Intercollegiate differences between students entering three year courses of training for teaching

Martin Simons

INTERCOLLEGIATE DIFFERENCES BETWEEN STUDENTS ENTERING THREE YEAR COURSES OF TRAINING FOR TEACHING

By Martin Simons, B.Sc.

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Summary

In part one of the thesis available information relating to academic qualifications of students entering colleges of education in England and Wales is analysed. It is shown that during a period of four years from 1959 - 1963 there has been a slight general improvement in the proportion of students possessing Advanced level passes in the General Certificate of Education, in spite of a very large expansion of the total intake. Only very slight differences in this respect between men and women entrants are demonstrable.

Analysis of more detailed statistical information relating to G. C. E. qualifications of the intakes of the two years 1962 and 1963 reveals important qualitative differences between students in mixed colleges and those in colleges for one sex only. It is also established that colleges sited in different parts of the country and colleges controlled byt the various religious and secular authorities admit, either by choice or necessity, different proportions of well qualified candidates. Further analysis shows that the intakes of particular institutions differ very greatly in ways that cannot be explained entirely by reference to the type or location of the colleges. In part two an attempt is made to discover the causes of these differences. Students of the 1962 and 1963 entries of five selected colleges were asked to state on a questionnaire what motives and what received advice had influenced them when selecting the college of first preference for entrance application. It is shown that a very large majority of students prefer to attend college in a large town and wish to live away from home but within easy travelling distance of it. There is a marked preference for mixed colleges. Main subject courses offered are also particularly important. Advice from past or present students is also influential, but wide variations in quantity and quality of school careers advice arerevealed. Factors such as religious denomination, buildings and living accommodation, press and other publicity are found to be of small general importance in spite of their occasional significance for certain individuals and groups.

Preface

The author wishes to thank the officers and council of the Association of Teachers in Colleges and Departments of Education for allowing him access to the collected statistical material on which the first part of this thesis is based, and the Principals, staff and students of the five colleges of education who co-operated in the administration of the questionnaire discussed in the second part. The colleges concerned cannot be named since preservation of their anonymity was a condition governing the work.

Thanks are also due to Mr. E.A. Hewitt, of the Department of Education, University of Durham, for his kind and helpful criticism and advice at all stages. The opinions expressed, however, and any errors, are the author's own.

Contents

PART ONE

1. INTRODUCTION

1.1

The writer's interest in the subject of this thesis was created by his experiences on the staff of a provincial college of education (teacher training college). A number of convergent lines of argument led to the work taking its present direction.

1.2

The first arose from a consideration of the college admissions procedure in relation to the working of the Training Colleges Clearing House scheme. A candidate for admission to a college of education receives from the Central Register and Clearing House a document, M.W.1/62 (or 63, 64, 65 etc.) giving instructions on how to make application. Extracts from this pamphlet, together with an example of the forms filled in by candidates, are given in Appendices 1 and 2 of this thesis, and should be considered in conjunction with the following paragraphs.

1.3

Each year a number of students entered the college after a considerable period of doubt about their applications. Discussions with them, and sometimes an examination of their application forms, revealed that they had usually hoped to attend some other college, having entered it as first choice. Sometimes they had not even had an interview at the first choice college, and it often transpired that

the reason for this was that the college had been full when their applications arrived. If this was so, their forms had passed on to the second choice college, which also in some cases was full, and then on to one or more colleges on the reserve list. Where the candidate was unsuccessful at two or three colleges, either because they were full or because there was failure at the interview stage, she would receive, from time to time during the year, more or less cryptic notes telling her that the forms had been passed on, or that one college or another could not accept her because the particular department she wished to enter was already over-subscribed. Finally she would obtain an interview, and subsequently an offer of a place, at a college of which she had never previously heard. Such experiences, the author felt, were unfortunate, though inevitable. The students entering the college in this way were clearly disappointed at their earlier rejections, and began the course in a bad frame of mind. It seemed to the author, however, that they were not on the whole markedly inferior, either intellectually or personally, to the general run of students, and in a few cases it was hard to understand why they had not been accepted at one of their preference colleges. Meanwhile some students, usually from the local area, who had placed the college first on their list, had been admitted almost at once. Again, some of these candidates were obviously deserving of their place, but a number seemed to have little to recommend them other than the fact

that they had expressed a preference for this particular college. While the Clearing House procedure is as fair and reasonable as it can be made, it does appear to create anomalies of this type. The admissions policy of a particular college is clearly conditioned by the number of students of a given quality who put that college as first choice on the forms. A college cannot admit a student whose forms are not available. Early in the year only those candidates who have expressed a preference for the college can be considered. A college which is fortunate enough to receive, as some evidently do, a very large number of first choice applicants can obviously afford to pick and choose. If, for example, such a college adopts a deliberate policy requiring all students to obtain one or more passes at 'A level' in the General Certificate of Education, all those whose school reports do not forecast such a result can be passed on at once to the second choice colleges, still leaving enough potentially well qualified applicants to fill the available places.

1.4

A college, however, which receives a number of first choice applications smaller than the number of places to be filled is in a very different position. Assuming that all the first choice applicants are at least qualified at the minimum level, they are all likely to be interviewed. Few interviewers would automatically offer places to all comers at this stage, but each first choice candidate rejected leaves the college with another vacancy to be filled later, usually with a

student who has failed to gain a place at one or more other college. To have an admissions policy in these circumstances is obviously difficult or impossible; the college has to take more or less what it can get.

1.5

Clearly some colleges appear more attractive to candidates than others. If it were otherwise all should receive about the same proportion of first choice applicants and all would find their policy governed to a similar extent by the general or national quality of applicants. One motive for the present study is therefore to discover, if possible, what features of a college are important to candidates at the time when they fill in their applications. It is obviously relevant to this to investigate the kind of information available to prospective entrants to teacher training courses, and to make some estimate of its reliability.

1.6

A second line of argument leading to a somewhat similar position began amongst the college staff. At various times during the author's service there, moves were made by the principal and by the college academic board to introduce new courses or change old ones, usually with the idea of raising academic standards. At the same time the more or less perpetual discussion about students' attitudes to work and to life, and the necessity or otherwise of rigid regulation of free time, the balance on the timetable between lectures, practical

activities and free periods was going on (Ref. 1). During these discussions the view was not infrequently expressed that the students of the college were different in this or that way from those attending other colleges, and that we could not rely on the experience of others in planning our own work. It was, for example, suggested that a large reduction in the amount of lecturing in favour of guided reading would lead to a deterioration in academic standards since our students were not used to, or not capable of, working independently. Arguments of this kind seem to be heard fairly often in some colleges of education, and have considerable force in debate. It cannot be denied that if one group of students differs significantly from another different treatment and different courses may be necessary. What the differences are, however, and how they arise is one question, while the variation of treatment required is another. It is first clearly necessary to discover, if possible, whether the Clearing House system and the unequal distribution of first choice applicants amongst the colleges does lead to variations of an important kind between the intakes of the colleges. If it does, discussion as to how its effects could be ameliorated may follow. For instance most colleges arrange their work on the assumption that courses for prospective primary school teachers will differ from those for secondary teachers. If there are serious inequalities in the proportions of students following such courses in different colleges, there may well be

corresponding variations in the types of students admitted. A college might decide that 'A level' results were not necessary for an infant teacher, but essential for a secondary teacher. This might lead to the turning away of some well qualified applicants for the secondary course, while less able students were admitted to the infant course. Arguments of this kind are used occasionally, but more often it is claimed that, for example, provincial colleges labour under a severe disadvantage compared with colleges in the London area. London, it is sometimes claimed, takes the cream of the applicants, leaving the provincial colleges generally with skimmed milk. Subjective assessment of London area students caused the author to question such statements, but without objective measurement no serious judgment could be made. Equally, all such suggestions as that northern colleges differed from southern, or that large cities in general were preferred to colleges in rural areas, or that the men in mixed colleges were less or more intelligent than the women, and so on, could not be regarded as more than uninformed speculation unless supported by objective evidence. The need for such evidence is apparent when it is remembered that in theory at least all the students at a given college are entered for the same kind of examination at the end of the course. There are, of course, differences in the level at which the examination may be passed, with marks of credit and distinction, and in some courses there is an option between the ordinary 'Main' course and the 'Advanced' course in the same subject. Nonetheless, one teachers'

certificate is expected to be at least roughly equivalent to another, and the difficulties of moderation between the various colleges are even greater than those occurring within one college. For example, if a college admits only students with one or more 'A level' passes (as some colleges apparently do, see Table 2) a good proportion of the academic work in that college will be of approximately undergraduate quality. Another college where very few 'A level' students are admitted can hardly expect its entrants to attain the same standard in three years of Main course work as those elsewhere. It is, of course, quite possible to argue that this will only be apparent in the academic subjects which students have followed at school, and that in practical teaching, and in subjects like psychology and teaching methods all students will start about equal and might therefore be reasonably equal at the end of the course. This is very probably true as far as classroom work is concerned, since it has often been claimed that personality, rather than academic distinction, is the most important quality required in a teacher. Some supporting evidence for this has been given by Lovell and others in earlier studies of teaching ability (Ref. 2). However, it has also been shown (Ref. 3) that the ability to pass academic examinations does correlate positively with what may loosely be termed general verbal reasoning ability, or, in earlier researches, intelligence expressed as I.Q. In this case it must be supposed that students with high academic

qualifications at the start of the three year course will tend to perform better, in those college subjects where similar intellectual qualities are needed, than those whose school careers, in terms of examination success, have been less distinguished. It is important to remember in this context that academic ability has not been shown to be disadvantageous to a teacher's personality. Available evidence indicates an almost complete lack of either positive or negative correlation between a teacher's classroom performance and his or her own examination results. (Ref. 2). It is not, therefore, very likely that a college demanding good paper qualifications from its entrants will suffer in any way a deterioration in the number of good teaching personalities admitted. It may be argued that some colleges deliberately adopt a policy of admitting students who are thought to be of the right personal quality, irrespective of their G.C.E. results. More faith could be held in such statements if it were established that these colleges used some recognisably reliable method of assessing personality. As a general rule the only technique used is the interview with one member or a small number of members of the college staff, who may or, very much more often, may not, have had training in interviewing techniques. Objective tests of 'intelligence' are sometimes used, but objective tests of personality hardly ever. A college which admits large numbers of poorly qualified students, is much more likely to be doing so because it is forced to, than because it has a definite policy of admitting only good teaching personalities.

1.7

This train of thought converges with another arising from suggestions embodied in the report on Higher Education (Ref. 4) published in October 1963 (The Robbins Report). The Robbins committee considered that the possession of two passes at the 'A level' G.C.E. standard were the minimum requirement for a student to start a degree course. Taking this together with the figures published in Table 6 of the report, it may be discovered that about 38% of all students in colleges of education are qualified to enter degree courses, and therefore might in fact wish to do so.

1.8

However valid or otherwise the 'two A level' criterion may be, the Robbins figure is already slightly out of date; since the relevant figures were collected the proportion of students in this category has risen to 39 or 40% in spite of the expansion of the total college intake. (Ref. 5). With the introduction of the B.Ed., following the recommendations of the Robbins Report, it seems very likely that a number of training college applicants who at present do not obtain two passes at 'A level' because they do not see any necessity to do so, will make extra efforts during their last years at school to give themselves a chance of entering a B.Ed. course. The proportion of potential degree students may thus rise still further, though the possibility of large expansion of the established universities may tend to draw some able students away from colleges of education.

In either case, it is of great importance to consider whether all colleges of education will be able to run courses leading to the B.Ed., or whether only a selected number will do so. If there is a serious inequality, as is suspected to be the case, in the proportions of well-qualified students attending different colleges, the ability of some institutions to run B.Ed. courses will be seriously affected. For example, if a college receives, each year, only 10 or 15% of its intake in the 'two A level' category, it can be expected that in any one academic subject there will be only a handful, possibly only one or two, students capable of degree work. The provision of staff and equipment for the proper conduct of a degree course will, in such circumstances, be hard to justify. To avoid penalising the few able candidates who do apply, the college which finds itself in this position may be forced to advise them to go elsewhere, filling their places with less able students. In the case of the smaller college this position may arise even if the intake contains a higher percentage of well qualified students. The long term effects may be the setting up of a semi-official grading of colleges into those where degree courses are offered and those where they are not. This will inevitably affect adversely the status of the non-degree colleges. If, before, they received a low number of first choice applications, they can expect still fewer in the future. One way of avoiding the worst effects of this might be the scheme, already adopted in at least

one school of education, whereby students from the various colleges of education do not do their degree work at the colleges, but attend, during their fourth year, classes at the university itself. There are few signs, however, that this scheme is popular with colleges in other regions, and it is not likely to be adopted widely. In those colleges receiving a much higher proportion of well qualified applicants there will arise the problem of running courses for the teachers' certificate both for the students who are not qualified for the B.Ed., and those who begin the B.Ed. course but, after some time, are advised to withdraw. Unless the two courses are kept closely in step, in which case less able students might find the work too difficult, the college may find itself compelled to run separate courses at two levels, and this may mean at the end of the third year, the issuing of two levels of teachers' certificate. Once again, the root of the problem is in the quality of the student entry. If all colleges received approximately equal numbers of well qualified students all would be able to run B.Ed. courses for those who wished to enter them. Only the particularly small colleges might find this difficult, and these might be expanded to overcome the problem. As things stand, however, the introduction of the B.Ed. seems likely to accentuate, rather than reduce, the differences between the colleges, and any such trend will almost certainly be self-reinforcing.

1.9

The foregoing discussion points to the need for a survey of the present position with respect to intercollegiate differences of student quality, and for an attempt to be made to explain how such differences arise. The subject is large and too complex to be undertaken entirely by one person or dealt with adequately in one thesis. What follows must, therefore, be regarded as a preliminary exploration and mapping of the field to reveal its main features and to suggest lines for further study. Conclusive results are not to be expected though it should be possible to answer some of the questions raised to a first level of approximation.

1.10

The order of procedure adopted has been governed mainly by the nature of the subject. It is clearly a first essential to show that there is a problem, that is, that there are real and important qualitative differences between student groups in different colleges. Hitherto, while many informed persons would readily admit to this being the case, no objective evidence has been cited. Previous commentators have relied on their own, necessarily limited, experience as members of college staffs or external moderators of examinations. Secondly, this first point being established, it is possible to proceed to the explanation of the facts. Neither task is easy, and the second proves very much more difficult than the first.

1.11

Information concerning the intellectual abilities of students is available in the shape of G.C.E. examination results. Unfortunately there is not any equivalent source of facts concerning their social background or personalities. These are certainly far from being negligible factors in teacher training, and it is perhaps surprising that no very large scale surveys have been undertaken in recent years. Recent work by W. Taylor (Ref. 6) does suggest that differences in social and educational background exist between principals and staffs in different types of college and it may be that surveys at student level will establish similar variations. For the purposes of the present study, however, and also to bring the work within a reasonable compass, examination statistics will be used to establish the first part of the argument. As far as can be discovered, nothing of this kind has been attempted previously. In general comparisons between colleges have not been made. This seems to have been the case for several reasons. The first is that, until they were asked for by the Robbins Committee, no figures about individual college's students' qualifications were available. More will be said about this in the following chapter. A second reason is that research workers generally are concerned to establish results which may be applied generally. This leads them, wherever possible, to organise their work so that intercollegiate variations will cancel each other out, and are concealed in the published results. In other cases, workers

investigating some restricted topic have used samples near to hand, usually their own students or those of one or two colleges conveniently available. The results obtained by different researches are rarely if ever directly comparable. A third reason may also have operated in the past to discourage studies of the present kind. College principals and governing bodies are sensitive to criticism, implied or direct, of their policies, and since comparisons of colleges cannot invariably be favourable to all, it is likely that such a work would be opposed. The author feels, however, that rational comparisons conducted in a spirit of inquiry may be a valuable guide to college authorities seeking to plan for the future. Since, in the present study, colleges are not identified either by name or, it is hoped, in any other way, there should be no valid objection to the work itself on these grounds.

1.12

In the second part of this thesis the attempt is made to discover why students prefer certain colleges to others. For this a sampling and questionnaire technique was employed. The colleges providing the samples were chosen because the results of the first part of the work indicated significant results would be obtained from them. While, as in the first part, it is probable that the results of the survey undertaken in Part 2 will not greatly surprise anyone who is in touch with the world of teacher training, the author has been unable to discover any other similar study in the literature.

2. Intellectual abilities of college entrants

2.1

Since the Second World War admission to teacher training colleges and colleges of education has always depended to a very large extent on the performance of candidates at the Ordinary Level and Advanced Level General Certificate of Education Examinations, or their equivalents. There is little room in a study of the present kind for any extended discussion of the value or otherwise of academic examinations in predicting teaching ability. K. Lovell (Ref. 2) and others have noted the absence of significant correlations between internal and external college examination results and teaching ability as it is assessed by H. M. Inspectors and college tutors. Lovell has, however, also pointed out that trainee teachers are first selected on the basis of their examination-passing ability, which tends to undermine confidence in the conclusion that good paper qualifications are not useful predictors of classroom performance. To discover whether or not examination results are a valid criterion of admission to teacher training courses it would be necessary to arrange a series of experiments in which the teaching performance of groups of people with poor examination records was compared with that of groups of well qualified candidates. Neither should have any advantage in practical training. At the present time such an experiment seems virtually impossible to arrange. School pupils who fail examinations, or who are so weak intellectually that they are not even encouraged to enter

for them, are automatically excluded from the teaching profession, which tends to confirm that in practice no-one really doubts that a candidate must show evidence of having successfully completed a number of school courses before being admitted to college. A true understanding of the relationship between examination passes and teaching ability cannot therefore be expected without much further work.

2.2

It is assumed in the present context that intellectual ability is of some importance and if it can be shown that some colleges consistently take in more intellectually able students than others, this also is worthy of concern. It is not proposed to enter the argument about the value of examinations as a measure of intellect. It may well be that the school-leaving examination is a somewhat unreliable device for the discovery of ability even in particular subjects. In this exploratory study the results of the G.C.E. examination are used as an indicator of intercollegiate differences for one reason only: the relevant information is available in this form, and not in any other. Very few colleges, for instance, employ any tests of intelligence or verbal reasoning in selecting their entrants, and no college publishes the results of any such tests. It is therefore impossible to arrive at any objective judgment concerning students' intellectual qualities without launching a large programme of testing involving a great variety of colleges. The present exploration may indicate the desirability of organising such a programme, but makes no pretence of achieving the

high reliability of results which would be expected from such a research.

