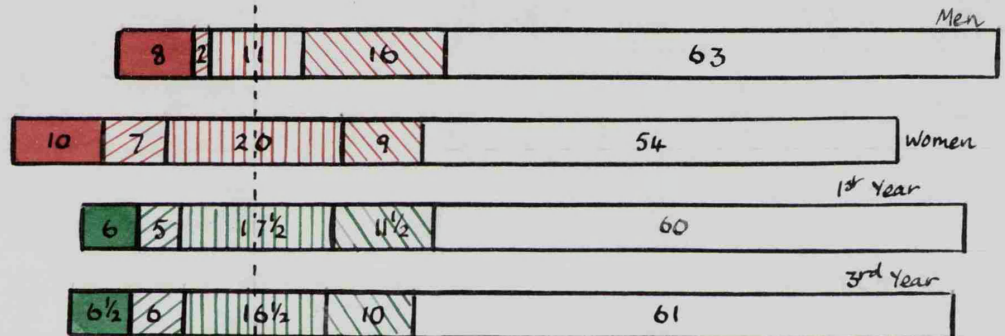
| 23 | 11 | 12 | 12 | 42 | Men |

| 50 | 9 | 11 | 5 | 25 | Women |

| 47½ | 12 | 10 | 6½ | 24 | 1st Year |

| 33 | 8 | 11 | 12½ | 35½ | 3rd Year |

17

| 8 | 2 | 11 | 16 | 63 | Men |

| 10 | 7 | 20 | 9 | 54 | Women |

| 6 | 5 | 17½ | 11½ | 60 | 1st Year |

| 6½ | 6 | 16½ | 10 | 61 | 3rd Year |

Note: The dotted line represents an arbitrary "mean".

TABLE 3   COMPARED RESPONSES OF DIFFERENT GROUPS

KEY   CODE NUMBER

Men and Women
1st and 3rd Years

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION II   RELATIONSHIPS WITH PEOPLE

Question 18

| 58 | 23 | 10 | 5 | 5 | Men
| 65 | 18 | 11 | 3 | 2 | Women
| 63 | 17½ | 12 | 2 | 5½ | 1st Year
| 51½ | 25 | 13¾ | 5½ | 4½ | 3rd Year

19

| 61 | 27 | 10 | 2 | ←1 | Men
| 67 | 25 | 6 | 2 | ←1 | Women
| 64½ | 23½ | 9 | ←1½ | 1st Year ←1½
| 62½ | 26½ | 9½ | ←1 | 3rd Year ←½

20

| 51 | 29 | 14 | 4 | 2 | Men
| 59 | 27 | 10 | 2 | 2 | Women
| 52 | 26½ | 17 | 3 | ←1½ | 1st Year
| 55 | 29 | 11 | 2½ | 2½ | 3rd Year

21

| 55 | 33 | 9 | 2 | ←1 | Men
| 57 | 26 | 12 | 3 | 2 | Woman
| 55 | 25½ | 14½ | 2½ | 2½ | 1st Year
| 56 | 32½ | 9 | 2 | ←½ | 3rd Year

Note: The dotted line represents an arbitrary "mean".

TABLE 3   COMPARED RESPONSES OF DIFFERENT GROUPS

KEY   CODE NUMBER

| Men and women 1st and 3rd Years | 1 | 2 | 3 | 4 | 5 | 1 = Hardly ever 5 = Nearly always |
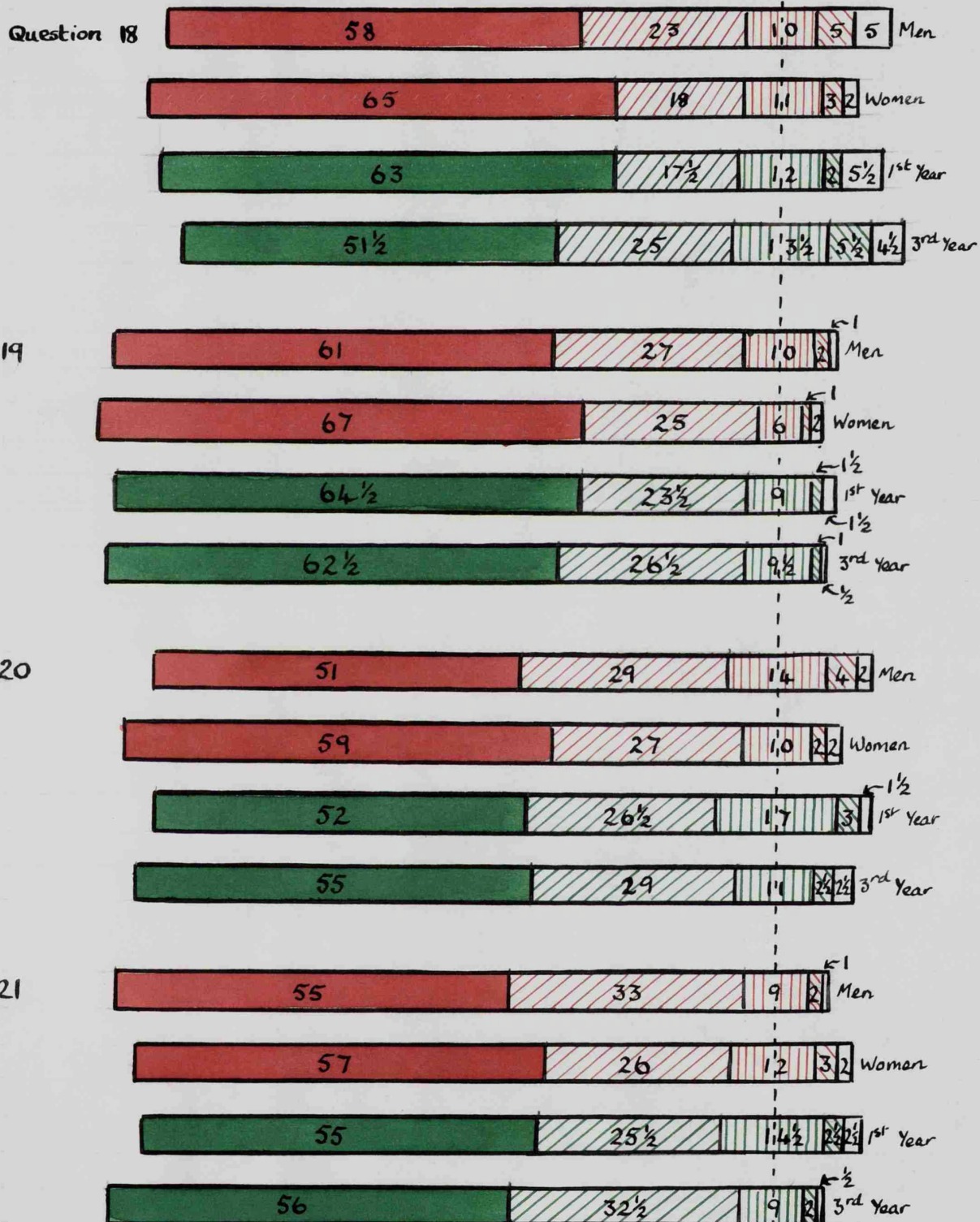
SECTION II   RELATIONSHIPS WITH PEOPLE (CONTINUED)

Question 22

Men: 54 | 30 | 13 | ← 1
Women: 59 | 28 | 10 | 2 | ← 1
1st Year: 60½ | 26 | 11½ | ← ½
3rd Year: 50 | 33 | 14 | 3 | ← 1½

23

Men: 58 | 34 | 7 | ← ½
Women: 58 | 35 | 6 | ← ½ / ← ½
1st Year: 68 | 24 | 7½ | ← ½
3rd Year: 50 | 42½ | 7½

24

Men: 62 | 24 | 10 | 3
Women: 64 | 26 | 9 | ← 1
1st Year: 75 | 18 | 6½ | ← 1 / ← ½
3rd Year: 51½ | 29½ | 15½ | 3¼

25

Men: 46 | 29 | 19 | 5 | ← 1
Women: 51 | 30 | 15 | 3 | ← 1
1st Year: 57½ | 27½ | 13½ | ← 1
3rd Year: 42½ | 32½ | 16 | 8½ | ← ½ / ← ½

Note: The dotted line represents an arbitrary "mean".

TABLE 3 COMPARED RESPONSES OF DIFFERENT GROUPS

KEY CODE NUMBER

Men and Women
1ˢᵗ and 3ʳᵈ Years

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION III BELIEFS, VALUES, ETC.

Question 26

36	15	19	9	22	Men
40	12	13	6	28	Women
52½	11½	13½	6	16½	1ˢᵗ Year
31½	16½	17	9½	25½	3ʳᵈ Year

27

35	32	19	9	5	Men
29	29	25	9	8	Women
33	28	21	11½	6½	1ˢᵗ Year
29½	32½	22	6½	9½	3ʳᵈ Year

28

42	27	17	8	6	Men
50	22	20	4	4	Women
46½	24	14	8	7½	1ˢᵗ Year
47½	25½	18½	6	2½	3ʳᵈ Year

29

21	9	12	7	51	Men
24	8	9	6	52	Women
19	7½	8½	10½	54	1ˢᵗ Years
26½	8½	10	6½	48½	3ʳᵈ Year

Note: The dotted line represents an arbitrary "mean".

TABLE 3   COMPARED RESPONSES OF DIFFERENT GROUPS

KEY   CODE NUMBER

Men and Women
1ˢᵗ and 3ʳᵈ Years

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION III   BELIEFS, VALUES, ETC. (CONTINUED)

Question 30
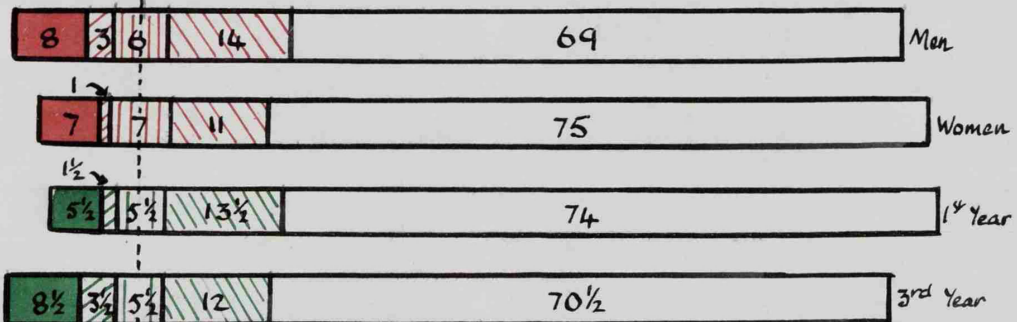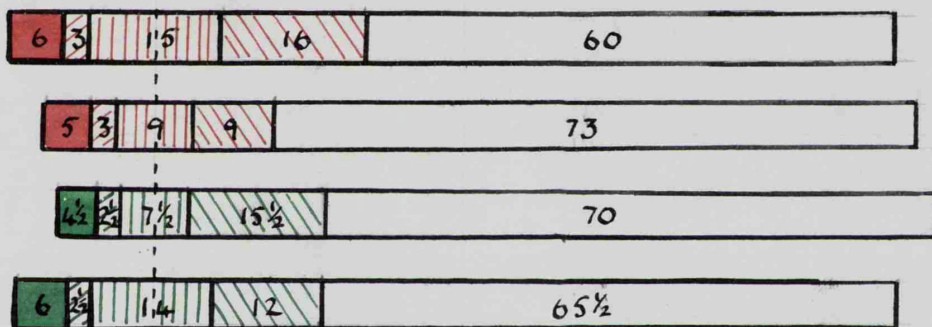
| 8 | 3 | 6 | 14 | 69 | Men

1→
| 7 | 7 | 11 | 75 | Women

1½→
| 5½ | 5½ | 13½ | 74 | 1ˢᵗ Year

| 8½ | 3½ | 5½ | 12 | 70½ | 3ʳᵈ Year

31

| 6 | 3 | 15 | 16 | 60 |

| 5 | 3 | 9 | 9 | 73 |

| 4½ | 2½ | 7½ | 15½ | 70 |

| 6 | 2½ | 14 | 12 | 65½ |

Note: The dotted line represents an arbitrary "mean".

TABLE 4 COMPARED RESPONSES OF 3RD YEAR MEN AND WOMEN.

(SECTION I (b) ONLY)

KEY   CODE NUMBER

Men and Women | 1 | 2 | 3 | 4 | 5 | 1 = Hardly ever
5 = Nearly always

SECTION I (b) TEACHING PRACTICE.

Question 6

| 3 | 1 | 3 | 16 | 67 | Men

| 3 | 3 | 16 | 16 | 62 | Women

7a

| 26 | 35 | 22 | 11 | 6 | Men

| 28 | 33 | 27 | 9 | 3 | Women

7b

| 26 | 44 | 26 | 3 | Men

| 29 | 39 | 26 | 5 | 1 | Women

7c

| 23 | 40 | 22 | 12 | 3 | Men

| 22 | 43 | 23 | 8 | 4 | Women

7d

| 49 | 39 | 9 | 2 1 | Men

| 54 | 34 | 8 | 4 | Women
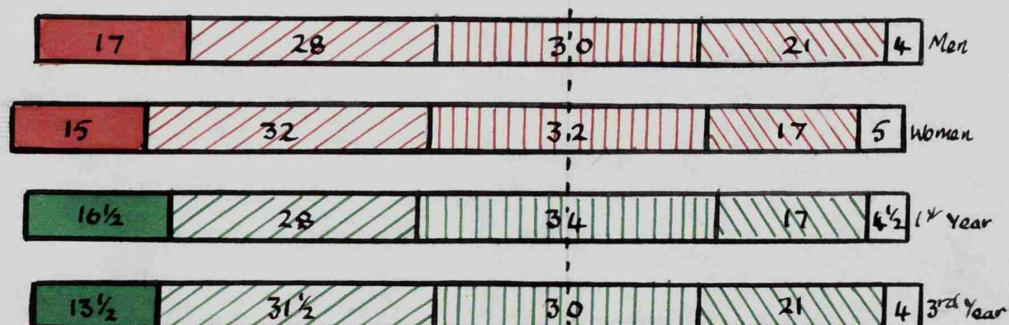
8a

| 71 | 22 | 5 | 2 | Men

| 88 | 8 | 3 1 | Women

Note: The dotted line represents an arbitrary "mean".

TABLE 4   COMPARED RESPONSES OF 3RD YEAR MEN AND WOMEN

KEY   CODE NUMBER

Men and Women

| 1 | 2 | 3 | 4 | 5 |

1 = Hardly ever
5 = Nearly always

SECTION I   (b) TEACHING PRACTICE (CONTINUED)

Question 8b

Men: 14 | 41 | 23 | 13 | 9
Women: 16 | 45 | 25 | 9 | 5

8c

Men: 10 | 28 | 25 | 17 | 20
Woman: 12 | 31 | 23 | 16 | 18

8d

Men: 26 | 18 | 18 | 13 | 25
Women: 37 | 24 | 22 | 5 | 12

8e

Men: 37 | 23 | 15 | 9 | 16
Woman: 46 | 24 | 8 | 8 | 14

9a

Men: 41 | 31 | 20 | 7 | 1
Women: 46 | 31 | 19 | 3 | 1

9b

Man: 17 | 30 | 29 | 16 | 8
Women: 18 | 24 | 37 | 13 | 8

Note: The dotted line represents an arbitrary "mean".

TABLE 4   COMPARED RESPONSES OF 3ᴿᴰ YEAR MEN AND WOMEN

KEY   CODE NUMBER

Men and Women | 1 | 2 | 3 | 4 | 5 | 1 = Hardly ever
5 = Nearly always

SECTION I   (b) TEACHING PRACTICE (CONTINUED)

Question 9c | 59 | 22 | 1 3 | 5 | Men

| 67 | 23 | 6 | 2 2 | Women

10 | 22 | 9 | 11 | 9 | 49 | Men

| 2 7 5 | 9 | 77 | Women

11 | 56 | 15 | 1 3 | 4 | 12 | Men

| 37 | 15 | 1 2 | 14 | 22 | Women

Note: The dotted line represents an arbitrary "mean".

significant differences ascertained by the Chi-square

technique will be given later).

b) The students have tended to answer at the extreme ends of

the 5 point scale, rather than in the middle.

The _WORK_ situation

Under the sub-heading of _Study_, students appear to find that

their greatest problems in concentration occur in lectures.   Next

on the scale comes private study, followed by seminar discussion,

and then practical work.   They experience some difficulty in

fulfilling assigned tasks, rather more in the purposeful organisation

of their work (i.e. when there is greater emphasis on personal

responsibility and initiative).   The numbers who found themselves

day-dreaming are comparatively high;   but undue competitiveness in

College life is firmly ruled out as of little significance by the

great majority.

With regard to _Teaching Practice_ (3rd years only: Series 2

and 4), there is a high frequency of enjoyment claimed for this

aspect of their work.   Difficulties are experienced more in the

initial stages of preparation and planning, and less in the teaching

situation itself of establishing a satisfactory working relationship

with the children.   This theme is continued in the evidence from

Question 8, where anxieties are felt least frequently when the

students are alone in the classroom with the children.   More

common is anxiety over the presence of a College supervisor and

somewhat less often over the presence of a member of the school
staff. The College rating of achievement also generates anxiety
more commonly, and for more students, than does the school report.
Nearly two-thirds of the students say that they rarely have
difficulty in accepting their share of responsibility when things
go wrong, and nearly half are very ready to recognise their own
mistakes. What is apparently more frequently difficult, for
more students, is assessing their level of success. Much greater
physical tiredness on Practice is noted by nearly two-thirds of the
total sample, but almost half of them say that they are not often more
irritable at that time than elsewhere in the term.

 As for <u>Vocational choice</u>, not many students are prepared to
say that they have had a lot of difficulty here. 39% of the whole
group claim that they have had hardly any doubts about the rightness
of their choice; 67% have barely considered any alternative career,
and 70% have seldom given serious consideration to the possibility
of giving up their training. There seems to be only rare experience
of conflict between the claims of a teaching career and of marriage;
Over the financial rewards of teaching, the picture is interesting;
here just over a third of the total sample say it is rarely of concern
to them, while another third say it is very frequently so. The most
differentiated views are those held by men students, and by 3rd years.
Well over half of all students (59%) have few qualms about their
equipment to meet their professional responsibilities.

RELATIONSHIPS with PEOPLE

Here, the total group indicate that there is not much difficulty, and this also applies markedly to the four subgroups considered separately. In all the sub-divisions of this section, from half to two-thirds of the personnel claim that trouble arises very infrequently. The relationships which apparently do more often give rise to stress are those with family, and, to a lesser extent and in descending order, with friends of the opposite sex, with neighbours in living, and with College lecturers. But only a very small proportion of students are prepared to acknowledge any of these as sources of real difficulty.

BELIEFS and VALUES

Lack of financial independence (with all the other ramifications leading from this), is found to be frequently disturbing to a quarter of the total group. Social and political issues do not seem to be a common or often present source of difficulty. Nearly half of them say that they rarely have problems regarding their own sexual behaviour. Religion, in some form, is a matter of considerable importance to over 50%. A high level of confidence is expressed by a large majority in their ability to distinguish between right and wrong. Two-thirds of the total group are very much concerned with the search for self-knowledge.

The overall picture thus presented by the student body is
one of a sober, righteous, well-adjusted and industrious group of
young people. The stresses they feel are chiefly those of the
physical strain of School Practice, and the lack of financial
reward in their chosen profession. Is this an overdrawn picture?
No certain answer to this question can finally be given, but some
relevant facts may be pointed out which have a bearing on the matter.

First, these student-responders were all, in effect, self-chosen.
They were the ones who undertook to answer the Questionnaire in the
first place. It is therefore possible that they are among the more
conscientious, reliable and public-spirited members of their College
communities. Secondly, they may possibly, and indeed unwittingly,
be portraying themselves through these answers in terms of their
"ideal" rather than of their "real" selves. Another likely
influential factor is that most of the Questionnaires were
distributed and completed under the auspices of a member of staff
of the College concerned: in this situation it is conceivable that
the students would wish to present themselves in the most favourable
light.

Secondly, it is possible that the Questionnaire itself was not
sufficiently discriminating. There were a small number of written
comments which indicated that the students found (a) the questions
too generalised to admit of precise answers; and (b) the 5 point
scale a handicap rather than an asset in conveying their true opinion.

In any case, the results so far discussed are those which give the most "global" view. A more personal and individual picture emerges when the significant differences between Men and Women, and between 1st and 3rd years are noted; and also when the written statements are taken into account. The value of the 5 point scale was that it ensured at least that every student produced some kind of answer to each question. The value of the unstructured comment was that it gave free scope for spontaneous, honest response to those students who wished to take the opportunity provided.

Significant differences (the use of the Chi-square technique)

The results of calculating Chi-square values for each individual question, or part of a question, showed that in a number of cases, there were significant differences between Men and Women and between 1st and 3rd year students.

N.B. The terms 'significant' and 'significance' are used here in their 'statistical' connotation, i.e. they indicate that the observed differences are unlikely to have occurred by chance. The probability of observed differences has been calculated, on the basis of a 'null' hypothesis, by means of the formula

$$\left(\text{Chi-square} = \sum \frac{(fo - fe)^2}{fe} \right) ,$$

where fo represents the observed frequency, and fe the expected frequency; and using Fisher's tables for the values of Chi-square.

The relevant questions with accompanying Chi-square values, are as follows. (N.B. According to convention, significance

at 5% level is denoted by *

at 1% level is denoted by **

at .1% level is denoted by ***)

Table 2a.   Significant differences between Men and Women students

Question	χ^2	Q.	χ^2	Q.	χ^2	Q.	χ^2	Q.	χ^2
	Ia		Ib		Ic		II		III
1b.	9.126*	8a.	9.169*	12.	10.756*			31.	13.730**
1c.	11.764*	8d.	11.299*	14.	12.080*				
4.	11.495*	10.	25.390***	15.	13.283**				
5.	18.059**	11.	12.444*	16.	52.555***				
				17.	26.227***				

(SECTION header spans columns Ia, Ib, Ic, II, III)

Discussion of findings

MEN AND WOMEN

I. The WORK situation

So far as Study is concerned, men acknowledge significantly more

difficulty than women in concentration during practical work and in

seminar discussion.   Men's scores also show a significant difference

in their sense of the competitiveness of the College course.   Women,

however, have a significantly greater tendency to daydream than do men.

With regard to _Teaching Practice_ (3rd years only), men appear

to be significantly more anxious than women when in the classroom

alone with the children; also over the College rating of their

achievement.   Women get much more physically tired, and also

confess to more irritability during Practice than the remainder

of the term.

Over _Vocational choice_, women are significantly different

from men in the frequency of doubt about the rightness of their

career choice, and have more often wondered whether to give up

their training.   Women, too, significantly more often experience

conflict between the claims of a teaching career and of marriage.

Men are significantly more concerned than women with the financial

rewards, and differ equally in the degree by which they feel equipped

to meet their professional responsibilities (the differences in

these last two areas are at a very high level of significance).

II RELATIONSHIPS with PEOPLE

This whole section revealed no _significant_ differences between

the answers of the sexes.   However, although the differences were

not significant, men's scores showed greater difficulties in relation-

ships with family, with friends of the opposite sex, with College

lecturers, and with friends of the same sex.   Women's scores

showed more difficulties with regard to neighbours in living.   There

was little difference between the sexes in their scores on relations

with fellow students in the work situation, and with children and

staffs of their practising schools.

III. BELIEFS and VALUES

The only significant difference between the sexes was that shown

in the importance they attach to the search for self knowledge,

where women's scores are greater than the men's, at a high level of

significance.

Other, non-significant, differences were as follows. Men

experience more problems over sexual behaviour, but are nonetheless

more confident than the women over their ability to distinguish between

right and wrong. Women experience more difficulty with decisions

on social and political issues, and are somewhat more disturbed about

their delayed financial independence. There is little difference

between the sexes regarding the meaningfulness of religion.

Table 2b. Significant difference between 1st and 3rd year students

SECTION							
	Ia		Ic		II		III
Question	X_2	Q.	X_2	Q.	X_2	Q.	X_2
1a.	19.53***	13.	13.964***	23.	15.818***	26.	18.252***
		16.	15.901***	24.	25.9***		
				25.	15.721**		

Discussion of findings

1st and 3rd YEARS

I. The WORK situation

With regard to Study, the only significant difference is in concentration during lectures, which 3rd years find more troublesome than 1st years, at a high level of significance.

Other, non-significant differences are that 3rd years are more prone to day-dreaming, and also find more difficulty in organising their work purposefully. 1st years find concentration in seminars more difficult than 3rd years. For the other questions in this section, there was little difference between the sexes.

About Vocational choice, 3rd years score significantly higher in the frequency of serious consideration they have given to an alternative career; they are also significantly more concerned about the financial rewards of teaching. They, again, score more highly - though not at a significant level - on two other questions in this section (conflicts between teaching and marriage, and periods of doubt about continuing the course). There is little difference between the year groups concerning their equipment to meet professional responsibilities.

II. RELATIONSHIPS with PEOPLE

There were several significantly different scores in this section. 3rd years find more difficulty with neighbours in living, with both children and staffs of practising schools, with College lecturers;

and at very near the 5% level of significance, with fellow students
in a working situation.   (N.B. The 1st year students had little
experience of school practice on which to base their answers, so
that results need treating with reserve.)

III. BELIEFS and VALUES

3rd years show, at a high level of significant difference, more
concern about their lack of financial independence.

At non-significant levels, 1st years score somewhat more highly
than 3rd years regarding problems of sexual behaviour, the meaning-
fulness of religion, their ability to distinguish between right and
wrong, and the importance of the search for self-knowledge.   3rd
years have rather more difficulty in making decisions over social
and political issues.

There would not appear to be anything very surprising about
these findings, nor do any real discrepancies emerge.   The differences
between the sexes, and between the year groups are interesting;   they
are also understandable and explicable.   The results as a whole would
seem to justify placing cautious confidence in the instrument which
was used to ascertain them.