2.3.

Information about the G.C.E. examination results of students entering colleges is published each year by the Central Register and Clearing House of the Association of Teachers in Colleges and Departments of Education in the form of Reference 5. The collection of the statistics on which these published figures are based was undertaken in the first place at the request of the Robbins Committee in 1960 and has been continued since then each year. The collected figures are of considerable general interest but are not in themselves directly relevant to the present work. For example the fact that in 1960-61 61% of men admitted to general training colleges had some 'A level' G.C.E. qualifications, and that by 1964 the figure had reached 66% is of importance in itself but it does not say whether the additional 1065 men students with these better qualifications were evenly distributed between all men's colleges, or whether a high proportion of them went to a small group of colleges.

2.4

Using these figures it is possible to investigate differences between the four categories named: men students, women students in general colleges, women in Domestic Science courses and women in Physical Education courses. It is also possible to consider variations from

year to year of each of these groups separately and, using the information given about the actual subjects passed at 'A level', some broad patterns may be revealed. These lines have not been pursued far in this thesis because more detailed statistics, those from which the officers of the Central Register and Clearing House calculated the published figures, became available. The author's thanks are due to the Council, the Hon. Secretary and the other officials of the A.T.C.D.E. for giving access to the material on which the first part of this thesis is entirely based.

2.5

At the beginning of each academic year, whether this is in September, or, as in a few cases, January, colleges collect information from their students as to their examination results previous to entering college. This is partly to ensure that all students have in fact obtained the requisite minimum admission qualifications, but mainly to enable the completion of the students' forms 3 R T C for forwarding to the Department of Education and Science (Formerly the Ministry of Education) (See Appendix 1). As an extension of this, colleges, at the request of the Clearing House, now analyse their students' qualifications and complete the forms A 1, A 2 and sometimes others relating to specific subjects like music or mathematics. An example of such a form is included in Appendix 2. For the present study the Form A 1 is directly relevant. On it the college enters, amongst other things, the number of students who, on entry, have 1, 2, 3 or more 'A level'

passes, the number without 'A level' passes but with 5, 6, 7 or more 'O levels', the number of students with other recognised equivalent qualifications and the number of exceptional admissions. As mentioned in the introduction, the collection of these figures was originally undertaken for the Robbins Committee and began in 1960. Unfortunately the forms collected before 1962 were not preserved by the Clearing House owing to limitations of storage space and re-organisation during a change of address. The material available therefore relates to the intakes of two years only, 1962 and 1963. Owing to the time required by the Clearing House for their own analysis of the figures, and the fact that some college years begin in January, the forms for the 1964 entry did not become available until the summer of 1965, too late for inclusion in this thesis. This inevitably somewhat reduces the value of the figures, and of the analysis which follows, since chance annual variations in college intakes may obscure or distort the general picture. However providing this is borne in mind it seems reasonable to suppose that analysis of the data will at least provide a guide for further, more detailed work. As information relating to future intakes becomes available comparisons will reveal such inconsistencies as may arise through short term, random variations. The lack of coverage in the temporal sense is balanced by the geographical completeness of the information. With one or two exceptions, every college of education in England and Wales returned completed forms to the Clearing House in 1962-3 and 1963-4. It is possible to state

confidently that no serious errors will arise because of sampling deficiencies in the spatial sense. Comparison between one college, or one special group of colleges, and the rest for the two years concerned may be made and a good deal learned from the results, provided the conclusions reached are confined to the years concerned and not projected too far backward or forward in time.

2.6

Before proceeding to the analysis, some further note must be made of the inherent limitations of the data. It is, at all levels of the English secondary educational system assumed for practical purposes such as entry to the professions, entry to colleges and universities, etc., that a result in G.C.E. examinations in one area and in one year is equivalent to a similar result in another region and another year. To work on any other basis would clearly create enormous difficulties even though it is often suggested that standards in the examinations vary from time to time, and from area to area. It is also held by some that a pass in one subject in the G.C.E. examination cannot be equated with passes in another, that, for example, a pass in mathematics is inherently more worthwhile than a pass in domestic science. The author of the present work, while aware of such criticisms, is compelled to take the practical position. Without a very extensive and elaborate research programme into the question, the only possible view to take is the usual one that all passes are equal. If this is not the case it may be totally impossible to discover any useful facts

about entrants to college. It may equally be impossible for the colleges themselves to establish any entrance requirements.

2.7

Another limitation of the figures is one to which critics of the Robbins Report have already drawn attention. Most examining boards at 'A level' issue graded marks so that the quality of a result is of great importance in assessing an individual student's ability. These grades are not included in the statistics. If it is held that two passes at 'A level' are qualification for entry to a degree course, as stated in the introduction nearly 40% of present college of education students qualify. If, however, the requirement is really two good passes at 'A level', no information as to the number of trainee teachers who qualify is available. This might be a serious matter for the organisers of B.Ed. courses in future, but it is not considered of much importance for this work. To include the graded marks, even if they were available, would add greatly to the complication of an already complex study without necessarily revealing anything vital. If differences exist between the colleges in respect of the academic qualifications of their students this should be demonstrable without taking account of the graded 'A level' marks.

2.8

A more serious difficulty arises because of the discontinuity between the 'A' and 'O' level results as they are reported on the forms. A student who has obtained one 'A level' pass is recorded in the

appropriate space on the form however many '0 level' passes he or she may have obtained. Within limits set by the minimum entrance requirements, a student having 'A level' passes may have any number of '0 levels' as well, but no allowance is made for this on the form. Some students follow school courses which entirely by-pass '0 level' examinations and enter college with only 'A level' results. Others might first obtain several '0 level' passes and then proceed to gain 'A levels'. In yet other instances, students may spend two years in the sixth forms of their schools studying, not for 'A level', but in order to gain a larger number of '0 level' passes. This policy has at times been followed by schools where a 'Training College Sixth Form' has been organised in the belief that a prospective teacher needs a wide range of subjects rather than specialised knowledge of two or three. How is a student with, say, ten or twelve '0 levels', not by any means uncommon, to be compared with one having two 'A levels' and only one or two '0 levels' in other subjects? Previous workers (Ref. 7) have sometimes overcome this kind of difficulty by arbitrarily scoring an 'A level' as equal to two '0 levels', so that a student with six '0's is credited as equal to one with three 'A's. This is a questionable procedure. In the present case it seems better to take the view that any result at 'A level' indicates the successful completion of a sixth form course in the subject concerned. '0 level' results, however many a student has, can be obtained without the intellectual level expected of a sixth former ever being achieved,

even if, nominally, the student has completed two years in the sixth form. There may, therefore, be every justification for the distinction made between 'A' and 'O level' results which is made on the Clearing House Forms A 1.

2.9

Each college admits a number of students with qualifications other than G.C.E. , and some with less than the required minimum qualifications. These are classed as exceptional admissions. Except in the case of day colleges for mature students, the number of such cases is small and they are unlikely to affect the work in hand. The day colleges, at the time of this study, were so clearly different from the ordinary colleges of education, both in the average age of their students and in the nature of their catchment areas that they have been excluded altogether from the study. The populations from which their entry is selected are quite independent of those from which the ordinary eighteen-year-old students come. It should, however, be mentioned that this distinction is not made in the published generalised statistics of the A.T.C.D.E., nor was it discussed explicitly in the Robbins Report. The totals given in Ref. 5 are inevitably slightly greater than the various comparable figures which appear in the following analysis. In each case the difference is made up by the day college intakes.

2.10

The procedure adopted in analysing the available figures was as follows. The classification of the college entries adopted on the

form A 1 was further simplified to concentrate attention on the upper and lower ends of the qualification scale. The minimum qualification for entry to a course of teacher training stands, at the time of writing and for some years previously, at five 'O level' passes and experience suggests that students sometimes achieve this standard only after attempting the relevant examinations two or three times. Considerable interest therefore attaches to the number of students admitted to a college who, colloquially, get in by the skin of their teeth. At the other end of this scale successful sixth form scholars with two, three or more 'A level' subjects will be, or should be able to enter a college 'main' course of high standard, leading possibly to degree work. This might also apply to the 'one A level' group. Examination of the number of such well-qualified students entering is of interest and might be expected to confirm any conclusions drawn from the 'five O level' group. Less important results would be expected from a detailed study of the 'six, seven or more than seven O levels' group and still less from any analysis of the handful of exceptional admissions and otherwise qualified students. For these reasons and also to simplify calculations six categories were adopted instead of the eleven given on the original forms. These categories are given in Table 1. The figures supplied by each college were accordingly summed and separately listed in the categories.

Since access to the forms was granted on the understanding that

TABLE 1

Qualification categories of students entering colleges of education

Category code number	Description of category
1	Students having more than three A level G.C.E. passes.
2	Students having three A level G.C.E. passes.
3	Students having two A level G.C.E. passes.
4	Students having one A level G.C.E. pass.
5	Students without A level passes, having 6, 7 or more O level passes or other qualifications, and exceptional admissions
6	Students with 5 O level G.C.E. passes

TABLE 2

Selected college intakes grouped in qualification categories

Category code	1	2	3	4	5	6
Total intake of college	Number of students in each category, 1962 entry.					
College p. 137	0	21	48	39	17	12
" q. 54	2	9	13	27	3	0
" r. 130	0	11	27	25	51	16
" s. 231	2	49	48	71	44	17
" t. 168	2	6	26	38	86	10
" u. 208	3	51	86	42	20	6
" v. 20	0	5	3	7	5	0

individual colleges would not be identifiable in the finished thesis, the original data are not reproduced here and colleges are neither named nor otherwise rendered identifiable. Examples of the type of variation discovered in this preliminary tabulation of the colleges are, however, given in Table 2. Apart from purely general observations, the figures of Table 2, and those of the much larger tabulation including every college in the country for both 1962 and 1963 (except day colleges), are not directly useful. From the larger table, however, it was possible to establish the total numbers of students involved in the two year entries, and to calculate a number of general national averages. In 1962 forms were returned by forty-five mixed, fifty-three women only and thirteen men only colleges, with seven women's P.E. colleges and nine Domestic Science Colleges in addition. The total of all students entering college in that year was 14, 973, of whom 4,104 were men and the rest women. In 1963 fifty-five mixed, fifty-six women only and twelve men only colleges, with seven women's P.E. and nine D.S. colleges were included, the total numbers involved in that year being 18,754, of whom 5,122 were men. By adding the figures in the columns of the larger table of which Table 2 is a part, Table 3 results, giving the qualification pattern of all student teachers in the country.

TABLE 3

Totals and percentages of students in each qualification category, England and Wales, 1962 and 1963 entries

Category	1	2	3	4	5	6	
1962 entry	0.91	12.61	25.89	26.42	28.25	5.98	%
Total 14973	136	1888	3877	3946	4230	896	
1963 entry	1.00	13.47	25.44	25.92	28.25	5.94	%
Total 18753	188	2525	4770	4860	5296	1114	
Combined 1962 and 1963 entries	0.96	13.08	25.64	26.11	28.25	5.96	%
	324	1413	8647	8806	9526	2010	

Total 33,726

TABLE 3b

Cumulative frequencies in categories 1 to 6 (Table 1) of the total entries of students in 1962 and 1963

Category	1	2	3	4	5	6
S 1962	.0091	.1352	.3942	.6577	.9401	1.0000
S 1963	.0100	.1447	.3991	.6582	.9408	1.0000
$S_{62} - S_{63}$	-.0009	-.0095	-.0049	-.0005	-.0007	0.0000

2.11

It is of interest to note that an increase of the total college of education intake of 3,781, or just over 25% between 1962 and 63 did not result in any falling off of qualifications of students admitted within the limitations of the figures used here. If anything, students of the '63 intake were slightly better qualified than those of '62. A simple statistical comparison of the two groups, however, indicates that the variation is within that which might be expected from random factors. The test used in this case was the Kolmogorov Smirnov two sample test as described by Siegel (Ref. 8). The various modifications of the Kolmogorov-Smirnov (K.S.) test given by Siegel and others are particularly valuable for the kind of group comparison to be made in this thesis. The tests are non-parametric but powerful, and are very suitable for the comparison either of small groups against an expected distribution in categories, like the categories of Table 1, or for the comparison of two groups of differing size arranged in similar categories, one group against the other. Detailed explanations of the tests appear in Ref. 8, but as the need arises, an account of how they are applied to the material of the present study is included in this text, on the first occasion on which each test is used.

2.12

For a comparison of the two large groups of students, the 1962 and 1963 entries, given above, the K.S. two sample, two tailed test is employed. This requires the transformation, by addition, of the

percentage frequencies of Table 3 into cumulative percentages, which are then expressed as decimal frequencies by dividing by 100. The two cumulative distributions so obtained are compared by subtraction, which focusses attention on the largest difference, positive or negative (two tailed test), between the distributions. This has been done in Table 3b as an illustration of the method. The largest value of the difference, D, between the compared distributions is -.0095, occurring in the second category (i.e., in 1963 there was an increase of .95% in the proportion of students with better than two 'A level' passes.) Using Siegel's terminology, $D = \text{maximum } [S_{n_1}(x) - S_{n_2}(x)] = -.0095$. Referring to Table M of Ref. 8 it is found that a value of D equal to or greater than

$$\pm \quad 1.63 \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$ must be obtained if

the difference between the two groups is to be deemed significant at the .01 level. In this case the critical value of D is found to be

$$\pm \quad 1.63 \sqrt{\frac{14973 + 18753}{14973 \times 18753}} = \text{approx. } .016$$

The observed value of D is less than this, and therefore the difference in qualifications of the 1963 and 1962 groups must be deemed to be within chance expectation.

2.13

The slight difference between the two successive years, in spite of the great growth in size of the entry, is perhaps not altogether surprising. It is of interest to pursue this matter a little further

since observation and hearsay suggest that, over a period of several years, the qualifications of students entering colleges have been improving. Using in this case the figures of Ref. 5, (The Clearing House figures) the K.S. one sample test may be applied to each year's intake since 1960. This will also serve to demonstrate the use of this test. In Table 4 the cumulative frequencies of the six categories employed in this thesis have been worked out for the five years, 1960-64 inclusive and for each separate year. If the belief that qualifications of students have been improving during this period is correct, this should be demonstrable by taking each year group in turn and comparing it with the five year average, using this average as the expected step frequency distribution under the null hypothesis. The results are tabulated in Table 4 and it may be seen at once that, though the difference between any two concurrent years is small, there has, as reported, been a gradual increase in the proportion of students with better qualifications. The K.S. one sample, two tailed test has been applied to each year in the lower half of Table 4, and it may be seen that every year except 1961 yielded a value of D greater than the acceptance value. It is also noteworthy that in all but one of the years, the greatest value of D occurred in category 4, indicating that the improvement has been chiefly in the proportion of students having passed one or more 'A level' subjects, rather than in the number who have exceeded the minimum requirement of five 'O levels'. However, the values of D obtained in a two sample test comparing

TABLE 4

Qualifications of students entering colleges 1960 - 1964 expressed as cumulative frequency distributions. (Including Day Colleges)

	Category	1	2	3	4	5	6
N = 14225	1960	.0064	.1118	.3418	.5946	.9247	1.0000
N = 13722	1961	.0079	.1248	.3682	.6170	.9309	1.0000
N = 15515	1962	.0089	.1318	.3840	.6407	.9389	1.0000
N = 19535	1963	.0099	.1406	.3876	.6401	.9378	1.0000
N = 20492	1964	.0102	.1345	.3849	.6461	.9335	1.0000
Total 83489	60 - 64	.0085	.1296	.3750	.6280	.9361	1.0000
D 1960 =					-.0334	(Acceptance value = .0114 at p = .05)	
D 1961 =					-.0110	(" " - .0116)	
D 1962 =					+.0127	(" " .0109)	
D 1963 =				+.0126		(" " .0097)	
D 1964 =					+.0181	(" " .0095)	

(values of D greater than acceptance value indicate the entry of the year concerned is significantly different from the average for the five year period)

the three years, 1962, 1963 and 1964 with each other yield no significant variations. It may therefore be that since 1961 and 1962, when there was an increase of about 5% in the proportion of 'A level' pass entrants, there has been little change. The two years available for more detailed study in this thesis may therefore represent a period of relatively unchanging conditions as far as the general level of students' qualifications is concerned.

3. Differences between qualifications of men and women students

3.1

Proceeding now to the main purpose of this work, it would be possible using the collected figures for each college of education to test each one in turn against the national proportions given in Table 3, thus establishing whether or not some colleges differ significantly from the average as far as the qualifications of their intake are concerned. First, however, it is desirable to differentiate between men and women students and between colleges of various types.

3.2

It can be shown that there are slight, but statistically significant differences between men and women students' qualifications. Table 5 gives the relevant information. The kind of difference revealed by this table is that the men show a somewhat greater range of qualifications, proportionately more very well qualified (category 1) and more poorly qualified (category 6) men being admitted to colleges than women. Taking the numbers of 'A level' qualified candidates, however, there is no statistically significant difference, the significant value of D for the K.S. test appearing in category 5. This result has been confirmed by analysis of the A.T.C.D.E. published figures for the five year period, though it is not thought necessary to give the details here. The conclusion is therefore that slight differences do exist in the qualification pattern of men and women students generally, and it is advisable to treat them separately in

TABLE 5

Qualifications of men and women students entering college in 1962 and 63 (Excluding day colleges)

Category	1	2	3	4	5	6
Women N = 24500	183	3197	6280	6383	7138	1319
%	.75	13.0	25.6	26.0	29.2	5.4
Cum. F.	.0075	.138	.394	.655	.946	1.000
Men N= 9226	141	1216	2367	2424	2388	690
%	1.53	13.18	25.7	26.3	25.9	7.5
Cum. F.	.015	.147	.404	.666	.925	1.000
D Max.					.021	
Acceptance value of D (K.S. two sample test, two tailed,) = .0198, < .021 at p = .01						

the rest of this thesis. It should be emphasised, nonetheless, that the actual differences are slight, particularly if attention is concentrated on the 'A level' categories, in which a total of 66.6% of men and 65.5% of women are found.

4. Comparison of men and women in mixed colleges with those in single sex colleges.

4.1

One question which arises frequently is that of the academic attainment of students in mixed and single sex colleges. It is sometimes argued, though usually without definite evidence, that a single sex college can establish a higher academic standard than a mixed one, where social activities tend to interfere, it is said, with the students' work. If, however, there are differences of ability between students entering the colleges, academic standards will tend to be influenced whatever the organisation. Thus, if it is believed that particularly well qualified students prefer single sex colleges, such institutions may be able to run more advanced courses than mixed colleges, and conversely, if able students in fact are more numerous in mixed colleges, the supposed (and possibly illusory) ill effects of an active social life might be offset and overcome. Some light may be shed on this matter by analysing the college qualification returns from the three types of college, mixed, men only and women only. The results of this compilation are given in Table 6.

4.2

The K.S. two sample, one tailed test has been used in this instance to test the proposition that one group, e.g. men in men only colleges, is better qualified as a whole than the other, e.g. men in mixed colleges. Goodman's formula yielding a value of $\chi^2 = 4D^2 \quad n_1 \times n_2 / n_1 + n_2$ has been used to establish,

TABLE 6

Qualifications of students entering mixed and single-sex colleges, 1962 and 1963, excluding day colleges.

Category	1	2	3	4	5	6
Men in men's colleges % N = 3659	1.8	13.7	26.4	26.8	24.0	7.2
Cum. F.	.018	.156	.420	.688	.928	1.000
Men in mixed colleges % N = 5567	1.3	12.8	25.2	25.9	27.1	7.7
Cum. F.	.013	.142	.393	.652	.923	1.000
D max.				.036		
K.S. two sample, one tailed test, significant at .01 level						
Women in women's colleges % N = 14315	.65	11.4	24.7	26.3	30.9	6.1
Cum. F.	.007	.124	.368	.631	.940	1.000
Women in mixed colleges % N = 10185	.88	15.4	27.0	25.6	26.6	4.4
Cum. F.	.009	.163	.434	.690	.956	1.000
D max.			.066			
K.S. two sample, one tailed test, significant at .001 level						

with the aid of Table C of Ref. 8, the statistical significance of the observed results. This is justifiable since in each case there is an observable difference in one direction only, rather than the type of variation observed in Table 5. in two directions. An interesting pattern is discovered, since the values of D obtained are both significant, but in opposite senses. Men in men only colleges are better qualified than those in mixed colleges. Every column of Table 6 reveals this trend, and there is a 3.6% difference in the proportions of students with 'A level' qualifications in the two types of college. On the other hand, women in women only colleges are less well-qualified than those in mixed colleges. In the 'A level' categories there is a 5.9% difference, and in the category 3, the Robbins University entrance criterion of 'two A levels or better', there is a 6.6% difference in favour of the mixed colleges.

4.3

Emphasis and further weight is added to this discovery if the men and women in the mixed colleges are compared. There is a 4.1% difference in the 'two A level or better' category, and a 3.8% difference in the 'one A level or better' group, in favour of the women students. There is therefore some real justification for the commonly expressed belief that the women in mixed colleges are more able, on the whole, than the men alongside whom they must work.

4.4

If a similar comparison is made between men and women in single sex

colleges the difference is small in the 'A level' categories (1 to 4 inclusive) and is not statistically significant. There is, however, a 2.8% difference in favour of the women students at the lower end of the scale, significant at the .02 level. Evidently a larger proportion of women students do achieve better than the bare minimum entrance requirements.

4.5

There are a number of possible explanations for these variations, which will be further investigated in the second part of this thesis. It is commonly supposed that women students prefer mixed colleges because they offer more opportunities for social activities and future marriage. If this is so it would probably lead to a greater proportion of women candidates applying to mixed colleges as their first and second choices. Other things being equal mixed colleges should therefore have a wider range of students to select from, and cannot be blamed if they take those with better qualifications. Women only colleges would be under a corresponding disadvantage. There is certainly no support for the belief that 'academically minded' girls prefer the single sex college.

4.6

If what may be termed the matrimonial argument is applicable to women it would be too facile and against common sense to suggest that men generally dislike the mixed colleges, and apply more often to single sex institutions because they fear marriage. The results given above

do, however, suggest that the question of men's attitude to mixed colleges needs investigation. It is important to bear in mind that there were, at the time of this survey, only thirteen men's colleges in England and Wales, and that this number was growing steadily smaller. At the same time several of the remaining men's colleges have national, even international reputations in certain fields, particularly sports and handicrafts, which almost certainly attract a very large number of men applicants. It would clearly be unsafe to draw any conclusions about men's attitude to co-education from the present evidence.

5. Comparison of colleges governed by different types of authority.

5.1

Colleges of education in England and Wales are maintained and governed by a variety of authorities. When students and schools apply for particulars they receive the document MW/1 (referred to in Para. 1.2) in which there is a full list of the colleges. By the side of each the type of governing authority is given and it must be supposed that any strong preferences a student has for a particular kind of college will be reflected in his or her application. Similar information appears in the Handbook on Training for Teaching published by the A.T.C.D.E. (Ref. 9), though students may not always refer to this work when making their applications.

5.2

The returns for 1962-3 used in this study came from all the colleges listed in the MW/1 list, and it is therefore possible to separate the various types and compare the qualifications of their students. Table 7 shows the number of colleges in each group, with the number of students involved. (It should be noted in passing that these figures include specialist D.S. and P.E. colleges and students in wing courses for these subjects. See Appendix 3.)

5.3

The differences already established between men and women generally, and between students in mixed and single sex colleges suggest that these groups should be treated separately for comparison under the

TABLE 7

Students entering different types of college in 1962 - 63		
CONTROLLING AUTHORITY	Number of Colleges	Number of Students entering
Colleges for men only		
Local Education Authorities	3	963
Church of England	7	1650
Methodist and Free Church	0	0
Roman Catholic Church	2	785
Undenominational	1	261
Total	13	3659
Colleges for women only		
L.E.As.	47	8266
Church of England	11	2434
Methodist and Free Church	1	324
Roman Catholic Church	9	2322
Undenominational	5	969
Total	73	14315
Mixed colleges, men students		
L.E.As.	42	4138
Church of England	9	1085
Methodist and Free Church	2	158
Roman Catholic Church	1	6
Undenominational	1	180
Total	55	5567
Mixed colleges, women students		
L.E.As.	42	8017
Church of England	9	1437
Methodist and Free Church	2	283
Roman Catholic Church	1	136
Undenominational	1	312
Total	55	10185

authority headings. In the first instance, however, students in mixed and single sex colleges have been re-combined to obtain results for men and women in each authority-type of college. Table 8 gives the results of this in a similar form to Table 6. To test for significance of the observed differences in this case, the K.S. two sample, one tailed test is used to compare each smaller group in turn with the largest group, the students in L.E.A. colleges. The results therefore establish whether there are any significant differences in the qualification patterns of the differently governed colleges, and also whether the differences are favourable or unfavourable to church and undenominational groups as against the L.E.A. colleges.

5.4

The result of this procedure is to show first that, because of the small numbers of students involved, it is not possible to say that any statistically significant difference exists between men students in the L.E.A. group and men in Methodist and Free Church colleges, even though there is a higher percentage of well qualified men in the M. & F.C. group. A larger sample will be necessary before any conclusion can be reached on this item. In each other case, however, the differences shown in Table 8 for men students are significant at the .01 level or better. It is first clear that the men in C. of E. colleges are somewhat less well qualified than the L.E.A. group. There is a 3.5% difference in the proportions having 'two or more A levels', and a 2% difference at the 'one A level'

TABLE 8

Qualifications of students entering colleges governed by different authorities. 1962 and 1963

Category	1	2	3	4	5	6
Men Students						
L.E.A. Colleges	1.7	13.8	26.7	26.0	25.3	6.5
Church of England	1.2	11.7	25.4	28.0	24.6	9.1
Meth. & Free Ch.	1.9	18.4	29.1	27.8	19.6	3.2
Roman Catholic	0.8	8.6	18.0	22.4	39.1	11.1
Undenominational	2.9	21.8	26.8	25.8	18.4	4.3
Women Students						
L.E.A.	0.6	12.9	25.8	26.5	29.6	4.6
Church of England	0.7	12.9	25.0	27.0	28.8	5.3
Meth. & Free Ch.	1.3	16.0	34.6	25.5	20.0	2.6
Roman Catholic	1.0	8.2	20.3	24.4	33.3	12.8
Undenominational	1.6	22.4	31.0	22.1	20.9	2.0

standard. A very much larger difference, again favourable to the L.E.A. group, is found in the case of Roman Catholic colleges. Evidently 18.4% fewer 'A level' candidates enter R.C. colleges, and only 27.4%, against 42.2% for the L.E.A. group, have two 'A levels' or more. The L.E.A. colleges compare less favourably with the two undenominational colleges, which have a 9.3% advantage in the 'two or more A levels' category, and a nearly equal superiority in the 'one A level or better' division.

5.5

In the case of women students there is no significant difference between the qualifications of those entering L.E.A. colleges and those in Church of England colleges. As with men, however, the R.C. group is markedly poorer. There are 12% fewer R.C. students in the 'A level' categories, and only 29.5% with two or more 'A levels' compared with 39.3% in the L.E.A. group. Students in undenominational colleges are significantly better qualified as are those in Methodist and Free Church establishments, with, in the one case 15.7 and in the other 12.6% superiority in the third category, two or more 'A levels'. All these are significant at better than the .01 level.

5.6

It is, perhaps, not altogether surprising that differences between the L.E.A. and the denominational groups should exist, but their magnitude is rather unexpected. The situation is highlighted if a direct comparison is made between the R.C. students and the undenominational

group. Amongst the men there is a 27.5% difference in the proportions having one or more 'A level' pass, and the corresponding figure is 23.2% for women. If G.C.E. results are acceptable as a very rough measure of intellectual ability it would seem that the Catholic colleges are admitting a considerably higher proportion of less able candidates. It may be that other influences are at work which should prevent these figures being taken at their face value. If, for instance, there is a consistent policy in R.C. schools of emphasis on religious education at the expense of 'A level' results it could be reflected in this way, without necessarily implying any real lack of ability in the Catholic students. In applying for college entrance there is little direct competition between the R.C. students and the rest since the R.C. colleges have their own, separate, clearing house system. The figures given here might, however, conceivably arise partly from a tendency amongst well qualified Catholic entrants to apply deliberately to non-Catholic colleges. In any case remarks made earlier (Para 1.6) apply with equal force: R.C. college students are expected, by the end of their courses, to reach at least approximately the same standard in their academic work as the rest. That a large number of them enter college without any 'A level' subjects must be a serious matter both for them and for the moderators in the final Teachers' Certificate examination.

5.7

The superiority of students' qualifications in the undenominational groups must be interpreted with some care. The number of colleges concerned is small and the chances are therefore relatively high that

some other factors totally unconnected with college government are responsible for the facts. If, for example, it can later be shown that one or two of these colleges are in a particularly advantageous position, or have some particularly attractive features connected with buildings or equipment, this might be sufficient to attract many first choice applications and so bias the results for the small group of seven undenominational colleges given in Table 8. This must therefore be deferred for consideration till Part 2 of this study. The small number of Methodist and Free Church colleges also precludes much attention being given to their apparently better qualification pattern. In this case, however, it must be supposed that these three colleges will attract a large number of first choice applications from candidates who are strongly influenced by their church, and it may be anticipated that this is at least part of the explanation as to why they need accept only the better qualified from the many who apply.

5.8

The much larger numbers involved, and the small differences between C. of E. colleges and the L.E.A. group do suggest that the church's influence may not be very great either way. If anything, the better qualified men students seem to be biased slightly away from the C. of E. establishments. It has been shown that, in general, men in mixed colleges are less well qualified than the others, but this factor ought not to be responsible for the slight inferiority of

C. of E. men in general, since the majority of these men are in men only colleges. The numbers of men entering mixed C. of E. colleges is about 35% less than the number entering men's C. of E. colleges.

5.9

For the sake of completeness further analysis has been carried out to separate mixed and single sex colleges of the different authority types. Unfortunately this is only worthwhile in the case of the L.E.A. and the C. of E. groups. There are virtually no mixed R.C. colleges (six men students were admitted to former women only college in 1963. See Table 7.) and only three Methodist, Free Church and Undenominational colleges are mixed. Comparisons here, apart from being statistically difficult, would also result in the qualification figures of certain colleges becoming separately identifiable. Table 9 therefore is confined to the two large groups. It is already known that the C. of E. men as a whole are slightly less well qualified than the L.E.A. men. Table 9 reveals that in each case the men in men only colleges are somewhat better qualified than the corresponding group in the mixed colleges. This is particularly apparent in the 18.2% difference in the proportions of students with one or more 'A levels' which is discovered between the two groups of L.E.A. men. This result is shown, by the K.S. two sample test, one tailed, to be significant at better than the .001 level. There are only three L.E.A. colleges for men students only, however, so it is not safe to say at present that their superiority is due to

TABLE 9

Qualifications of students entering mixed and single sex colleges controlled by L.E.As and C. of E., 1962-63.

Category	1	2	3	4	5	6
Men						
L.E.A. Mixed Colleges N = 4138 %	1.4	12.7	25.0	25.7	28.0	7.20
L.E.A. Men-only Colleges N = 963 %	2.8	18.6	34.2	27.4	13.9	3.1
C. of E. Mixed Colleges N. = 1085 %	.6	10.4	24.1	27.6	27.0	10.3
C. of E. Men-only Colleges N. = 1650 %	1.6	12.4	26.4	28.2	23.1	8.3
Women						
L.E.A. Mixed Colleges N. = 8017 %	.8	15.4	27.5	25.9	26.2	4.2
L.E.A. Women-only Colleges N. = 8266 %	.5	10.7	24.2	26.7	32.8	5.1
C. of E. Mixed Colleges N. = 1437 %	.6	12.2	21.4	25.2	33.4	7.2
C. of E. Women-only Colleges N. = 2434 %	.8	13.4	27.3	28.0	25.9	4.6

their being unmixed or to their being controlled by the L.E.As. Amongst the C. of E. men, the difference between the two groups is also significant, but at the rather lower level of .02. There is a 5.9% superiority in the proportion of 'one or more A level' entrants in the men only group.

5.10

The women students exhibit an interesting and somewhat puzzling variation in the pattern which again points to the need for further investigations of the kind carried out in Part 2. As expected women in mixed L.E.A. colleges appear better qualified than their contemporaries in the single sex colleges, 7.5% more students with one or more 'A level' being admitted, and 8.3% more with two or more 'A levels', (both results significant at better than .001 level). The Church of England colleges show a quite marked reversal of this situation. In this case, proportionately 10.1% more 'A level' students enter the single sex colleges than enter the mixed. (Again statistically significant at better than $p = .001$). If what has been described as the matrimonial argument is valid there seems to be no reason why it should not apply to Church colleges. It is interesting to note that the C. of E. women's colleges are, in qualification pattern, within one or two percent of the L.E.A. mixed colleges, while C. of E. women in mixed colleges are also virtually equal with the L.E.A. women in single sex colleges. The only conclusion which it is safe to draw from this section is that observed differences between

qualifications of students in mixed and single sex colleges, while at times apparently reflecting the interest of young women in social life and marriage, cannot be entirely accounted for in such terms. The trend can evidently be reversed by the action of other factors, of which church influences may be one.

6. Differences in college location in relation to students' entry qualifications

6.1

It is quite commonly argued that a major factor influencing students' choices of college is location. In the author's experience this suggestion is usually made with reference to London and the South East of England, these being deemed more attractive to young people than the rest of the country. The metropolis is supposed to be especially attractive so that colleges in the Greater London area automatically receive a greater proportion of first and second choice applicants than provincial colleges. It is, however, quite possible that other influences are at work, including varying degrees of local feeling, students' desire to remain near their homes, preference for rural environments, etc., so that even if it can be shown that London acts as a powerful magnet, there may be others which over-ride its influence. It is equally possible that the attractions of London are an illusion. Part two of this work throws some light on this question. In this section the various regions of the country are compared in an effort to discover whether in fact the areas do differ significantly in the academic achievement of their college intakes. As before, it is presumed that if any group of colleges has a real advantage in the eyes of many or most entrants, these colleges will have a better choice of students at the interview stage, and should therefore exhibit a superior qualification pattern when the college returns are collected and compiled in the categories of Table 1.

6.2

The colleges have therefore been re-grouped on an area basis. The method used has been a straightforward one based on the Area Training Organisation (A.T.O., or regional school of education) to which each college belongs. This procedure may be criticised on a number of grounds. In some cases the A.T.Os., chiefly administrative units, overlap geographically. The Reading A.T.O., for instance, overlaps with Southampton, Manchester with Liverpool and London with Cambridge. A second fault of the method is that each A.T.O. includes a number of rural colleges together with others in great or small cities. The grouping used therefore conceals any effects which arise from this aspect of college location. Finally, a student applying to a college, although knowing from the Clearing House document MW/1 where the college is, need not know to which A.T.O. it belongs, since this information is not included in the document. Any definite preference which is felt for association with a particular university may thus be obscured. The A.T.C.D.E. Handbook (Ref. 9) however does contain this information together with maps showing the position of every college, and it is likely that any student who is much concerned about location will refer to this work. Also college brochures and prospectuses invariably include such material and it may be assumed that students are fairly well informed about the affiliations of their first choice college before applying.

6.3

In a preliminary study of this kind it is felt that the above criticisms must be ignored. A too-detailed analysis of the data available is not justified because of the limitations described earlier (Para 2.2-2.6). To these must be added problems of definition. For example, it would require a considerable effort to establish satisfactory criteria for distinguishing rural from suburban and city colleges in order to reveal any qualification advantages or disadvantages occurring in these cases. It proves equally difficult to establish regional groupings of colleges on any more rational basis than that employed by the A.T.Os. The overlapping of the areas is confined to a very few cases where a college, in terms of distance, is closer to another university centre than it is to the university of its own affiliation. In terms of travelling time, costs and effective contacts, however, it is not at all easy to say what the arrangement should be. To remove the anomaly in one place on some ground or other would, applied logically everywhere, create more confusion than it cured. Table 10 therefore lists the A.T.Os. alphabetically with the totals of general course students and numbers of colleges included in this part of the survey. Women's Domestic Science and Physical Education colleges, and female students attending wing courses at general colleges in these subjects, have been omitted. As shown in Appendix 3 such students are in general less well qualified on paper than the general students, and it is thought that where an A.T.O. contains

one or more specialist colleges, or colleges with wing courses of this kind, the qualification pattern of that region would be unfairly distorted by the inclusion of these students. Unfortunately for the present purpose it is not the practice of men's colleges to list their P.E. students separately, so that the distinction cannot be made. There are many men's colleges where P.E. may be taken at Main Course level as part of the general course, so it is believed that these students will be more evenly distributed regionally than the women who tend to be concentrated in relatively few places.