B.   Analysis of WRITTEN COMMENTS

I.   In Section B of the Questionnaire (i.e. additional
to scores on the 5 point scale).

Students used all five available spaces for comment in
amplification of their numerical answers. The number of responders
in each section ranged from $\frac{1}{3}$ to $\frac{1}{2}$ of the total sample. Topics
raised were on varying themes, all basically linked with the
questions of the relevant section. Comments were given with
sincerity and forthrightness.

A content-analysis of the materials gave results which are
tabulated and discussed below:

Table 3. The WORK situation

STUDY		TEACHING PRACTICE		VOCATIONAL CHOICE	
Topic	Raw scores	Topic	Raw scores	Topic	Raw scores
College environment	34	Preparation	31	Influential factors	62
Lectures	107	Schools	99	Financial aspects	45
College courses	48	Supervisors	60	Teaching & marriage	28
Competitiveness	26	Assessment	21	College course	31
Suggestions/ requests	10	Tiredness, irritability	43	Personal comment	65
Personal comment	64	Suggestions	27	Criticism of Q	13
Criticism of Q.	2	Personal comment	29		
		Criticism of Q.	5		
	291		315		244	850

STUDY

The College environment was described largely in terms of: lack
of privacy; noise; proximity to other people; social distractions -
all of which produced an atmosphere nonconducive to profitable work.
10 of the 34 comments were neutral in tone, 2 were positive, the
remaining 22 negative.

Examples:

    (Neutral)   "Concentration depends on the work, and the
                     interest aroused in people around you."

    (Positive)   "..orking with friends helps.   We encourage
                     each other to study.   Good atmosphere aids
                     concentration and enthusiasm."

    (Negative)   "Private study is hard because I share a room
                     and there is interference from other students."

                     "It's hard to work at night because of the noise."

                     "Some people can't draw a line between work and
                     pleasure."

There were a large number of comments on the lecturing situation,
subdivisible into three groups, dealing with (a) the lecturer's ability,
knowledge, delivery: 81 comments were made here (43 classified as
negative, 2 as positive, and 36 as neutral in tone); (b) the subject -
its interest, revelance, challenge: 24 comments on this theme (16
negative, 3 positive and 5 neutral; and (c) conditions - the length
of lectures, and the physical amenities; only 2 comments, both negative.

Examples

(Neutral) "My concentration depends on my emotional state and on the lecturer's ability."

"It depends on the lecturer more than the subject."

"Diffident lecturers inspire poor concentration. Those who demand concentration get it."

(Positive) "Education lectures are very interesting, with a novel means of approach."

"Most of the course is interesting, so concentration is easy."

(Negative) "If the lecturer fails to put over the point, or suffocates it with embroidery, it is terrible. It's futile to continue unless one is receptive."

"Lectures are often dull through ill-preparation and bad teaching; too little discussion, and too little opening for it in lecture material."

"If tutors expect good work from a student, they should make an effort (a) to attend, (b) to provide an interesting lecture, and (c) to return work marked. They are paid to help, and cannot expect co-operation from a student if they are lazy."

"One and a half hours is too long to concentrate."

College courses received a good deal of critical comment.   Of
the 48 contributions, 47 were negative.   Targets for attack were the
lack of purpose or relevance of the work;   the uncertainty of its focus;
low standard;   compulsory attendance.

Examples: "Main course is boringly easy."

"I object to registers.   The integrity of the
student is in question."

"There is too much work at abstract or student
level, and not enough at classroom level."

"The work is spread unevenly.   There is lack
of co-ordination between departments.   Too
much emphasis on holiday work."

"College course is too long and vague.   I've
lost interest."

On competitiveness, students commented on three aspects: (a) the
lowness of standards (8);   (b) inter-student rivalry (8);   (c) staff
pressures (10).

Examples: "The academic standard is low, and there is no
incentive to raise and maintain one's own
standard of work."

"Competition in the form of good grades comes before interest and appreciation of the fact that we are here to become teachers."

"There is too much emphasis on exams, which causes worry."

Suggestions and requests from the students dealt entirely with a plea for more discussion or seminar work.

Examples: "There is too much talking by lecturers, and not enough student participation."

"By far the most helpful method and most successful means are seminars. Discussions are far more valuable than lectures, and often than private study."

Personal comments dealt with their anxieties, doubts, habits of working, and difficult environmental conditions.

Examples: "Most of my study problems arise from physically slow rate of working. I procrastinate over small points."

"My mind is too slow and analytical when dealing with abstract ideas for effective participation in discussions."

"Time of day and weather affects me; I dislike afternoon lectures."

"Work problems for me are correlated to personal problems."

"I cannot concentrate when worried."

"It's hard to study when a mother and father are present, especially on cold afternoons."

"I am worried by feeling inadequate."

Teaching Practice

Preparation was treated very critically. Of the 31 comments, 29 were negative, and stressed such matters as: insufficient guidance, too great stress on note making, and too much unnecessary work expected.

Examples: "Long-winded notes are dreary."

"I would prepare lessons better and cope with problems if there were not so many lesson plans to do."

"Long hours of preparation are a strain."

"Preparation is hard, as there is little help."

"Tutors want too much written work with no connexion with practical issues."

Schools received the most comment. The aspects discussed were the environment; the attitudes of school staffs; the falsity of the total situation; the value of direct, on-the-job experience.

Of the 99 comments, 57 could be classified as negative, 44 were positive, and 4 neutral.

Examples:

(Negative)   "Children know you are only a student, so you can't get on with them."

"Falsity causes undue tension.   No one could prepare to such an extent in everyday life."

"Members of staff frighten me.   I may end up like them one day."

"The Head's attitude is important.   A bad school affects success and confidence.   More time should be spent in observation."

"Staff at schools will not socially accept students. This leads to unrest in staffroom and classroom."

(Neutral)   "Situations vary from school to school.   It's difficult to settle in."

(Positive)   "It was the greatest experience of my life."

"The most beneficial part of the course."

"You feel you are doing what you will do full-time, and you can see how you measure up to your chosen career."

"I enjoyed finding out about children and working
with them and learning what material was presentable.
I had to be more consciously aware of relationships
with children than with people in College."

Supervisors were the subject of 30 negative comments, 3 positive,
9 neutral.   Another 18 comments spoke of the student's attitude towards
supervision - in terms of anxiety of varying degrees of severity.

Examples:

(Neutral)   "A lot depends on the person present."

              "T.P. depends on the help given by lecturers."

(Positive)   "All of them were friendly and helpful.   Perhaps
              my attitude would have been different if the tutor
              had been domineering."

(Negative)   "Students should have tutors who know their job
              and offer constructive criticisms.   I received
              no help from two tutors on T.P."

              "There's not enough guidance from tutors.
              Criticism is given just for the sake of it, or
              because they want to show how observant they are
              to other tutors."

              "Tutors didn't attend enough lessons."

              "Supervisors pay too much attention to petty detail
              (e.g. finger nails).   There is not enough encourage-
              ment in proportion to the criticism."

(Student's attitude)

"Tutors make me anxious."

"I am uneasy when tutors are present. I had a visit from one lecturer I had never met."

"The tutor's presence makes a student nervous, and the class 'on edge', so it's not a true valuation of student's capabilities."

"I felt nervous at first, but not now."

"Only one person worried me."

Assessments were a source of anxiety; queries were raised as to their subjective nature; and the different weights given to staff and College assessments.

Examples: "It is an accepted belief that College does not place too much importance on the school report. On the last T.P. we had four visits from tutors and five a week from the Head of School; plus staffroom discussions. He was in a far better position to comment on potential and attitudes."

"I am worried because 1) assessments are too subjective of tutor, and 2) tutor visits only 11/20 of lessons. This is not fair representation."

"Anxiety is due to realisation that success

depends on the reaction of a tutor over the

few lessons he happens to see."

Tiredness and irritability

The emphasis in these comments was on the mental and/or physical

strain of the practice, caused partly by long and awkward journeys,

partly by the demands of the work itself.   Of the 43 comments, only

4 indicated that, despite tiredness, there was enjoyment as well.

Examples: "I am too irritable and tired to enjoy T.P."

"The early hours of travelling and late hours of

work are tiring.   The short length of time makes

work rushed, and one feels frustrated at leaving

when one is gaining results."

"The majority of students are ill during or after

T.P. because of the strain physically."

"Conscious and unconscious anxiety causes tiredness."

"I suffer subconscious nervous trouble, i.e. loss

of appetitie."

"I get mentally exhausted."

"It's tiring physically but very rewarding."

Suggestions about Teaching Practice dealt with longer continuous

periods and more practice generally.

Examples: "Too little time is devoted to the teaching

angle. Too big a gap between practices."

"T.P. is too short. Contact with children

must be encouraged."

"More T.P. is needed. Too long a gap between

2nd and 3rd Practices. Why not six months in

College and six months in school?"

"T.P. is not long enough for students to be in

a realistic teaching situation. One gains the

wrong impression when one doesn't know the class.

Middle year of three should be spent in teaching,

plus many observation visits in 1st and 3rd years.

Then we would have experience on which to base

theories."

Personal comments were concerned with the importance of the personal

relationships established (16), with the expression of doubts and

difficulties (10), and with a sense of enjoyment of chosen career (only

3 statements here).

Examples: "It all depends on relationships with people.

One is able to be more honest on T.P. than with

general written work."

"I have no doubts of my ability to teach but I hate

T.P. It confuses children and divides their loyalties."

"People think I'm casual, but I have no
confidence."

"Mistakes are inevitable. One must not be
unduly anxious."

"Usually I overrate my mistakes, and so under-
estimate my success."

"T.P. is a welcome break."

Vocational choice

The influential factors mentioned were: University failure (10),
other possible or previous careers (25), also the impact of teaching
practice, or unqualified teaching experience (27).

Examples:
"I wanted a College background, and wasn't
good enough for University."

"I would like to continue at University after
Training College. A degree would mean I
wouldn't have to stay in teaching all my working
life."

"Although anxious to gain a University place,
I'm sometimes glad I could not get in for I am
now sure I have chosen the right career."

"Teaching was a last resort. I didn't know
what to do at 18. Did temporary teaching
for a year. Drifted into it and like it."

"I have considered another career, but was so

happy on T.P.   Now I want more ideas   and

knowledge."

"Even if teaching is bad I will not give up,

as I need the academic qualification."

"T.P. has resolved doubts."

"I want to be a professional musician;   I shall

only teach for a while."

"I was an S.R.N.   Don't know whether I want

to teach or not, but I enjoy Geography!!!"

"I started College three years ago.   Then I

left after one term.   Went into industry and

then returned to College."

"If I do change jobs the training will have

been most valuable.   Teaching is an education

in itself."

"Many could probably do a number of jobs equally

well.   It is hard to say what vocation is."

Financial aspects stressed the low salary and/or status of teachers.

f the 45 comments, 38 were negative in this sense, and 7 were positive.

Examples: "It is of little use trying to marry on a

teacher's salary."

"I am a child of a large family and poor

parents.   I cannot eke out my grant."

"I am not deterred, but concerned at teachers'
pitiful salary."

"The importance of teachers in society has not
been recognised."

"I have just got engaged, and am faced with a
house to buy, insurances, etc.   My fiancé is
teaching and working at nights to help us save.
Pay should be equal to that of a professional
person."

"Teaching is excellent for women financially."

"I am in no doubts over choice of career, despite
low financial rewards.   Have experienced other
jobs and am sure."

Teaching and marriage

Here, it proved necessary to separate out the comments of men and of
women.   There were 17 comments, largely positive, from women;   and 11
comments from men, more indicative of conflict or uncertainty.

Examples:

(Women)   "If conflict arose, I would leave teaching."

"Teaching is a job to combine with the married
state."

"I hope to marry when I leave but feel the training
is most profitable because one is able to teach
part time if necessary."

"Few women regard teaching as a career. Most
enjoy it for a few years. We are future
mothers. We want to learn about children
and ourselves. College life opens up new
fields for the individual."

(Men)   "If I married there may be conflict within
myself."

"Low wages when marrying and starting families
causes conflict."

"Being engaged and preparing for marriage takes
time. I must be careful not to give it too
much at the expense of College work."

"Being married, I am happy and convinced. Have
tried previous jobs so am sure of facts."

The College course once again came in for criticism and expression of
dissatisfaction (22 comments). 9 students felt a sense of personal
inadequacy to complete it.

Examples: "College is a waste of time. Life is 3 years
with no money, to be faced with low wages at the
end."

"College course could be improved. I feel
frustrated at the inadequacy and irrelevancy of
the work given."

"I'm still convinced I want to teach despite
the doubts College inspires."

"Depression, poor lectures and exam time cause
upset feelings."

"I worry as to whether I'll be a good teacher ."

"When I am tired, I wonder whether I'm fully
equipped to meet responsibilities; but can't
think of anything else to do."

Personal comments ranged over a continuum from complete certainty of choice
(18); through sureness with occasional doubts (19); to considerable
doubts, anxieties (24) and complete disillusion (4).

    Examples: "I would no longer be here if I doubted my choice."

"I have never had any other career in mind.
Schools could help - career advice is essential."

"I have chosen the right career - never seen
myself doing anything else."

"I wonder if this is the right career, but I
wouldn't do anything else."

"This is a period of assessing, ultimately to be
tested in the teaching situation. It is
natural to doubt sometimes."

"It is not easy to give up training. There's

the question of the grant. Parents would be very disappointed."

"The transition from College and careful supervision to the complete responsibility of a class with no help is alarming. I worry over dealing with the parents of children."

"I am doubtful sometimes. I was influenced by P.E. master at school. Have never had any advisory interview on careers."

"I am disillusioned. It's not at all what I thought it would be."

"The idea that teaching is a vocation is rot."

Table 4   RELATIONSHIPS with PEOPLE

SITUATIONAL		PERSONAL		CRITICISM OF Q.	
Home	20	Happy, positive	34		
Lecturer/ Student	20	Philosophic, reflective	18	14	
Relations in schools	14	Minor difficulties	39		
		More serious difficulties	36		
	54		12**7**	14	195

<u>Situational</u> comments centred on the three areas noted in the above table.

The <u>home</u> gave rise to problems such as parental resentment of student's growing independence, or lack of interest in progress and welfare (11). For some students, College meant an improvement in relations with parents (5). From a few, there was a statement indicating a complete cutting of parental ties (4).

<u>Examples</u>:

"Difficulties in relation to my family occur because I am more independent now, and when I am at home I find their restraints annoying compared to the freedom I enjoy at College. Parents find it hard to accept that their children have grown up while they were away."

"Difficulties with my family arise through my being the first to continue any form of higher education, and they do not realise the implications of my being 21 and still a student."

"My parents show a complete lack of interest."

"I am now getting on well with my family after an uneasy time."

"I have left home so there are no difficulties."

"Though a day student, I do not live at home."

Comments on <u>Lecturer/Student</u> relations fall into four groups:
criticism or regret at lecturer's distance, unfriendliness, formality (12),
expression of student's wish for reserve and privacy (2), objections to
authority (5), the bewildering freedom of College relationships (1).

<u>Examples</u>:

"I have never had any relationship with any
lecturer."

"Some lecturers realise there is an age barrier
and are unwilling to break it down and treat
you as equals."

"I have a lot less contact with College lecturers,
even my personal tutor, than I had with my
teachers at grammar school."

"I do not want any lecturer to get to know me.
I have been sheltered and want independence.
It's the same with everyone I meet."

"Problems arise due to my attitude of wanting to
be treated as an equal and not as someone who
can be told what to do. People I come across
may have more experience and knowledge than I
have, but it does not mean they are automatically
right - I resent this attitude."

"I find it difficult to make contact with most
lecturers. There seems to be an invisible
barrier between them and me."

"The College atmosphere is so different from
6th form discipline at school.   It is
difficult to adjust to so much freedom."

Relations in schools (N.B. No comments from any 1st year students)

Only two comments on children, indicating a wish for more frequent
contact.   The other 12 comments referred to relations with staff;
2 indicating a positive, friendly attitude of teacher to student, and 10
speaking with some regret of their formality and distance.

Examples: "Contact with children out of school would help
to prove one's worth as a teacher and encourage
freer relationships with children."

"Staff have such various attitudes to students
on T.P. and often resent their presence."

"Relationships are of utmost importance to the
student, especially on T.P.   Unpleasant relation-
ships can ruin a practice.   I think more regard
should be paid to this by lecturers, as students
undergo unnecessary emotional strain."

"It depends on the staff's attitude.   Even
though you'll soon be a teacher, the attitude
'Look son, I've been at the job for 30 years'
still exists in many schools."

"I've only been in one school, but the staff were
helpful and I got on well with them."

Personal comments were much more frequent than situational ones.   Those
of reflective (18) nature, and those indicating happy, positive relations
(34) were outnumbered by those dealing with minor (39) or more serious (36)
difficulties.

Examples:

"I'm an adaptable person.   I have moods of
annoyance with my room mates, but I gain enjoyment
and satisfaction from their companionship."

"College has improved my attitude to the opposite
sex from frightened ignorance to real enjoyment."

"In college most people seem of a friendly,
extravert type.   It is essential for good
relationships with pupils."

"I feel being allowed to live out of College,
with other students, is a valuable preparation
for leaving home later."

"Some degree of strain is normal, due to close
proximity and work pressure."

"I'm fairly confident.   Friction is caused by
outspokenness or lack of tolerance."

"These are an important part of College life.
It's natural to find difficulties especially when
getting to know myself."

"I'm shy and uncomfortable with people."

"I'm apathetic and so my feelings are shallow.
I have to try to rise out of it for teaching and
social occasions."

"I find it hard to talk to people I don't know."

"Between friends of differing opinions it is
difficult to decide what to do.   This causes
bad feeling - it is not resolved, but pushed
into the background.   This builds up into a
bad argument or causes breaks in the group."

"I find relationships with the opposite sex
difficult unless I know and can trust them
really well."

"Contrary to popular belief, apathy in College
is not because of people's lack of interest in
supporting College functions, but in a strong
desire to retain one's individuality against
fools who think we must join in everything to
be happy."

"I do not value any personal relationships."

"Teaching is not a career for unstable people,
and an unhappy person at College will have great
difficulty in settling down to teach."

"Maybe I lack awareness of problems, rather than
have none."

"Personalities have more bearing on the relation-
ships I have than sex or status."

"Tolerance towards fellow men has to be learnt.
So has personal adaptability."

"It is only human to have some sort of trouble.
Teaching requires such characteristics as
understanding, patience, tolerance, etc."

Table 5   BELIEFS and VALUES

Financial independence	54	Personal comment	14	
Political and social themes	26	Criticism of Q.	7	
Sexual questions	28			
Religious Beliefs	50			
Right and Wrong	39			
Self Knowledge	25			
	222		21	243

Comments about <u>lack of financial independence</u> ranged from accept-
ance of the situation (12) to considerable worries over money (3);
the parental aspect of the matter was commonly mentioned (25), and
the lack of sufficient funds bothered some students (7). Some of
them actively disliked their dependent situation (7) especially if they
had been wage- or salary-earning prior to College.

Examples:
"I would like more money, but I accept
the situation."

"I am financially independent."

"Finances don't really enter life: I am
secure at home and working towards independ-
ence and confidence."

"I live on a grant with a small subsidy.
I feel I should do more for my parents.
It's impossible to live on a grant in the
holidays."

"Mine is a working class background.   I
worry about being a liability to my parents
because of extra clothing and holidays."

"Many of my friends are free to enjoy
pursuits and interests I can't afford."

"It is difficult to rely on parents for
financial support.   Even though they give
this willingly, it seems unfair and it's
embarrassing to ask for money."

"I am financially independent, and find it
disturbing on a grant.   I have been using
savings and continuing on my wife's wages.
If she fell ill I should have to give up

and live on National Assistance."

"I dislike accepting money from my father
when I am 21 and he is near retiring and
could be saving it.   All students should
have the same.   Means test should be
abolished."

"After earning for two years it is very
hard to rely on parents, especially as I'm
over 21."

Political and social issues gave rise to very varied comment.
Some were not interested or knowledgeable (6);   some felt College
life did/should give opportunity for this kind of discussion (5);
some had definite and decided views (6), others were still in a
state of flux (5).   Some found political problems more complex than
social ones (4).

    Examples: "Does this assume one is well informed
enough to answer?"

"I have no interest.   I don't know enough."

"I would appreciate a more active debating
society to discuss all aspects of College life."

"Students are inclined to live in their own
busy worlds and become cut off from public
affairs of national and world importance,

whereas they should be more aware of the
outside world. Lectures and discussions on
current affairs and matters of human and
political import should form some part of
College life."

"I have problems but am confident of my
ability to solve them. Most of my views are
not fixed but I'm not worried."

"Beliefs and values are moulded by the
community in Training College, and these may
be different from those adhered to in one's
own home. It often leads to clashes."

"I find political issues difficult, but not
social."

"I'm too easily swayed by other people. I'm
afraid of being proved wrong, however firm
to start with."

"I have odd views on society and an abnormally
large social conscience, so am intolerant of
other students' abnormalities."

Sexual questions

There were three main areas of comment here: the most common (20)

was the students' uncertainty about the whole issue, doubts, anxieties, queries over values; some expression (4) of the need for tolerance occurred; and some assertions of absence of difficulty (4).

Examples: "I have problems over the result, not the behaviour - I don't want children."

"I have problems of conscience."

"Men's attitude to sex is childish. It's difficult to stick to established code."

"College has altered previous thoughts. Low morality is the thing. Future teachers behave worse than secondary modern delinquents."

"I have a sex problem - masturbation."

"Conflict arises not because I'm unsure of my own desires but because of the position in relation to family and friends. The emotional problems of frustration are awful."

"I'm tied up with worrying about consequences of actions, and how much I can accept at face value."

"It is one's own business. People should set their own standards and not expect others to have the same."

"The problem is the most discussed of all.
In a closed society like College it is easy
to start worrying when always hearing opposing
views. Must have the strength of one's own
convictions and leave time for reflection."

"I am normal and healthy."

"I have no more worries since I found a steady
girl friend I hope to marry."

Religious Beliefs

Three categories were distinguishable here: Those who were
committed to a religious belief (14), those who were still searching
and unsure (21) and those who were uninterested or agnostic (14).

Examples: "My whole moral outlook is based on it."

"God's help is essential to form standards and
make decisions."

"Denominations are meaningless but I believe
in a Supreme Power."

"I cannot make up my mind. Sincerity is all
important."

"I'm too irresponsible for beliefs, but may
consider it later."

"It used to be important, but I've doubted
a lot since coming to College. This is good -

enables further understanding."

"I'm a Catholic but find it hard to obey the Rules of the Church, and often don't."

"My feelings are mixed. I find many things inexplicable if God is love. I want to believe."

"I am an agnostic."

"Religion ceased at College to be of importance."

"It is unimportant to teaching. One should not be guided by it."

"I do not dismiss, but I cannot believe, its concept."

"I don't attend Church as I cannot understand God and dislike being preached at by pious toadies in society."

Right and Wrong

Again, three main groupings: those who are confident and sure (11); those who are aware of conflict, still seeking (14); and those who are anxious and worried (14).

Examples: "I have confidence in God to help."

"If I decide I stick to it until proved wrong."

"People vary. I know what I think."

"I'm aware of the complexity of this concept.
Discernment between the two is necessary in
every situation, and one's choice may depend
on the criteria given."

"Not over long-term issues do I have difficulty,
but often worry over immediate effects. This
can only be judged over particular situations."

"This is relative to beliefs. No one can say
with certainty."

"Even when I know, I am quite likely to do the
opposite."

"Although I know right from wrong, I am incapable
of being true to myself and others."

"I am worried by a feeling that I'm carrying
out all the right signs without anything
substantial behind it - like a hollow man."

Self knowledge

There were more comments indicating its great importance (14)
than those showing some uncertainty (6) or those who frankly said they
did not understand (5).

Examples;   "It is rewarding but painful."

"A teacher must understand his pupils. A
person with more self-knowledge will be in a

better position to do this."

"It is all important. Other knowledge is useless without it."

"Finding 'Me' is all important."
"In the sense of knowing one's abilities and weaknesses it may be very useful, but introspection is bad as it encourages self-ishness."

"I believe in the search of self-knowledge but not at too great a depth. It could have bad consequences."

"Does this have sexual overtones? I do not appreciate the question."

Personal comments

These all indicated the importance of the College years in the continuing search for the understanding of values.

Examples: "The College course has enabled me to see certain human values. I just wish the course was more linked with professional needs and teaching."

"I've spent a lot of time trying to adjust. Now I don't worry."

"It is stimulating to hear other points of view."

"At College one is surrounded by people who think and discuss, and one questions values and beliefs held before.   It makes one more tolerant to the views of others."

SUMMARY

The general impression left from an examination (both of raw numbers, and of the less easily quantifiable feeling-quality) of these written comments is that the students take this opportunity to express, with sincerity and thoughtfulness, a noteworthy amount of genuine distress, dissatisfaction, and anxiety.   Even allowing for, and discounting, possible exaggerations and distortions, there appear to exist rather more frequent and urgent difficulties than the "global" answers on the 5 point scale would indicate.   Some of the major problems are environmental, and others are personal.

Side by side with these, there is also expressed a recognition of the opportunities and satisfaction that College has provided.   The most frequently mentioned of these are vocational fulfilments and the search for understanding of themselves, of other people, and of the cosmos.

The answers to questions in Section C:- the open-ended group - supply additional evidence of these general tendencies.

II.   Written comments in Section C

  Q.32.   Has this document too much emphasised the difficulties?

Of the 600 scripts, 16 gave a blank response, and 17 were unsure

of the purpose of the question.

The remainder ranged from (a) a very firm NO, with additional

indication that the emphasis could have been much greater, though

(b) NO, the difficulties are true and do exist, and (c) NO, the

questionnaire is a valuable enquiry, to (d) a simple NO.   The trend

towards disagreement goes through: (e) NO, but with some reservations,

and (f) YES, but it may be all to the good, and (g) a simple YES, to

(h) YES, with confirming comments.

  Examples: "No.   The difficulties are there.   This is

           a way to remedy them."

           "Problems cannot be solved until brought into

           the open."

           "People don't realise our problems."

           "Not really, as the problems are very real to

           some students."

           "Perhaps, though student life certainly

           involves difficulties."

           "Yes, but this may lead to solving problems."

           "All that is relevant to a student is whether

           your tutor treats you as a person."