6.4

The numbers of colleges in each A.T.O. given in Table 10 will not agree perfectly with the figures given in Ref. 9 since a number of colleges were closed, and more new ones opened, between the two latest editions of the handbook, while some specialist colleges have opened their doors to general students and a number of single sex colleges have become mixed.

6.5

Because of the small numbers of colleges and students in some A.T.O. groups it is necessary to combine these either with the totals of a larger neighbouring A.T.O. or, where possible, to take two or three small A.T.Os. together to form one larger geographical unit. Thus the Bristol and Exeter groups are taken as one, Hull is combined with Leeds; Leicester, Nottingham and Sheffield are combined, and Oxford is

TABLE 10

Area Training Organisations and students entering general teacher training courses, 1962 - 63

A.T.O.	Number of colleges		Number of students
Birmingham	12	8 mixed 3 women only 1 men only	1073 men 1996 women
Bristol	8	3 mixed 4 women only 1 men only	511 men 1348 women
Cambridge	9	2 mixed 7 women only 0 men only	161 men 1279 women
Durham	10	4 mixed 5 women only 1 men only	491 men 1389 women
Exeter	2	0 mixed 1 women only 1 men only	380 men 252 women
Hull	2	1 mixed 1 women only 0 men only	118 men 516 women
Leeds	8	4 mixed 3 women only 1 men only	629 men 1082 women
Leicester	1	1 mixed 0 women only 0 men only	125 men 234 women
Liverpool	9	5 mixed 4 women only 0 men only	724 men 1982 women
London	26	6 mixed 16 women only 4 men only	1617 men 4842 women
Manchester	7	2 mixed 4 women only 1 men only	613 men 910 women
Nottingham	8	6 mixed 1 women only 1 men only	964 men 1184 women
Oxford	4	1 mixed 1 women only 2 men only	496 men 234 women
Reading	2	1 mixed 1 wome n only 0 men only	105 men 277 women
Sheffield	5	1 mixed 4 women only 0 men only	195 men 753 women
Southampton	5	3 mixed 2 women only 0 men only	324 men 906 women
Welsh A.T.O.	8	6 mixed 2 women only 0 men only	700 men 1737 women

joined with Reading and Southampton. These may be described as the Western, Yorkshire, North East Midland, and Southern Groups respectively.

6.6

As before, from the college qualification returns for 1962 and 63, the totals of students in each A.T.O. group of colleges has been calculated, and expressed, in terms of the categories of Table 1, in percentages. The results are given in Table 11, together with the cumulative frequency distributions required for the application of the K.S. one sample test. Each group is compared in turn with the national average, men and women being treated separately. The national average qualification pattern given in Table 5 of this thesis includes women P.E. and D.S. students. Since these specialists are excluded from the present part of the study, they should also be excluded from the national figures used as a standard of comparison. The final line of Table 11 therefore gives the qualification pattern of all women students pursuing general training courses and differs slightly from the pattern of the earlier tables.

6.7

The two tailed test indicates the significance of the results but not their direction. Unfortunately tables giving values of p associated with the K.S. one tailed, one sample test have not been published and this test cannot be applied to the figures. The results given are therefore conservative, and a one tailed test applied tothe

TABLE 11

Qualifications of students in different A.T.O. groups in percent and cumulative frequencies

Category		1	2	3	4	5	6	N
MEN students *								
A.T.O. Birmingham	%	1.1	12.2	26.7	28.2	24.2	7.6	1073
	F	.01	.133	.400	.682	.924	1.0	
Western	%	1.1	13.0	27.6	28.7	22.2	7.4	891
	F	.01	.141	.417	.694	.916	1.0	
Durham	%	2.2	12.9	22.8	23.4	29.9	8.8	491
	F	.02	.151	.379	.613	.912	1.0	
Yorks.	%	2.0	14.6	25.6	25.2	23.6	9.0	747
	F	.02	.166	.422	.674	.910	1.0	
Liverpool	%	1.7	12.5	23.0	30.3	26.3	6.2	724
	F	.02	.142	.372	.675	.938	1.0	
N.E.Mid.	%	2.0	18.0	33.8	25.6	14.9	5.7	1284
	F	.02	.200	.538	.794	.943	1.0	
London	%	2.0	13.3	26.7	24.3	26.8	6.9	1617
	F	.02	.153	.420	.663	.931	1.0	
Manchester	%	1.0	10.9	20.9	24.1	33.0	10.1	613
	F	.01	.119	.328	.569	.899	1.0	
Southern	%	1.8	13.0	24.2	28.0	26.4	7.6	925
	F	.018	.148	.390	.670	.934	1.0	
Welsh	%	.7	9.0	20.2	24.4	41.4	4.3	700
	F	.007	.097	.299	.543	.957	1.0	
National	%	1.53	13.18	25.7	26.3	25.9	7.5	9226
	F	.015	.147	.404	.666	.925	1.00	
WOMEN students								
Birmingham	%	1.1	14.8	29.0	24.6	25.5	5.0	1996
	F	.01	.159	.449	.695	.950	1.00	
Western	%	.4	14.1	30.7	29.6	21.5	3.7	1600
	F	.004	.145	.452	.748	.963	1.00	
Cambg. *	%	.60	17.7	24.6	23.4	28.5	5.2	1279
	F	.006	.183	.429	.663	.948	1.00	
Durham	%	1.00	12.7	23.8	27.6	31.6	3.3	1389
	F	.01	.137	.375	.651	.967	1.00	
Yorks.	%	.94	11.8	23.4	24.1	33.4	6.4	1589
	F	.009	.127	.361	.602	.936	1.00	
Liverpool	%	1.00	14.1	25.5	27.3	26.1	6.0	1982
	F	.010	.151	.406	.679	.940	1.00	
N.E. Mid.	%	.80	17.7	27.8	25.3	23.0	5.4	2171
	F	.008	.185	.463	.716	.946	1.00	
London	%	.90	14.1	27.0	24.7	27.0	6.3	4842
	F	.009	.150	.420	.667	.937	1.0	

Table 11 cont.
Women students

Category		1	2	3	4	5	6	N
Manchester	%	.90	11.2	25.1	27.8	27.6	7.6	910
	F	.009	.121	.372	.650	.926	1.00	
Southern	%	.8	14.8	28.1	26.7	24.8	4.8	1417
	F	.008	.156	.447	.714	.962	1.00	
Welsh	%	.100	7.7	22.0	25.3	41.0	3.9	1737
	F	.001	.078	.298	.551	.961	1.00	
National	%	.90	13.9	26.4	25.8	27.7	5.3	21164
	F	.009	.148	.412	.670	.947	1.0	

* The Cambridge A.T.O. contains only one college admitting men students. This college has been omitted from the table for men. The totals of men students in the last column therefore do not equal the national total.

Applying the K.S. two tailed, one sample test yields the results of Table 11a.

TABLE 11 a

Comparison of different A.T.O. groups using Kolmogorov Smirnov two tailed, one sample test.

A.T.O. group	Value of D max.	Category in which D. max occurs	Significance at p = .05
MEN students			
Birmingham	+.015	4	Not Sig.
Western	+.027	4	Not Sig.
Durham	-.054	4	Not Sig.
Yorks.	+.019	2	Not Sig.
Liverpool	-.032	3	Not Sig.
N.E. Midlands	+.134	3	Significant
London	+.016	3	Not Sig.
Manchester	-.098	4	Significant
Southern	-.014	3	Not Sig.
Welsh	-.124	4	Significant
WOMEN students			
Birmingham	+.025	4	Not Sig.
Western	+.078	4	Significant
Cambridge	+.035	2	Not Sig.
Durham	-.037	3	Significant /
Yorks	-.068	4	Significant
Liverpool	+.009	4	Not Sig.
N.E. Midlands	+.051	3	Significant
London	-.010	5	Not Sig.
Manchester	-.040	3	Not Sig.
Southern	+.044	4	Significant
Welsh	-.119	4	Significant

/ Marginally Significant, p = .05.

data might yield a few more significant divergences than those listed. However, the + and - signs given with each value of D max in the second column of Table 11a do indicate the nature of the differences observed. A + sign here shows that the students of the group are, on the whole, better qualified than the average, and a - sign indicates the reverse. Clearly, such differences as do emerge cannot be explained either by the supposed attractions of the metropolis nor by the drawing power of other great cities. There is no evidence to suggest that the London A.T.O. colleges have any advantage in qualifications of students on entry over the provinces generally. Such slight differences as do occur, positive in the case of men students and negative in the case of women, are not significant at the .05 level of probability. The Birmingham, Manchester and Liverpool A.T.Os., as far as the women are concerned, likewise do not differ significantly from the national average, and for the men in these three areas only the Manchester group shows a significant variation, a 9.8% deficiency in the proportion having one or more 'A level' passes. Significant differences do appear in other regions. Amongst the women the Bristol and Exeter, or Western Group, the Leicester, Nottingham and Sheffield (N.E. Midlands) Group and the Oxford, Reading and Southampton (Southern) Group, all of which may be described roughly as a combination of rural and urban areas containing one or two major cities seem to gain a significantly greater proportion of well qualified students in the 'A level' categories (3 and 4). With the

men this trend reaches significance only in the N.E. Midlands group where there is a 13.4% excess of students with two or more 'A levels'. This last figure certainly requires explanation. It does not at first sight seem reasonable to suppose that the North East Midlands is especially attractive in itself.

6.8

It may be that women students do show a slight tendency to prefer the south of England to the north. Both the Durham and the Yorkshire (Hull and Leeds) groups show a slight but significantly lower proportion of better qualified entrants. The Durham figure, however, is marginal, the associated value of p being exactly .05, while the Yorkshire group yields a p less than .01. No such geographical preference can be detected amongst the men.

6.9

The Welsh students, men and women, show a quite marked deficiency in the numbers of students with 'A level' passes, about 12% in both cases. Since this group is varied, including colleges of various administrative types, L.E.A., C. of E., etc., both mixed and single sex and in a variety of geographical settings, it seems safe to conclude that the explanation of the figures will be found in the fact of their being in Wales. If, for example, it can be shown that well qualified Welsh students prefer to enter English colleges, while few or no English students apply first to Welsh colleges, the results of Table 11 would be understandable. Some attempt is made in Part 2 of this thesis to discover if any such marked preference exists.

6.10

It appears that although some regional differences do appear between college groups they are not in the expected directions. Further research is needed into this matter since no very convincing explanation suggests itself as to why the observed variations occur nor why the expected ones do not.

6.11

One criticism of the figures of Table 11 which must be dealt with is the fact that they take no account of the inter-denominational differences previously discovered, nor of those between mixed and single sex colleges in general. There is a danger that real geographical variations have been masked by these others, since the A.T.O. groups have differing proportions of the several types of college. To compare like with like is desirable and accordingly the A.T.O. groups have been further subdivided along the previous lines. Unfortunately few A.T.Os. are large enough for this to be meaningful. In most cases comparisons of this type become comparisons of one or two colleges with the mean, or with one or two colleges in another region. Table 12 is therefore confined to those few cases where at least four similar colleges in an A.T.O. exist. Inevitably this excludes from this part of the work the Roman Catholic, Methodist and Free Church, C. of E. and Undenominational colleges, leaving only the L.E.A. colleges, which are the most numerous. At the same time some A.T.Os. are also excluded, for similar reasons.

TABLE 12

Qualifications of students in L.E.A. Colleges in different areas.
(Cumulative Frequencies)

Category	1	2	3	4	5	6	N
MEN STUDENTS, MIXED COLLEGES							
Birmingham	.011	.134	.416	.693	.928	1.00	805
Yorks.	.025	.153	.356	.589	.891	1.00	438
N.E. Mid.	.015	.164	.468	.728	.926	1.00	720
Liverpool	.012	.120	.364	.647	.937	1.00	505
London	.028	.154	.407	.664	.925	1.00	253
Welsh	.009	.102	.304	.541	.963	1.00	586
WOMEN STUDENTS, MIXED COLLEGES							
Birmingham	.013	.180	.518	.769	.965	1.00	1334
Yorks.	.011	.149	.400	.624	.941	1.00	795
N.E. Mid.	.011	.238	.552	.792	.961	1.00	1220
Liverpool	.002	.153	.407	.692	.960	1.00	887
London	.005	.192	.470	.739	.951	1.00	594
Welsh	.001	.084	.312	.542	.975	1.00	1073
WOMEN STUDENTS, WOMEN-ONLY COLLEGES							
Cambridge	.00	.123	.358	.606	.953	1.00	660
N.E. Mid.	.006	.126	.396	.700	.945	1.00	522
London	.006	.139	.397	.644	.949	1.00	1581

In Table 12a appear the values of D max for the K.S. one sample, two tailed test when each group appearing in Table 12 is compared with the relevant national figures. Thus, men in mixed L.E.A. colleges of each A.T.O. of the table are compared with the qualification distributions given in Table 9 for all men in such colleges, and so on. For men students the differences which appear are significant only in the case of the N.E. Midlands group which, as before, has a larger proportion of students with one or more 'A levels' and the Welsh group which has a 10.7% deficiency in this category. It is important to note that the small number of men only colleges administered by the L.E.As. prevent their being included here. The women students in mixed L.E.A. colleges also, where significant differences are found, show the same pattern generally as has been revealed before. Birmingham in this case has an 8.1% better proportion of students with two or more 'A levels'. As previously the N.E. Midland group shows up well and the Welsh group badly. Women in women only colleges show London with a small, but significant advantage and again the N.E. Midlands group does well.

6.12

It is therefore possible to confirm that certain areas do tend to acquire students with superior qualifications and others seem to be generally less fortunate. The most consistent results of this kind are those relating to the N.E. Midlands colleges, which in every instance seem to draw in a high proportion of better qualified students

TABLE 12 a

A.T.O. group	Value of D max.	Category in which D max.occurs	Significance at p = .05
MEN STUDENTS, MIXED COLLEGES			
Birmingham	+.045	4	Not Sig.
Yorks.	-.059	4	Not Sig.
N.E. Mid.	+.080	4	Significant
Liverpool	-.027	3	Not Sig.
London	+.016	4	Not Sig.
Wales	-.107	4	Significant
WOMEN STUDENTS, MIXED COLLEGES			
Birmingham	+.081	3	Significant
Yorks.	-.072	3	Significant
N.E. Mid.	+.115	3	Significant
Liverpool	-.030	3	Not Sig.
London	+.043	4	Not Sig.
Wales	-.144	4	Significant
WOMEN STUDENTS, WOMEN-ONLY COLLEGES			
Cambridge	-.015	4	Not Sig.
N.E. Midlands	+.079	4	Significant
London	+.043	3	Significant

than the national pattern would lead one to expect, while the Welsh colleges are considerably worse off. To emphasise this, the percentage of women students entering Welsh colleges with two or more 'A level' passes (Robbins university entrance standard) is 31.2, compared with 55.2% for the N.E. Midlands group. The corresponding figures for men are 30.4% and 46.8%. Such differences cannot fail to make themselves felt within the colleges.

6.13

Before taking these results too seriously, however, it should be noted that with a different arrangement of the A.T.O. groupings, somewhat different results might have been obtained. For example, the Sheffield colleges might have been included with the Hull and Leeds A.T.Os., and Nottingham and Leicester could have been combined either with Birmingham or with Oxford and Cambridge. The effects might have been such as to cancel out almost entirely the differences between the various parts of England which seem to appear with the grouping as chosen. Even so, there are sound reasons for preferring the regional division made, and enough has probably been done to prevent facile statements about the attractions of London and certain other large cities for students. To what extent students do prefer one area to another is a question which must be deferred to the second part of this study.

7. Differences between individual colleges

7.1

The foregoing sections of this work have demonstrated that certain differences in qualification patterns exist between various groups of colleges, these groups having been selected on fairly objective grounds such as location, controlling authority, etc. An informed subjective approach nevertheless suggests that the differences between individual colleges are often very much greater and more important than these inter-group variations. A college cannot, as a rule, change its location or its mode of government, and though it may plan to become mixed or to remain a single sex institution, its policy here is also governed at least partly by outside factors beyond its immediate control. Some or all the conditions in which a college finds itself may be counted disadvantageous when seen from the point of view of a well qualified student considering making a first-choice application. It is however quite possible to argue that these disadvantages may be overcome. If, for instance, a college in one way or another acquires an outstanding reputation in a particular subject or group of subjects, students well qualified in these may apply to it first as a matter of course, whatever other disadvantages there may be. In a sense, therefore, it might be claimed that a college gets the students it deserves.

7.2

To discover whether there is anything in this essentially subjective argument it is necessary to compare each college's qualification

return with a standard, such as the national averages calculated earlier and given in Table 11. This has been done, and the author has therefore been able to construct a list of colleges in order from those admitting a very high proportion of well qualified students to those admitting a rather small proportion in this category. For several reasons the full list cannot be given in this thesis. The information from which it was constructed is confidential and was made available only on the understanding that no colleges should be named. Equally important is the fact that the list was calculated from the returns for only two years, 1962 and 63. Annual variations are known to occur and it is not to be expected that, if a similar list is calculated at a later time it will be the same. Nonetheless it is believed that useful information results from the comparison, and a summary of the available material is given below in a form which not only conceals the names and locations of the colleges but also tends to counteract the ill-effects of the short term view taken. The assumption made here is that a college which, in two successive years, has an intake of a certain type, will not suddenly experience a very great change in this respect. It is more likely that, in so far as the intake quality depends on reputation, it will vary rather gradually. If this is the case the summary results given below may represent a fairly accurate picture of the intercollegiate differences which exist over a period of several years. This also is given support by consideration of the three year course itself. Students entering

college in 1962 remained there for three years, so that their influence, both on the extra-curricular life and on the actual standards of academic work would persist for at least that time. Those students entering in 1963 are still at college at the time of writing, and it may be supposed that, even if the entry which followed them was very different, the college is at present not entirely different from what it was in 1961.

7.3

The method used in summarising the results of this section of the work were to use the K.S. one sample test to classify each college intake of students in turn as either close to or significantly above and below the national average, treating men and women separately as usual. Since the test applied is two tailed the results are in any case conservative. A one tailed test applied to the same figures would enable a somewhat greater number of colleges to be differentiated from the standard group. However, the main purpose at present is to illustrate the type and range of variation found, and also to permit selection of a small number of colleges for more detailed consideration in later sections. The likelihood of Type 2 errors in this analysis is not therefore thought to be of much importance.

7.4

Since men and women are separated in what follows each mixed college figures twice in the tables. One interesting and almost certainly significant feature of the larger tables constructed but not given

here is that a mixed college which appears high on the list in respect of its women students invariably stands equally well in the men's list. (See Table 16). The implication is that mixed colleges do not in general find themselves forced to take in women of one quality with men of entirely another, though nationally some small differences of this kind have been noted (Paragraphs 4.1 to 4.5).

7.5

Taking the men students first it is found that of the sixty-eight colleges admitting men students, twenty-two are distinguished by the K.S. one sample test as being significantly different from the standard provided by the national average for men students. These twenty-two are further easily divisible into an upper group of seven colleges admitting men with, on the whole, very good qualifications and fifteen with a much poorer quality of entry. These results are summarised in Table 13. In the upper group, it is found that every type of governing authority except Roman Catholic is represented, there are five mixed and two un-mixed colleges only one is in the London area and none is in Wales. The men attending these colleges represent 17.1% of all the men students. Taking the analysis one stage further, one college of the seven may be separated from the rest since its intake is significantly better qualified than that of the other six. The relevant figures appear in Table 13a. That there is any college where 70% of the students have the Robbins University Entrance requirement of two or more 'A level' passes should at least give

TABLE 13

Qualifications of men students in twenty two selected colleges, a higher group of seven and a lower group of fifteen.

(Cumulative Frequencies)

HIGHER GROUP (7 colleges)							
Category	1	2	3	4	5	6	N
Number	34	348	932	1370	1531	1579	1579
F.	.022	.220	.591	.868	.971	1.000	
LOWER GROUP (15 colleges)							
Category	1	2	3	4	5	6	N
Number	25	220	640	1178	1983	2229	2229
F.	.011	.099	.287	.528	.890	1.00	

TABLE 13 a

Qualifications of men students in one selected college.

Category	1	2	3	4	5	6	N
Number	15	128	313	431	444	447	447
F.	.034	.286	.700	.964	.993	1.00	

TABLE 13 b

Qualifications of men students in two selected colleges.

Category	1	2	3	4	5	6	N
Number	2	11	36	64	120	161	161
F.	.012	.068	.222	.397	.745	1.00	

food for thought. Turning to the lower group, it is found that two of the fifteen are in London and three in Wales. The rest are widely scattered. Three are for men only, the rest being mixed, while there are nine L.E.A., four C. of E. and two Catholic colleges in the group, other denominations being unrepresented. As before, by comparing each college entry separately with the group as a whole, two may be distinguished as significantly worse off than the others (Table 13b). It appears from this that some colleges admit as many as 25.5% of their men students with the minimum qualification of five 'O level' passes while others admit only 0.7% in this category. The range is considerably greater than that found between the various types of college dealt with earlier in this study.

7.6

Applying the same kind of treatment to the larger number of colleges admitting women, 55 mixed and 73 single sex colleges, thirty-three are distinguishable as taking students better qualified than the average, and twenty-seven form a lower group below average in this respect. In the upper group there are 6,826, or about 28%, of all women students. The general pattern of their qualifications is given in Table 14 along with the pattern of the 5,108, 21%, in the lower group. In the upper group every A.T.O. group is represented except Wales. There are six colleges of the London group, the rest being provincial. Eleven are colleges for women only and the rest are mixed. As with the men, no Roman Catholic college is in the

TABLE 14

Qualifications of women students in sixty selected colleges, a higher group of thirty three and a lower group of twenty seven.

(Cumulative frequencies)

HIGHER GROUP (33 colleges)							
Category	1	2	3	4	5	6	N
Number	85	1517	3812	5607	6783	6826	6826
F.	.012	.222	.558	.823	.993	1.000	
LOWER GROUP (27 colleges)							
Category	1	2	3	4	5	6	N
Number	21	399	1342	2555	4595	5108	5108
F.	.004	.078	.263	.500	.900	1.00	

TABLE 14 a

Qualifications of women students in four selected colleges (upper group)

Category	1	2	3	4	5	6	N
Number	28	346	744	932	989	990	990
F.	.023	.372	.750	.941	.998	1.00	

TABLE 14 b

Qualifications of women students in four selected colleges (lower group)

Category	1	2	3	4	5	6	N
Number	5	55	154	315	690	847	847
F.	.006	.065	.182	.372	.815	1.00	

above average category, but all other governmental types of college are represented.

7.7

Further analysis reveals that, of the upper group, four colleges can be separated by the K.S. one sample test as being generally superior even to the others. These colleges, whose qualification pattern is given in Table 14a, include one London college and three in the provinces. Three are mixed, the controlling authorities are two undenominational, one L.E.A. and one Methodist or Free Church. Again it is thought provoking to find that some colleges contain 75% of students in the two 'A level' or better category, an even higher percentage than the men's college of Table 13a.

7.8

In the lower group a similar sorting procedure shows that there are ten mixed and seventeen single sex colleges in the below average category, with five Welsh and seven London colleges. The controlling authorities are eighteen L.E.A., four C. of E., five R.C., with no undenominational or Methodist/Free Church colleges in the group. Again, a still lower group can be distinguished containing four colleges, two Roman Catholic, one C. of E. and one L.E.A. Only one of the four is mixed, and only one is in London. The details of the qualifications are given in Table 14b. It is once more instructive to contrast the two groups of Tables 14a and b.- In the one case, only 0.2% of the students enter with the minimum '5 O level' qualification, in the

other 18.5%. Even more striking is the fact that some women's colleges evidently take in about 94% of their students with one or more 'A level' passes, while others have only 37% in this category.

7.9

The results presented in summary form in the above section confirm without any doubt that the variations between different colleges are far greater than can be explained by the inherent advantages or disadvantages, in students' eyes, of the various types of institution discussed in the earlier sections. Only the Welsh group of colleges and those of Roman Catholic denomination consistently fall below the average in qualification pattern. In both these cases it seems reasonable to suppose that the colleges have a rather limited number of applicants to choose from. A Welsh student with high qualifications is more likely to apply to an English college than is an English, well qualified, candidate to apply to a Welsh one. Similarly, well qualified, Protestant candidates are unlikely to apply to Roman Catholic colleges, though some Roman Catholics do apply to non-Catholic colleges. In all other cases it seems that the chief causes of the variations must be sought by examining each college separately. Further point is given to this if a deliberate comparison is made between any two colleges which are similar in most respects. For instance, in Table 15 the qualifications of students entering two C. of E. women's colleges in the same part of England are given. There is a difference of nearly 33% in the proportion of students

TABLE 15

Two Church of England women's colleges in adjacent areas compared.

Category	1	2	3	4	5	6	N
College (a)	.010	.117	.379	.728	.971	1.0	103
College (b)	.004	.097	.215	.401	.873	1.0	237
D.	.006	.020	.164	.327	.098	0.0	

TABLE 16

Qualifications of men and women students in three selected mixed colleges.

Category	1	2	3	4	5	6	N
College (c)							
Women F	.026	.340	.741	.943	.997	1.00	312
Men F	.033	.289	.611	.822	.945	1.00	180
Men & Women	.028	.321	.692	.898	.978	1.00	492
College (d)							
Women F	.028	.324	.761	.915	1.00	1.00	142
Men F	.024	.240	.576	.856	.984	1.00	125
Men & Women	.026	.284	.675	.887	.992	1.00	267
College (e)							
Women F	.016	.341	.682	.945	.997	1.00	311
Men F	.021	.251	.651	.949	.985	1.00	195
Men & Women	.018	.303	.669	.945	.992	1.00	506

with some 'A level' passes which cannot be readily explained on grounds of location, controlling authority, sex type or any other easily discoverable characteristic of the colleges. Similarly, if a small number of colleges selected on any criterion are compared, large differences are usually found. It has already been mentioned that mixed colleges do not in general find themselves adopting very different admission policies with respect to their men and women students. Although there are some slight national differences between the sexes (Paragraphs 3.1, 3.2) it is noteworthy that the three mixed colleges which appear (in Table 14a) well above the average level for women students, are also included in the above average group for men, and at the other end of the scale six of the ten mixed colleges in the women's lower group (Table 14) are also in the below average table for their men students. In Table 16 the relevant qualification figures for men and women students in the three mixed colleges of Table 14a are given in detail. A similar table, but showing a generally poorer level of qualifications, could be constructed for any group of mixed colleges. The only cases where a marked difference in the qualification level of the men and women in a mixed college does appear are where a women's college has very recently become mixed although it still appears on the Clearing House list as unmixed. The reason for the difference is almost certainly that the men students who do obtain places are almost invariably those who have been unable to get in elsewhere, and who were unable to apply to the newly mixed college because they did

not know of its new status. In such circumstances it would be expected that the college would, after a year or two, be able to draw in men of at least roughly similar capabilities to the women.

8. Conclusions of Part 1

8.1

It has been possible in the foregoing chapters to establish, subject to the limitations of the data available, certain conclusions about the qualifications of students entering different Colleges of Education. These are summarised below.

8.2

In Section 2 it is shown that, in spite of the increased numbers entering teacher training courses during the period 1960-64 there has been some improvement in the level of entry qualifications of students during that time, though taking any two years together there is not enough variation to be statistically significant.

8.3

In Section 3 it is established that there are small, though statistically significant differences between men and women students in respect of their G.C.E. qualifications. More very well and more rather poorly qualified men enter college, in proportion to their numbers, than women, though there is only a 1.1% difference in the proportions with 'A level' in one or more subjects.

8.4

Section 4 of this work establishes that while men entering men only colleges are generally better qualified than those going to mixed colleges, women in mixed institutions are usually better qualified than those in women's colleges. Thus the men in mixed colleges may tend

to find themselves alongside women who are on the whole better qualified. This conslusion, however, is subject to qualification by the results of Section 7.

8.5

Section 5 compares the qualifications of students entering colleges controlled by the various different authorities. It is shown that men in Church of England colleges are somewhat less well qualified than those in colleges administered by the Local Education Authorities, and men in Roman Catholic colleges are considerably worse qualified than either. The undenominational colleges' men are generally better qualified than those in the L.E.A. colleges. In the case of women students there is no detectable difference between the L.E.A. and the C. of E. colleges, but the R.C. group again compares unfavourably, and both the undenominational and the Methodist/Free Church colleges compare favourably with the larger groups. The differences between mixed and un-mixed colleges noted in Section 4 are found to persist in the L.E.A. and C. of E. men's colleges as against the mixed ones, but the women in C. of E. mixed colleges tend to have poorer qualifications than their counterparts in the C. of E. un-mixed colleges.

8.6

Section 6 establishes that while there are certain differences in the general level of qualifications of students entering colleges in different areas, there is no evidence of a consistent superiority of the London group. However, Welsh colleges generally seem to have a

rather poorly qualified entry, while colleges in the North East Midlands (Sheffield, Leicester and Nottingham A.T.Os.) are consistently high in this respect. The available information does not permit any other definite conclusions about locational variations.

8.7

In Section 7 a summary is given of the results arising when each college is compared with the national average qualification pattern. It is found that the differences between individual colleges are often very great, and except in the case of the Welsh and the Roman Catholic colleges, these individual variations can and often do over-ride the apparent disadvantages or advantages associated with the other factors, location, denomination, etc., previously considered. Thus two colleges may differ by as much as 33% in the proportion of entrants having 'A level' passes in G.C.E., although in most other respects they are similar. At the same time it is found that men and women in mixed colleges do not differ very greatly.

8.8

Explanations of the observed variations in qualifications are not in general attempted in Part 1 of this thesis, though a number of hypotheses are mentioned where relevant. Further analysis of the data available from the college returns would certainly be possible and might be rewarding, particularly if account were taken of the various subjects passed by students at the 'A level'. However, the author is not one of those who would claim the G.C.E. examinations were a very good

criterion of potential teaching ability. To establish what, if any differences exist between colleges in terms of the social and personal qualities of their students would require another, large and complex research programme, but one which might prove to be even more interesting than the qualification analysis attempted here. In this exploratory study it is thought better to leave the analysis at this point and make some attempt to explain how the variations do arise. The methods used are described, and the results are discussed, in Part 2.

PART TWO

9. Influences which affect students in making their choice of college.

9.1

The method by which students apply for entry to colleges of education has been outlined in the introduction and in Appendix 1 of this thesis. In a time of teacher shortage, which condition has prevailed for more than a decade in England and Wales, it is apparent that students who have at least the minimum entry qualifications and also exhibit, at interview, a genuine interest in teaching have a very good chance of getting a place at a college for training. The Clearing House system does, by and large, ensure that no college places are vacant at the start of the academic year, and although from time to time it is stated in the Press or elsewhere that qualified applicants are sometimes refused places at college, it cannot be pretended that many suitable students are turned away. It may be that some rather unsuitable ones are accepted. Practically, therefore, it is not a question of selecting, from a great superfluity of applicants, those few who are thought to have real potential as teachers. If this were the case there can be little doubt that colleges would use tests of personality and possibly social criteria in choosing their entrants from the excess numbers of otherwise well qualified applicants. In effect, the students choose the college, rather than the college the student. As outlined in Paragraphs 1.1-1.5 the students' preferences, expressed on the application forms, effectively limit the number of good

applicants who can be considered by a particular college, and this in turn conditions the college's admissions policy.

9.2

The importance of the student's motives at the time of drawing up the preference list is therefore established. The purpose of this part of the thesis is to discover, if possible, what these motives are. The number of factors which may be involved is very large and it is unlikely that all will be discovered. It is, however, fairly safe to assume that some rational thought is given by each individual to the question of college selection and that, if asked, a student could give some fairly accurate account of the method by which the decision was reached. The author therefore prepared the questionnaire, reproduced in Appendix 4.

9.3

In the questionnaire an attempt has been made to allow for every possible influence which bears on a potential student teacher. It must be remembered that at the time of application almost all students are still at school, usually in the first term of the second year sixth form in grammar or comprehensive schools. The information they have about colleges of education may or may not be reliable, and their motivation, whatever their reasoning powers, may or may not be frivolous. At the same time they may receive varying amounts and qualities of advice or even instruction from their schools, their relatives and their friends about their application. It may be fair

to say that because some college attracts a very great number of first choice applications it is not necessarily a 'better' college. Its popularity may arise in the first place from some fortuitous circumstance. For example, more than a few women students answering the author's questionnaire declared that the only reason for choosing a certain college was because boy friends or fiances were going to university in the same town, and in several other cases students admitted that, apparently not satisfied with the friends they already had, they hoped to meet some more attractive young men in the university of x, y, or z. One student gave as her sole reason for applying to the particular college she chose, its proximity to a famous military training establishment. However, such reasons, if they lead to a particular college becoming very popular, must in the long run have an effect on the work. The students admitted to a popular college will be selected from amongst the rest because they have certain qualities. These qualities will be observed by interested persons, particularly the teachers in the schools from which the students come, and the college will begin to get a reputation for admitting this particular type of applicant. Schools may therefore advise future applicants of this kind to apply to this college, so increasing its popularity generally. The college will then be able to be even more selective, and, because it now tends to get the students of the type it hopes for, it is likely that it can do better work with them than it would with a randomly-selected group. Thus popularity in one respect may

lead to improvements within the college. The process tends to be self-reinforcing. Equally, a college which, for some reason beyond its control, appears unattractive, may have difficulty in attracting good students and so may not be able to achieve such high standards of work.

9.4

In drawing up the questionnaire no attempt was made to get students to assess the relative importance to themselves of particular factors. Rather, each was asked to indicate those things which did influence their judgment and ignore those which did not. Spaces were left for written comments to allow students who felt they could add useful information to do so, and many in fact did. The questionnaire itself (Appendix 4) was intended to be self explanatory, and no detailed account of it is given here. Rather, each section is dealt with in the following paragraphs as it appears, and at the same time the numerical analyses of the results are discussed.

9.5

Clearly, in finding a number of students to complete the form the author could have attempted to take a random sample of students from a very great number of colleges. This possibility was rejected, however, since the chief purpose was to discover how the differences between individual colleges, described in Part 1, arise. In this connection it is important to know why a student applies first to a college such as College (a) of Table 15 rather than to College (b), which seems

similar. The method adopted therefore was to choose, from the data described and analysed in Part 1, a number of colleges which would, because of their qualification pattern, yield results of especial significance. Six colleges were selected. One of them is the men's college of Table 13a, with 70% of its students in the 'two A level or more' category. Another is a women's college, one of the four given in Table 14a, with a similarly good qualification pattern. A third is a mixed college which also appears in Table 14a for its women students and is near the head of the list for its men entrants. For purposes of further discussion these three colleges are given the code letters A (the women's college) B (the men's college) and C (the mixed college). The other three colleges selected come from lower in the qualification tables. College D is a mixed Church of England college with students of approximately average qualifications, the men somewhat less able than the women. College E is a women's college administered by a Local Education Authority, with a below average position in the qualification table, while the sixth college, F, is the C. of E. college which is one of the four listed in Table 14b as having qualifications well below the average level.

9.6

Each of the six colleges was approached and the purpose of the research was explained, with a request for assistance. After some preliminary discussion, all agreed to help. In most cases it was arranged that the author should himself visit the college and administer the

questionnaire, this procedure ensuring that there would be a measure of control of the manner in which the questionnaire was completed. However, Colleges A and B both preferred to organise the matter differently. In College A the students' union made itself responsible for the questionnaire, so that the students who filled it in did so on an entirely voluntary basis. In College B the author was offered a 30% sample of the two year entries, the actual completion of the forms being done during lecture time. In the event arrangements made for the author to visit College E also broke down, and the work was undertaken by the college itself.

9.7

The author, in preparing the questionnaire, felt it would add to the reliability of the results if the answers came only from students who entered college in 1962 and 1963. The first part of this thesis is based wholly on the qualifications of these two intakes, and fortunately they were still in their colleges at the time the questionnaire was distributed. It is therefore safe to say that the results of the questionnaire are directly relevant to the qualifications survey. Whatever changes take place in a college, or in its reputation, the questionnaire should give a fairly good picture of the motivation of the students whose examination results have been described.

9.8

It is necessary to qualify the above statement by adding that the students were requested to answer the questions two or three years after

the decisions about their choice of college had been made. It is very probable that in some cases they had forgotten exactly what their feelings were at that time, and it must also be acknowledged that their answers might be coloured by experience of college during the previous months. To offset the ill-effects of this the author, at those sessions where he was present, and lecturers who were responsible for the questionnaire in colleges B and E, emphasised that the questions related to the decision of the year previous to entering college. Study of the questionnaires, particularly of the written comments, tends to confirm the belief that most students understood this and were able, by and large, to recall the reasons behind their choice. Where, as was by no means unusual, a student felt a mistake had been made, a written comment to this effect was often added. The remarks which some students felt impelled to add about their college were often interesting but rarely directly relevant. They range from the blunt 'I wish I had never set eyes on the place' to 'I realise now that I came to the right college, although I was disappointed at first'. Several students approached the author privately after a questioning session and suggested that a further survey of what students thought of their college after two or three years in it would be more valuable. The motives behind such comments might be questionable, but in one sense there is some justification for the view expressed. To the extent that a college's reputation depends on what its former students say of it after leaving, a matter discussed later (Paragraph 22.2), a college

where students are happy is more likely to attract good students in future.