"One must accept difficulties.   There is

no ideal answer."

"In looking at one's problems, one realises the

good."

Expressed in percentages, the answers show the following pattern:

Table 6

	%	
No answer	5.5	5.5%
a) Firm NO	4.2	)
b) NO, with favourable comment	33.0	)62.2%
c) Simple NO	25.0	)
d) Reserved NO	1.2	)
e) YES, but may be good	4.6	)
f) Simple YES	16.4	)32.4%
g) Firm YES	10.2	)

The majority of students therefore considered that the question-

naire was making a useful probe into student problems, which were

real and needed attention.   They also hoped that something positive

might result from the enquiry, with the taking of some definite action.

Q. 33.   What do you consider to be the chief advantages and

rewards of student life?

The awareness here covered a wide range of themes, ultimately

classifiable under two main headings: Personal/social, and Educational/

professional.

28 papers gave blank returns; 23 students said there were no

advantages.

Since students sometimes listed three or four ingredients in

this one answer, it is possible only to give raw scores, as follows:

The table shows the items in descending order of frequency.

Table 7   Advantages of student life

Personal/social	Raw figures	Educational/ professional	Raw figures
Understanding other people	227	Vocational fulfilment, security	141
Independence, self-reliance	168	Access to materials and facilities	47
Extension of horizons	166	Self discipline in work	40
Time for growth and experience	132	Help with problems	3
Self knowledge	78		
Living away from home	77		
Deeper knowledge of life	69		
Congenial conditions	52		
General enjoyment	18		
	987		231

Examples:

"Freedom from parental influence - directly.
Independence financially, and opportunity to
administer a grant.   Meeting and making new circles
of lasting friends.   Greater opportunity of
getting to know people as individuals, and their
problems."

"Advantage of cheaper travel, etc.   Vast scope
for joining various societies.   Rewards of a
good steady job at the end knowing that it is a
worthwile one."

"The opportunities to develop one's interest in
a particular subject, irrespective of its
application to the course."

"Independence, social contact, etc.   This College,
unlike some which are virtual monasteries, allows
every opportunity to meet different people under
varied circumstances."

"The friendships built, the things learnt both
in and out of College.   The social life and the
privilege of belonging to such an environment."

"The chance to find oneself.   Opportunity to
pursue any line of educational interest.   Freedom."

"A certain amount of independence, leaving one's
accustomed home environment and going back to it.
A chance to realise yourself."

"Freedom to find one's own level socially,
intellectually and emotionally, whilst still
having an amount of physical and economic security."

"Freedom to live as one pleases and make one's
own decisions.   This is a good basis for
independent life."

"Realising yourself.   Forming a philosophy of
life."

Q. 34.   What, for you, is the most POSITIVE aspect of life and
work as a student?

The main categories established above are equally applicable
here, though some of the subdivisions vary.

There were 52 papers returning blank answers;   11 papers said
there were no positive aspects;   5 papers criticised College and
Questionnaire.

Table 8   POSITIVE aspects of College life

Personal/social	Raw figures	Educational/ professional	Raw figures
Social relations	144	Vocational fulfilment	107
Extension of horizons	61	Teaching practice	85
Time for growth and experience	50	Main course	77
Independence	38	Time and facilities for pursuits	55
Self knowledge	24	Experience with children	42
		Study	37
		Academic & intellectual achievements	33
		Tutors' help and influence	9
	317		445

Examples: "Trying to see myself as a person, and expressing what I feel in work and in friendship."

"Teaching practice. College societies."

"Environmental science, and the social life of the College.

"Contact with literature, through my main subject, especially poetry and drama."

"To be able to teach."

"Equipping myself for the responsibilities of my job.   Learning to grow up."

"Social integration."

"The opportunity to make visits etc., as part of the course, thus furthering one's own education."

"The feeling of belonging to a community of young people, with similar ideals."

"Self discipline."

"Learning about people and the children we are to teach."

"Work with children, and some parts of Main Course work."

"I know that all being well, I have a satisfying and permanent job of work when I leave."

Q. 35.   What for you, is the most NEGATIVE aspect of life and work as a student?

88 papers gave blank returns.

31 papers said there were no negative aspects.

The remainder could be divided into the 2 main categories given already, with modifications to the sub-groupings.

Table 9   NEGATIVE aspects of College life

Personal/social	Raw figures	Educational/ professional	Raw figures
Relations with other students	60	Dissatisfaction with course	235
Apathy, insecurity, bewilderment	42	Working conditions	56
Difficulties with authority	28	Staff abilities and attitudes	48
Finance	11	Exam & assessment pressures	30
Living conditions	3		
	144		369

Examples: "Being treated as children."

"Doing some work that seems totally unrelated
to the object of training as a teachers."

"Noise mainly, and long working hours."

"Small amount of money, restricting profitable
activities."

"Social functions."

"Seemingly pointless lectures and discussion;
and conditioning that we sometimes feel."

"Much time is wasted on irrelevant work, or
work that can only be touched upon superficially."

The latter tends to be a very dangerous

practice as far as education is concerned."

"Time wasted in lectures by lecturers."

"Getting clothes washed."

"College meals."

"Having to do a three year course when I'm

sure two years would be sufficient. Being

financially dependent."

"Lectures given in a boring monotone, that

repeat what has already been said."

"Playing, living and working with such a

large number of people of both sexes of my

own age, in such very close proximity."

"Rag days and stupid pranks."

"My relationship with my chief Education tutor."

Q. 36. <u>Apart from difficulties already mentioned, is there anything</u>

  <u>else that worries you?</u>

  122 papers gave blank returns.

  131 papers said there were no other difficulties.

  The remainder were divisible, as before, into two main categories,

with modified sub-groups.

Table 10   Sources of anxiety

Personal/social	Raw figures	Educational/ professional	Raw figures
Apathy, insecurity, bewilderment	54	Dissatisfaction with course	65
Relations with other students	44	Exam and assessment pressures	45
Finance	36	Staff abilities and attitudes	27
Personal development including sex	19	Working conditions	22
Relations with authority	17	Future work and status	18
Living conditions	4		
	174		177

Examples: "When departments and sections of departments

do not consult each other as to the amount

of work they are setting for students at

different times."

"Yes; what happens if you fail at the end

of the three years."

"My assessment in Education."

"Will I make a good teacher?"

"Spinsterhood."

"Yes. That after my training I will find
it difficult to fit in to home life again."

"Lack of money. Too often one has to choose
between buying a book and getting one's shoes
heeled."

"Relationships with parents and home, and the
contrast between College demands and demands
of parents."

Q. 37. <u>Do you feel there is anyone in College, besides fellow
students, to whom you could go for help and advice in
personal matters?</u>

Only 5 students left this answer completely blank.

Another 12 expressed a dislike of discussing their personal affairs.

The remaining 583 scripts produced a wide range of answers. They
have been divided into two groups: (a) those giving a definite reply,
without naming any particular person. These answers spread from a
plain NO, through doubts and reservations, to a definite YES. (b)
those giving the name (i.e. the official position) of the individual(s)
concerned. Some students mentioned more than one person, hence the
fact that the total replies add up to 636.

Table 11   Sources of help

Group (a)		Raw figures	Group (b)	Raw figures
Plain NO	128 ⎫		Personal tutor	130
		156		
NO, very doubtful	28 ⎭		Principal (32), Vice Principal (7)	39
YES, but with reservations		44	Education Lecturer	19
YES, definitely	82 ⎫		Chaplain	14
		178		
YES, several	96 ⎭		Main Course/Subject Lecturer	12
			Friends/fellow students	9
			Warden	8
			Matron/Nurse	3.
			Psychological Service	3
			Parents	3
			Registrar	1
		378		241

Examples: "There is nobody interested."

                       "The personal tutor system is not satisfactory."

                       "No one would understand."

                       "Staff are not humane enough to be trusted."

"You have to be careful what you say to tutors
as they get angry."

"As my personal tutor is my main course tutor,
I feel my problems would be a black mark over
my assessment."

"Many tutors are unapproachable and don't seem
to have the time to deal with our problems."

"After two years, personal tutors didn't know
more than 4 out of 8 in the group."

"I did once, and other students knew my
personal affairs within 24 hours."

"There is no one.   Personal tutors are O.K.
concerning work, but not intimate problems."

"My personal tutor has been most beneficial,
as for 10 years I had no sympathetic man to
turn to.   Father was dead."

"Yes, but I would prefer to take any personal
problems to someone outside of College if I
needed to discuss something with a compassionate
person."

"My personal tutor has expressed his willingness
to act in this capacity should the occasion
arise, and I would be glad of any help he could

offer."

"Certain lecturers stand out as people who are aware of student problems. This College has its share, and I could certainly take problems to them."

"A few of the college lecturers and at least four of the college cleaners and caretakers."

"Yes, there are one or two tutors I would go to; and the Principal holds no fear for me. I could certainly go to him."

"The Education Tutor. I don't know my Personal Tutor well enough."

Q. 38. <u>Any suggestions for the provision of further facilities for students' welfare (a) professional and (b) personal?</u>

This question produced a variety of response.

More students abstained on this question than on the others. Those who replied, did so with vigour and directness.

Blanks:	229	
No:	76	
		356
Everything is satisfactory:	41	
Neutral comment or don't know:	10	

- 230 -

The suggestions made are tabulated below. The division between "personal" and "professional" was not adhered to by the students, and the replies have therefore been grouped together.

Table 12   Suggestions for improved welfare facilities

FINANCE	a) Increased grant	90	}113
	b) Abolition of means test	12	
	c) Higher salaries for teachers	11	
STATUS	d) Equality with Universities	20	}33
	e) Greater recognition/effectiveness of Unions	10	
	f) Abolition of unqualified teachers	3	
WORK	g) Teaching Practice: longer, more frequent more guidance	99	}185
	h) Improved lectures, courses	32	
	i) Better facilities for work	23	
	j) More stimulating teaching methods	18	
	k) Better staff/Student communication	13	
CONDITIONS	l) Better accommodation; laundry facilities, medical provision, guest rooms	68	}228
	m) More help with personal problems (special worker required)	64	
	n) Better food	45	
	o) More adult treatment	35	
	p) More help with sexual matters (e.g. contraceptives, Family Planning Advice)	9	
	q) More quiet, privacy	7	

Total: 559

Examples:

FINANCE   "Bigger grants."

               "Grant for books and equipment."

               "My parents are unwilling to make my grant up to the full."

               "A fairer grant system."

               "A grant not dependent on parents' income."

               "Better salaries for teachers."

STATUS   "No discrimination between graduates and under-graduates."

               "A degree for all teachers."

               "More contact with University, and therefore higher standard."

               "More liberal studies as in universities."

               "There should be a more active Union."

               "More money and status for N.U.S."

               "Lectures from professional organisations would help."

WORK   "More experience with children."

"Better Teaching Practice supervision required."

"More Teaching Practice at frequent intervals."

"Better relationships with teachers in schools."

"A whole year on Teaching Practice."

"More scope for choice on Teaching Practice."

"A whole term of Teaching Practice, so we really
understand the situation."

"More work with pupils under close tutorial
supervision."

"Lectures to be more interesting, and better
prepared."

"Abolition of formal lectures in favour of
tutorials to study topics at depth."

"Cut out the dead wood in the course."

"Better special subject lectures."

"A better library."

"Let us know the programme of the course from
the start."

"More opportunity to pursue personal interest."

"Refresher courses for lecturers."

"More discussions."

"Students should have more say in the running
of the course."

CONDITIONS   "Better facilities for washing."

"Better facilities for airing and drying."

"Less overcrowding in bedrooms."

"More residential facilities."

"Nicer decoration in rooms."

"A comfortable bed."

"Facilities for relaxation, e.g. a coffee bar."

"Better heaters in digs."

"Better food."

"More vitamins."

"Our allowance is less per head than H.M.
prisoners."

"Committee to look into complaints on welfare,
i.e. food."

"Digs should be inspected first."

"Rooms for girl friends to stay at College."

"Marriage provision."

"Clinics to give Family Planning advice and
to supply contraceptives."

"Should be able to see a doctor if we want to."

"Not so many petty rules."

"Greater freedom at weekends."

"Better sick bay facilities."

"Less spoon feeding."

"A room of my own."

"There's no one to go to over personal
matters."

"Opportunities for new students to discuss
their problems as they come up."

"A tutor who has responsibility for students'
personal welfare should not be someone who knows
them through a subject, as opinions will be
flavoured by the work relationship."

"A body of professional advisers to help students
with their problems."

"A person with whom one can talk over one's
problems."

"Counsellors, as in America."

"There should be an independent body, to act
as welfare officer."

"A person to whom one could go with problems
and get advice - a resident psychologist."

Q. 39. Is there any comment you would care to make about the

Questionnaire itself?

There were 242 blank returns; 62 students said they had no
comments to make.

The remainder were classifiable as (a) appreciative; (b) critical;
(c) general; (d) queries; and (e) suggestions.

The final total reaches more than 600 because some students made
more than one scorable comment.

Table 13   Comments on Questionnaire

Appreciative	Critical	General	Queries	Suggestions
92	82	63	47	29

Examples:

APPRECIATIVE   "Interesting.   Should bring new information
to light."

"It opens one's eyes to difficulties not seen
before."

"It has caused the least resentment, and been
the least ambiguously set out of all
Questionnaires."

"I enjoyed it.   Nice to have a Questionnaire
about me, and not about vague theories."

"It's a relief to tell someone."

"Very searching, and better than most of the
superficial surveys we have to fill in."

"Has stimulated discussion.   Good luck."

"Sensible and relevant.   Beneficial to those
coming after us."

"Impressive."

"Glad to see this research being done."

"It's nice to know someone's interested."

"Fair and comprehensive."

"Logical and interesting."

"Sensible and forthright.   Does not infringe
or offend.   Should be valuable."

"Most pertinent I have seen."

CRITICAL   "Asks unnecessary questions."

"Not a suitable paper for 1st years."

"General and ambiguous."

"Too personal."

"Not exacting enough. Too much freedom in self expression."

"Coding is too vague. Should have been examples."

"Does not take intellectual ability into account."

GENERAL   "Needs a lot of thought. Difficult to answer."

"Have tried to be sincere, but may have been inconsistent."

"It did me good to write down things. I don't discuss."

"Some don't apply to this College."

"Student life is a preparation for adulthood."

"Sorry, I didn't complete it all. My answers would have been too vague."

"Depends on your mood when answering."

"Useless, unless acted upon at once."

"There's no point to this. Students should deal with their problems alone."

QUERIES   "May we know the results?"

               "Will anything be done?"

               "Who are you?"

               "Will it lead to action?"

               "What is its purpose?"

SUGGESTIONS   "Should be provision for attitude of mature

               students."

               "Better to have written an essay on College."

               "Should be sealed, so our lecturers don't read

               it.   It's inhibiting."

               "Would like a section on actual course

               syllabuses."

               "Only two questions on sex.   Should be more;

               it plays a large part."

Conclusions

    It is suggested that the value of making provision in the

Questionnaire for open-ended comment has been demonstrated by the

above analysis.   Although the evidence is less convincing from a

quantitative point of view, in that the number of student-respondents

inevitably varied from question to question, and was in any case less

than the total group of 600 who answered on the 5 point scale; nevertheless, qualitatively, the evidence provided by these comments (given with freedom, directness, and refreshing honesty) is of sufficient coherence and consistency to justify its receiving serious attention.

The material indicates that the students have, in the main, a responsible and perceptive attitude towards their professional training; and that their own development, both as persons and as future teachers, is a matter of vital concern to them. Their articulate dissatisfaction with much of their College life and work is noteworthy, even allowing for some exaggeration and distortion, through a wish to ventilate grievances rather than make reflective comment.

The traditional and time-honoured method of teaching by means of lectures comes in for severe censure, and the preference for tutorial and seminar discussion is clearly stated. There is much criticism of College academic and professional standards; and of the current system of Teaching Practice. There are repeated requests for much more frequent experience of working with children in a classroom setting, with relevant and realistic professional guidance.

The importance of good working relationships between students and College lecturers, and also between students and staff of practising schools, is underlined. The poverty and limitations of many such relationships as experienced by the students is deplored.

College living conditions are found wanting in many instances; and constructive suggestions are offered for specific improvements.

Students show concern for their present and future status and prestige as professional workers; and are concerned with issues such as financial rewards, intra-group rivalries, and vocational commitment.

From the more personal angle, difficulties and stresses in specified areas of their lives are clearly delineated; as well, appreciation is voiced regarding the advantages and assets of College life as a significant contribution towards their own development and maturity. Students recognise the importance of, and give value to, the pursuit of self-knowledge and understanding (both intrinsically and as professional necessity). They indicate that major concerns relate to ethical, sexual, and personal values. They verbalise requests for additional skilled, specialised and professional help with their individual problems.

FIELDWORK (Continued)

Chapter 7.

The Leicester Service.

This chapter deals with students who are manifestly disturbed.
The material is drawn from the files of the Leicester School of
Education Psychological Advisory Service, (1949-1967) by courtesy
of its founder-therapist, Miss Mary Swainson, M.A., D.Phil.

The Service (now operating under different auspices) was
uniquely important, for several reasons: (a) the method of its
inception and development; (b) the personnel for whom it has catered;
and (c) the scope and purpose of the work done. Its history and
developing ethos is explained and documented in (a) the revised
Handbook, 1962; (b) the annual reports 1949-1967; (c) articles pub-
lished in professional journals. The ensuing account is based
largely on that material, supplemented by extended personal discus-
sions with Dr Swainson, and also by my own gradually increasing
connexion with the Service from May 1964, culminating in the academic
year 1966-67.

History of the Service

The starting point was from within the Education Department of
the University College, (as it was then), where Dr Swainson was a
Lecturer, and Professor J.W. Tibble the Head. "The principle on
which it has always developed is that of spontaneous organic growth,

spreading as the need and demand arose."[1]   In the first year,

there were 9 clients, all from the Department, who "were found

to be suffering from psychological troubles which prevented them

taking full advantage of their courses, or else they needed some

slighter personality adjustment before they could function ade-

quately, freely, and happily in the classroom".[2]   Gradually, other

individuals and institutions came to hear of the work, and the

number of clients increased steadily.   In order to give a legiti-

mate framework of operation, application was made in 1954 for trans-

fer of the Service to the University Institute of Education.   This

took place in September 1955, when a room outside the University

buildings began to be used, giving greater freedom and privacy.

Relations with staff

    Expansion meant another interesting development - the building

of professional relationships with staffs of the contributing

educational institutions;   thus helping to ensure that "without

anything of a confidential nature being divulged, the adults con-

cerned with the student are all working together in their different

roles ... we envisage, as it were, three lines of defence.   First,

the personal tutor and warden, in the College itself, who deals with

all normal personal problems.   Behind these is the non-medical

psychological adviser who has had considerable experience of student

1. Final Report, 1967. p.5
2. Handbook, 1962. p.3

life as a teacher both in Universities and Training Colleges, and who
has undergone extensive personal analysis and training.   Operating
from the School, the adviser tackles those deeper personal problems
with which no untrained tutor or warden should be expected to deal,
even if there were time available.   She also acts as liaison be-
tween the educational and medical worlds, keeping in touch with the
student's medical practitioner if necessary.   Thirdly, behind the
non-medical adviser stands the consultant psychiatrist with the
facilities of the local mental hospital at hand in case of possible
need for in-patient treatment."[1]

The psychologist's "bridge" position between educational and
medical spheres, while unusual and delicate, is also highly important.
Owing partly to the stigma still attached to the idea of mental illness
- and this despite increasingly enlightened social attitudes - it is
understandable that many people are reluctant to go for help.   In
this situation, students in training for teaching (non-graduate and
post-graduate alike) are in an oddly paradoxical and vulnerable
situation.   On one hand, by statutory requirement, they are to be
examined and declared medically fit before being allowed to teach.
On the other hand, teaching is a career where, during training as
well as after it, the practitioner is exposed to constant challenges
to his/her personal security, emotional maturity and mental health.
Hence, one of the unique values of the Leicester Service, whereby,

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1.   Handbook, 1962, p.5

inside the climate of professional training, opportunity was provided

for any needful, confidential, psychological help, plus psychiatric

resource if required.   Further, it might be claimed that this frame-

work could well prove valuable to the hard-pressed medical profession,

since it could help to ensure not only that serious cases were refer-

red at an appropriate time (possibly at the most optimal moment), but

also that certain other cases - presenting with relatively minor

psychological difficulties - could be channelled away from the surgery,

to be dealt with more appropriately at the psychological level where

the real problem lay.

The work itself

In Dr Swainson's own words, "Advisory work consists basically

in the liberation of emotional energy that has remained fixed at early

levels, and in the regrowth of the personality through all the unfaced

challenges of adolescence into full adulthood."[1].   In essence therefore,

this is a process stemming partly from the concepts of developmental

psychology and partly from the findings of psychoanalysis.   The

duration and depth of treatment varies according to certain relevant

factors;   e.g. the time available (especially in view of the point in

the student's course when referral was made);   the client's willing-

ness to co-operate in the task of self-discovery and rebuilding -

which undoubtedly is demanding, possibly painful, and consuming of

both time and energy; and the trained and experienced judgement of

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1.   Handbook 1962 p. 6.

the therapist regarding the most appropriate level at which to work.
Dr Swainson summarises thus: "The kind of help given, then, is at
all levels from advice and counselling, to deeper methods involving
dream interpretation and other analytic techniques."[1]   For some
clients, participation in a small therapeutic painting group was
recommended; giving opportunity for expression and release in a
non-verbal medium.   For certain cases especially, this is a valuable
adjunct to the more usual one-to-one session, with communication
primarily through the spoken word.

Two other experimental activities of the Service should be
mentioned.   One was the institution of group work - e.g. the "psycho-
logical discussion group", which may fulfil both preventive and cata-
lystic functions.   (See Report, p.8, for further details).   The
second was the unofficial training course, operating since 1955,
largely for members of staff at University or College of Education;
additionally a few teachers and a senior P.S.W. have been associated
with it.   The work consists of both theory and practice; it is
experiential and flexible in nature, analytically-oriented and
covering the major clinical methods and approaches.

Finally, a brief reference must be made to the latest develop-
ments.   In September 1964, an additional part-time appointment was
instituted, to help Dr Swainson with the increasing work.   Later,

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1. Handbook 1962, p.7

other changes (in the University Health Service and in the School

of Education) necessitated further rethinking.   The outcome was

that, as from September 1967, the Psychological Advisory Service

ceased functioning as a separate entity, and was incorporated -

as the "Psychological Counselling Service" - in the Student Health

Service of the University, led by the Senior Medical Officer, and

supplemented by the new appointment of a Consultant Psychiatrist

on a part-time sessional basis.

Attention will now be concentrated on the detailed investigation

I undertook into the operation of the Service as it affected one of

the contributing institutions, viz. the City of Leicester College

of Education.   This is one of the many Colleges in this country

which provide vocational education for non-graduate students, who

will eventually become teachers of children throughout the full range

of statutory education.   The Leicester College offers the usual

range of courses leading to the Teacher's Certificate, and accepts

students not only of "normal" age, but also those known as "mature"

students who may take a shortened or special course.

The College and the Psychological Service

The association of the College with the Psychological Service

began in 1952, when a small number of students were referred for help

and advice.   This initial contact grew steadily over the years until

in the academic year 1965/66, referrals from this source accounted

for 36% of the total number of new cases, and 49% of staff hours

spent in treatment. At the outset, approach to the Service was

made exclusively through the College staff; as the process

developed, however, and especially in the case of students over

the age of 21, the initiative of actually making personal contact

with the Psychologist was left in the hands of the student. From

the year 1962 onwards, any student, whatever his or her age, was

given the opportunity for self-referral, an appropriate notice

about the Service being posted on the College information-board.

The raw material of the enquiry

For the purpose of this investigation, it was decided to

concentrate on the 10 year period from September 1956 to July 1966.

This covers 5 years of the 2-year course of training, and 5 years of

the 3-year course.

The material used was the relevant set of individual and highly

confidential case-histories. It has been Dr Swainson's practice,

throughout the life of the Service, to keep careful and well-docu-

mented records, in implicit recognition of their potential value in

research. In order to make my investigation possible, she under-

took the writing of case-studies, from notes (and other relevant

material) taken during, or immediately after, each interview with

each client. The studies are therefore a source not only of

essential factual information (e.g. client's age, sex, residence,

year of College course, number of interviews), but also a vivid,
minute-by-minute account of the developing therapeutic process.
I should like to state here my own lively recognition of the pri-
vileged opportunity I have been given in working with this material.
Since confidentiality is a vital aspect and a ruling principle in
work of this nature, every precaution has been taken throughout the
enquiry to protect and preserve this element.   The following account
has been designed with this factor in mind.

The method of analysis

The purpose of this procedure was to identify and categorise
certain elements which could then be either examined separately or
treated in interrelationship.   The first group is composed of
simple, basic ingredients which are largely self-explanatory.
They are:

> 1. Sex
>
> 2. Age
>
> 3. Marital status
>
> 4. Year of College course
>
> 5. Source of referral
>
> 6. Number of interviews

The second group is more complex, involving evaluation and assess-
ment, and deserving of further elucidation and comment.   They are:

> 7. The presenting problem (as given by client
>   and/or College referee)

8. Diagnostic formulation (as given by

    the therapist)

9. Methods of treatment used

10. The degree of disturbance   )
)
11. The degree of improvement   )
) As assessed by
12. Ego-strength   )
) therapist and
13. Personality-type: extraversion/)
) research-worker
    introversion   )

14. Key themes emerging during progress

    of therapy

Notes

(A)   It is important to remember, with special reference to

categories 7 and 8 (though it is applicable throughout the

enquiry) that the Psychological Advisory Service operated in

an educational setting.   This means that the problems which

arose were more likely to be presented in that context: such

as difficulty with study, inability to concentrate, crises over

teaching practice situations, and conflicts over personal and

professional relationships.   As a corollary to this, the

psychologist to whom all this is referred will undoubtedly

recognise the reality of these facts, but may also wish (from

her own professional point of view) to reformulate the problem

in terms which are more psychological in concept, and which may

even borrow from medical and/or psychiatric categories.   The

case-material, in fact, showed both these elements in most

cases, and I recorded the information accordingly.