9.9

In order to encourage frank answers, no opportunity was given for students to put their names on the question forms.

9.10

Most of the disadvantages of the questionnaire method adopted could be overcome if a long term study could be launched beginning with a group or groups of young people in sixth forms at school and following them through the whole process of career selection and choice of college, and finally discovering how their college career develops, and even going on to find out what kind of teachers they make. Such a study, while outside the scope of the present work, might be able to use some of the results presented in the following paragraphs as a guide to the best lines of investigation.

9.11

In Table 17 the numbers of students in each of the six selected colleges who completed the questionnaire is given, together with the percentage size of the sample in each case. From this table it may be seen that a total of 682 women and 211 men students completed the questionnaire, together representing 46.5% of the two years' entries of the six colleges. In view of the difficulties surrounding the administration of such a questionnaire this is considered to be a good coverage. However, the number of men students participating

TABLE 17

Students completing questionnaires in six colleges

College	A	B	C	D	E	F	TOTALS
Total 1962 entry	88	212	257	155	88	109	
Women Men	88 0	0 212	160 97	98 57	88 0	103 6	
Total 1963 entry	137	235	249	146	95	149	
Women Men	137 0	0 235	151 98	87 59	95 0	134 15	
Total 1962+63	225	447	506	301	183	258	1920
Completed questionnaires WOMEN							
1962 entry 1963 entry	22 54	0 0	0 116	81 77	84 75	65 108	
Total	76	0	116	158	159	173	682
MEN							
1962 entry 1963 entry	0 0	34 40	0 55	32 50	0 0	0 0	
Total	0	74	55	82	0	0	211
Men & Women	76	74	171	240	159	173	893
% of total students of entry 1962-63	33.8	16.8	33.8	79.7	86.8	67.2	46.5

is small. Since, in any case, the majority of trainee teachers are women, it is preferred at this stage to deal with them first, and to leave consideration of the men to a later section.

10. Results of the questionnaire, women students' answers to Questions 1 and 2

10.1

The first item on the questionnaire permits each group of students to be divided into those who were admitted to the colleges of their first choice, and those who were not. This is a most important distinction and frequent reference to it is made in the rest of this thesis. Taking both years together, 63.7% of the women students were successful in their first application, 36.3% were not. It is hard to say how far this figure is representative of the national position, but it is probably not very far from the truth to say that between 30 and 40% of the students experience at least some measure of disappointment at the very beginning of their training. If the numbers who were successful in their second choice application are added to the above figures, the over-all position seems to be that 75.5% gain entry to either their first or their second choice college. In this case the proportion of applicants who find themselves referred to their reserve lists, and possibly finally gain admission to a college they have not previously thought of entering is about a quarter. These figures are of interest, but it is more relevant to the present study to examine the detailed results from the five colleges (omitting College B which has no women students) participating in the survey. These are given in Table 18.

TABLE 18

Women students entering their first and second choice colleges

College	A	C	D	E	F	Totals
Total of questionnaires answered	76	116	158	159	173	682
First choice successful	76	74	119	87	79	435
%	100	63.6	75.3	54.6	45.6	63.7
Second choice successful	0	25	9	17	29	80
%	0	21.6	5.7	10.7	16.7	11.7
Total first or second choice successful %	100	85.2	81.0	65.3	62.3	75.5

10.2

The first striking result of this analysis is that College A apparently is able to fill all its vacancies with first choice applicants. This confirms hearsay evidence that the college does not need to consider second choice or reserve applicants. At the other end of the scale, College F has fewer than half its student population in the 'first choice' category. Between the extremes, College C, which stands little below A in the qualification table, evidently admits only an average proportion of first choice applicants, while the D group, average from the qualification point of view, has a rather higher proportion than expected of first choice entrants. These anomalies may perhaps be accounted for if it can be shown, later in this study, that students sometimes have a rather accurate idea of their own chances of being admitted to a certain college. For example, if it is widely known that a college admits students with average qualifications rather than restricting its intake to very well qualified candidates, it is likely to receive a fairly large number of first choice applicants who are in the average qualification categories. These students will not apply, because they know their chances are poor, to a college such as A if they hear that good qualifications are a condition of entry. In short, the better a student's information about a college, and the clearer her own idea about her abilities, the more likely she is to be admitted to her first choice college.

10.3

Considering the second choice successes, it appears from Table 18 that College C is a rather popular second choice, so that as many as one in five students are in this category. Taking the last line of the table, the trend of the figures is entirely in the expected direction, College F having the smallest and College A the largest proportions of first or second choice students.

10.4

The questionnaire does therefore give some quantitative support to the suggestion made in the Introduction that some colleges may have to fill vacancies with students who are not considered entirely suitable. The figures of Table 18 must, however, be interpreted with some care, since they do not give any information about the numbers of first or second choice applicants who are turned away by the five colleges. It may be, for instance, that College A does not receive a very large number of first choice applicants, but because of its reputation or other factors, those it does receive are almost always well qualified and are therefore accepted. Similarly, the other colleges may be in the habit of rejecting quite a high proportion of first choice applications in the hope that second choice, or reserve list students of better quality will come along later in the admissions year. This may be an additional factor in the make up of the College C group. A good deal must depend on the attitude of the college authorities to first choice applicants. To exchange a somewhat poorly qualified

entrant who nevertheless has expressed a desire to enter the college for the doubtful prospect of a better qualified student who, in truth, would have preferred another place, might be regarded as bad business by one college and yet be normal practice at another.

10.5

In an effort to discover more information about this particular aspect of the problem an attempt was made to find out which colleges are most popular by listing all the colleges and scoring one point to any college named by one of the students in the survey. As far as the five colleges in this study are concerned the results are entirely inconclusive. College A was given as first choice by only two students apart from those who had actually been admitted to it. College C appeared only once as first choice and three times as second choice, and College D was mentioned only once as a second choice by a student who actually was admitted to College A. Clearly nothing very illuminating can be deduced from this, though it is rather surprising that College A was not a more popular choice with the C group many of whom, judging by their qualifications, would have had a good chance of being admitted to it. What this part of the work did demonstrate, however, was the undoubted popularity of certain colleges in the North East Midlands area. If this is a fairly typical sample of women students there must be a small number of colleges in that region which are swamped by first choice applications, since it appears that about 10 or 15% of all students apply to them. Further

study would be required to establish whether this is in fact the case. Some slight confirmatory evidence comes from occasional written comments by students filling in the questionnaire. One of the N.E. Midlands colleges, for example, is reputed to refuse places to any candidate who has applied, or who intends to apply, to university as well as to a college of education. The argument may be that such candidates have not truly made up their minds about their careers, and the college can afford to reject them, since there is always an ample supply of candidates who have positively decided on teaching. In contrast, it will be shown later that many of the A group of students in this survey were originally university candidates who were admitted to College A late, after their university applications had failed. The N.E. Midlands colleges, as a whole, are well up in the qualification survey performed in Part 1 of this thesis, and it may be that some of them are so popular that they can adopt a quite extraordinarily selective admissions policy, demanding not merely high academic qualifications but also rather concrete evidence of dedication to teaching. In this sense, therefore, they would be more selective than College A even though the average level of their students' G.C.E. results is not so high. It is, unfortunately, not possible to go further into this question in the present context, though in succeeding paragraphs some tentative explanations of the popularity of certain colleges and types of college are put forward.

10.6

Some further analysis of questions 1 and 2 reveals that most students tend to name, as first and second choices, colleges which are similar in type and geographically not far apart. To treat these results in detail is difficult, since rather vague concepts of geographical proximity arise as well as other problems of definition. However, it appears that a candidate naming a mixed L.E.A. college in a large city as first choice usually names another mixed L.E.A. college in that city, or in another nearby area, second. Applicants who nominate colleges either of very different kinds or widely separated are something of a rarity. The matter is not pursued further here since it is believed that answers to later items in the questionnaire throw better light on the problem.

11. Answers by women students to items 3 and 4 of the questionnaire.

11.1

Items 3 and 4 of the questionnaire were inserted merely to discover whether or not all students were interviewed at their first choice colleges and if not, how many were considered and refused by their second choices. Only 55, 8% of the respondents were not interviewed at their first choice colleges, and in these cases the colleges concerned are widely scattered rendering further analysis impossible. It is only permissible to point out that the fifty-five did not all apply to one or two very popular colleges, nor even all to the same type of college so that their failure to obtain an interview cannot be explained on these grounds. Twenty-eight, or about half the fifty-five who were not interviewed at their first choice college were also passed on without interview by the second choice, and it is significant that fourteen of these had their first and only interview at College F, and another eleven at College E, at which colleges they were finally admitted. These figures, while too small to be considered very reliable, do tend to confirm that students who, for one reason or another, are not interviewed at either of their preference colleges eventually arrive at colleges which, probably through necessity rather than desire, accept the less well qualified candidates. The twenty-seven students who were first interviewed at their second choice colleges were, with only three exceptions, admitted there.

11.2

Combining the results of this section with the figures of Table 18 it appears that about 8% of students are rejected without interview and another 28% after interview, by their first choice colleges.

12. Methods of analysis.

12.1

It is now proposed to pass on to discussion of the main part of the questionnaire. This was framed in such a way that each question could be answered in more than one way. There were, for example, fourteen possible responses to question six and respondents were encouraged to tick as many items as necessary rather than attempting to pick out one particular response as more important than the rest. A more restrictive approach, while it might have made the subsequent statistical analysis easier would almost certainly have produced misleading results. Practical decisions of the kind made by students choosing colleges must be influenced by numerous interrelated factors which it would be unfair to expect individuals to separate or categorise. The chosen method does not permit of a very close analysis of individual responses. A student who ticks two or more non-contradictory responses to one of the questions may not have been equally influenced by both the factors marked; the responses indicate only that both had some influence on the decision. On the reasonably safe assumption the students did in general give some thought to their answers it is also possible to say that if an item is not ticked the factor concerned had little or no influence on the individual. Carrying this argument forward, it is possible, by taking a large enough number of completed questionnaires, to assess the degree of importance of a particular item by expressing the number of positive responses to it as a

percentage of the possible total. Thus, if one hundred students completed the forms, and only one or two ticked an item, it would be fair to conclude either that the factor mentioned had little influence generally or that most students were uninterested in it. Conversely if an item is ticked by all or nearly all respondents it must be considered a matter of great importance in candidates' eyes. The same applies to the main sections of the questionnaire as wholes. If a particular section is passed over, eliciting no responses from the great majority of students, it must be assumed that the entire subject arouses no strong feelings, while questions answered by all suggest at least a strong interest in the matter, though the individual items ticked may be different and demonstrative of different opinions.

12.2

The methods adopted in the following analysis are therefore as follows. Each college-group of students is divisible into two on the basis of their answers to the first item on the questionnaire. Those who entered their first choice college give, by their answers, their reasons for choosing their particular colleges. They form in this survey five distinct groups which may be directly compared with one another. By examining for example, the A first choice group it is possible to say whether or not location of this college was a major attraction, and whether it was more important than location was to students of the C first choice group. The five separate groups, or in reality four groups (since no students of College A are

in this category) who were not admitted to their first choice college give, in their answers, reasons for choosing some other establishments. They may be taken all together as one group. They are referred to in what follows as the R or representative group. Strictly it is not entirely true to say that these students are representative of the entire student population. They actually represent that 30-40% of students who are not admitted to their first choice colleges. They do, however, in their expressed preferences, cover an extraordinarily wide range of colleges. Their reasons for making their widely differing choices do therefore give some indication of the motivation of students throughout the country. It would be surprising if analysis proved them to be very different, as a group, from any more deliberately selected random sample. Their use as a standard of comparison is therefore reasonably justified, and in much of the subsequent work they are so employed.

12.3

Each question on the form is therefore examined in turn. A measure of the interest of the students of a particular group in the question is gained by finding what proportion of them made some response to it. Then the individual responses are separated and their relative importance is assessed in a similar manner. Finally, the various groups are compared and the results discussed.

12.4

Where necessary, statistical tests of significance have been used to ensure that random differences between groups are not allowed to

falsify conclusions. Most items of the questionnaire yield simple binomial divisions of the student group concerned, those ticking an item being in one class, those not ticking being in the other. The K.S. one or two sample tests, described briefly in Part 1 (Paragraphs 2.11-2.12) and given in greater detail in Ref. 8, are again adopted here, partly because their use establishes a certain degree of homogeneity in the statistical results in the two parts of the work, and also because the K.S. tests are recommended in Ref. 8 as amongst the most powerful non-parametric tests available. The application of the K.S. tests to binomial data raises no problems, since a binomial distribution is merely one form of a cumulative step function in which there are two classes instead of more than two. There is only one value of the parameter $D = /F_o(X) - S_n(X)/$ in each case, and this is either greater than or less than the critical value for the level of probability chosen.

13. College Location.

13.1

Section A of the questionnaire, consisting of two questions, concerns the influence of location in the widest sense. The first question, No. 5, asks students to give an approximate assessment of the importance of location to themselves, while question 6 is an attempt to identify some of the specific locational factors which students may have considered. Table 19 summarises the responses of women students to question 5. In this and subsequent tables the A, C, D, E, and F groups are those who gave these colleges as first choice and were admitted, the R group includes all the rest. Considering first the general pattern of responses the last line of this table shows that 23.6% of the students stated they were only slightly, or not at all, influenced by location of their first choice college. Even if the three percent of students who did not respond to this item are added to these, it seems safe to conclude that college location is an important matter for about three-quarters of the students taking part in the survey. Interpretation of phrases such as 'moderately' and 'greatly influenced' is of course difficult and it may not be worth pursuing the matter very much further. However, it is interesting to compare each of the A to F groups in turn with the R group. This demonstrates that no statistically significant differences exist between the R group and the A, D and F groups, but both the E and C groups exhibit a greater interest in college location than the others. More

TABLE 19

Analysis of responses by women students to Question 5.

Student group	N	Influenced by college location: Greatly %	Mod.tly %	Slightly %	Not %	Total response
A	76	34.2	32.9	19.7	13.2	100%
C	74	60.8	24.4	13.5	2.3	100%
D	119	33.6	39.4	20.2	5.9	99%
E	87	50.6	23.0	6.9	4.6	85%
F	94	22.8	49.4	12.7	13.9	99%
R	247	24.3	47.8	16.2	8.9	97%
Total	682	34.2	39.2	15.4	8.2	97%

than 60% of the C group and 50% of the E group expressed themselves greatly influenced by this factor. It must be concluded that, in the eyes of these students, there is something particularly attractive about the position of these two colleges. It is, at first sight, difficult to say what this might be. Both colleges are located in large industrial cities in coal mining districts, neither city is particularly famed either for its amenities or its architectural qualities. However, both cities are ranked highly by urban geographers in terms of their status as 'regional capitals' (Ref. 10). The explanation of the above results may therefore be that there is a rather strong local feeling in the areas concerned which attracts students. There is also a somewhat higher proportion of day students than normal in these two colleges (see Para. 17.1). Answers to later parts of the questionnaire do throw some additional light on this matter and will be discussed in their place. A further possibility which must be allowed for is that any college in a large city will tend to receive a fairly large number of applicants who, for one reason or another, wish to stay near their homes. Colleges in country areas or small towns will necessarily receive smaller numbers of such applicants because the population of their immediate locality is smaller. The other three colleges considered here are in cities of smaller, though not inconsiderable size, and, coincidentally, all three can be classified geographically as important, and ancient, market towns in prosperous agricultural regions, and in terms of historical and architectural interest all must rate very highly.

13.2

There is some evidence, in the shape of students' written comments on the questionnaire, that College C gains some applications from students who are attracted by the scenic qualities, not of the city, but of nearby upland areas, and several students mentioned specifically rock climbing and youth hostelling in this region as being especially attractive. Others hoped to find particularly good opportunities there for field work in sciences and geography. There were very few such references from the E group, even though the amenities, on an objective assessment, do not appear poorer in any respect, and, since the college is within easy reach of a very attractive coastline, they might even appear better. The comments from this group which were relevant to this particular issue were mainly of a somewhat negative kind, expressing a desire 'not to leave the area'. This inevitably restricted their choice to a handful of colleges.

13.3

Table 20 shows the responses to question 6 which gave each student the opportunity to pick out a number of specific factors which attracted them to their first choice college. Without serious self-contradiction a student could tick as many as nine or ten items here, so that each must be taken separately and their relative importance assessed only by comparing the proportions of students selecting each answer. As before the 247 students who were not successful in their first choice applications are used as a representative group to be compared with

the samples of students who were admitted to their preferred colleges. The justification for this procedure is that the colleges named by the students of this R group are very widely distributed throughout the country. It is, however, possible that some distortion in an 'anti-London' sense is present in the R group. The five colleges selected in this study are all in the provinces, and although the R group students come from all areas the workings of the Clearing House system, by which a student's second and reserve colleges are taken into consideration if the first choice fails, probably ensures that students who wish strongly to enter a London college, and who accordingly compile a list exclusively of London colleges (such a list would be hard to construct of colleges in any other preferred region, since the numbers of colleges are much smaller), have a very good chance of being admitted to one. The percentage of students who wish to enter London colleges may, nationally, be somewhat higher than the 12.6% given for the R group in Table 20.