(B) Category 9 will, of course, apply only in those cases where the

client comes for more than one or two diagnostic interviews.

If a period of therapy is embarked on, then the prime medium

will be the spoken word. This might appear so obvious as not

to need stating, since language is our chief means of social

communication. But in a therapeuticalsituation, language has

special importance; a good deal of attention has been paid in

recent years to the psychological value of language as an instru-

ment in personal and social development. Nor need it be through

the medium of speech only. The written word has recognised value

as an expressive medium: possibly in traditional form such as a

letter, possibly as a vehicle for imaginative creation such as a

poem, possibly as a means of release through what is coming to be

known as "free writing". And silence can be a significant ele-

ment in a treatment interview; it may well be used to real purpose

by both therapist and client. Non-verbal techniques, also, may

be practised - such as painting, doodling, pottery, sculpture,

movement. In all this work, it is of considerable importance to

notice whether the material is at the conscious or the unconscious

level. As a statement of the latter, the dream is of course

accepted as of pre-eminent value. Treatment may moreover involve

the release of emotion which has been long buried or unrealised

by the client. So that it will not be unusual for there to be

some expression (possibly violent and totally unpremeditated) of

grief, anger, fear, love, joy. Finally, there may be employed

the use of fantasy: possibly stimulated by the therapist in any

one of several ways, possibly introduced spontaneously by the

client. In the case-material under investigation, examples

were found of all these processes, and the appropriate record

made.

(C) In each of the next four categories (10, 11, 12 and 13) and

specifically for the purposes of this research project, certain

classifications were devised and certain assessments made.

These need some preliminary explanation.

(a) For category 10, which is concerned with the degree of

psychological disturbance shown by the client, 3 classi-

fications were noted - Mild, Moderate, Severe. The

factors which were taken into account when assigning any

individual case to one of these classifications were:

(i) The client's physical appearance and general

bearing, including voice, posture, mannerisms.

(ii) The account obtained from the client (and also

possibly from the College) of:

her attitude to her work,

her degree of success and achievement therein;

her relationships with other people, especially

in the professional and the residential situ-

ations.

(iii) Her account of her family history and relation-
ships, and her current position vis-a-vis parents,
siblings, fiancé, spouse, children - wherever
applicable.

(iv) Her reported medical history; including any previous
breakdown, treatment, hospitalisation, wherever
applicable.

(v) Her relationship to the therapist, and her method
of presenting the material.

(vi) Her attitude to her present difficulties.

(b) For category 11, which is concerned with the degree of
improvement shown by the client after interviews with the
therapist, the classifications finally established were
as follows: None; Slight, with later relapse; Slight;
Moderate; Good. In addition, a classification of "No
treatment undertaken" proved to be necessary in certain
cases. The assessments were made in terms of

(i) the client's achievement in the work situation,
as reported by herself, and possibly her tutors;
also in a number of cases validated by the
results of her performance in Theory and Practical
examinations.

(ii) the client's attitude to other people; both as
reported and as observed.

(iii) the client's own estimate of her personal happiness,

well-being and social adjustment.

(iv)   Comments and follow-up reports obtained from
       the client's tutor/warden/Principal.

(v)   the client's achievement of permanent hetero-
       sexual relationships, e.g. marriage/engagement/
       steady boyfriend.

(vi)   the client's ability to obtain, and keep, a
       professional post.

(c) For category 12, the degree of ego-strength shown by the

client, it is necessary to give a working definition of

what is meant by this term, as well as to describe the

classifications used.

The word "ego", of course, comes from the Latin, and

is translated into English as "I". Ego-strength, then,

may be regarded as the capacity of each human being (1) in

the first place to realise his essential "I-ness". This

implies an ability to separate himself to some degree from

the other people in his immediate personal/psychological

environment; and, as a corollary of this, to establish some

degree of objectivity towards himself; and (2) to maintain

this awareness of his essential "selfhood", while at the

same time facing on the one hand the reality of the activity

(and possibly conflict) in his inner world, and on the other

hand being able to tolerate the stresses and pressures

impinging on him from the outer environment - both physical

and social.

In summary, the ego could be regarded as the central,
mediating factor between the claims of inner and outer
worlds and between conscious and unconscious reality.
(Cp. introductory section of Ch. 4)

The classifications established under this heading
were as follows; the main groups were 3 fold - Weak,
Moderate and Good.   In addition, where treatment was
successfully pursued over a period of time, some change
in the degree of ego-strength was observable: hence, the
establishment of 3 other classifications - Weak moving to
(→) Moderate, Weak moving to Good, Moderate moving to Good.

The assignment to a particular classification was
made in terms of

(i)   the client's ability to assert her rights and
        accept her needs.

(ii)   her ability not to be undermined by failure or
        rejection

(iii)   her ability to pursue treatment even when painful
        and traumatic material was emerging, and when the
        claims of the outer world (of work and relation-
        ships) were strong and demanding.

(iv)   her ability to be flexible in her relationship to
        both inner and outer worlds.   This implies that
        she did not show either undue compliance, identifi-
        cation or withdrawal, or undue stubborness, obstinacy,

rigidity, defensiveness.

(d) For _category 13_, which is concerned with personality type
in terms of _extraversion/introversion_, it is again neces-
sary to give a working definition and some explanatory
comment.

Briefly, it may be said that those people are extra-
verts whose values and significant relations lie chiefly
in the outside world of objects, those are introverts
whose value and significant relations lie chiefly in their
inner world and their own subjective processes. Of course,
both outer world and inner reality exist for extravert and
introvert alike; their attitude to each of these is radi-
cally different, however. The extravert is more interested
in the outer world of _the object for its own sake_, the
introvert is more interested in his _subjective experience_
of the object. The introvert tends to be more at home in
inner reality, to accept it as fact and to make a working
relation with it (more successfully, often, than he does
with the outer world); the extravert tends to be either
unaware or even sceptical of, and amused by, the reality of
an inner life, and to make his most successful adjustment
in relation to the outer world.

It needs also to be made plain that

(a) both attitudes are normal and healthy, although both
may also be diseased.

(b)   the <u>healthy</u> position is essentially one of

balance, in which the individual allows for

a rhythmic alternation and interplay between

the two attitudes.

(c)   the <u>unhealthy</u> position is one of <u>extreme</u> of

either attitude, held compulsively in conscious

life, while the complementary attitude is left

neglected in the unconscious.

(d)   within the range of normality, and from the

point of view of developmental psychology,

there are certain stages in life when either

<u>introversion</u> or <u>extraversion</u> will be the

expected and natural predominant mode.

For example,

in early childhood: introversion

in middle and late childhood: extraversion

in adolescence: introversion

in early and middle adulthood: extraversion

in middle age and later: introversion[1]

With particular reference to the student-subjects of

this enquiry, it must be said that assignment of any

one case to either category was not easy, and may not

always be reliable, for these reasons:-

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1. For further discussion on this topic, see Jung, C.J. and
Eysenck, H.

(i)   the students may have been seen for only 1, 2,
        or 3 interviews: not necessarily long enough,
        therefore, to provide sufficient evidence on
        which to make an assessment.

(ii)   the students were at a critical point in their
        development - late adolescence for the majority:
        early or middle adulthood for the rest; and in
        a crucial position regarding their adjustment to
        life and work. This may well have had the
        effect of highlighting certain aspects of their
        personality to the relative exclusion of others.

(iii)   the students who came were - to a smaller or
        greater extent - disturbed, and in need of
        psychological help. It is likely therefore
        that they were not, at the outset at least, in
        a position to constellate their "true" selves;
        either because of a high degree of emotional
        immaturity and personal insecurity, or because
        of the existence of certain defensive barriers
        which they had found it necessary to erect as a
        means of protection and viability in a hitherto
        challenging and unfriendly world.

        It is interesting to note that - taking into account
the above reservations - it did, in the event, prove pos-
sible to make an estimate, on the available evidence,

along this dimension of extraversion/introversion in all but 3 cases.

So much for an account of the classifications used in these four categories. The method of assessment and classification will now be explained.

Two judges took part in this operation; (a) the therapist who had actually treated the student-client, and who had worked with him/her, in most cases over a period of weeks, months or even years in a one-to-one relationship, and (b) the research worker (myself) who had access to the confidential case-material, to which close study was devoted. The assessments were made by these two people, working independently. These were then compared and discussed, and a final decision arrived at. It is worth noting here that in the large majority of cases, the two judges were in substantial agreement, and comparatively little modification of their independent findings was therefore necessary.

Since this method of assessment is well known to be open to question and criticism, it is pertinent at this point to delineate its advantages and disadvantages within the limitations of this particular context.

On the debit side, there is the undoubted fact that it is a subjective appraisal. This, in itself, is considered disadvantageous by some writers, on the grounds that it is likely to suffer from human fallibility, error, and possible prejudice.

This is a valid point, and needs to be taken account of.
Secondly, there is the possible objection that both judges,
in this particular instance, had a vested interest in the
work, which would render their assessments all the more
liable to bias, and therefore suspect.

In answer to these putative critics, it should be said
that this particular kind of personality work, in an educa-
tional-cum-therapeutic setting, is much more nearly related
to the clinical world of psychological medicine than to the
experimental laboratory of the quantitative psychologist.
In the clinic situation, the subjective element is an
essential and dynamic factor; into which the ingredient of
impersonal, objective measurement (useful and necessary
though it may be in certain cases) does not easily or con-
genially fit. Nor was it, in fact, possible in the working
approach used in this Service.

Moreover, the two judges are both psychologists, with
considerable understanding and experience of the dimensions
of personality under discussion, and of the climate in which
they are operative, as well as of students as persons, both
in sickness and in health. They are both keenly aware of
the limitations and pitfalls of assessment (whatever method
may be used) and of their own potential fallibility. The
fact that the work was being done for a research purpose had
the effect of making them all the more cautious in judgement,

and alert in the detection of distortion due to possible sub-
jective bias.   In the final analysis, what can be claimed for
the assessments is that they were made in conscious recognition
of the inherent dangers, which - so far as is humanly possible -
were guarded against.   The use of two judges making their
independent assessments was one of the protective devices used.

Other relevant factors were that (a) the very nature of
the work - extremely confidential as it was - made it com-
pletely out of the question to consider bringing anybody else
in; (b) the two assessors were able to take into account that
information from "outside" sources (such as College tutors'
comments, examination results, medical reports, occasional
meetings with spouse or other closely connected persons) which
had been an intrinsic part of the total therapeutic situation.
While this material is still not "objective" in the narrow
sense, it did nevertheless offer some varied and useful
opportunities for making assessments in terms of real life
adjustments.

(D) For category 14, key themes emerging during the progress of
therapy, a brief comment, at this stage, will suffice.   Fuller
development will be given later.   The 4 categories were estab-
lished on the hypothetical expectation (based partly on psycho-
logical findings and partly on practical experience of students)
that (a) sexual adjustment, (b) relations with authority,
(c) professional work and choice, and (d) religious beliefs and

ethical values, would be likely themes. This was tested out

on 26 case-studies (the entire group of 1965/66). The formu-

lation being substantiated, the remaining year-groups were

similarly classified.

This section will be devoted to the statistical analysis made

of the case material. Information will be presented in tabulated

form, amplified by explanatory comment and discussion.

I THE STUDENTS

Table 1 presents, for each of the 10 years of the survey, the

total number of new referrals, as well as the total case-load carried.

Table 1 Total numbers of student referrals by year and by sex.

YEAR	MEN			WOMEN			ALL PERSONS				
	Total in College	New Refer-rals	%	Total in College	New Refer-rals	%	Total in College	New Refer-rals	%	Total Case-load	%
1956-7	-	-	-	156	9	5.8	156	9	5.8	11	7.0
1957-8	-	-	-	174	5	2.9	174	5	2.9	10	5.7
1958-9	26	2	7.7	166	8	4.8	192	10	5.2	11	5.7
1959-60	56	0	0	202	7	3.5	258	7	2.7	11	4.3
1960-1	99	6	6.1	172	5	2.9	271	11	4.1	14	5.1
1961-2	97	6	6.2	169	7	4.1	266	13	4.9	14	5.3
1962-3	164	5	3.0	317	6	1.9	481	11	2.3	17	3.5
1963-4	207	5	2.4	360	10	2.8	567	15	2.6	17	3.0
1964-5	225	9	4.0	396	13	3.3	621	22	3.5	27	4.3
1965-6	219	10	4.6	406	16	3.9	625	26	4.2	40	6.4

These figures show the steadily increasing size of the College, which, in the 10 years under examination, has almost exactly quadrupled its numbers. The growth in new referrals is somewhat more erratic, though the general trend is clear: the number in the first year is almost exactly tripled in the last. The total case-load also shows an upward movement in line with the growth of College numbers; the first year's figures are nearly quadrupled in the last.

The percentage of new referrals and of case-load in relation to the total College population is worth comment. New referrals range, over the years, from 2.3% to 5.8% of student personnel, with an average of 3.8%. The total case-load for any one year ranges from 3% to 7%, with an average of 5%. These figures may profitably be compared with those from other contributing institutions in the Leicester Service. The University Department of Education shows for new referrals, a range from 6% to 16%, with an average of 10.6%. The School of Social Studies, before its closure, had an average of 12%. The School of Speech Therapy has an average of 11.5%. I have also been allowed access to figures from another University - that of the Leeds Student Health Service, by courtesy of Dr Ronald Still. Here, for the period from May 1st 1949 to August 31st 1966, the percentage of all students referring with psychological symptoms, in relation to the total student population, was 14.8%.

The evidence therefore tends to show that referrals from the

College of Education are considerably smaller than those from other
institutions within the same service, and also than those from an-
other University Service of almost equivalent age. It seems that
there are 3 possible conclusions to draw from these figures: (1)
that the College students are much more psychologically healthy and
well-adjusted than any of the other groups mentioned; (2) that the
life and work of the College (with its vocational emphasis, and with
Education courses containing a large component of child development
and psychology, taught in an enlightened and permissive way) have
been instrumental in helping students towards enough understanding or
insight to manage their difficulties themselves, without recourse to
outside help; (3) that the College figures indicate the lack of what
is technically known as "full referral", i.e. that factors are opera-
ting to inhibit the referral of all students who are in need of help.
Such factors could be any one, or any combination, of the following
possibilities:- ignorance of the existence of the Service; absence
of time or opportunity for students to use the facilities available;
lack of interest in - or, in stronger terms, the existence of dislike,
prejudice, antipathy towards - this approach to psychological problems.

One final point of note in Table 1 is the comparison between men
and women referrals. There are eight years when this is possible.
In only 2 of those years (1959/60 and 1963/4) are there proportion-
ately more women than men. In the remaining 6 years, there were
proportionally more men referrals than women.

Information is next presented regarding (a) nationality

(b) marital status; and (c) age.

Table 2 Student referrals by nationality.

NATIONALITY	MEN	WOMEN	TOTAL
BRITISH	41	85	126
OVERSEAS	2	1	3
TOTAL	43	86	129

Table 3 Student referrals by marital status.

MARITAL STATUS	MEN	WOMEN	TOTAL
Married	9	9	18
Divorced	0	3	3
Engaged	1	5	6
Unattached	33	69	102
TOTAL	43	86	129

With regard to age, the lower and upper limits were found

to be 18 and 43.   The next two tables show the raw figures, with

ages at date of referral.   Table 4a gives the information for each

year of age: Table 4b has been arranged to show numbers for 3 yearly

groups.

Table 4a Men and women students compared by age.
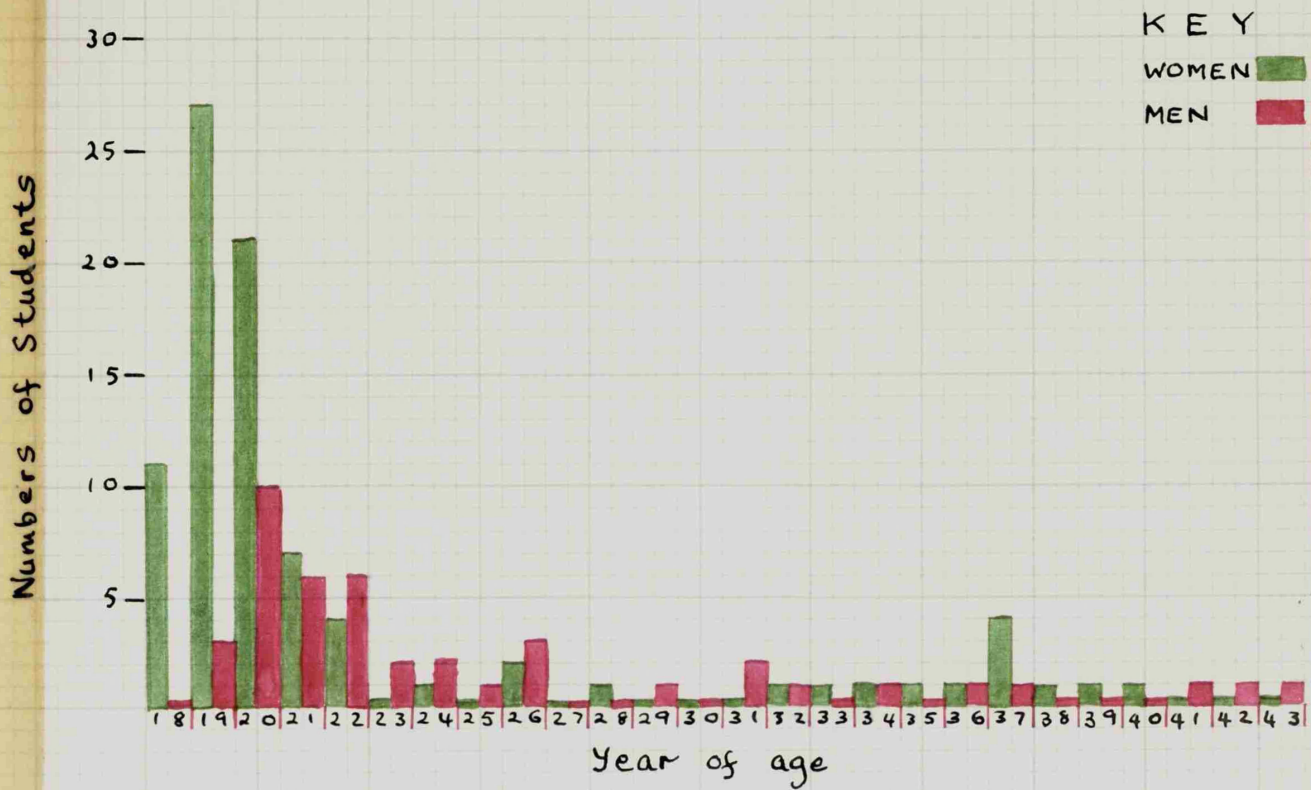
Table 4b Student age groupings

AGE	MEN		WOMEN		TOTAL	
18 - 20	13)		59)		72)	
		27)		70)		97)
21 - 23	14)	)	11)	)	25)	)
		)		)		)
24 - 26	6)	)	3)	)	9)	)
		)		)		)
27 - 29	1)	) 43	1)	) 86	2)	) 129
		)		)		)
30 - 32	3)	)	1)	)	4)	)
		)		)		)
33 - 35	1) 16)	3) 16)	4) 32)
		)		)		)
36 - 38	2)		6)		8)	
		)		)		)
39 - 41	1)		2)		3)	
		)		)		)
42 - 43	2)		0)		2)	

Inspection of Tables 2, 3, 4a and 4b reveals the following information.

1. The group of people who are the subjects of this study consist of 129 students in the ratio of $\frac{2}{3}$ women to $\frac{1}{3}$ men.

2. The great majority are of British nationality.

3. Although the sample contains married, engaged, and divorced persons, the larger proportion are unattached. Comparatively speaking, twice as many men are married; more women are both divorced and engaged.

4. The total age range is from 18 to 43. Three quarters of the students are between 18 and 23 years of age; of these, the women tend to preponderate in the 18/20 age-range, while the men are more evenly distributed throughout these 6 years (i.e. 18 - 23), but tend to be somewhat older than the women. Of the quarter of the total group who are 24 or more, there are equal numbers of men and women.

It may be noted at this point that, in terms of distribution by sex and age, this particular sample appears to be a reasonably accurate representation of student populations in Colleges of Education as a whole. Figures from the Department of Education and Science show that, for instance, 13,204 men and 31,548 women had been accepted for training in the session 1966/67. As for age range, the proportions shown here are also found in another section of this enquiry (the Questionnaire) which had a more extensive coverage of Colleges

than this.   It seems, from these figures and also from internal

evidence in the case-studies themselves, that women more usually

come to College straight from school;   whereas men tend to have

turned to teaching at a later point in life, and may have pursued

another occupation for several years between leaving school and

entering College.

II SOURCE OF REFERRAL

The organic development of the service meant that the machinery

of referral was not static throughout the 10 year period.   The

method, and the administrative procedure, was worked out gradually

over the years, by means of full discussion (sometimes individually,

occasionally at a staff meeting) with the Principal and tutors of

the College.

At the outset, referrals were made almost entirely by staff -

either Principal (or Vice Principal) or tutor.   In the case of

"mature" students over the age of 21, however, it was accepted that

these might take the initiative themselves, once this had been sug-

gested or advised by a member of staff.   At a later stage, all

students - whatever their age - were given this freedom, and a

suitably worded notice about the Service was posted accordingly, on

the College site.   (See Appendix).   It was further decided that,

in the case of students under the age of 21, the Principal should

be notified confidentially that they were coming, but that no other

details should be divulged.

The case-notes, on a number of occasions, indicate that approach

to the Service was actually a matter of joint decision;   e.g. self-referral by a student who had been advised by a tutor;   referral by a tutor, after consultation with the Principal;   self-referral by a student, on the recommendation of a fellow-student.

Table 5   Sources of referral.

Year	Self	Tutor	Principal	Warden	Other
1956/57	3	4	2		
1957/58	0	4	1		
1958/59	0	6	3		Husband 1
1959/60	0	7	0		
1960/61	3	6	2		
1961/62	0	11	1	1	
1962/63	3	6	1	1	
1963/64	5	9	1		
1964/65	7	11	4		Fellow
1965/66	9	13	2	1	Student 1
	30	77	17	3	2

It will be seen that the majority of students come to the Service via the tutor.   This member of staff could be in one of 3 possible types of professional relationship to the student - Education tutor, Main course tutor, or Personal tutor;   occasionally, 2 of these functions overlapped, as did, in one or two cases, that of Hall warden with one or more of the above.   Referral by the Principal was chiefly - though not exclusively - concerned with potential entrants to the College, for whom diagnostic advice and

a second professional opinion were sought.

With regard to self-referrals, it is interesting to see the steadily increasing number of these over the last 4 years. The increase - proportionally to overall numbers - is striking. Comparing the figure for 1962/63 and for 1965/66, it will be noticed that there are 3 times as many student referrals in the later year, although College numbers for the same years show an increase of barely one-third (481 and 625).

III DATE OF REFERRAL

Two facts are of interest here:- one is the <u>year</u> of the student's course and the other is the <u>month</u> in the College year. The accompanying tables have been constructed to show this information, including the differences between the 2 year course (from 1956 to 1961) and the 3 year course (from 1961 to 1966).

Table 6 The year of training at the moment of referral.

YEAR OF COURSE	2 year course					TOTAL	3 year course					TOTAL
	56/7	57/8	58/9	59/60	60/1		61/2	62/3	63/4	64/5	56/6	
1st year	2	0	6	2	3	13	7	3	7	11	4	32
2nd year	3	5	3	5	5	21	6	4	7	5	10	32
3rd year						-	0	3	1	4	6	14
Special or shortened course	4				2	6	0	1	0	1	4	6
Possible entrant			1		1	2				1	2	3

It will be seen that the 2 year course (the first five years) produced more referrals in the 2nd year. For the 3 year course, however (the second 5 year period), there is a drop in the number of referrals made in the comparable (final) year of the course. It is possible that the figures reflect a greater readiness, as the Service became more known, to make earlier referral; which gave more opportunity for effective and lasting help.

Table 7 Incidence of referral by months.

MONTH OF YEAR		2 year course				TOTAL
		1st year	2nd year	Special or shortened course	Possible entrant	
AUTUMN TERM	(September				2	2
	(October		7			7
	(November	1	1	1		3
	(December		5			5
SPRING TERM	(January	1	1	1		3
	(February	2	1			3
	(March	1	3	3		7
SUMMER TERM	(May	1				1
	(June	7	2	1		10
	(July		1			1
TOTAL		13	21	6	2	42

3 year course					TOTAL	GRAND TOTAL
1st year	2nd year	3rd year	Special or shortened course	Possible entrant		
1	2				3	5
	5	3	3	1	12	19
6	4	4			14	17
1	3				4	9
3	2	2	1		8	11
5	7	2	1	1	16	19
6		2	1		9	16
1	3				4	5
8	5			1	14	24
1	1	1			3	4
32	32	14	6	3	87	129

It is noticeable that the middle months of each term are the most favoured; and June emerges as the month with the greatest number of referrals over the ten year period.

IV DEGREE OF PSYCHOLOGICAL DISTURBANCE

As was explained in the previous chapter, 3 categories were established: Mild, Moderate and Severe. Of the 129 students, 3 eventually proved not to be disturbed, the help they needed being of a tutorial or advisory nature. The following table shows the distribution of cases in all categories; it is set out to show separate figures by age and by sex, as well as for the total group.

Table 8 Incidence of problems, by age and by sex, according to the degree of psychological disturbance.

Degree of disturbance	18 - 20 years						21 - 23 years					
	MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%
NONE	0		3	5.1	3	4.2	0		0		0	
MILD	4	30.8	12	20.3	16	22.2	4	28.6	6	54.5	10	40
MOD.	4	30.8	27	45.8	31	43.1	2	14.3	3	27.3	5	20
SEVERE	5	38.5	17	28.8	22	30.6	8	57.1	2	18.2	10	40
TOTALS	13	100.1	59	100	72	100.1	14	100	11	100	25	100

The table shows the following facts:

1. In the 18 - 20 age group, men students are fairly evenly distributed, with a slight preponderance of "Severe" cases. Women

	TOTAL %	24 - 43 years						All Ages					
		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	%	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%
		0		0		0		0		3	3.5	3	2.3
	40	2	12.5	2	12.5	4	12.5	10	23.3	20	23.3	30	23.3
	20	9	56.25	7	43.75	16	5.0	15	34.9	37	43.0	52	40.3
	40	5	31.25	7	43.75	12	37.5	18	41.9	26	30.2	44	34.1
	100	16	100	16	100	32	100	43	100.1	86	100	129	100

have a higher number of "Moderate" cases, accounting for nearly
half of the group; the 3 "undisturbed" students, needing tutorial
advice only, all appear in this group.

2. In the 21 - 23 group, men students show a marked preponderance
of "Severe" cases - over half of the whole set. Women students
show more than half of the cases in the "Mild" grade.

3. In the 24 - 43 group, the pattern for men students changes to
show a predominance of "Moderate" cases; women now have many more
in the "Moderate" and "Severe" grades.

4. For both sexes together, the 18 - 21 range has more "Moderate"
cases than any other; the 21 - 23 group an equal number of "Moder-
ate" cases.

5. In the 4 categories of disturbance,

    (a) <u>None</u>. Women only appear here; in the 18 - 20 age range.
         They form a very small proportion (2.3%) of the
         total group.

    (b) <u>Mild</u>. Both men and women appear here. Women outnumber
         men in raw figures, by 2 to 1; but proportion-
         ately to their total number (86 to 43) the
         incidence of Mild disturbance is the same for
         both sexes (23.3%).

    (c) <u>Moderate</u>. A somewhat higher proportion of women than men
         appear in this category (43% as against 34.9%).
         Only in the age range 24 - 43 is the incidence
         of men greater than that of women; it is

notably smaller in the age range 18 - 20.

(d) Severe.   Men preponderate in this category (41.9% as

against 30.2%).   The difference in incidence

is most noticeable in the 21 - 23 age-range.

In the 18 - 20 group, the situation is almost

exactly reversed, with a very high preponderance

of women.

(e) For both sexes together, the largest number of cases occur-

red in the "Moderate" category.   (40.3%)

Comment is required on the relatively high numbers of cases

classified as Moderate or Severe.   It is recognised that the figures

in this table are higher for these categories than those in other

services such as Leeds University, London School of Economics, or

University College, London.   It may be, however, that direct com-

parisons of this kind are misleading, for the following reasons:-

1. The difference in size between the student populations.   The

Services listed above cater for numbers "at risk" going into thou-

sands (e.g. Leeds in 1965/66 had over 7,000 students.)   The

Leicester College of Education has a very much smaller personnel;

indeed, exceptionally so for the first six years of this enquiry.

Moreover, the College is only one contributing member (and with a

pattern of referral that has already been shown to be untypical) of

the total Leicester Service; it is not therefore valid to put it on

an equal basis with the others mentioned.

2. The Leicester Service itself differs in certain significant ways

from any other: most importantly, perhaps, in that its orientation
was educational rather than primarily medical. It is at least
possible that this fact will have bearing on both the number and
the kind of problems referred. It may be that more needy students
with difficulties of considerable severity were revealed in this
particular framework than would have been so under different
pattern and organisation.

3. The categorisations made were based as much on educational as on
medical criteria. In this particular setting, students with serious
personality difficulties could be highlighted because of the obstacles
these presented to their professional achievement; it does not neces-
sarily follow that all such students were also classifiable as
severely mentally ill. In this connexion, an analysis was made of
the 44 severe cases, in order to determine any relevant impinging
factors of a social, educational or medical nature on the problems
concerned.

Table 9   Analysis of "Severe" cases.

A Serious educational problem	B Left College	C Refused Treatment	D Police Case	E Medical Contact
2	8	4	3	27

Explanation:

A These are students whose problems were classified as psycho-
logically severe on grounds of a serious personality weakness
which was highly detrimental to their College work, but which
did not produce medical symptoms nor have other social reper-
cussions.

B These are students who left College either (a) because they
voluntarily withdrew or (b) because they were "sent down" by
the authorities. In either event, they did not complete their
course of training, nor were they consequently able to continue
therapy.

C These are students who, after one or two sessions decided not to
persist with treatment.

D These are students who were brought before the Police Courts for
delinquent behaviour (sexual offences or theft). Here, the
psychologist was in professional contact with the relevant social
agencies.

E These are students who had either (a) already sought medical
advice, before referral to the Service, or (b) who were referred
after the initial interview to the doctor and/or psychiatrist.
Some of these, in fact, became inpatients of a mental hospital
for a period of time (normally, but not exclusively, in Leicester).

V DEGREE OF IMPROVEMENT

As outlined in Section 2, five categories, ranging from GOOD to
NONE, were established under this heading, for all clients inter-

viewed.   An additional category of "No treatment undertaken"

proved to be needed in the case of 17 students.   This will be

more fully elaborated under the sub section of "ego-strength".

Table 10   Degree of improvement in each grade of disturbance.

DEGREE OF DIS- TURBANCE	DEGREE OF IMPROVEMENT											
	GOOD		MODERATE		SLIGHT		SLIGHT WITH RELAPSE		NONE		NO TREAT- MENT		
	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%	
MILD	22	45.8	2	8.7	1	4	0		0		5	29.4	30
MODERATE	18	37.5	16	69.6	12	48	0		2	20	4	23.5	52
SEVERE	8	16.7	5	21.7	12	48	3	100	8	80	8	47.1	44
TOTAL	48	100	23	100	25	100	3	100	10	100	17	100	126

Note: The last 3 ratings (of "negative" improvement) which account

for almost a quarter of the total group (23.8%) will be considered

more fully under the "ego-strength" subsection.

Observations from Table 10.

1.   Good improvement occurs most frequently in cases of Mild dis-

order;   nearly half the cases (45.8%) occurring here.

2.   Moderate improvement occurs most frequently in cases of Moderate

disorder.

3.   Slight improvement occurs in equal distribution for both Moderate

and Severe cases, these covering almost the total case-load for this

rating.

4. The "negative improvement" categories contain by far the highest proportion of Severe cases.

Table 11   Degree of improvement in relation to degree of disturbance.

DEGREE OF IMPROVEMENT	DEGREE OF DISTURBANCE							
	MILD		MODERATE		SEVERE		ALL GRADES	
	Raw	%	Raw	%	Raw	%	Raw	%
GOOD	22	73.3	18	34.6	8	18.2	48	38.1
MODERATE	2	6.7	16	30.8	5	11.4	23	18.2
SLIGHT	1	3.3	12	23.1	12	27.3	25	19.8
SLIGHT with RELAPSE	0		0		3	6.8	3	2.4
NONE	0		2	3.8	8	18.2	10	7.9
NO TREATMENT	5	16.7	4	7.7	8	18.2	17	13.5
TOTAL	30	100	52	100	44	100.1	126	99.9

Observations from Table 11.

1. There are more cases of GOOD improvement than of any other.

2. The number of cases of MODERATE and SLIGHT improvement combined is equal to those of GOOD improvement.

3. About $\frac{3}{4}$ of MILD cases show GOOD improvement.

4. About $\frac{2}{3}$ of MODERATE cases show either GOOD or MODERATE improvement with a slight preponderance towards GOOD.

5. SEVERE cases are more varied in pattern; the highest number (though less than a third of the total) occurs under SLIGHT improvement.   Two of the "negative improvement" categories, as well as the GOOD, each account for the next highest.

General conclusions.

.The general trend is to show that the milder the degree of disturbance, the greater the degree of improvement; with the other categories moving proportionately down the scale.   The most untractable are those designated as severely disturbed.   Is this an indication that the earlier a case is referred (and therefore presumably before the disturbance has had time to become severe), the more likelihood there is of good recovery? This may be con- sidered a reasonable possibility; although it is also recognisable that the degree of severity may not be so simply related as this hypothesis suggests to the opportunity for early treatment.

VI EGO-STRENGTH

The categories, (3 major, plus 3 modifications, which were established and described in the earlier section) are presented below.   It was found that, of the 126 students concerned, there was one (a case of Moderate disturbance) whose ego-strength could not be assessed, for lack of sufficient evidence.   There are there- fore 125 students under consideration here.

Table 12   Incidence of ego-strength in each category of

disturbance.

DEGREE OF DISTURBANCE	EGO-STRENGTH											
	WEAK		WEAK → MODERATE		WEAK → GOOD		MODERATE		MODERATE → GOOD		GOOD	
	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%	Raw	%
MILD	2	4.1	0		0		14	41.2	0		14	70
MODERATE	16	32.7	9	52.9	1	50	17	50	2	66.7	6	30
SEVERE	31	63.2	8	47.1	1	50	3	8.8	1	33.3	0	
	49	100	17	100	2	100	34	100	3	100	20	100

Observations from Table 12.

1. WEAK ego-strength occurs much more frequently in Severe cases,

which account for almost two-thirds of the total.

2. MODERATE ego-strength occurs most frequently in cases of

Moderate (where half the numbers are located) and Mild disturbance;

Severe cases account for less than 10%.

3. GOOD ego-strength occurs only in cases of Mild and Moderate

disturbance, and much more frequently (nearly 75%) in the former.

4. In the remaining 3 categories, applicable to Moderate and Severe

cases only, a period of therapy results in some forward movement.

Table 13 Ego-strength in relation to degree of disturbance.

DEGREE OF EGO-STRENGTH	DEGREE OF DISTURBANCE							
	MILD		MODERATE		SEVERE		ALL GRADES	
	Raw	%	Raw	%	Raw	%	Raw	%
WEAK	2	6.7	16	31.4	31	70.5	49	39.2
WEAK - MODERATE	0		9	17.6	8	18.2	17	13.6
WEAK - GOOD	0		1	2.0	1	2.3	2	1.6
MODERATE	14	46.7	17	33.3	3	6.8	34	27.2
MODERATE - GOOD	0		2	3.9	1	2.3	3	2.4
GOOD	14	46.7	6	11.8	0		20	16.0
TOTALS	30	100.1	51	100	44	100.1	125	100

Observations from Table 13.

1. The highest proportion of cases occur in the lowest gradings of ego-strength.   Only 16% are rated as of GOOD ego-strength at the outset.

2. Over two-thirds begin therapy with a WEAK rating.   Over 15% improve ultimately to MODERATE or GOOD.

3. Mild cases present comparatively few instances of WEAK ego-strength, over 90% being equally divided between MODERATE and GOOD ratings.

4. Moderate cases present a marginally higher number of instances of MODERATE than WEAK ego-strength, and these cover more than two-thirds of the total.

5. Severe cases present a higher proportion of WEAK ego-strength;
over 90% at the outset, being so rated. In no case is there a
rating of GOOD ego-strength.

Table 14 Ego-strength in relation to degree of improvement.

| EGO-STRENGTH | DEGREE OF IMPROVEMENT | | | | | | TOTALS | |
| | GOOD | | MODERATE | | SLIGHT | | | |
	Raw	%	Raw	%	Raw	%	Raw	%
GOOD	18	37.5	1	4.3	0		19	19.8
MODERATE	17	35.4	11	47.8	2	8	30	31.3
WEAK	0		4	17.4	21	84	25	26.0
MODERATE→GOOD	3	6.25	0		0		3	3.1
WEAK →GOOD	2	4.2	0		0		2	2.1
WEAK →MODERATE	8	16.7	7	30.4	2	8	17	17.7
TOTALS	48	100.05	23	99.9	25	100	96	100

Observations from Table 14.

1. Good improvement occurs most frequently where there is GOOD
or MODERATE ego-strength. Nearly 75% of the total are very evenly
divided between these 2 ratings.

2. Moderate improvement occurs most frequently where ego-strength
is rated MODERATE, or WEAK→MODERATE.

3. Slight improvement occurs most frequently, and very markedly,
in cases of WEAK ego-strength.

Table 15   Ego-strength in relation to negative improvement.

EGO-STRENGTH	NO TREATMENT				SLIGHT WITH RELAPSE		NO IMPROVEMENT			TOTALS
	1	2	3	4	5	3	1	2	6	
GOOD				1						1
MODERATE	3	1								4
WEAK	4	3	4		2	1	5	4	1	24
UNCLASS.	1									1
TOTALS	8	4	4	1	2	1	5	4	1	30

Key.   1. Client refused treatment.

        2.   "   withdraws from College.

        3. Client is referred to psychiatrist.

        4. Client is recommended for entry to College.

        5.   "   fails and/or is sent down from College.

        6. Therapist's illness.

Observations from Table 15.

1. Of the 30 cases of "negative" improvement, 24 (i.e. 80%) occur
in the rating of WEAK ego strength.

2. The most frequently recurring reason is that of Client refusing
treatment (13 cases out of 30 = 43.3%).

3. The one case of GOOD ego-strength showed a successful outcome,
in that the client was recommended by the therapist, after the

diagnostic interview, for entry to College.

General conclusions.

1.   The figures indicate a strong connective link between the

degree of severity of the case, and the degree of ego-strength.

The greater the degree of the latter, the more likely is it

that the case will be rated as of Mild disturbance.

2.   Therapy works in the direction of improving the ego-strength

rating.

3.   Where therapy resulted in some degree of improvement, the

highest numbers fall in the category of Moderate ego-strength;

followed by Weak, then Good, and then Moderate→Good.   The impli-

cations of this finding lend support to the above conclusions.

VII   INTROVERSION/EXTRAVERSION

The tables are presented with a reminder of the need for

caution in drawing firm conclusions from these findings, in view

of the reservations stated in the relevant section of the preceding

chapter.   Nevertheless, the figures show some interesting trends,

and may offer indications (though certainly not categorical proof)

of certain personality tendencies.

Table 16   Distribution of personality type in total sample.

Personality Type	TOTALS	
	Raw	%
Introvert	76	58.9
Extravert	50	38.8
Unclassified	3	2.3
	129	100.0

Table 17   Personality type in relation to sex.

	Introvert		Extravert		Uncl.		TOTAL
	Raw	%	Raw	%	Raw	%	
M	17	22.4	25	50	1	33.3	43
W	59	77.6	25	50	2	66.7	86
TOTAL	76	100	50	100	3	100	129

Observations from Tables 16 and 17.

1.   There are proportionally more introverts than extraverts in
the total case load.

2.   While the sexes are equally distributed in extraversion, there
is a much greater preponderance of women introverts.

Table 18 Distribution of personality type by age and sex.

PERSONALITY TYPE	TOTAL AGE RANGE				24 - 43 only			
	MEN		WOMEN		MEN		WOMEN	
	Raw	%	Raw	%	Raw	%	Raw	%
Introvert	17	39.5	59	68.6	7	43.75	12	75
Extravert	25	58.1	25	29.1	9	56.25	4	25
Uncl.	1	2.3	2	2.3				
Totals	43	99.9 ~~100~~	86	100	16	100	16	100

Observations from Table 18.

1. Over the total age range, there are proportionately twice as many men as women in the extravert category; the women preponderate considerably in introversion.

2. In the age range 24 - 43 years, certain differences appear.

  (a) Comparatively speaking, there are now more introverts and fewer extraverts, for both sexes.

  (b) The difference in men of this age group between introvert and extravert is less marked (numerically, only 12.5% as opposed to 18.6% for the total age range).

  (c) For women, the difference is still more marked in the two halves of the table (numerically, there are 5.8% more introverts than extraverts of 24 and over, as against 39.4% for the total age range).

Table 19 Personality type in relation to degree of disturbance.

| Degree of disturbance | Personality Type | | | | | | TOTAL |
| | Introvert | | Extravert | | Uncl. | | |
	Raw	%	Raw	%	Raw	%	
Mild	20	26.0	10	20.4			30
Moderate	25	32.5	25	51.0	2	66.7	52
Severe	30	39.0	14	28.6			44
None	2	2.6			1	33.3	3
	77	100.1	49	100	3	100	129

Observations from Table 19.

1. Introverts appear most frequently in the Severe category, followed by Moderate and then Mild. Extraverts show a different order, with Moderate disturbance first, (accounting for just over half the total group), followed by Severe and then Mild.

2. Introverts only account for both non-disturbed cases.

3. More introverts appear in Mild and Severe categories, and more extraverts in the Moderate category.

Table 20 Personality type in relation to degree of improvement.

| Degree of improvement | Personality Type | | | | | |
| | Introvert | | Extravert | | Uncl. | |
	Raw	%	Raw	%	Raw	%
Good	30	40.5	18	36		
Moderate	12	16.2	11	22		
Slight	14	18.9	11	22		
Slight with Relapse	2	2.7	1	2		
None	5	6.8	3	6		
No Treatment	11	14.9	6	12	2	100
Totals	74	100	50	100	2	100

Observations from Table 20.

1. Introverts have their greatest number in the rating of GOOD improvement, followed by Slight, only just ahead of Moderate.

2. Extraverts also have their greatest number in the GOOD rating, with equal numbers for Moderate and Slight.

3. The number of introverts with Good improvement is higher than that for extraverts, who have a higher percentage in the Moderate and Slight ratings.

Table 21 Personality type in relation to degree of ego-strength.

Degree of ego-strength	Personality Type					
	Introvert		Extravert		Uncl.	
	Raw	%	Raw	%	Raw	%
GOOD	14	18.7	6	12.2		
MODERATE	19	25.3	14	28.6	1	50
WEAK	27	36.0	22	44.9		
MODERATE → GOOD	2	2.7	1	2.0		
WEAK → GOOD	2	2.7	0			
WEAK → MODERATE	11	14.7	6	12.2		
UNCL.	0		0		1	50
TOTALS	75	100.1	49	99.9	2	100

Observations from Table 21.

1. For both extraverts and introverts, the highest rating is in Weak ego-strength, followed by Moderate, with Good last. However, there are more introverts than extraverts with Good, and more extraverts than introverts with Moderate and Weak ratings.

2. Only introverts appear in the Weak improving to Good category: and are slightly higher than extraverts in the other two 'improvement' categories.

General Conclusions.

   The general trend is towards a greater proportion of introverts

in all the various classifications examined. In summary, there
are more introverts in the total group, and many more women
introverts than men; there are more introverts in the category of
Severe disturbance, as well as in the category of Good improvement.
There are also more introverts in Good ego-strength as well as in
the 3 categories indicating ego-strength improvement as therapy
progresses.

Could this indicate (a) a greater tendency towards introverts
to show and/or acknowledge psychological difficulties? (b) a
greater capacity on the part of introverts to benefit from therapy?
(c) a greater capacity for ego-strength on the part of introverts -
which is, in turn, connected with the benefits derived from therapy?

This section will be concerned with clinical analysis of two
kinds: (a) the presenting problem and psychological difficulties
brought by troubled students: and (b) the key themes emerging in
the course of therapy.

A. The Problems

(NOTE. For the sake of clarity in the ensuing discussion, the
therapist will be referred to as "he" and the client as "she".)

It will be readily accepted by anyone with imaginative under-
standing that a student in difficulty might well come to the thera-
pist with no very clear intellectual idea of what the problem is -
she may be deeply confused, not very articulate, in a state of

mental and emotional disequilibrium. Especially perhaps at the
initial interview, she will be nervous and unsure, afraid of what
may happen during it, and therefore defensively on guard. All
this, moreover, may be hidden under an outer veneer of uneasy self-
assurance, pained surprise, or thinly veiled hostility.

The therapist's approach to the student may be described,
somewhat paradoxically, as one of compassionate detachment. He,
from past personal experience, knows what it is like to be both
student and patient, and he shares in any case a common humanity
with the client, towards whom his professional attitude is one of
uninvolved acceptance and concern. In the initial interview, the
therapist's task is to discover what is troubling the client, to
help her where possible to clarify her difficulties, and to assess
the possibilities of therapy. To this end, the therapist will use
all the material which the client brings: information (verbalised
or not) about her College life and work, about herself and her
personal relationships, about past fears and future hopes. The
therapist will sift and assess in accordance with his professional
training and experience; relating the material to information he
may have received elsewhere, e.g. the College tutor who possibly
referred the student. The client will be encouraged to take the
initiative in presenting her difficulties as she sees them; the
therapist may ask pertinent questions and perhaps make relevant
observations as the interview progresses.

By the end of the first session, in most cases, much signifi-
cant material will have been brought out; this (if a course of
therapy is undertaken) will be enlarged and clarified as time goes
on. It is not always the case - nor is it essential - that the
scope of the problem is fully recognised at this moment in time.
For the process of therapy is in itself a kind of research enquiry,
in certain aspects at least, during which new and significant data
may emerge at a comparatively late stage. But most often, a
sufficiently complete picture will be obtained in this opening
interview to facilitate the taking of decisions about future action;
such as a period of therapeutic counselling, and/or referral to the
doctor, and/or consultation with College authorities.

This is also the point at which to describe the analysis made
of the presenting problems brought over the relevant 10 year period
of this enquiry. Examination of the material resulted in the
following classification.

I   WORK PROBLEMS

        a) difficulties in the College course itself.

        b) difficulties over teaching practice.

        c) difficulties about vocational choice and/or

           aptitude.

II   PERSONAL RELATIONSHIPS

        a) parental

        b) sexual/marital

        c) authority

d) contemporaries

e) children

III PERSONALITY DIFFICULTIES

a) psychosomatic troubles

b) habit disorders

c) delinquency

d) anxiety state

e) depressive condition

f) emotional immaturity

g) isolation, withdrawal

h) lack of personal identity

With regard to WORK problems, it needs first to be said that the students had all, of course, satisfied the College entrance requirements, in terms of educational attainment, prior to acceptance for training. It would be reasonable to assume that, from this point of view, they came from at least the top 15% of the population. The difficulties manifested were not, therefore, due to an intrinsic lack of intelligence, ability, or educational background; on the contrary, some students at least proved to be people of considerable gifts.

The difficulties complained of were due much more to a faulty emotional response or attitudinal set towards their work; and showed one or more of the following characteristics.

1) The student was unable to organise, or to take responsibility

for, her own time and her own work. At peak periods in the academic
year, therefore, anxiety and even panic set in. The student was
faced with a mounting number of incompleted tasks; she became
anxious, nervous and distressed about the imminence of the day of
reckoning. She spent much time and energy on fruitless and self-
defeating attempts to put things right, with consequent physical
and mental exhaustion.

2) The student was unable to concentrate and to use time
purposefully. Instead of working, she found herself frequently day-
dreaming, inventing plausible excuses to herself to procrastinate
further; or she might find her mind tending to close up in face of
books to read or lectures to attend. She might possibly spend
hours in her room or in the College library with books open in
front of her and all the paraphernalia for work around her; but in
fact she would achieve practically nothing because her attention
had been elsewhere.

3) The student was unable to produce essays or other written
assignments, or to contribute to discussions. Her thoughts refused
to flow, her mind was empty and/or chaotic; she suffered from a
kind of paralysis. Other students always spoke first in groups,
and she found herself limping behind in understanding the discussion;
her only contributions being conceived with inner agony, and then
impossible to produce because the right moment had passed. On the
other hand, perhaps she had plenty of ideas and an ability to

articulate them, but was hampered by a sense of personal insecurity;
she was dogged by the fear that what she had to say would not be
valued or understood, and rather than take this risk, she remained
silent.

All the above relate particularly to difficulties experienced
in the College course; some of them apply also to Teaching practice,
especially in connection with the preliminary period of planning
and preparation, and perhaps also with the actual execution of
lessons. But some additional difficulties were manifested under
this subsection (b); all having to do with

4) The students' inability to relate to other people in a
professional setting. This could apply in the classroom, with the
children themselves; or with members of the school staffs includ-
ing the Head; also, in some instances, difficulties were experienced
in relation to a college tutor who was the student's school
supervisor.

Difficulties in subsection (c), matters of vocational concern,
might arise at three critical points. First, on entry to College:
here the doubt was more often in the mind of the Principal than in
that of the student. Second, during the course: here the doubt
could be felt by either or both student and tutor, and was usually
based on factual evidence such as inferior work, attitudes and/or
behaviour. Thirdly, during school Practice itself: for some
students, the experience of teaching was highly disturbing, bringing

to the fore a number of hitherto hidden difficulties and uncertain-
ties. Some students, moreover, might have made unrealistic choices
(of main subject, of training age-range, or of profession itself)
which were only tested out in the practical proving-ground of the
classroom.

One could summarise the difficulties in this section as a
combination of problems in understanding and relationship. The
students presented evidence of an inability to be themselves, as
responsible and contributing individuals, ready to give and to
receive; also an inability to understand themselves in relation
to other people; and finally, an inability to recognise and vali-
date themselves in relation to a profession.

With regard to problems of PERSONAL RELATIONSHIP, here the
student experiences difficulty (which she may or may not fully
recognise herself) in regard to the significant others in her life.
From the case-material it was possible to identify and categorise
these relationships under 5 headings.

(a) Parental

This is hardly surprising, when one takes into account
first, the depth and ramifications of any parent/child relationship;
and second, the fact that the large majority of the student popula-
tion are at a significant psychological turning-point in their
emotional links with their parents.

For the particular subjects of this enquiry, however, the

"normal" difficulties of growing up and away from a dependent relationship were more keenly accentuated than usual. It is difficult, if not impossible, to separate out the contributions to the difficulty made by the parents on one hand, and the student-client on the other. Often the parents were unhappy, deprived, and maladjusted people themselves. In some cases the client came from a broken home, where the marriage partnership had been disrupted for varying reasons. In any case, the situation was such that the client found herself unable any longer to manage the tensions and distress arising out of the lack of stability in the home situation, without the support, the understanding, and the insights which were reachable through a course of therapy.

(b) <u>Sexual/Marital</u>

Difficulties of this kind were brought by married, unmarried, and even unattached students. A small proportion were troubled by homosexual problems, but most were concerned with an inability to achieve satisfying heterosexual relationships.

(c) <u>Authority</u>

Relationships with authority were mainly manifested in relation to the staff of the College (or possibly of the student's practising School). This is much to be expected, since these adults acted as representatives of that larger society beyond the familial. The difficulties were brought mostly by students who had been referred by a tutor or warden, for a behaviour or attitude problem.

(d) <u>Contemporaries</u>

Difficulties in relationship here were manifested <u>either</u>
by a withdrawal from normal everyday contacts, in which the client
felt isolated and lonely, but unable to initiate or to respond to
friendly overtures from fellow-students: <u>or</u> by behaviour which
was disturbing and disruptive of community life, especially in the
Hall of residence, flat, or billet where the student lived.