13.4

The general picture for the R group, given in the last column of Table 20, suggests that by far the most important locational factor influencing students' choices of college is its accessibility from home. The percentage expressing a definite wish to remain near home is somewhat smaller than might have been expected, 4%, while the proportion who prefer to be far away is 19%, a fairly high figure, suggesting that about one in five women students feel, at about the

TABLE 20

Analysis of responses by women students to Question 6 of the questionnaire

Percentages

Item						
Student wished to be:	Group A	C	D	E	F	R
In or near London	2.6	0	0	0	0	12.6
In large city other than London	9.2	73.0	26.8	35.6	5.1	32.8
In pleasant country area	10.5	16.2	52.1	0	16.5	19.4
In ancient university town	61.8	13.5	0	10.3	0	14.2
Near the Sea	0	0	6.2	5.7	2.5	5.7
Near Friends	3.9	21.6	6.2	23.0	6.3	13.3
Near Relatives	1.3	16.2	14.3	24.2	6.3	8.1
In S. England	29.0	0	16.8	0	0	15.8
In N. England	0	44.6	0	49.5	11.4	16.6
In Wales	0	0	0	0	0	0.4
In area of special interest	10.5	20.3	13.4	16.1	27.9	11.3
Close to home	0	8.1	10.9	27.6	6.3	4.0
Far from home	18.4	5.4	15.1	8.1	12.7	19.0
Away from home but within easy reach	59.2	74.4	56.2	38.0	68.4	61.1
N	76	74	119	87	79	247

age of eighteen, a desire to leave their parents at least for some time and stand on their own feet. However 61.1% of the group ticked the last item, suggesting that, while they wished to live away from home they nonetheless did want to keep in touch. Experience in colleges indicates that the majority like to go home for a number of weekends during the term as well as at vacations, and this is supported by the findings of this survey. It is a fair criticism of the questionnaire to say that students' ideas of what constitutes 'easy travelling distance' will be inconsistent, and this inconsistency is proved by the variety of distances considered to be 'easy travelling' in the few cases where students, in their written comments, gave their home's position. One, for example, regarded Lancashire as being within easy reach of London, while another considered Oxford 'too far from my home in Birmingham'. However, vagaries of railway and bus services do lead to anomalies if straight-line distances are compared with travelling times, and it is very likely that a college on a main line or main road will be easier to reach than one nearer home but in some less accessible position. The important point in this survey is not so much what constitutes 'easy travelling distance' but what reasons students have for choosing one particular college rather than another. Even where the choice made was manifestly absurd, as one or two students admitted, because of ignorance of the real position of the college (one student confessed she had chosen a college because it was in the North and it turned out to be 'at the other end of the

country'), it is a true statement of students' attitudes to say that over 60% of them do wish to be within reach of their homes during their training.

13.5

Following this argument further, it does not seem altogether misleading to suggest that, while the extremities of England and Wales cannot, in general, be thought of as easy to reach by students living in more central areas, the Midlands can be reached from even the most distant areas in a matter of hours, and must therefore seem to most students to come within this desirable category. It may therefore be that colleges in the Midlands, and possibly also those in London, gain an additional number of first-choice applicants from a wide area because of their accessibility, in addition to any they may get from students who live in the Midlands themselves and wish to attend a local college. This may to some extent be thought to account for the apparent superiority, in qualifications, of the 'East Midland' group of colleges, though the argument should apply equally well to the Birmingham area where no such qualification advantage can be discovered.

13.6

Still considering the R group, it appears that students are almost equally divided in their preferences for North and South, though once again there is disagreement about where the dividing line should be drawn. In any case, the total proportion of students ticking one of these two items was less than a third, tending to show that the

North/South issue is not a very vital one to most of those attending college. The marked avoidance of Wales, however, is significant. Even a few Welsh students, in their written comments, stated they wished to get away from Wales. Not enough information has been obtained from these comments to form any reliable conclusions as to general reasons for this. One student mentioned the language difficulty , she herself speaking only English and wishing to avoid teaching, and teaching practice, in a bi-lingual school. Another student simply desired to 'escape the oppressive atmosphere' of her home area in industrial South Wales, though why she did not apply to a college in North Wales was not explained. Whatever the real reasons, only one student of all those taking part in the survey actually named a Welsh college as first choice. This was a Welsh student who also expressed an urgent, though thwarted, desire to be near home. If this figure is truly representative it is hard to escape the conslusion that the Welsh colleges generally have a very limited number of first choice applications. Their intake must be selected from Welsh students who do name them on their preference list and if these are not numerous enough to fill all the places, the rest must be made up from students, either Welsh or English, who have been refused admission by other colleges. This almost certainly helps to explain the rather marked inferiority of the qualifications of the Welsh college students revealed in Part One (paragraphs 6.9-6.12).

13.7

Relatively few of the R group expressed a desire to be near friends or relatives. These answers might, and often clearly did, overlap the last items of this question, since a student remaining near home would probably be near some relatives as well as her parents, and would also be near friends. However there is not much doubt that some women students do choose a college because their boy friend is attending, or hoping to attend college or university in the same area. About half the 13.3% of students in the R group gave some indication of this kind. Some of them modified the questionnaire to read 'a particular friend' or 'a man friend', while several others in written comments mentioned that they had boy friends at the local university or college of technology. It is also worth noting that some students who wished to be near home added that their reason was mainly to be near their male friend or friends, rather than to remain exclusively under their parents' wings. These results do very little to explain why college intakes vary in quality, but certainly tend to confirm that the high 'wastage' of women teachers, due to their early marriage after training, will continue.

13.8

The 12.6% of the group wishing to attend a London college has already been mentioned. Complementary to this is the 32.8% wishing to be in some other large city. Taking the two figures together it appears that about 45% of the students wish to be in some large city rather than

in a country area or small town. Again, the precise definition of what is meant by 'large city' is less important than the fact that students did express their wishes in these terms. Since only 19.4% chose the item indicating preference for a pleasant country area it must be supposed that a college in a city will have an advantage in first choice applicants over one located in a definitely rural environment, of which there is quite a large number.

13.9

There was no contradiction in the responses if a student ticked the fourth item on the questionnaire, indicating desire to be in an ancient university town, as well as one of those just discussed. The 14.2% of the R group who did tick this item must therefore be considered in isolation, and it is also necessary to mention that several of these modified the item to read 'in a university town', while others ticking the statement had clearly a very flexible idea of how old a university had to be to qualify as 'ancient'. The question therefore may have seemed badly phrased to most of the students in the R group. However, it was designed less for them than for the students of College A, to whom it must be both meaningful and relevant, as subsequent discussion will show.

13.10

The nearness or otherwise of the coast does not seem to have been a matter of great concern, since only 5.7% of the R group selected this response. This might be a slight underestimate of the true position

since none of the colleges concerned is on the coast. As with the London colleges, students who are very anxious to be near the sea presumably compile their lists exclusively from the coastal colleges and thus would tend to be excluded from the present survey.

13.11

The remaining item, not hitherto discussed, is that expressing preference for an area because it is of some particular interest to the student personally. 11.3% of the R group chose the item, but it is impossible to analyse this further since the reasons for such special interest cannot be ascertained. The item was included in the questionnaire mainly to give some indication if any very important locational factor had been inadvertently excluded. It may actually have failed to do this since a tick here is entirely compatible with a tick anywhere else on the list, and it would have been better to re-phrase the item to make its purpose more obvious to the students. Fortunately the spaces given for written comments can be said to have served the same purpose more adequately. The kind of remark made by students concerning college location suggests that little of importance has been neglected. Students do sometimes, it appears, choose an area because of some family history, a parent or grandparent's birthplace being there, for example, and sometimes the history or geography of the region is of particular interest. A few students stated they wished to live in a region totally unlike that at home. Otherwise there seems to be no other vital factor in location.

13.12

Generally therefore the results yielded from the R group suggest that students are considerably influenced in their choice of college by location. Most wish to be within easy reach of home but prefer to live away. Large cities seem to be more attractive than rural situations, but London is evidently not the tremendously powerful magnet that it has sometimes been supposed. There is apparently no very strong bias towards colleges in either the North or the South of England, but Wales is not a popular choice at least with English students. Other locational factors seem to be of relatively minor importance.

13.13

The five college groups, A to F, may now be compared with the R group. As previously the K.S. one sample statistical test has been used to establish where there are significant differences, since it permits the direct comparison of the responses of each college group with the representative sample, In the case of College A significant differences appear in only two cases. 9.2% of the A group expressed a preference for a large city other than London, compared with 32.8% of the R group, and 61.8% chose the item mentioning an ancient university, as opposed to 14.2% of the R group. This latter response was anticipated and, as noted (Paragraph 13.6) the question was worded specifically for the students of this group. The proximity of the college concerned to a particular university has frequently been cited as the chief explanation for its popularity amongst well qualified students. The

smaller response to the 'large city' item must be interpreted as a further indication of the importance of the particular university, since the city concerned is not exactly small. It is not clear, however, what are the precise reasons for the importance of this university to the students of a nearby college of education. The first that suggests itself is that, by association, students feel that some of the university's greatness is transferred to the college and that it will more or less automatically be more like a university. A very high proportion of the students entering did add, in their written statements, that this college was regarded as the 'next best thing' to university. This point will be raised again inlater sections. What is rather difficult to understand is why the same kind of association between other colleges of education and other very-long-established universities does not lead to the same kind of outcome. This applies equally to the view , fairly often heard, that this college is popular because the women students going there hope to meet and marry a student of the university. No doubt there is some truth in this, since many students do remark that they were hoping for an active social life. However, such opportunities surely arise in other places. It is therefore not easy to accept either of the above explanations at face value. That the college gains a number of first choice applications because of its location cannot be denied, but other factors also must be influential.

13.14

A significant difference between the C group and the R group occurs in the second item only, where a much higher proportion of the students expressed a wish to be in a large city other than London. This tends to support the earlier suggestion (Paragraph 13.1) that there are strong local influences at work in this case. A later question, No. 11 in the questionnaire, throws more light on this, and although the present result does not attain statistical significance it is nonetheless interesting that the students in the C group showed the highest percentage, 74.4, of responses to the last item of the list in Table 20.

13.15

The D group differs from the R group in only one respect, 52.1% of the students expressing a wish to be in a pleasant country area. Of the five colleges this one is undoubtedly the most pleasantly sited in a large country estate on the outskirts of the parent city, and the students' response is not altogether surprising.

13.16

None of the E group students put this college first because of a preference for a rural setting though in fact the site is not by any means entirely built up. Other, rather more interesting differences between this college and the R group appear in the items suggesting a desire to remain at or near home. 24.2% of the group stated they wished to be near relatives, as against the normal 8.1%.

27.6% wished to be as close to home as possible, against the normal 4%, and only 38% preferred to be away from home (within easy reach) as against the usual 61.1%. All these figures tend to support the suggestion that there is a strong local feeling in the area concerned, expressing itself as a desire not to leave the district. Enquiries and figures given in Table 24 also establish that there is a fairly large contingent of day students at the college, which would also lead to a bias in the observed direction. The qualifications of the student group concerned are not, on the whole, very good, as previously noted, and it cannot therefore be deemed a great advantage to the college to have this predominantly local intake.

13.17

Since College F is not in a very large city it is not surprising to find that only 5.1% of its first choice students wished to be in such a city. The only other significant difference in this case occurs in the item expressing special interest in the area. It is rather hard to account for this, since, as noted above, an area's interest to individual students is likely to be a reflection of their individual preferences. Written comments fail to throw further light on this and the matter must be left open. In respect of college F it can be said that there appears to be no tremendous locational disadvantage to account for the observed inferiority in qualifications of the students. It is by no means in the wilderness, comparing favourably in accessibility with the other colleges, it is in a thriving and historic

city of moderate size, not far removed from pleasant, though not, perhaps, inspiring countryside, and it shares its one disadvantage, the absence of a nearby university, with another college of the five in this study.

13.18

The tentative conclusions which may be drawn from the responses of students to part A of the questionnaire are, therefore, that students do give a considerable amount of attention to locational factors when choosing their college. In almost all cases a prime consideration is accessibility from home. There is a fairly general desire to live away, but most women students at least do wish to be within easy reach of their homes. It does not appear to be to a college's advantage to draw students from a predominantly local area near the college. A second important consideration is the expressed preference of most students for colleges in a large city. London, however, does not seem to loom as large in students' eyes as has been supposed. Other factors, particularly the association of a particular city with an ancient university seem to have a good deal of influence though the precise nature of this is hard to determine.

14. Type of College.

14.1

The responses of the women students to section B of the questionnaire are summarised in Table 21.

14.2

Taking question 7 first, the first notable fact is the very high response rate of the students, indicating a great amount of interest in the question. Further it is worth noting that ignorance about whether the chosen college was mixed or not was very rare. By comparison the interest shown in the question of college government is slight. The response rates to question 8 cannot be summed since there is a much greater degree of overlap between the items, but in the R group 19%, and in the other groups between 25 and 13.9% of the students were so little interested in the church or university affiliations of their first choice college that they did not trouble to find out about the matter when applying. Yet the document MW/1 sent to all students gives at least some of this information prominence. Further, in addition to those totally un-interested, between 29 and 48% of the students of the various groups expressed no preference about college government. These presumably studied the MW document carefully but were not influenced in their choice by this particular information.

14.3

It is not surprising to find nearly two-thirds of the R group expressing a definite preference for mixed colleges. This is almost

TABLE 21

Analysis of responses of women students to questions 7 and 8 of the questionnaire

Question 7 — Percentages

Group	A	C	D	E	F	R
Student wished to attend a mixed college	14.5	100	74.8	0.0	8.8	65.2
Student wished to attend a women's college	5.3	0	0	13.0	14.0	3.6
Student had no preference	77.7	0	18.5	80.5	64.5	31.2
Student did not know if college was mixed or not	1.3	0	4.2	0	7.6	1.6
Total responses	98.8%	100%	97.5%	93.5%	94.9%	100%
N	76	74	119	87	79	247
Question 8						
Student wished to attend church college	0	0	37.0	0	50.6	15.0
Student wished to avoid church colleges	21.1	28.4	0.8	18.4	0	18.7
Desired particular university association	50.0	44.6	0.8	29.9	5.1	23.1
Had no preference	36.9	29.8	47.9	37.9	43.0	31.5
Did not know how college was governed	25.0	20.3	14.3	17.2	13.9	19.0

undoubtedly the chief cause of the superior qualifications of women in mixed colleges, described in Part 1 (Paragraphs 4.1-4.6). No admissions authority can be blamed, if it has to select from a large number of applicants, for taking the better qualified candidates in preference to the poorer. Table 21 establishes that, other things being equal, most women students will apply to a mixed college rather than to a women only institution, so that mixed colleges almost automatically have an advantage in selection procedures. Even more weight is given to this by observing that another 31.2% of the R group expressed no definite preference about whether their college was mixed or otherwise, and a few did not even know. Thus 32.8% of the students were not influenced, or declared themselves not to be influenced, by the sex-type of their first choice college, and it must be supposed therefore that their applications would be distributed between both types. This has been followed up by classifying the R group whose answers suggest indifference to the question into those who did actually apply to a mixed college and those who applied to single sex establishments. The result shows that even here there is a distinct bias towards the mixed college, 67% of the 'indifferent' students having, in spite of their declaration, applied first to a mixed college. If the R group of this study is truly representative these figures indicate that, whatever they may say about their preferences, 86% of women students do in fact put a mixed college as first choice on their forms. In contrast, only 3.6% of the R group expressed a bias in

the other direction. It cannot therefore be claimed that a women only college is attractive to many candidates. Presumably those who do place such a college first on their list are influenced more by other factors, such as location or academic reputation, etc., than by the sex factor.

14.4

Three of the colleges, A, E and F, in this survey are for women only, and two, C and D, are mixed. Turning, therefore to the students who were admitted to their first choice colleges it should be expected that a higher proportion of the A, E and F group would profess a bias in favour of a women's college than is the case with the other two or the R group itself. This is in fact so, but the figures do not suggest great enthusiasm, even here, for the single sex colleges. College A attracted only four students who wished to attend a women only college. Yet, in spite of its being such a college, eleven (14.5%) students who actually would have preferred a mixed college nevertheless applied first here. It can only be assumed that the attractions of College A for these few candidates were sufficiently great to offset, in their eyes, its disadvantage in the one respect. The rest, well over three-quarters, expressed indifference. If these students are like those of the R group, however, it must be supposed that a majority of them, other things being equal, would have put a mixed college first. What is manifestly clear, in the case of College A, is that other things are not, to the candidates, equal, so that the

usual bias towards mixed colleges is over-ridden. As mentioned in earlier paragraphs (13.13) the college has certain locational advantages, but it is very hard to believe that these are really the only important factors. The other causes remain to be discovered. The students of the C group are remarkably unanimous in their preference for a mixed college, there is not even a small number who expressed indifference to the matter. In any survey of this nature such unanimity is most unusual and even slightly suspect. However, the administration of the questionnaire at this college was supervised by the author, and there was no opportunity for deliberate or accidental falsification. The students were in three large groups and there was only a very limited opportunity for them to discuss the questionnaire with one another before filling it in. It must therefore be accepted as a true statement of their views. Apart from confirming in good measure the general bias, the result may indicate that a college which has been mixed for a very long period has an advantage over one more recently become so. Thus, College D has mixed, and expanded, within the last few years, and the proportion of its first choice applicants who preferred a mixed college is about three-quarters. This is not significantly different from the R group. The 18.5% having no preference, however, is significantly smaller than the 31.2% in the equivalent category of the R group. The preference for mixed colleges, as was anticipated, is even stronger amongst those candidates who deliberately choose such a college. The women's colleges, E and F,

do evidently gain a number of applicants who prefer single sex colleges, though in neither case is the proportion high, and the significance of the results is marginal, in the $p = .1$ to $p = .05$ range, when compared with the R group. The significant difference between these two college groups and the R group appears chiefly in the third item of the question, the proportions expressing no special preference being very much higher in both cases. The interpretation of this is not difficult. It is apparent that the great majority of students who apply first to women's colleges do so, not because they prefer the colleges on these grounds, but because other factors are deemed more important.

14.5

The conclusion must therefore appear that there is a very strong preference amongst women students for the mixed college. Nonetheless, it is equally clear that a college which is attractive for other reasons can overcome the handicap of being un-mixed.

14.6

The slighter interest of students in the question of college government has already been noted above (Para. 14.2). The R group answers to question 8 reveal several interesting facts which may indicate the national trends. Nearly a fifth of the group did not know how their preference college was governed when they applied. 31.5% declared they had no special preferences. The total of these two is just over 50%, though this figure is somewhat misleading, it being quite possible to tick both the items without contradiction. (The number

of students who did this, however, was not large). To tick both the first two items, however, would involve contradiction, and it may be taken as a rough approximation to say that about a third of the students did at least give some attention to the question of whether or not their preferred college had a definite church affiliation. Rather more than half this number sought to avoid church colleges, and only 15% of the total actually wished for admission to a church college. The proportion of students who considered university affiliations is over one fifth. This is interesting, since while the church affiliations are clearly stated in the MW document referred to previously, nothing appears there about the university connections of a college. This information must therefore be deemed somewhat harder to obtain. It is given in the A.T.C.D.E. Handbook (Ref. 9), which is available at most schools but is not always consulted.