(e) <u>Children</u>

Difficulties in this relationship present a crucial
problem to a trainee teacher, since they strike at the heart of the
chosen career. Students presenting this handicap were usually those
who were finding Teaching Practice a strenuous or even impossible
experience. Sometimes the difficulty was noted more directly, in
the case of married clients, in connection with their own children.
Occasionally, an unmarried student was having trouble in relation
to a younger sibling.

A short summary of the whole area could be expressed thus:
that the client was unable to realise the authenticity of her self
vis-a-vis other selves. She could not move out from the security
of her own being to establish mutually satisfying relationships
with other human beings who were different from herself - and who
represented to her a threat, a challenge, a danger, instead of a
support, a sense of reciprocal happiness and intimacy.

The _third_ main group - of PERSONALITY DIFFICULTIES - deals
with problems of a somewhat different order from those of the first
two categories: although, almost inevitably, the client with
problems of this kind often experiences, at the same time, some of
the difficulties already described.

Under this particular heading appear those problems which
concern the student in the totality of her response to inner stress
and outer challenge; problems which are deeper, more serious, often
more intimately related to unconscious processes, than the more
outward-orientated and environmental difficulties of the other
categories.

Sometimes (as in subsections (a) and (b), psychosomatic ex-
pression and habit disorders), the client complained primarily of
physical distress - such as sickness, frequent headaches, constipa-
tion, lassitude, tension, or sleeplessness, even bedwetting; in
nearly all of these cases, however, the client sooner or later
came to recognise that these were essentially bodily manifestations
of psychological disturbance.

Occasionally, students came - or were referred - for psycholo-
gical help, because their difficulty had been overtly demonstrated
in an outburst of antisocial behaviour (subsection (c)). This
could well be interpreted as a protest (however pointless, and even
ultimately destructive) against what were felt by the student to
be intolerable pressures and tensions. In cases of this nature, the

client needed a degree of social re-education, as well as therapy

at whatever level she was able to accept.

Many students experience periods of anxiety and depression

(subsections (d) and (e)), of varying degrees of severity. Distress

of this nature can be both painful and crippling, and the effects

may spread over many aspects of the student's life and work. Some

of the clients who sought help for these conditions were near the

point of despair; even contemplating suicide as the only solution

which their unhappy and tormented minds could at times envisage.

(It should be stated here that, in fact, not a single client did

in fact commit suicide: and that, needless to say, anyone in such

straits was immediately referred for psychiatric advice.) It is

likely that some of the manifest anxiety and depression will be

directed at a specific target (for example, forthcoming examinations,

or Teaching Practice, or similar stressful situations), and may

consequently contain some rational ingredients. Very often, however,

it was found during the course of therapy that, underlying all this,

there were other, more irrational and unconscious elements which

needed accepting and integrating into consciousness before any

significant release was experienced.

Another frequent presenting sympton was emotional immaturity

(subsection (f)). Clients with this difficulty were often unduly

dependent, overcompliant, unable to assert themselves - for example,

in the classroom, where they tended to identify with the children

who were in their care. Another evidence of the same disability
could occur in the sphere of inter-personal behaviour and relation-
ship: where the client showed herself as uncooperative, shallow,
irresponsible and inconsistent, because she had not yet grown
beyond the period of adolescent rebellion. Here again there was
a need for reeducation going hand in hand with therapy; and also
for a considerable amount of patient and tolerant understanding, on
the part of the College as well as the therapist, while the client
gradually worked through those stages of emotional growth which had
been omitted or delayed or otherwise blocked.

Symptoms of isolation and withdrawal (subsection (g)) were
evinced by a proportion of students. They presented varying levels
of severity, ranging from a temporary phase of inhibited behaviour
and a longing for solitude, which persisted until the precipitating
stimulus had been accepted and understood; to a long-lasting in-
ability to make any outgoing contacts, an almost complete friend-
lessness, and an abnormal craving for seclusion. These were the
clients who came for therapy after much inner struggle and resistance,
and who were difficult to make contact with, sometimes finding them-
selves unable to communicate verbally at all for periods of time.
Therapy with these was a delicate, tricky and sometimes laborious
process; when it was successful, the results were gratifying alike
to the client and to the College, let alone the therapist.

Lack of identity (subsection (h)), and absence of a personal

centre, was the presenting problem which occurred most frequently

of any.   Students with this difficulty are those who have been

unsuccessful in negotiating one of the most significant develop-

mental tasks of late adolescence - that of establishing a satis-

factory sense of individual selfhood.   Many of these students were

struggling against pseudo-identities which had been, at least in part,

imposed on them by parents insensitive to their children's real needs;

or were continuing to meet the challenge of life from behind a

defensive mask of apparent security and adjustment which they some-

how at the same time recognised as giving false protection to a puny

and inadequate ego.   Two quotations from the material may vividly

illustrate this process: "I feel there's nobody there in me"; and

"I don't really know who I am".   Therapy, in these cases, consists of

a twofold process: on the one hand, the delicate task of removing

the outer shell of the "sham" self, accompanied at the same time by

rebuilding, on a sounder basis, the foundations of a personal identity

truly rooted in reality.

Shortly to sum up the difficulties of this third main section,

it could be said that the students were suffering from some degree

of self-alienation;   experienced, in the primary instance, from

within the individual personality, but inevitably stemming out also

into the external world, towards which their relations were nebulous

and/or distorted.

The following table sets out, in summary form, the presenting problems discussed above; and indicates also their relative distribution in the 3 grades of disturbance already established. It should be noted that the total number of problems (296) is larger than the total number of students (129) because a single student often presented more than a single problem.

Table 22 Type and incidence of problems among students referred, 1956-1966.

PROBLEMS		MILD (30)		MODERATE (52)		SEVERE (44)		TOTALS	
WORK	(1. College course	9)		18)		17)		44)	
	(2. T.P. difficulties	4)	19	2)	25	1)	20	7)	64
	(3. Vocational problems	6)		5)		2)		13)	
PERSONAL RELATION- SHIPS	(1. Parental	5)		15)		11)		31)	
	(2. Sexual/marital	5)		8)		7)		20)	
	(3. Authority	3)	14	3)	33	8)	34	14)	81
	(4. Contemporaries	0)		1)		8)		9)	
	(5. Children	1)		6)		0)		7)	
PERSONALITY PROBLEMS	(1. Psychosomatic (troubles	2)		7)		3)		12)	
	(2. Habit disorders	1)		6)		1)		8)	
	(3. Delinquency	1)		0)		3)		4)	
	(4. Anxiety state	2)	16	19)	69	6)	66	27)	151
	(5. Depressive condition	2)		10)		14)		26)	
	(6. Emotional immaturity	2)		12)		13)		27)	
	(7. Isolation, withdrawal	0)		4)		10)		14)	
	(8. Lack of personal (identity	6)		11)		16)		33)	
TOTALS		49		127		120		296	

The following conclusions may be drawn from the table.

1. The number of problems which students present tends to increase with the degree of disturbance shown. Mild cases account for approximately a third of the number of problems occurring in Moderate and Severe cases.

2. The number of problems under the 3 main headings increases also from top to bottom of the table, Personality problems occurring over twice as frequently as Work problems.

3. The 3 most frequently presenting problems, overall, are:

      Difficulties with College Course (WORK) : 44

      Lack of personal identity (PERSONALITY PROBLEM) : 33

      Difficulties with parents (PERSONAL RELATIONSHIPS) : 31

4. The 3 most frequently presenting problems in each grade of disturbance are:

MILD	College Course:	9)	
			) WORK
	Vocational problems:	6)	
	Lack of personal identity:	6	PERSONALITY PROBLEM
MODERATE	Anxiety state:	19	PERSONALITY PROBLEM
	College Course:	18	WORK
	Difficulties with parents:	15	PERSONAL RELATIONSHIPS
SEVERE	College Course:	17	WORK
	Lack of personal identity:	16)	PERSONALITY PROBLEM
		)	
	Depressive condition:	14)	

B. The Themes

The major themes emerging during the course of therapeutic counselling will, of course, stem in some way from the initial problem(s), though they may not in fact be manifestly observable at the outset. It is part of the whole treatment-process to consider not only the immediate and precipitating situation, but also to make excursions backwards into the past and forwards to the future, and thus to understand the client's position and life-style as comprehensively as the circumstances allow.

The thematic pattern, briefly outlined at the end of Chapter 2, occurred with notable regularity in the case-material. A rough-and-ready numerical breakdown, showing frequency of occurrence, gives these results:

    (a) Sexual adjustment, in 125 cases.

    (b) Relations with authority, in 121 cases.

    (c) Professional work and choice, in 114 cases.

    (d) Religious belief and ethical values, in 72 cases.

It will be appreciated that these categories are not intended to be mutually exclusive. Indeed, they are inevitably interwoven. The area of relations with authority, for instance, affects at least two of the others - professional choice, and religious belief. However, they are sufficiently separate for the purposes of analysis and discussion.

(a) Sexual adjustment

As one would expect, this is of great significance to the

students, and is closely bound up with their general sense of well-being and security. Moreover, the achievement of healthy attitude in this area is of much importance in those whose professional work is going to be closely concerned with children and young people.

The range of difficulty experienced by the particular students under survey, and the depth of exploration necessary for at least a partial resolution thereof, showed much variation. There was evidence of sexual behaviour at all stages of the continuum from masturbation, through homosexuality, to fuller heterosexual achievement. On the emotional level, relations with the other sex ranged from those of extreme dependency where the partner was less a sexual equal and more a parent substitute, through the phase of fleeting and transitory affairs of a somewhat superficial character, to relationships of greater permanence and durability. These, in their turn, however - whether at the level of steady but unofficial understanding, firm engagement, or actual marriage - were not without hazard; and indeed, usually in need of repair and rehabilitation. There was a range of disability in inter-personal effectiveness, going from complete inhibition and withdrawal to serious promiscuity. There were students whose sexual difficulties manifested in physical symptoms such as menstruation troubles, impotence or frigidity. Occasionally there was evidence of delinquent and socially irresponsible sexual behaviour, such as rape, abortion, unwanted pregnancy.

In summary, the fundamental difficulty experienced by almost all of

these students was in understanding the essential meaning of their

own masculinity or femininity, and in accepting, realising and valuing

this aspect of themselves at a level deeper than that of bodily

manifestation. This also has its reciprocal element, leading to the

enhanced likelihood of satisfactory and satisfying relations with the

other sex at a meaningful and enduring level.

(b) Relations with authority

This is a matter of critical significance in a potential (as well

as in a practising) teacher. In students perhaps especially, it has

a Janus element, with a dual aspect. On the one side, the student

has a relationship to the adults in authority over him (parents, College

tutors, Head and staffs of practising schools); and on the other, he

has a relationship to the children over whom he is in authority.

The evidence of the case material makes very clear what a highly

significant part is played in this by the original family situation

from which the client comes, and whose social climate he/she has

unconsciously absorbed. A large proportion of the 129 students had

home backgrounds which were to some degree disturbed; possibly, for

example, through separation, divorce, death, or the student's illegit-

imacy or adoption. Even if the family boundaries were ostensibly

normal, in that both parents were alive and living together with their

children, there still often existed other challenges, even threats, to

the emergent child personalities and to their achievement of healthy

attitude to authority. For instance, the emotional immaturity and/

or instability of either or both of the parents will affect the kind

of discipline they exert over the children; and will influence the

degree of harshness and rigidity, or weakness and over-indulgence

with which they habitually treat them. Every young person has a need

to emancipate himself psychologically from his parents, and to establish

himself as a separate and viable human being in his own right. Many

of the student-clients of this study were still in the throes of this

developmental task, complicated as it was by the circumstances sketched

out above. Adolescent rebellion - an essential ingredient in the

emancipation process - is likely to be either delayed or distorted in

these conditions; and it is more possible, therefore, that it will

emerge during the student's College career, and will show itself in a

negative and uncooperative attitude towards society at large. Another

- apparently less painful but ultimately more unsuccessful - method by

which the student tries to deal with the problem is to opt out of the

struggle almost entirely; he/she tends to be the one who cannot assert

himself or exercise what is traditionally called "discipline"; who is

therefore completely ineffective in the classroom, and overcompliant,

over-dependent, and weak in his relations with his superiors. He is,

essentially, still in the childhood position himself in this aspect,

and thus unable to develop sufficiently adult and responsible attitudes

towards the children in his care.

In summary, the fundamental difficulty experienced by all these

students lay in their inability (for whatever reason) to work through

the various phases of growth by which young people ideally achieve

selfhood and true self-discipline.   These phases may be described

briefly thus: (a) identification with, and imitation of, parental

attitudes; (b) ambivalence towards these attitudes; (c) rebellion

against them - which might go so far against social norms in general

as to become delinquency; (d) emancipation; and (e) self-direction.

(c)   Professional work and choice

It is to be expected that this theme will recur frequently during

a course of therapy with students who are doing a course of vocational

training, and whose difficulties are, at least in part, centred round

an inability to work effectively to this end.

Quite apart from the personal and emotional problems which were

in any case hampering them in their studies, it is clear that another

major reason for this disability lay in the client's motives for

entering College in the first place.   In this context, students

could be grouped broadly into 3 categories.

Firstly, there were the "drifters"; who had come out of a sense

of apathy, without any real conviction.   They might well have tried

other jobs (e.g. clerical, industrial, manual), and finding these

unsatisfactory, had perhaps mistakenly thought of teaching as an

option which could satisfy their own unformulated and inchoate wishes.

Next, the "second time rounders"; those who had taken up teaching

as a second (or even third) choice.   In this group, there were some

who had already begun training for a different career (e.g. medicine,

dentistry, priesthood) but had been unsuccessful therein. There
were also those who had tried another sort of job (such as nursing
or social work) and had found it uncongenial. Both these subgroups,
therefore, come into a College of Education having made a more
deliberate choice on the basis of previous experience.

Lastly, the "late developers"; those who may be gifted in
several directions, and who were genuinely unable to make a definite
choice at the age of 18. This group often also includes people who
had been either overpersuaded or under-informed by their parents or
teachers; and who were not fully aware of the range of possibilities
open to them.

All these students - whatever their grouping - need a good deal
of discriminating help in coming to terms with their difficulty. For
some, the most honest and healthful solution is to resign from teacher-
training and take up other work. The majority, however, who are able
to gain sufficient insight into themselves and the motivating factors
in their choice, and who then decide to remain, undoubtedly have much
to offer to the profession.

In summary, the fundamental difficulty experienced by students
in this area was an inability to identify, clarify, and delineate
their individual and personal attitudes to work and profession in
terms of self-commitment and self-fulfilment.

(d) Religious beliefs and ethical values

Of the four themes now under discussion, this is the one which

tends to appear rather less frequently than the others.   There may

well be several good reasons for this; I would suggest that, in this

particular context, the explanation may be at least partly connected

with the nature of the client's psychological problem, with his or

her level of maturity, and with his or her personality type.

In those 72 cases where the theme was a significant factor, 4

different kinds of attitude could be differentiated.   One group

consisted of students who showed a rigid conformity to orthodox

belief; whether it were Roman Catholic, Anglican or some branch of

the Non-conformist Church.   At the other extreme, there was a group

who had completely rejected any form of belief, whose attitude was

one of negative hostility or hectoring facetiousness.   Between these

two, there was another group of uncommitted students.   Some of these

were uncertain, unconvinced, in a painful transitional phase; possibly

having thrown overboard the traditional religion of their parents and

not yet satisfied with any other.   The others were the explorers, the

seekers; to whom religious values were of real importance, but who could

not honestly accept what they had found in the orthodox bodies they had

met; some in this group were enquiring far afield - into Eastern

religions, or newer philosophical systems not yet fully established.

A few students whose therapy was at a deep level, were finding the

unconscious material thus activated to be of firm and significant

relevance.

A sizeable proportion of students were also experiencing problems

which were inter-personal rather than exclusively individual. By

this I mean that religious belief was a source of unhappy conflict

between themselves and other important persons in their lives - parents,

spouse, fiancé(e), brother or sister.

In summary, the fundamental difficulty experienced by clients in

this field lay in their inability to work out for themselves a meaning-

ful philosophy of living; to establish their own personal values and

to realise where they individually stand in relation to the cosmos.

Three individual case-studies are now offered, as a means of

showing different facets of the major ideas and processes already

discussed. Each of the three clients has given permission (which

is greatly appreciated) for the use of this material.

In accordance with accepted practice, the names are fictitious

and certain other relevant facts have been altered in order to preserve

anonymity. None of the changes in any way affects the basic

psychological or therapeutic situations under examination.

NAME	AGE	MARITAL STATUS	Degree of disturbance	No. of sessions and therapist	Referring Source
ANGELA	22	Single	Moderate	5 (M.S.) + 15 (MMK) = 20	Self
HARRY	41	Married	Mild	1 (MS) + 4 (MMK) = 5	College Principal
STELLA	20	Single	Severe	27 (MS) + 1 (MMK) = 28	Self (Tutors later advised)

Angela

This student presented herself for treatment because of personality difficulties. She had feelings of isolation and depression, and was unable to mix well with contemporaries. She came towards the end of her first year in College, in the latter part of the Summer Term; and she continued in therapy until the start of the Summer Term of her second year. This involved a total of 20 interviews in all, supplemented on occasions by letters and telephone calls, during vacations and at moments of particular stress.

Her own story, given in the early interviews, was as follows. She is the youngest of 3 daughters, her two sisters being at least 10 years older than herself and both married with young children. Her mother and father are alive, but the marriage is not happy. The mother is emotionally unstable and has had some medical treatment for this, with no very positive result.

All three girls were compelled - against their own wishes - to leave school at the age of 16, since the parents considered it financially impossible to let them stay any longer. Angela in particular resented this deeply, as she was already drawn to the idea of teaching as a career. She and her nearest sister were educated at a Secondary Modern School, the eldest daughter at a Grammar School.

Very relectantly, Angela then took up clerical work in a nearby office. After 3 unhappy years of this, and on her own initiative, she went to live in Belgium. Here she stayed for $2\frac{1}{2}$ years, earning her

living as a nanny and meanwhile continuing to study in her free time.

Finally, she qualified for entry to a College of Education, and is

now training to teach young children.   However, after the initial

gratification of achieving this longheld ambition, she had begun to

find that she was basically unhappy and insecure, lacking in self-

confidence and feeling very friendless.

Her personal relationships were not very satisfactory.   She did

not find her family congenial.   She had tried to establish bonds with

her mother, but this broke down partly because of the mother's

negativism and partly because of Angela's own feelings of frustration,

anger and rejection.   She was also jealous of her older sisters;   and

was increasingly aware that their attitude to her lacked warmth and

genuine interest, as well as appreciation of what she had achieved.

Her father was rather more positively inclined towards her, but they

hadn't much in common.   As a child, she realised that she had not been

wanted;   and that, in any case, her father would have much preferred a

boy.   She had only one close girl friend, who lived in the North;   and

no steady relationship with a boy.   Here again, her inner awareness

of not being wanted proved a barrier to establishing friendships.

Moreover, there had been some painful incidents in childhood, when

insensitive treatment on the part of her parents had caused her to

withdraw from contacts with other young people, especially if a sexual

element was involved.   Her mother had told her nothing about "the facts

of life", and there was very little demonstrative affection within the

family circle.

Her problem at this moment in time can best be expressed in her own words: "Now I feel I have no personality. I need to find who I am."

This realisation coincided with the end of term. During the summer vacation, she travelled student-fashion on the continent; and while in Austria she fell in love with a young man, Hans, in whose family she was staying. Although he was working away from his home, which he visited only for an occasional weekend, Angela and he nevertheless were able to spend a good deal of time together, and the relationship developed into something important to them both.

When term began again in the Autumn, Angela was no longer living in a College hostel. Instead, she chose - as did two fellow students - to have her own separate small flat in a large private house some distance from the Campus. This gave her a degree of independence which she preferred to the community life of a hall of residence. However, as in the preceding year, once the original glow of excitement, happiness and enthusiasm had died away, she was left with severe feelings of depression and futility; of intense fears of being alone, and of rejection. In addition - and partly as a result - her College work was also suffering badly. Once more, therefore, she sensibly renewed contact with Dr. Swainson, who helped her over the immediate crisis. Soon, it was decided that she should continue to explore her personal problems with the present writer (M.M.K.). After a total of 5 sessions

with Dr. Swainson, therefore, Angela began in November to work in
therapy with me, and this arrangement continued until mid-April (15
sessions in all).

In these 15 sessions, the therapeutic process passed through 3
clearly distinguishable phases. The initial phase, which lasted
until the Christmas vacation and covered 3 sessions, was a period of
transition and consolidation. The middle phase, lasting for most of
the Spring Term and covering 9 sessions, was a period of deep exploration.
The closing phase, which ended with Angela's setting out on Summer
School Practice and covered 3 sessions, was a period of integration.

The initial phase

During these 3 sessions, the main themes were again of relationships
- with her family, with one or two friends, and with Hans especially;
much additional material was produced, in amplification and illustration
of what had already emerged. At the same time, Angela's attitude
towards herself and her own problems, towards therapy and towards the
therapist, became clearer and more explicitly stated.

She was very appreciative of the extended opportunity for self-
discovery and understanding which had been given to her, and was
friendly, forthcoming, and cooperative towards the task in hand.
She found strength and relief, at this critical point, in being able
to talk out her misery and loneliness to an adult who was positively
disposed towards her without being over-involved or demanding. This
was an experience new to her and therefore doubly valued. She was

also able in this situation to express and recognise a good deal of her own negative feeling towards her mother and eldest sister.

The relationship with Hans was of enormous importance to her; and she gradually began to verbalise not only what was satisfying and lovely about it, but also some of her doubts and fears.   Essentially, these centred round two themes.   One was a basic unsureness of her own femininity, and a difficulty in expressing this in a man/woman partnership.   She became aware of her own unconscious tendency to wish to be the dominant member of the partnership and also to make too many demands on the other:- she expressed both a fear of, and a need to, "bleed someone to death".   The other, closely related, theme was that of marriage.   The marriages that she knew - those of her parents, her two sisters, and friends with whom she had been in daily contact while in Belgium - were all unhappy and unsatisfactory.   She was anxious that she and Hans should not repeat the pattern;   and was seeking for constructive ways to avoid this.   Slowly, she began to see that one of her own, hitherto unrecognised motives for getting married had been to find security and a refuge from loneliness;   and was therefore challenged to explore more deeply.   Not unnaturally, she was uneasy about the prospect, and expressed it herself in these words "Does this mean I'm afraid of what I shall find?"

During the Christmas vacation, she acquired both the courage and the incentive to face and overcome this fear, and the work then moved into The middle phase

Angela's opening words at the first meeting in January were "I've brought a dream". This readiness on her part to go into the area of the unconscious produced some highly significant material, which was presented partly through the medium of dreams and partly through painting.

The whole of this period was a painful and difficult testing-time for Angela in which she came to experience and gradually to understand, at a vitally meaningful level, the chief ingredients of her depressive unhappiness. It is clearly unsuitable, in the present context, to go into personal and intimate detail of the wealth of material that was presented. It must suffice to say that, through the symbolism and imagery of the unconscious process, she got into touch with many child-hood fears and needs, some of which were based on outer reality (for instance, she was born in 1942 when intensive air raids were taking place) and some of which were part of the inner world of fantasy. Much important and highly relevant sexual experience and emotion was also revealed. At times she touched the level of the archetype, when the dream imagery went beyond the purely personal and individual, and presented material related to universal human experience.

In summary, it is true to say that the cooperative three-cornered relationship between Angela, her unconscious processes and the therapist, resulted in the realisation of contents which ranged from beauty to savagery, from the emptiness of the desert to the richness of the palace, which illustrated both the animal and the spiritual elements of sexual experience, and which contained the ingredients of comedy as well as tragedy.

It is not surprising, either, that the whole process called
for considerable courage, devotion, and determination, and that it
demanded a good deal of attention and energy.   At times, Angela was
very tired and listless, and disinclined to undertake her commitments
of College work.   However, by the last weeks of the Spring Term, it
was evident that the time had come for

The Closing phase.

Now, attention was chiefly centred in integrating into conscious
life the insights and understanding which deep exploration had provided.
Although it would be rash and unreasonable to claim that this integration
could possibly be fully achieved in a short space of time, it is never-
theless of interest and significance that the following events took
place before Angela started out on her Summer Teaching Practice.

She visited Austria again during the Easter vacation, and found that
the relationship with Hans was richer and more rewarding than at any time
before.   They planned to marry at a definite date, and arrangements were
set on foot which would enable Hans to spend several months, in the near
future, working in England, so that they need not be so widely separated
in space or in time.

She visited her parents' home;   and after two or three fruitless
and discouraging attempts, managed to have a serious and reasonably
sympathetic talk with them, in which for the first time she told them
of her relations with Hans, which they accepted with more understanding
than she had dared to hope.

She set about tackling a considerable backlog of College work,
and found it less formidable and difficult than expected.   When she
was in need of tutorial help in this, she found herself not only able
to ask for it but also able to communicate her problem in such a way
that she received more meaningful help than heretofore.

She was now determined to complete her course of training, and
if possible to make a success of it;   previously, she had more than
once felt it was beyond her and that she would have to give it up.

She felt much more sure of herself, more self-confident, more of
a real person, happier and more mature.   She was also able to recognise
with realistic insight, that her difficulties were not yet all over
and that more work, on herself and on her relationships, would be
needed;   but she could see the value of this and had a genuine wish
to learn more in this area.

Harry

This man was referred to the Psychological Service by the College
Principal.   His application for entry - at the age of 41 - had been
favourably considered;   but after interview, the Principal wished for
a second opinion of his psychological suitability for the profession.
Harry therefore had one diagnostic session in June;   the main presenting
features being a slight stammer and considerable tension.   After further
discussion following the interview, it was decided that (a) Harry should
postpone his official application for entry to College by at least one
year;   (b) he should attend the Speech Therapy Clinic for possible

treatment for his stammer; and (c) he should be offered further psycho-
logical help in the Autumn Term (this to be given by M.M.K.) This
offer he accepted, and Harry and I therefore met for a total of 4
sessions in October and November.

Since his desire to train for teaching was an important motivating
factor in accepting therapeutic help, this theme (of a new and demanding
occupational change) became the springboard for much of our work
together. Born in a working-class home, his own education had been
cut short at the age of 14 because of his father's death. Harry left
school then in order to help his family finances. After several
abortive attempts in other directions, he finally found work in electrical
engineering, and by steady determination he had managed to acquire training
and skills, so that over the years (including Army Service) he had gone
as far as was possible in the trade. He had never really likedit,
however; his own interests lying much more in music, in books and writing,
and in the open air. Being intelligent, persistent, and hardworking,
he had done much to educate himself in these directions. However, the
hurdle of "O" levels was still to cross; and one major reason why we
did not work longer than 4 sessions was the fact that Harry was already
spending 3 or 4 nights a week at evening classes in a sustained attempt
to gain the minimum number required.

His motives for wishing to teach were varied; and some sprang from
deep roots. The more superficial ones he was fully conscious of, and
explained clearly at the outset in a reasonable, humorous way. His

boredom with, and distaste for, his present work was plain and under-
standable - so was his desire to develop his longstanding interest in
books and ideas, which had for some time necessarily remained dormant.
Factors which were more hidden from his awareness, and which it was
part of the therapeutic process to discover and clarify, were those
also connected with his speech disability and his physical and
psychological tensions.

His attitude to authority, and to personal relationships in general,
was crucial here. He began to remember - and to recreate, with feeling-
content - some painful experiences in his early school days. His ability
in English had been obvious, even as a young boy; unfortunately, however,
it also precipitated at least one experience round which much unhappy
emotion was crystallised. His superior achievement was held up as an
example to a class of older boys. Resenting this, they had set on him
in the playground and had subjected him to some severe bullying. By an
extraordinary and unintentional fluke, the ringleader of the attack -
making for Harry - missed him at one moment, and instead, severely damaged
his own hand. Then occurred the critical moment; Harry was the one
who got punished by the Headmaster. The child Harry found it difficult
to make sense of all this, and the adult Harry, while remembering the
episode during therapy, clearly showed the mental and emotional
confusion which resulted. He appears to have dealt with this in two
ways - repressing and denying his real feelings (since they were too
dangerous to admit), and then constructing a highly rationalised

explanation regarding the behaviour of adults in authority. However,

on later occasions, when in the presence of a man who was, for instance

a potential future employer - someone who, metaphorically speaking

"towered over me", to use Harry's own words, then his difficulty was

evident, in extreme tension and stuttering speech. Or, on another

occasion, with his young daughter, he was astonished and even terrified

by the strength of his own anger when she inadvertently damaged a table-

lamp he had been making. He realised later that the punishment he gave

her was much too severe, and was horrified at the way "she edged away

from me" for some time afterwards.

His relationship with his daughter was highly important to him in a

number of ways, not all of which he was fully aware. On another occasion

during therapy, an apparently trivial episode, connected with her,

triggered off for him a deeply buried memory of his own childhood

experience in hospital. This helped him gradually to understand more

about his relationship with his mother, and to realise feelings of early

deprivation and rejection which he had not remembered for years.

It was clear throughout, in fact, (and from more evidence than can

suitably be given here) that his feeling side was underdeveloped: and

it was put to Harry that this of itself might make difficulties for him

in the teaching profession. He was able to recognise the validity of

this observation and, at least in part, to accept its reality.

However, after 4 sessions, it was not considered right at that stage

to pursue the matter any more deeply. Harry was determinedly engrossed

in his educational studies; which were engaging the major part of his

time and energy outside his factory job.   The therapeutic work so far

undertaken had brought quickened insight, had stirred considerable

interest, and had released some tensions.   His speech disability

was considered, at the Clinic, not severe enough to warrant treatment.

His claim on the time and responsibility of the Psychological Service

was not sufficiently great to warrant further sessions.   Therefore, with

Harry's agreement and appreciation of the work already done, treatment

was terminated.

Stella

This student came to the Service on her own initiative, because

of a serious inability to work.   She found herself completely unable

to concentrate and therefore in considerable difficulty with essay

commitments;   her attendance at lectures and classes was also spasmodic,

and tutors were naturally beginning to object to this.   Later on in

therapy, it proved necessary (with Stella's consent and contribution)

to keep tutors advised of treatment and informed of progress.   This

had the valuable result of subsequent improvement and understanding and

relationship between student, tutors, and therapist.

The opening interviews disclosed - behind the initial study problem

- a picture of personal unhappiness and disturbed personality, in which

family background, educational history, career choices, and personal

relationships all played their part.   She was the youngest daughter

of elderly parents;   not planned for, after the birth of her two sisters

13 and 7 years older than herself.   She had never felt able to communicate

with her family at any real level; maybe, she thought, because she
had had a better education than any of them. She went as far as the
1st year of the Sixth Form in the Grammar School. Her parents refused
to consider University entrance, partly because of the expenses, and
partly because she was the youngest. She therefore left school, and
did mental nursing for a spell. Finding this unsatisfactory and un-
congenial, and being told by her parents to "do what you like", she
took up unqualified teaching, still living at home. After a period
of this, she applied for training and was accepted at College. At
first, she found the course interesting: but for her, it covered too
broad a field. She felt her own preference was to go more deeply into
fewer subjects. Among her contemporaries, she had a very large number
of acquaintances but only one friendship of any depth with another girl.
She claimed to have "millions" of boyfriends, but few of these had any
real meaning for her. In fact, she was very concerned about the
transitory, shallow and fleeting nature of all her relationships, and
about her own lack of a personal centre. In her own words "I don't
know what I think about life. I'm just drifting. I feel unable to
cope with anything. Everything is a major effort. I've nothing to
live for... There are bits of me everywhere, none are _me_. I don't
know who or what I am... I feel I left school unfit to live".

These themes were explored more fully and in greater depth in the
next 3 sessions, during which two major and related preoccupations
emerged. One was her constant sense of personal unreality and the

lack of feeling: the other was her attempt to escape from this by

the physical expression of sexual relationship. This, in its turn,

however was no more than a temporary alleviation, and led ultimately

to deep frustration and guilt: as she said, "it's not a relationship

in anything but a physical sense; just sex, quite cut off from love."

Not surprisingly, the young men involved were also disturbed people,

and this Stella found to be an additional and unwelcome complication.

At this point, she became seriously upset by the fuller realisation

of the emptiness of her past and present life, and by the poverty of her

attempts to compensate for this.   For a period, she found herself unable

to continue therapy, and ignored a subsequent enquiry from the therapist.

However, during the next academic year, and thanks partly to discreet

pressures from the College staff and partly to the encouragement of a

former boyfriend (now himself in treatment) she returned, and was able

to see the process through to a better conclusion.

It was clear during the next few sessions that Stella was in a very

critical state, both in her College work and in her inner life.   She

felt very near complete disintegration.   "I don't care any more.   I

exist in a sort of daydream, a state of nothingness.   I've always

wanted to be not involved; it's dangerous, because I'm afraid of losing

my identity as a person.   I never talk to my mother about anything.

I'm terrified.   If I do, either she cries or I cry: and if she cries,

it drives me mad.   I just can't see a way out of the College situation

at all.   I just _can't_ work."

Finally, it was decided that the most satisfactory solution would
be for her to withdraw from College for a year; meanwhile she should
remain in Leicester, doing unqualified teaching, and continuing in
therapy throughout.   It was further agreed to change her Main Subject
to Drama, which gave more scope for the creative talent that was dormant
in her, and which also made fewer demands on written work, where she was
still badly blocked.   Moreover, she started to paint in a therapeutic
group, which was ancillary to the Psychological Service.   These moves
helped her to get more nearly into touch with her repressed and deadened
feeling, and eventually led to the revival of repressed material of
considerable importance.

Another area which was given a good deal of attention was that of
personal relationships.   The relation with the therapist was necessarily
very significant to Stella: but, because of her previous childhood
experience, also very difficult and potentially dangerous.   This situation
called for much intuitive understanding and untroubled acceptance on the
part of the therapist, as well as for delicate probing and an immediate
and calm readiness to adjust where necessary.   One of Stella's fears
in this connexion - whose expression was therapeutically very valuable -
was "that part of me splinters into a thousand fragments and won't come
together again".   After explaining what it was in the therapist's
behaviour which she had just then found so difficult, she was able to
ask "Can you try another tack?".   At a later stage, when she had started
her temporary job, she also had to work through difficulties in relationship

to the older woman who was in charge of the nursery; by now, she had

more insight and understanding, and was able to do this at least

adequately.

The other major relationship dealt with was the heterosexual one.

Here, she managed to free herself from some of her compulsive need for

physical relations, and also to act more independently at a personal

level. She became able to take the initiative in ending one unsatis-

factory affair, and to behave more maturely in response to another.

She grew to understand more of the emotional dynamics involved, and to

express both anger and dependence.

In two other directions, her ability to make meaningful contact with

others was also manifest. First with her parents, whom she invited to

see her act in a local dramatic society production, and then had at her

flat for the weekend. This, in brief, is a significant indication of

the progress she had made in coming to terms with this basic problem.

Secondly, she formed a congenial and harmonious relationship with

another girl student, with whom she eventually took on the responsibility

of a flat. This provided stability and independence, without isolation,

and an opportunity for testing out in a reality situation some of the

painfully acquired self-understanding vis-a-vis another human being.

Finally, having got in touch with what she called "a source of life

inside", she was able to develop her hitherto unformulated interest in,

and awareness of, religious and philosophical matters. She read, talked,

discussed, explored in this area - not only in the latter part of her

therapy, but also outside, with friends she had made in the locality. Some important dream material which she produced was influential in crystallising her direction here.

In more practical matters, she had succeeded in completing her temporary job, and learning thereby a good deal about children and teaching. She had also made the necessary contacts with College tutors in order to be ready for work when she resumed her course in the forthcoming academic year. In her final session of therapy, she recognised that she had still much psychological progress to make, but felt more confident in her ability to achieve this without intensive help. Her primary aim at the moment was to complete her training successfully and to consolidate the work she had done in therapy.

It is worth adding that, in a follow-up session with the present writer (M.M.K.), some four months after she had last seen Dr. Swainson, Stella reported herself well, and working hard. She gave evidence of sustained development, with a confident awareness of future potentiality.

PART III CONCLUSIONS

Chapter 8

Summary and Suggestions

The evidence, both quantitative and qualitative, which emerges

from the 3 pieces of field-work just described, would seem to give

a large measure of support to the underlying hypothesis of the

enquiry.   The College years are, indeed, stressful to many students,

by reason of one or more of the following factors:

(a) the developmental tasks they are facing;

(b) the challenges, intellectual and emotional, social and

personal, which are implicit in the course itself;

(c) intrinsic personality weaknesses which may be highlighted

and precipitated by either or both of the above.

Moreover, the predicted areas of difficulty are, in general,

borne out by the findings, i.e. (a) the work situation, theoretical

and practical; (b) personal relationships, of all kinds, inside

and outside the College situation; and (c) the beliefs and values

which underlie the student's approach to work, to life, to self.

Thirdly, it may be inferred from the material produced that

the student population under consideration, at varying levels of

effective understanding and insight, is to a considerable degree

engaged on a process of self-discovery in regard to themselves

- as persons

- as teachers

- as interacting human beings

- as members of society

- as individuals concerned with ultimate values.

In terms of ego-strength, it appears reasonable and justified to conclude that the students may be grouped in the following categories:

(a) those with a <u>high</u> level. It is most likely that, commensurate with ability and aptitude, these students will be functioning well, both in work achievement and in personal fulfilment;

(b) those with a <u>medium</u> level. It is most likely that these students will be functioning adequately, though not optimally, in work and in their personal lives;

(c) those with a <u>low</u> level. It is most likely that these students will evince serious ineffectiveness in work, and marked unhappiness as individuals. Among them will be included those who, at some point, need specialised psychiatric help to deal with their difficulties. Among them may also be found those who, given the necessary support and opportunity for insight, will eventually operate with a marked degree of success, both professionally and personally.

Three additional factors emerge from the enquiry.

First, the greater prevalence of stress and unhappiness than has in
general been hitherto acknowledged or accepted.   In terms alone of
psychological maladaptation, it is suggested that the evidence here
provided lends convincing support to the figures recently produced
by the Committee of Social and Preventive Medicine in their 1966
Report on the Student Health Service, i.e. "about 5% of students have
psychological disorders which cause serious distress and prolonged
handicap.   A further 10 - 20% have minor, but in practice, important,
disorders that are often transient, but which may need skilled help
if interference with effective study is to be lessened."   (p. 5).

Second, the students' appreciation of the underlying reasons for,
and purpose of, the study;   the readiness and honesty of the
majority in producing relevant and meaningful material;   and the
constructive suggestions they offer towards amelioration of their
difficulties.

Third, the consequent necessity of giving thought to the current
situation in College of Education, in attempting to answer the
questions:_   What is now being done to provide effective help for
needy students?   What more is required?

     This matter will now be examined in some detail.

A.   <u>What is being done to help?</u>

     It was not possible, within the scope of this enquiry, to make
a precise or extensive investigation of the country-wide situation.

What follows is based on empirical knowledge gained from several
sources, both during the period of study and outside it.

Colleges inevitably vary; nevertheless, the large majority
will give evidence of some or all of the following psychologically
positive factors.

(a) A sense of community, with some degree of underlying
philosophy which gives cohesion and meaningfulness.

(b) A sense of satisfying purposefulness in the vocational
task itself.

(c) Opportunity for creative self-expression, and for a level
of social and personal interaction which is growth-promoting.

(d) Democratisation of the administrative structure, whereby
students have effective opportunities for participating in
decisions relating to their College life and work.

(e) Organisation of the College's professional task (both in
curriculum-planning and in teaching methods) in ways which
allow responsible choice, personal commitment, freedom to
pursue both individual interests and cooperative projects.

(f) Individual working relationships between staff and students;
including, where it operates effectively, the "personal tutor"
system.

Conditions such as these are recognisably conducive to the
promotion of sound and healthy development, certainly at professional

level, and possibly at social and personal level also.

Interestingly enough, it appears that these conditions may additionally serve to accentuate, if not to precipitate, personality weaknesses and inadequacies hitherto latent, though already in existence.

What resources are available to help the latter category of students?

It is in this area of need that the present provision is demonstrably insufficient. Doubtless, the outstandingly disturbed students will eventually be discovered, and referred to the available medical resources, either inside the College or, through appropriate channels, outside it. There will, however, remain an appreciable number of students who, while not in the category of those obviously needing medical and/or psychiatric care, are nevertheless suffering from a degree of stress which, in varying degrees, will adversely affect

(a) their work achievement: even to the extent of their withdrawal from the course, voluntarily or otherwise;

(b) their physical well-being: in terms of

- lowered resistance to infection

- greater fatigue

- increased sensitivity to environmental pressures

- development of psychosomatic symptoms;

(c) their personal and social development: such students are

likely to

    - remain arrested at an adolescent, or even

     earlier, stage of growth

    - be withdrawn, shy, isolated

    - make undue and unreasonable emotional demands

     on fellow-students and/or College staff

    - show overt or tacit rebellious and anti-social

     behaviour.

It is clear that such students do not, as yet, fall into any

grouping for whom effective help is provided on a recognised scale.

What most often happens is one or more of the following eventualities:

(a) an appreciable amount of further tutorial help is given by

already overburdened conscientious (and possibly over-anxious)

members of College staff; without, however, necessarily

improving the student's work achievement;

(b) the student decides to withdraw from the course before its

completion, or struggles through to the end, and either fails

outright or achieves a bare pass;

(c) the student frequents the College Sick-bay for a variety of

minor ailments; without getting relief for the real trouble,

his emotional difficulties;

(d) the student's behaviour becomes sufficiently notorious for

him to fall foul of the College authorities, whereupon he is
treated at the level of a "disciplinary" problem.

B. What more can be done?

Evidence and experience suggest

(a) that there is a sizeable group of students, and a recognisable
area of difficulties, which are not being suitably or sufficiently
helped by present resources;

(b) that these students and these difficulties could be more
effectively treated through a process of psychological
counselling;

(c) that this could best be done by the creation of a Counselling
Service; whose staff would, ideally, be trained in the special
skills and techniques involved, as well as being acquainted with
the student age-range and informed about College life and work.

Some necessary conditions for the operation of such a Service
are outlined below.

(i) that the Counsellor's help would be available to students
by means of self-referral, as well as on the suggestion/advice/
direction of members of staff;

(ii) that confidentiality would be a basic and guiding principle
of all work done;

(iii) that the Counsellor would need to work at times in

cooperation with the medical personnel serving the College;

(iv) that the ratio of students to Counsellor, and the location

of the Service, would need to be decided in individual cases

according to particular needs and conditions.   However, a ratio

of 1000 students to 1 full-time Counsellor has been thought

right by some workers.   It is also possible that a centrally

placed Service might be established to serve the needs of several

geographically accessible Colleges;

(v) that the Counsellor would not normally be involved in teaching

or administrative responsibilities;   these being generally out of

keeping with his special role, and with the nature of his relation-

ship with student-clients.

The creation of such a Service would offer to Colleges of Education

facilities which are becoming increasingly available to students at

Universities.   The tentative beginnings of counselling work in

schools have also been in evidence during the last 2 or 3 years.

It is reasonable, therefore, that the opportunity should be extended

to Colleges, with their special needs and their particular and significant

place in the total educational framework.   The experimental work

already undertaken by a few pioneers in the field needs now to be

consolidated and enlarged.   The advantages are likely to be considerable,

in terms not only of increased teaching man-power in numbers and quality,

and of the most economic use of limited financial resources, but also in

terms of professional effectiveness and personal well-being.

A P P E N D I C E S

1. To Chapter 5.   Syllabus in Education in use
                          during the experimental period.

2. To Chapter 6.   a) The Questionnaire.

                          b) Letters to Principal and Senior
                             Student.

                          c) Tables of raw figures of data.

3. To Chapter 7.   The notice for students regarding
                          the Service.

A Syllabus in Education for the Secondary Stage

(An interpretation of the Course laid down by the University of

London Institute of Education)

I. <u>Aims</u>

For almost all students, both the Theory and the Practice of

Education as a particular branch of study will be completely new;

it will differ in this respect from other work undertaken in College,

which is largely a continuation, a deepening and an expansion of

knowledge and skills already begun elsewhere.

The students will therefore need

(a) An opportunity to learn something of the basic principles

of the generally accepted body of knowledge in such fields

as Psychology and Sociology.

(b) An opportunity to clarify, and to make conscious and

explicit, the concepts about education which they already

possess, and to relate these to:

i) the ideas of some of the great educators, past and present,

ii) the needs of the children and young people who will be

entrusted to their care,

iii) the demands of twentieth-century society.

(c) Opportunities for

i) the observation of children of all ages, both in and

out of school,

ii) the observation of the methods of experienced teachers,

iii) the undertaking of teaching themselves, under guidance
and supervision.

II. <u>Methods</u>

1. Lectures.

2. Discussions: a) in whole groups,

b) in small seminar groups,

c) with individual students, as and when the
need arises.

3. Recommended reading.

4. Written essays, and reports of investigations undertaken.

5. Educational films, and discussion thereon.) Often jointly

6. Talks by visiting speakers.   ) undertaken with

other Education

groups.

7. Guided observation of individual children.

8. Visits to schools and institutions of various types.

9. Work in schools, under the guidance of College lecturers.

10. Block periods of teaching practice.

III. <u>Course of study in the Theory of Education</u>

<u>Notes</u>

1. The course indicated below is not to be considered completely

rigid and binding.   There will be occasion and opportunity

for flexibility, modification, and enlargement in accordance

with

> a) the needs, abilities and interests of students in any
>
> one group,
>
> b) the new information and material gained from current
>
> and future research in the relevant fields,
>
> c) my own growth and developing viewpoint.

2. Although the students, at the end of the College course,

will be taking 3 separate papers:- in (a) Principles of

Education, (b) Educational Psychology and Child Development,

and (c) Education in its Social Aspects - it has not been

thought necessary to make any such divisions in the course

outlined below, which attempts to cover the requirements

for all papers.

3. Although the topics are classified for convenience, this

arrangement is not intended to divide the material into

watertight and mutually exclusive compartments.   There

will necessarily be some linking and cross-reference, since

the course is conceived of as an integrated whole, composed

of a series of interrelations.   The unifying theme and

purpose is the gradual all-round maturing of the student,

both personally and professionally.

<u>Year I</u>

A.   Child Development

    1. A study of the characteristics of behaviour in the
several phases of development: infancy, childhood,
adolescence, maturity.

    2. The interrelatedness of various aspects of growth –
physical, emotional, social, intellectual, spiritual.

    3. Basic psychological needs, in terms both of optimum
individual development, and of responsible social
contributing.

    4. The importance of play: its function and place in
personality development.

    5. The dynamics of personality.

        The concept of mental health.

        Maladjustment. Child Guidance.

    (N.B. In the 1st year, this topic will be touched on
fairly lightly: further study and understanding will
follow in the next two years, as the student gains
herself in maturity, self-knowledge, and experience
with children)

B.   The Development of the English Educational System

        In this area, the relation between educational provision
on the one hand, and the social background and intellectual
climate of the time on the other, will be borne in mind

throughout.   Where relevant, reference will also be made

to the practice of education in other countries.

1.   The earlier stages, up to the decline in educational

standards and ideals in the eighteenth century, will be

treated pretty rapidly.

2.   The development of our system through State interest

and control in the 19th and 20th Centuries will be discussed

in greater detail.

3.   Attention will be paid to the contribution made by

     a) thinkers and writers on education,

     b) educational reformers and experimenters.

4.   The organisation of secondary education since 1944,

with its related problems of selection and transfer,

curriculum etc., will also be studied.

     New patterns, such as Comprehensive education, the

Leicestershire plan, the Southampton scheme, the West

Riding experiment, will be examined.

     Relevant H.M.S.O. reports of the Advisory Council,

such as Crowther, Newsom, Albemarle will be used.

Year II

A.   Adolescence

     Although a certain amount of attention will have been

given to this field in the 1st year, as part of the

recognition paid to the continuity of growth, it is clearly

necessary, for Secondary students especially, to pay particular emphasis to the years from 11 to 18.

The theme may conveniently be considered from 3 angles.

1. The Adolescent in the Home environment.

    a) Bodily changes.

    b) Attitudes towards adolescence in varying cultures; the effect of the impact of the social environment on the growing boy and girl.

    c) Theories about adolescence.

        Rousseau; Stanley Hall; Freud; recent research findings; modern American psychology and its interest in the self-concept - Maslow, Jersild, Allport, etc.

    d) Emotional needs of adolescents.

        The concept of emotional maturity.

        Parent-child relationships.

        Good parenthood; and the reverse.

2. The Adolescent at School

    a) The emergence and establishment of individual differences, in endowment and ability.

        i) Methods of measurement.

            Intelligence tests.

            Attainment tests.

            Diagnostic tests.

            Cumulative records.

ii) Provision for special cases; dull, gifted,

mentally handicapped, backward children.

b) The learning process.

Psychological bases of knowledge and skills.

Perception. Concept formation. Remembering

and forgetting. Reasoning. Imagination.

The interrelationship of learning and teaching.

Aids to learning. Audio visual techniques.

Programmed learning.

c) Personal and social development.

The concept of social maturing.

Personal relationships - family,

single-sex or heterosexual

friendships,

Gangs; groups; clubs.

Pupil-teacher relationships.

Group membership: leadership,

we-feeling,

toleration of differences,

Prejudice,

Status and role.

The school as a Social Organism.

3.   The Approach to Maturity

The transition from school to work.

Vocational guidance.

Problems of living.

Maladjustment and delinquency

B.   Philosophical and Educational Ideas.

1.   The relationship between philosophy and education:
the contemplative and the active.

2.   The need for making explicit one's own aims and ideals,
and for assessing them in relation to some of the important
thinkers past and present.

The teachings of e.g. Plato, Rousseau, Dewey.

3.   The relation between individual and social aims in
education.

Education for personality.

Education as guidance.

The school as a society.

Education for democracy.

Freedom, responsibility, discipline.

The education of the whole child.

4.   The concept of values.

The place of religion in education.

Aesthetic education.

Scientific and technological education.

Year III

Terms 1 and 3 of this year will be largely given up to

(a) the Final Practice

    and

(b) the Final Theory examination.

In term 2, the chief need will be to knit together the work done over the preceding years.

For this purpose, the work will be undertaken largely on a tutorial basis - with individuals and small groups. This is the time when the Student will be completing her special exercise or essays; and will have delineated more clearly her own special interests in the larger field.

Therefore, no additions to the syllabus so far given are made. The year is devoted to a rounding out and deepening of the student's understanding and meaningful use of the ideas already presented.

"To teach men how they may learn to grow independently and for themselves is perhaps the greatest service that one man can do for another - and how to grow, if possible, in after life. I hate to meet a man whom I have known ten years ago, and find that he is precisely at the same point, neither moderated, nor quickened, nor experienced, but simply stiffened." (Benjamin Jowett)

QUESTIONNAIRE

for Students in Colleges of Education
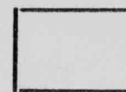
You are invited to participate in an enquiry which is designed ultimately as a contribution to students' personal and professional welfare.

Anonymity will be strictly preserved throughout. You are not therefore requested to give your name ; but an essential minimum of individual information is, of course, initially required.

You are asked to read the document carefully, and to answer the questions as honestly, as freely, and as fully as you can. Your own attitude of seriousness, sincerity and truthfulness will be a major contribution to the success of the investigation.

PROCEDURE

The questionnaire consists of an introductory section, a central section, and a concluding section. The **central** section is divided into three parts, each of which contains

(i)   specific questions, which require answers on a five-point scale. Will you please give these answers by means of a code number, as follows :

1   means HARDLY EVER : or an unqualified NO
2   means OCCASIONALLY
3   means SOMETIMES
4   means FREQUENTLY
5   means NEARLY ALWAYS; or an unqualified YES

(ii)   space for your own further comments, examples, opinions, feelings, etc. Please USE this opportunity to expand and amplify the question material.

A. INTRODUCTORY Section

Please give the following details about yourself and your course at College :

TODAY'S DATE :.................................

SEX :.................................   AGE :.............years.............months

At what age did you decide you wanted to teach?   ....

Are you taking the FULL three-year course?   ....   YEAR in College

Are you taking the SHORTENED two-year course?..........................   NOW

Are you taking the SHORTENED one-year course?..........................   ....

MAIN SUBJECT(S) :   AGE GROUP for which you are training :
                                                 (*Please use the official College wording here*)

Are you a DAY student?   ....   Are you MARRIED?   ....

Are you a RESIDENT student?   ....   SINGLE?   ....

Are you BILLETED or   ENGAGED?   ....
  in approved LODGINGS?   ....

Your NATIONALITY?   Your FATHER'S OCCUPATION?

....

B. CENTRAL Section

As a student in a College of Education, you are presented with certain challenges in your living and working. Some suggested areas of challenge are listed below. The impact of these is likely to vary from student to student. You are asked to indicate, by means of the code number described above, how far each is relevant to YOUR OWN PARTICULAR experience.

I. THE WORK SITUATION.

(a) STUDY :

(1) Do you find it difficult to concentrate

    (a) in lectures? ... ...

    (b) in practical work? ... ...

    (c) in seminar discussion? ... ...

    (d) in private study? ... ...

(2) Do you have difficulty in fulfilling assigned tasks? ... ...

(3) Do you have difficulty in organising your work purposefully? ... ...

(4) Do you find yourself day-dreaming? ... ...

(5) Do you feel the College course to be unduly competitive? ... ...

Space for further comment :

(b) TEACHING PRACTICE :

(6) Do you enjoy Teaching Practice? ... ...

(7) Do you experience difficulties with regard to

    (a) preparatory work for the practice? ... ...

    (b) the subject material of your lessons? ... ...

    (c) the appropriate teaching approach? ... ...

    (d) the establishment of a satisfactory working relationship with the children?... ....

(8) Do you feel anxious

    (a) in the classroom when alone with the children? ... ...

    (b) in the classroom when a member of the School staff is present? ... ...

    (c) in the classroom when a College supervisor is present? ... ...

    (d) over the College rating of your achievement? ... ...

    (e) over the report that will go from School to College? ... ...

(9) Do you find difficulty in

    (a) recognising your own mistakes? ... ...

    (b) assessing your level of success? ... ...

    (c) accepting your share of responsibility when things go wrong in a lesson?... ....

(10) Do you get more physically tired on Practice than during the rest of the term? ... .

(11) Do you get more irritable on Practice than during the rest of the term? ... ...

Space for further comment :

(c) VOCATIONAL CHOICE :

(12) Do you wonder whether you have, in fact, chosen the right career? ...   .

(13) Have you seriously considered, during your College course, any alternative career?   ....

(14) Have you wondered whether to give up your training?   ...   .

(15) Do you experience any conflict between the claims of a teaching career
and of marriage?   ...   .

(16) Are you concerned about the financial rewards of a teaching career?   ...   .

(17) Do you feel equipped to meet the responsibilities of teaching?   ...   .

Space for further comment :

II. RELATIONSHIPS WITH PEOPLE.

Do you have difficulties in relationship with

(18) family?   ...   .

(19) friends of your own sex? ...   .

(20) friends of the opposite sex?   ...   .

(21) neighbours in living,

     e.g. fellow students in Hall of residence?   ...   .

           partner in flat?   ...   .

           hostess in billet?   ...   .

           (for DAY students) :
           parents/siblings, etc., at home?   ...   .

(22) colleagues, i.e. fellow students in your various working groups?   ...   .

(23) children whom you teach?   ...   .

(24) staff in schools where you practise?   ...   .

(25) College lecturers?   ...   .

Space for further comment :

III. BELIEFS, VALUES, ETC.

(26) Are you disturbed by the fact that you are not yet financially independent?   ...   .

(27) Do you have difficulty in making up your own mind on social and political issues?   ....

(28) Do you experience any problems or anxieties concerning your own sexual behaviour?   ....

(29) Is religion, in whatever form, meaningful to you? ...   .

(30) Do you have confidence in your ability to distinguish between right and wrong? ...   .

(31) Do you attach importance to the search for self-knowledge?   ...   .

Space for further comment :

C. CONCLUDING Section

N.B. : The five-point scale does **NOT** apply in this Section. where the questions are intended to give you the opportunity for free expression of your ideas and feelings.

(32) Do you consider that this document has, so far, placed too much emphasis on the **difficulties** of student life?

(33) Would you like to indicate what you consider to be the chief advantages, rewards, satisfactions of being a student?

(34) What is, **for you,** the most POSITIVE aspect of your life and work as a student?

(35) What is, **for you,** the most NEGATIVE aspect of your life and work as a student?

(36) Apart from difficulties already mentioned above, is there anything else that worries you?

(37) Do you feel that, besides your fellow students, there is anyone in College to whom you could go for help and advice in personal matters?

(38) Have you any suggestions to make about the provision of further facilities for the promotion of

    (a) students' professional welfare?

    (b) students' personal welfare?

(39) Is there any comment you would care to make about this questionnaire itself?

THANK YOU FOR GIVING YOUR TIME AND THOUGHT TO THIS ENQUIRY.

Dear Principal,

I am writing to ask whether you will be kind enough to allow your students to participate in a research project which I am undertaking - under the supervision of Dr. Mary Swainson, of the Psychological Advisory Service attached to Leicester University School of Education - into the important and virtually uncharted field of Personality and adjustment problems of students in training for teaching.

I shall be most grateful if you will give the accompanying documents your sympathetic attention. They consist of (a) a questionnaire which it is hoped will elicit some valuable and necessary information regarding the ways in which students react to their varied College experiences; and (b) a letter addressed to the President of your Students' Union, inviting their cooperation in carrying out the enquiry. I am hopeful that you will find these documents sufficiently informative in themselves to enable you to arrive at a decision.

If, as I trust will be the case, this decision is a positive one, perhaps you will be good enough to pass on the letter and the questionnaire to your College President for his/her attention. If you decide against participation, may I ask you to return the documents to me in the enclosed envelope? In any case, I should be much interested to receive any comments you may care to make;

and also, of course, to answer - to the best of my ability - any

further queries you may wish to put.

I shall look forward to hearing your reply.

Yours sincerely,

(Miss) Muriel M. Kay, M.A.

Dear President,

I very much hope that this letter, and its accompanying document, will not only engage your interest and attention, but will also arouse your readiness to cooperate in an enterprise of some importance to students in Colleges of Education.

Let me explain a little. As an Education Lecturer in a London College, I have for some time been conscious of the numerous and varying demands which College life and work makes on students, and of the different kinds of response they offer to these stresses. I am now undertaking some organised research into this comparatively neglected field of enquiry, and I need to collect some firsthand information about the ways in which students in different parts of the country meet the experiences of College life. I want to know, in fact, from students themselves what it feels like to be a student in 1965/66. To this end, I have constructed the enclosed questionnaire - with some invaluable assistance, I might add, from several of my former students, by way of comment, criticism, and constructive suggestion. It has also undergone some further amendment after a preliminary pilot survey, and is now ready for use on a larger scale in its present form.

Your College Principal has been kind enough to agree that I should approach you, as the official representative of the student body, in order to invite your participation in what may well prove to be a stimulating and exciting enterprise. There is no doubt that the

material you are generous enough to provide will be of considerable

value to this immediate research project.   It could also have a

significant effect oß the future provision of services which we may

eventually be able to offer, for the benefit both of students'

personal well-being and happiness, and of their increased professional

effectiveness.

There are a few further points I should like to make, as briefly

as possible.

a)   The students can be assured that the completion of the questionnaire

is entirely voluntary, anonymous, and confidential.

b)   There will be no "leakage" of the information they give.   They

may be interested to know that, at the end of the research, the

results will most likely be published as an article in one or two

educational and/or psychological journals - possibly even in book

form.   Here again, it goes without saying that every care will

be taken to preserve anonymity and confidentiality.

c)   The administrative procedure is left in your own good hands.   I

ask only that the whole College personnel be given the opportunity

to participate if they so wish.   I need information from both

sexes and from all the year groups.

d)   A reasonable estimate of the time required for an adequate

answering of the questionnaire is 1 to $1\frac{1}{2}$ hours.

e)   It is hoped that students will recognise the importance of individual

responsibility in giving their answers: this is not an area where

collaboration will be of value!

I shall be most interested to have your reply, for which I enclose an envelope already stamped and addressed. Will you kindly let me know how many copies of the questionnaire you will require? Do you agree with me that a suitable length of time for carrying out the enquiry would be one month after receipt of these? Will you also indicate what would be the most convenient time for the enterprise, in the light not only of what I have already said, but also of your own College situation as you know it, including School Practice dates?

With every good wish,

Sincerely yours,

No. of Scripts from College

Division by (a) Sex and Age

	Colleges					
	C	E	L	M	N	Total
Age and Sex						
1st Year Male	–	–	38	55	7	100
1st Year Female	44	–	16	–	40	100
2nd Year Male	–	57	26	–	17	100
2nd Year Female	6	–	54	–	40	100
3rd Year Male	–	70	30	–	–	100
3rd Year Female	39	–	49	–	12	100

(b) by Year groups

	Colleges					
	C	E	L	M	N	Total
Year groups						
Total 1st Year Scripts	44	–	54	55	47	200
Total 2nd Year Scripts	6	57	80	–	57	200
Total 3rd Year Scripts	39	70	79	–	12	200
Total Male Scripts	–	127	94	55	24	300
Total Female Scripts	89	–	119	–	92	300
GRAND TOTAL:	89	127	213	55	116	600

	18	19	20	21	22	23	24	25	26	27	28	29	
F. 1st Year	42	46 ⎫	10 ⎫	1 ⎫	1 ⎫								
2nd Year		65 ⎭ 111	30 ⎬ 77	5 ⎬ 55	⎬ 10								
3rd Year			37 ⎭	49 ⎭	9 ⎭	3	1				1		
M. 1st Year	16	47 ⎫	22 ⎫	3 ⎫	4 ⎫	1 ⎫	1 ⎫	2 ⎫	1	1 ⎫	1 ⎫	1	
2nd Year		66 ⎭ 113	12 ⎬ 61	11 ⎬ 58	5 ⎬ 26	3 ⎬ 10	⎬ 4	1 ⎬ 4		1 ⎬ 3	1 ⎬ 3		
3rd Year			27 ⎭	44 ⎭	17 ⎭	6 ⎭	3 ⎭	1 ⎭		1 ⎭	1 ⎭		
TOTALS	58	224	138	113	36	13	5	4	1	3	4	1	600

	18	19	20	21	22	23	24	25	26	27	28	29	
1st Year F.	42	46	10	1	1								
1st Year M.	16	47	22	3	4	1	1	2	1	1	1	1	
2nd Year F.		65	30	5									
2nd Year M.		66	12	11	5	3		1		1	1		
3rd Year F.			37	49	9	3	1				1		
3rd Year M.			27	44	17	6	3	1		1	1		
TOTALS	58	224	138	113	36	13	5	4	1	3	4	1	600

Living arrangements by sex

	Day	Billeted	Resident	
F. 1st Year	0 ⎫	25 ⎫	75 ⎫	
2nd Year	2 ⎬ 6	47 ⎬ 109	51 ⎬ 185	
3rd Year	4 ⎭	37 ⎭	59 ⎭	
M. 1st Year	16 ⎫	4 ⎫	80 ⎫	
2nd Year	7 ⎬ 68	19 ⎬ 53	74 ⎬ 179	
3rd Year	45 ⎭	30 ⎭	25 ⎭	
TOTALS	74	162	364	600

Living arrangements by year group

	Day	Billeted	Resident	
1st Year F.	0 ⎫	25 ⎫	75 ⎫	
1st Year M.	16 ⎬ 16	4 ⎬ 29	80 ⎬ 155	
2nd Year F.	2 ⎫	47 ⎫	51 ⎫	
2nd Year M.	7 ⎬ 9	19 ⎬ 66	74 ⎬ 125	
3rd Year F.	4 ⎫	37 ⎫	59 ⎫	
3rd Year M.	45 ⎬ 49	30 ⎬ 67	25 ⎬ 84	
TOTALS	74	162	364	600

Training age group by sex

	I/J	Primary	J/S	Sec.	Unstated	
F. 1st Year	24 ⎫	23 ⎫	32 ⎫	16 ⎫	5 ⎫	
2nd Year	28 ⎬ 64	32 ⎬ 77	25 ⎬ 85	7 ⎬ 49	8 ⎬ 25	
3rd Year	12 ⎭	22 ⎭	28 ⎭	26 ⎭	12 ⎭	
M. 1st Year		16 ⎫	36 ⎫	36 ⎫	12 ⎫	
2nd Year	1	17 ⎬ 42	37 ⎬ 106	32 ⎬ 118	13 ⎬ 33	
3rd Year		9 ⎭	33 ⎭	50 ⎭	8 ⎭	
TOTALS	65	119	191	167	58	600

Training age group by year group

	I/J	Primary	J/S	Sec.	Unstated	
1st Year F.	24	23 ⎫	32 ⎫	16 ⎫	5 ⎫	
1st Year M.		16 ⎬ 39	36 ⎬ 68	36 ⎬ 52	12 ⎬ 17	
2nd Year F.	28 ⎫	32 ⎫	25 ⎫	7 ⎫	8 ⎫	
2nd Year M.	1 ⎭ 29	17 ⎭ 49	37 ⎭ 62	32 ⎭ 39	13 ⎭ 21	
3rd Year F.	12	22 ⎫	28 ⎫	26 ⎫	12 ⎫	
3rd Year M.		9 ⎭ 31	33 ⎭ 61	50 ⎭ 76	8 ⎭ 20	
TOTALS	65	119	191	167	58	600

Marital Status by sex

	Single	Engaged	Married	Unstated	
F. 1st Year	92 ⎫	6 ⎫	1 ⎫	1	
2nd Year	81 ⎬ 240	18 ⎬ 52	1 ⎬ 6		
3rd Year	67 ⎭	28 ⎭	4 ⎭	1	
M. 1st Year	90 ⎫	6 ⎫	4 ⎫		
2nd Year	90 ⎬ 245	9 ⎬ 43	0 ⎬ 11	1	
3rd Year	65 ⎭	28 ⎭	7 ⎭		
TOTALS	485	95	17	3	600

Marital Status by year group

	Single	Engaged	Married	Unstated	
1st Year F.	92 ⎫	6 ⎫	1 ⎫	1	
1st Year M.	90 ⎬ 182	6 ⎬ 12	4 ⎬ 5		
2nd Year F.	81 ⎫	18 ⎫	1 ⎫		
2nd Year M.	90 ⎬ 171	9 ⎬ 27	0 ⎬ 1	1	
3rd Year F.	67 ⎫	28 ⎫	4 ⎫	1	
3rd Year M.	65 ⎬ 132	28 ⎬ 56	7 ⎬ 11		
TOTALS	485	95	17	3	600

Social Class

	MALE		FEMALE		TOTAL	
	Raw	%	Raw	%	Raw	%
Unplaceable	39	13.0	46	15.3	85	14.2
Class I	25	8.3	34	11.3	59	9.8
Class II	65	21.7	101	33.7	166	27.7
Class III	131	43.7	96	32.0	227	37.8
Class IV	35	11.7	21	7.0	56	9.3
Class V	5	1.7	2	0.7	7	1.2
TOTALS	300	100.1	300	100.0	600	100.0

Age at which students decided to t

	Always wanted to teach	Still un-decided	5	6	7	8	9	10	11	12	13	14
1st Year Female (L			1					1			2	2
1st Year Female (N	3		3	1	3			3	3	2	1	6
1st Year Female (C			1				1		2	3	3	3
TOTAL 1st YEAR F.	3		5	1	3		1	4	5	5	6	11
1st Year Male (N												2
1st Year Male (M		2						2	3			1
1st Year Male (L												2
1st Year Male (E												
TOTAL 1st YEAR M.		2						2	3			5
2nd Year Female (C												2
2nd Year Female (L	2	1		1	1	1	3	4	1	1		4
2nd Year Female (N								4	3	1		4
TOTAL 2nd YEAR F.	2	1		1	1	1	3	8	4	2		10
2nd Year Male (E								1		1	4	5
2nd Year Male (L								1	1	1		2
2nd Year Male (N												
TOTAL 2nd Year M.								2	1	2	4	7
3rd Year Female (C						1	1		3	1		2
3rd Year Female (L	1	1	1			2	1	1	3		1	4
3rd Year Female (N		1						2				4
TOTAL 3rd YEAR F.	1	2	1			3	2	3	6	1	1	10
3rd Year Male (E		1						2	1			3
3rd Year Male (L												
TOTAL 3rd YEAR M.		1						2	1			3
TOTAL FEMALE	6	3	6	2	4	4	6	15	15	8	7	31
TOTAL MALE		3						6	5	2	4	15
TOTAL 1st YEAR	3	2	5	1	3		1	6	8	5	6	16
TOTAL 2nd YEAR	2	1		1	1	1	3	10	5	4	4	17
TOTAL 3rd YEAR	1	3	1			3	2	5	7	1	1	13
GRAND TOTAL	6	6	6	2	4	4	6	21	20	10	11	46

YEARS OF AGE

13	14	15	16	17	18	19	20	21	22	25	26	Last Minute	BLANK
2	2	3	3	2	1			1					
1	6	1	3	6	2								3
3	3	4	8	9	6	2							2
6	11	8	14	17	9	2		1					5
	2	1	1	1		2							
	1	3	12	10	13	4	2			2			
	2	3	8	8	4	3	1	1	2	3			3
					1								
	5	7	21	19	18	9	3	1	2	5			3
	2	1	1	1	1								
	4	7	10	10	5								3
	4	7	5	7	7								2
	10	15	16	18	13								5
4	5	9	15	16	3							1	2
	2		3	4	5	3	1		1	1	1		2
		1	4	5		2	3	1					1
4	7	10	22	25	8	5	4	1	1	1	1	1	5
	2	1	1	1	1								
1	4	6	6	10	7	3							2
	4	1	4	7	16	3							1
1	10	8	11	18	24	6							3
	3	4	7	17	22	7	1	1					4
		3	7	3	6	4	2	1	1				3
	3	7	14	20	28	11	3	2	1				7
7	31	31	41	53	46	8		1					13
4	15	24	57	64	54	25	10	4	4	6	1	1	15
6	16	15	35	36	27	11	3	2	2	5			8
4	17	25	38	43	21	5	4	1	1	1	1	1	10
1	13	15	25	38	52	17	3	2	1				10
11	46	55	98	117	100	33	10	5	4	6	1	1	28

		Craft Pottery Textiles ART			BIOLOGY			CHEMISTRY			DRAMA			Movement DANCE			Lit. & Lang. ENGLISH			Studie Scien ENVIRO
1st Year Female	(C	–	21	21	–	16	16	–	1	1	–	5	5	–	–	–	–	18	18	–
	(L	–	2	2	–	–	–	–	–	–	–	3	3	2	4	6	–	4	4	–
	(N	10	–	10	–	–	–	–	–	–	–	–	–	1	–	1	–	–	–	4
				33			16			1			8			7			22	
1st Year Male	(M	–	3	3	2	6	8	1	7	8	–	–	–	–	–	–	8	6	14	–
	(N	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2
	(L	1	4	5	1	3	4	–	2	2	1	6	7	–	1	1	1	8	9	–
	(E	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
				9			12			10			7			1			23	
2nd Year Female	(C	–	5	5	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2	–
	(L	4	1	5	1	1	2	1	–	1	1	2	3	–	12	12	6	4	10	1
	(N	5	–	5	–	–	–	–	–	–	–	–	–	4	–	4	6	–	6	2
				15			2			1			3			16			18	
2nd Year Male	(L	2	2	4	–	1	1	–	–	–	1	–	1	–	–	–	–	2	2	1
	(E	–	5	5	–	4	4	1	6	7	–	1	1	–	–	–	2	11	13	–
	(N	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2	1
				10			5			7			2						17	
3rd Year Female	(C	1	15	16	–	10	10	–	–	–	–	4	4	–	1	1	–	6	6	–
	(L	3	–	3	–	2	2	–	–	–	–	–	–	–	7	7	5	4	9	6
	(N	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	–	4	–
				19			12						4			8			19	
3rd Year Male	(E	–	5	5	–	1	1	–	–	–	–	1	1	–	–	–	1	13	14	–
	(L	–	–	–	1	–	1	–	–	–	–	–	–	–	1	1	7	1	8	2
				5			2						1			1			22	
TOTALS				**91**			**49**			**19**			**25**			**33**			**121**	

N.B.   The 3 columns for each subject show:

a) No. of students for whom it is the sole

b) No. of students for whom it is one of 2

c) Total no. of students who are studying

Studies or Sciences ENVIRONMENT			ECONOMICS			FRENCH			GEOGRAPHY			HISTORY			Analysis Statistics Computors MATHS			MUSIC			PHYSICS			Games P. E.			Divinity R. E.			BLANK		
-	-	-	-	-	-	-	6	6	-	7	7	-	13	13	-	9	9	-	6	6	-	11	11	-	4	4	-	7	7	-	-	-
-	-	-	-	-	-	1	2	3	1	2	3	1	2	3	-	-	-	1	-	1	-	-	-	-	-	-	-	1	1	-	-	-
4	-	4	-	-	-	11	-	11	-	-	-	-	-	-	3	-	3	5	-	5	-	-	-	-	-	-	5	-	5	-	-	1
		4						**20**			**10**			**16**			**12**			**12**			**11**			**4**			**13**			**1**
-	-	-	-	-	-	2	-	2	2	6	8	1	2	3	3	12	15	1	3	4	1	13	14	-	5	5	-	3	3	-	-	4
2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	2	-	2	-	-	-	-	-	-	1	-	1	-	-	-
-	-	-	-	-	-	-	3	3	-	6	6	-	6	6	-	8	8	1	3	4	1	4	5	1	8	9	1	-	1	-	-	1
		2						**5**			**14**			**9**			**24**			**11**			**19**			**14**			**5**			**5**
-	-	-	-	-	-	-	2	2	-	1	1	-	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
-	1	1	-	-	-	4	2	6	5	2	7	4	1	5	2	4	6	1	-	1	-	2	2	3	-	3	1	2	3	-	-	3
2	-	2	-	-	-	7	-	7	5	-	5	6	-	6	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	-	-	2
		3						**15**			**13**			**12**			**6**			**2**			**2**			**3**			**6**			**5**
1	-	1	-	-	-	-	-	-	4	1	5	6	2	8	2	2	4	-	-	-	-	1	1	3	1	4	-	-	-	-	-	1
-	-	-	-	3	3	-	5	5	1	9	10	1	7	8	3	9	12	2	1	3	-	7	7	4	9	13	1	1	2	-	-	4
1	-	1	-	-	-	2	-	2	4	-	4	2	-	2	1	-	1	-	-	-	-	-	-	1	-	1	-	-	-	-	-	3
		2			**3**			**7**			**19**			**16**			**17**			**3**			**8**			**18**			**2**			**8**
-	-	-	-	-	-	-	5	5	-	5	5	-	6	6	-	11	11	-	1	1	-	6	6	-	3	3	-	2	2	-	-	1
6	-	6	-	-	-	7	3	10	2	-	2	1	2	3	2	1	3	1	-	1	-	1	1	-	7	7	4	1	5	-	-	3
-	-	-	-	-	-	5	-	5	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	2
		6						**20**			**7**						**14**			**3**			**7**			**10**			**7**			**6**
-	-	-	-	5	5	-	5	5	-	12	12	3	23	26	6	13	19	1	-	1	-	5	5	2	27	29	-	1	1	-	-	1
2	-	2	-	-	-	3	-	3	1	-	1	3	1	4	1	1	2	1	-	1	2	1	3	3	1	4	-	-	-	-	-	3
		2			**5**			**8**			**13**			**30**			**21**			**2**			**8**			**33**			**1**			**4**
		19			**8**			**75**			**76**			**94**			**94**			**33**			**55**			**82**			**34**			**29**

the sole subject   (Col. 1.)

one of <u>2</u> subjects   (Col. 2.)

studying the subject as a Main Course (Col. 3.)

STUDENTS' PSYCHOLOGICAL ADVISORY SERVICE

This Service has been in operation for the past seventeen years during which time over six hundred clients have made use of it.

The Service is intended for those students who have some nervous trouble, however slight, or some personality problems which may be hampering them in their work or in College life. Different problems brought by students in the past to the Service have included inability to concentrate, nervous fears, exaggerated sense of insecurity, difficulties with regard to authority or human relationships, sleeplessness, stammering or nightmares.

A doctor is available for consultation in the case of more serious symptoms or of physical troubles of nervous origin.

This Service is quite free of charge. All students using the Service who are over the age of twenty-one can do so under seal of completely confidential treatment. For students under the age of twenty-one, the Principal would simply be informed that the student was consulting the Service and no further details may be known.

If students are recommended to use the Service by their tutors, the Principal alone would be informed. If the problem presented by the student to the Service were so severe that, for any reasons, the student's future as a teacher might be in doubt, the Service might refer the problem to the College, but would not do so without informing the student in advance.

If any student wishes to make use of this Service, they should write to Dr. Mary Swainson, 77 Wigston Road, Oadby, Leicester, stating the times they could attend, or ring Oadby 2892 in the evening.

If use is made of the Service, the sooner the student applies to the Service the better, since any form of treatment of this kind inevitably takes time.

Signed by the College Principal

and appropriately dated.

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Abstract

This enquiry sets out to explore the hypothesis that students at Colleges of Education undergo a potentially stressful experience, with certain predictable areas of special difficulty.

The study is based theoretically on findings from developmental and analytical psychology, with special reference to ego-development, and to the self-concept.

Field-work evidence was collected from 3 major sources: (a) a written Questionnaire answered by students from 6 Colleges; (b) taped records of individual and small-group work done in a College of Education course over a 2 year period; (c) a study of 10 years work in psychological counselling with manifestly disturbed students.

Ensuing analysis, both statistical and clinical, of this material gave results which appeared to support both the general hypothesis and the underlying theoretical formulations.

Suggestions were also outlined for constructive future action, designed to increase students' professional effectiveness and personal welfare.