14.7

The general tenor of the responses to question 8 however is, amongst the R group, one of widespread indifference. A few written comments, particularly from avowed Methodist students, indicated strong feelings, and it is clear that the small number of Methodist colleges do attract a large number of keen churchgoers, and thus have a good range of applicants to choose from. This helps to explain the good showing of the Methodist and Free Church colleges in the qualification survey of Part 1.

14.8

In considering the five college groups, the first notable difference is that between the two Church of England colleges, D and F, and the others. A significantly higher proportion of the D and F groups definitely sought for admission to a church college. Written comments in a number of cases indicated that for some at least this was a prime consideration, while in both cases the numbers who were concerned about the university affiliation of their college was very small. It was to be expected that candidates with strong religious convictions should choose colleges of the appropriate denomination. What is rather less easy to understand is why so few did look further, to the university connections. It may be that the students thought that a positive answer to more than one item might involve some contradiction, although this was denied during the administration of the questionnaire. If this was their belief, the supposition is that they regarded the religious aspect as more important than the university connection, and therefore ticked one item only. Alternatively it might be that some candidates genuinely rate university affiliation as of very slight importance providing that the denomination is right. Even these church colleges, however, admit between 40 and 50% of first choice applicants who are not much concerned, or even ignorant about, the denomination of the governing body.

14.9

The three non-church colleges show a different pattern, though there is still a rather high degree of indifference. None of the students

in the A, C and E groups expressed any positive desire for a church affiliation, and the proportion actually wishing to avoid such connections is in no case significantly different from the R group. However, both the A and C groups show a significantly greater concern about the university affiliations of the college. This is of considerable interest, since it throws some additional light on the questions raised in paragraph 13.13. The students of college C are somewhat less well qualified than those of the A group, but approximately similar proportions of both evidently regarded university affiliation as being of importance. It may therefore be supposed that well qualified students generally, rather than those of the A group only, are influenced to some extent by the prospect of association with a particular university. Since universities differ, in kind and in repute, it is safe to conclude that some will appear more attractive than others to the prospective student of associated colleges of education. To some extent, therefore, the explanation of the success of College A in attracting well qualified candidates may lie in the popularity and public esteem of the university to which it is close. The E group, however, does not differ in this respect from the R group, yet the college is associated with, and lies geographically very near, a university which is of at least equal reputation to that of College C. The difference between the groups may therefore reflect, not the attractions of the respective universities so much as the actual qualifications and interests of the students themselves. Well

qualified candidates will almost certainly, during their school careers, have considered the prospect of attending university, and will probably have developed some preferences. They will at least be aware of some elementary facts about universities, and when, either because they have failed to gain admission to one, or because they have decided to train as a teacher in a college of education, they apply for training, they are likely to consider to which university the preferred college is linked. If they have strong preferences they may well select their college on the basis of its university. On the other hand the less well qualified applicants are less likely to have had university in mind at the time of making their applications, and this is reflected in the lower proportion of such students ticking this item on the questionnaire. It thus seems likely that, the questionnaire in this instance does not really show that certain colleges attract able students because they are affiliated to certain universities. Rather, it merely reveals the greater interest of the able student in universities generally. It may not be stretching this argument too far to suggest that, if women students are very much influenced by their matrimonial prospects and hopes, the abler ones amongst them may seriously hope to marry a university man, while the less able ones probably are readier to cast their net wider. Definite conclusions are difficult to draw in this case, and it is necessary to recall that the qualification survey of Part 1 revealed few real differences between the various A.T.O. groups of colleges. If a particular university

is consistently more attractive to able students this ought to have shown up in Table 11 of this thesis. No such difference was found, however.

15. Age of college.

15.1

Table 22 gives the responses to Question 9, concerning the age of the college. The R group, 97% of whom responded to this question, indicate that, in general, students are not greatly influenced in their choice of college by the age of its foundation. 82% indicated either ignorance of or indifference to this matter. From the remainder it seems that a new college has, contrary to some expectations, a slight advantage in attractiveness to applicants over an older establishment. The individual college groups do not show any very important differences from the R group, though, since none of the five is a new foundation there is, in each case, a lower proportion preferring the new colleges. The degree of indifference is, if anything, higher. The 17.7% figure for the F group students who wanted to attend a college with an ancient tradition is slightly puzzling, since this college can hardly be described as ancient. It may, however, appear to students that it is relatively longer established than some other colleges, and ideas of what constitutes an ancient foundation are very varied amongst younger people. It seems fairly safe, in view of these figures, to say that the age of a college is of very small account, in itself, when students are completing their application forms.

TABLE 22

Responses of women students to Question 9 of the questionnaire

Percentages

Students attracted by:	Groups A	C	D	E	F	R
Ancient tradition	9.2	6.8	8.4	4.6	17.7	6.9
New college	0	0	4.7	1.1	1.3	18.2
Not concerned about age of college	68.4	71.6	50.5	70.0	67.1	48.2
Did not know age of college	31.6	28.4	34.5	23.0	22.8	23.9

16. College Buildings.

16.1

For students to obtain accurate information about college buildings is often very difficult, and a greater degree of ignorance on this score was anticipated. If the candidate does not know the place at first hand, she must rely on prospectuses and brochures, or second-hand accounts of it. Brochures, as some students complain in their answers to later questions, are often misleading. However, while a lack of interest in the age of a college's foundation is understandable, it is usual to attach much more importance to the quality of the buildings. The figures given in Table 23 may therefore reflect a balance between the interest of the students in the buildings and equipment in and with which they will be working, and the difficulty of getting reliable news of them. The R group once again indicates that, usually, a college with modern buildings will appear more attractive to candidates, nearly a quarter of this sample stating that this was at least of some importance to them. Nonetheless, the degree of ignorance and indifference is high, so this factor cannot, in general, be very important. The responses of the college groups show a roughly similar pattern. If anything, there is less importance attached to buildings by all the groups except D, which is statistically indistinguishable from the R group. All the colleges have some old and some new buildings, so it was not contradictory for some students to tick both the first two items. It can hardly be doubted, in spite of these

TABLE 23

Responses of women students to Question 10 of the Questionnaire.

Percentages

Group	A	C	D	E	F	R
Students attracted by:						
modern buildings, etc.	2.6	12.1	21.0	2.3	2.5	24.7
charming old buildings	5.3	6.8	7.6	8.0	6.3	7.7
indifferent to buildings	35.5	31.1	15.1	36.8	38.0	22.7
ignorant about buildings	60.5	58.1	50.4	48.2	54.5	47.4

results, that new buildings and modern equipment, when drawn to their attention, do attract some additional first choice applications. This is supported by written comments from many students. Some complained that if they had known what the buildings were really like they would have chosen another college. They had, in a number of cases, been misled by carefully, and possibly dishonestly, angled photographs and references to modernisation which, in fact, had been very minor. On the other hand, several students referred disparagingly to modern architecture, and declared a preference for older buildings, so long as these were pleasant to be in. It must therefore be supposed that old buildings are not necessarily a grave handicap to a college which is attractive in other respects.

17. Living Accommodation.

17.1

Living accommodation, it was anticipated, would be of more importance, at least to women students, than the buildings and equipment of the college itself. As before, however, it is not always easy to find out details of halls of residence without visiting the college, by which time it must be supposed the application forms have been completed. The results obtained from this question are given in Table 24.

17.2

Before proceeding to detailed discussion of the figures, it is necessary to point out that this table provides evidence that Colleges C and E do admit a somewhat greater proportion than the others of students who do not live in. The proportion in the E group is nearly one third, and it is established that these are almost all genuine day students, who do live at home, rather than students living in approved lodgings of whom there are also a number. The 14.9% of students in the C group also are mainly day students. It is apparent that College E, having insufficient hostel accommodation for all the students who can be admitted, draws quite a large number of first choice applicants from local candidates who wish to live at home. Unfortunately the nature of the present survey does not make it possible to separate these students from the rest to examine the proposition that they, as a group, are less well qualified than the residents. This, however, is a point which might be well worth following up at some future time.

TABLE 24

Responses of women students to Question 11 of the questionnaire.

Percentages

Group	A	C	D	E	F	R
Students attracted by hostel accommodation	3.9	28.4	25.2	14.9	13.9	21.9
Choice not affected	59.3	26.4	28.6	18.4	46.9	30.0
Did not know what hostel was like	35.5	30.3	39.5	28.7	39.1	48.6
Did not intend to live in	0.0	14.9	4.2	32.2	3.4	2.4

A college is more or less obliged to fill all its vacancies, and if a high proportion of these are for day students, it may happen that some rather poorly qualified local applicants will be accepted while well qualified candidates for resident places are turned away. However wide a college's reputation and whatever genuine qualities it may possess, the local area especially in the provinces is hardly likely to provide more than a limited number of really good candidates for admission. The conclusion must be that, if because of shortage of hostel and/or lodging accommodation a college must fill up vacancies with non-resident students this will be a serious disadvantage, restricting quite severely the total number of applicants who can be considered, and reducing the possibilities of adopting a workable admissions policy. Further, it would be interesting to know how, in particular instances a college comes to outgrow its residential accommodation. This may, of course, be a result of some kind of general emergency measure to increase the numbers of students in training, but if so it clearly affects some colleges more than others. Alternatively, there may be, in some areas, a feeling in the governing body of the college that the prime duty of the authorities is to provide training for local students who will become local teachers. The need for expansion of residential places will therefore be less apparent, and may even be discounted altogether so long as there is a supply of candidates with minimum qualifications in the region. It need hardly be added that, once such a policy becomes known, local students will correctly estimate their

chances of getting in to the local college if they apply for a non-resident place. There may be a carry over even into their school work, since they might feel fairly certain of a place in the college once they have achieved the minimum entrance requirement. To say more concerning this is at present impossible for lack of data, both concerning the qualifications of day students as against residents, and concerning the attitudes of college governing bodies to the provision of residential accommodation.

17.3

The other figures of Table 24 may now be considered, as before taking the R group first as broadly reflecting the national position. It is first possible to say that the qualities of the residential accommodation are not of first importance in the eyes of most students when making their choice of college. 30% of the R group including those who did not intend to live in declared their choice was unaffected by this, and a further 48% did not know what the accommodation would be. It must be supposed that the assumed greater interest of students in their temporary homes is more than offset by the greater difficulty of finding out beforehand what conditions in hostels are like. The assumption that many students are seriously concerned does, on the whole, seem justified. It is rare for students to protest about the college working buildings and equipment, but troubles in halls of residence are fairly common. It may be, of course, that this particular aspect of college life does not loom very large in the mind until the student

actually leaves her home. Apparently, where hostel accommodation is made to look attractive, at least one in five students will be influenced favourably towards the college.

17.4

The A group is significantly different from the R group in this case, as in others. The fact that only a handful of the first choice applicants were attracted by the hostel accommodation may indicate that it is not made to appear very attractive, or it may simply emphasise that the A group as a whole is much less interested than usual in the whole question of living accommodation. Yet this is the only college of the five taking no day students at all, and the proportion actually ignorant about the hostel is lower than the R group (at marginal level of significance, $p = .1$). Nearly 60% of this group declared that their choice was unaffected by what they knew about the accommodation. The only conclusion to be drawn from this is that any feelings they may have had about it were well in the background, and their choice was made for other reasons entirely. The differences between the C and E groups, in respect of their day students, has already been discussed, and this seems to be reflected in the figures relating to the proportions of students expressing indifference. Logically a student who did not intend to be resident would have ticked both the item saying she was unaffected by the conditions in hostel and the last item. However, while there was some overlapping of this kind, most students particularly in the E group actually ticked only one of these.

The result is to create an apparent difference in the figures which probably does not indicate any real difference of attitude. The D and F groups do not differ much from the R group, with the exception that rather more of the F group expressed relative indifference to the hostel accommodation.

17.5

It must be concluded that, while it obviously can be no conceivable disadvantage to a college to be able to offer good accommodation, the matter does not influence students' choices as much as might have been expected. Quite clearly, a college suffers if it cannot offer any accommodation at all for a large number of students, since it is then compelled to fill vacancies with whatever the local region provides, rather than choosing the best from a very large catchment area. Otherwise, there is little doubt that a college which is attractive in other respects can overcome deficiencies of this kind.

18. Courses offered by the college.

18.1

Section F, Question twelve of the questionnaire permits ten possible responses and no contradictions arise if a student ticked five or six of these. The ten items, however, may be grouped into three lots for convenience of discussion, and these groups are indicated in Table 25.

18.2

The first three responses indicate whether any of the colleges in the survey attracted a greater proportion of secondary, junior or infant teaching applicants. During the period covered by the survey, official advice, very strongly expressed, to the colleges was to limit the number of secondary trainees to a low percentage, and increase the proportion of primary teaching students to cope with the increasing lower school population. At the same time there is in some quarters, including some college admissions authorities, the belief that an infant or junior school teacher needs less in the way of academic qualifications than a secondary school teacher who will probably be expected to specialise in one or two main subjects. It would not, therefore, be surprising if a college which admitted a very large proportion of infant teaching trainees, and which also held the expressed view about qualifications, had a lower proportion of well qualified entrants than colleges where, in spite of the official recommendation, a large proportion of the students were trained as

TABLE 25

Responses of women students to Question 12 of the questionnaire.

Percentages

Group	A	C	D	E	F	R
Student wanted:						
Infant course	5.3	5.4	21.0	29.9	11.4	16.6
Junior course	18.4	14.9	11.8	17.2	26.6	6.5
Secondary course	44.7	25.7	7.6	20.7	11.4	7.3
Total % response	68.4	46.0	40.4	67.8	49.4	30.4
Academic bias	50.0	32.4	4.2	3.4	7.6	12.5
Practical bias	3.9	8.1	19.3	17.2	16.5	12.1
Total % response	53.9	40.5	23.5	20.6	24.1	24.6
Work with degree students	3.9	14.9	0.0	2.3	0.0	8.1
A subject wing course	5.3	10.8	0.0	3.4	1.2	6.9
Subject course	76.3	87.8	76.5	58.7	70.9	71.6
A new subject	19.7	16.4	9.2	10.3	7.6	8.5
Total % response	105.2	129.9	85.7	72.4	79.7	95.1
No preferences	5.3	4.1	21.0	8.1	8.9	8.1

specialist secondary school teachers. Unfortunately, and for unknown reasons, the response from the R group to the three items concerned here was rather poor, only 30.4% ticking any item. The questionnaire itself was no doubt partly to blame for this, since although the students were told they could tick as many items as they felt necessary, it is apparent that most of them preferred to mark only one or two. This may reflect some attempt by them to emphasise the relative importance of one item with respect to others, but it is more likely that many students felt one question should have only one answer. A better result would probably have appeared if the three groups of items in the question had been separated and treated as distinct from one another. Nonetheless it is possible to come to some tentative conclusions about the R group and to compare the college groups as before. Evidently, even allowing for the low response rate, the majority of students are interested in training for primary teaching. About three times as many R group students ticked the primary items than the secondary. In the A and C groups, however, the proportions are significantly different, with a very much heavier weighting on the secondary side, and quite small percentages seeking admission to infant training courses. This suggests that one of the important reasons why these students chose the colleges they did was because they believed they would be offered training for the secondary age group rather than primary. It must also appear that colleges A and C have an unusually small development of the infant training side.

This is clearly in contrast with College D, which is much closer to the R group distribution, half the students responding to the question indicating preference for infant work. College E does show a fairly high proportion in the secondary category and in the infant section. Allowing for the fact that the response rate is about twice as good in this group as that of the R group, however, the real differences are probably about half those found by simple subtraction of the percentages given in Table 25, and if this is the case they cannot be deemed significant. For a similar reason it is impossible to be sure that the percentages shown for the F group are comparable with those of the R group. There is, however, a fairly strong tendency for the Junior group to be more numerous in this case. The main conclusion to be drawn from this rather unsatisfactory evidence seems to be that colleges which admit large numbers of students to secondary training courses are likely to receive many first choice applications from well qualified students. The alternative, that because the students are well qualified the colleges expand their secondary courses, while not entirely impossible, is rejected because the decision whether or not to admit a student is made knowing what numbers of secondary places will be available, and students accept their places on the understanding that they will enter a particular type of course often subject to satisfactory completion of school work. It may also be fair to say that students who are not very able may feel in any case that secondary school teaching would be beyond them, and so do not

apply to colleges which have a distinct bias to the secondary school. A rather important, though somewhat delicate matter is raised by the above considerations. Clearly, if colleges such as A and C are running secondary training courses for, in the one case nearly 45, and in the other over 25 percent of their students (bearing in mind the poor response rate which inevitably causes these percentages to be on the low, rather than the high side), they are exceeding by a very generous measure the proportions recommended on the basis of national educational requirements. Meanwhile there is no doubt that some colleges are at least attempting to keep rigidly to the advised quota system. Thus, either the nation is getting more secondary teachers than are needed, or some colleges are having difficulty in filling even the recommended number of places with good secondary trainees. Some colleges, and College E is one such, attempt to compromise by running combined 'junior-secondary' courses, which almost certainly explains the somewhat higher (20%) proportion of this group wishing to train for secondary school. Many of these students will in fact find themselves in primary education at least for some time after completing their training. To be more precise with the material obtained from the present questionnaire is not possible, but it cannot be doubted that one cause of the differences in qualifications of the students in various colleges is the relative proportions of secondary, junior and infant courses.

18.3

The response to the items indicating whether students preferred an academic or a practical approach to their work was generally rather low, suggesting that only about a quarter of the candidates considered this point seriously when choosing their colleges. The R group shows an almost exactly equal division between the items, and it is interesting to see that the D, E and F groups were biased towards the practical, while the A and C groups, whose total response was also much higher, were strongly inclined the other way. This is not entirely unexpected in the light of what is already known about the qualifications of the students. The A and C groups certainly contain a high proportion of people who are both interested and successful in academic studies; and who naturally enough hope to go on with their interests, and their successes, at college. The other groups, while by no means failing at school, seem to express less interest in academic work, and to be hoping for a greater practical bias in future.

18.4

The third group of items in Table 25 indicate a very high degree of interest in the subject courses offered by a college. This is confirmed in good measure by the students' written comments. Altogether about half the students added some comment on the form, and of these very nearly all mentioned the subject courses offered. Thus, comments often began with a statement to the effect that the candidate had made some kind of short list of colleges, first considering whether or

not they could study their desired subject at a college, and then going on to exclude the un-mixed colleges, those too far from home, etc., other comments began in words to the effect that, for some subjects, particularly modern languages, and physics and chemistry (as distinct from general science), provision for advanced study was made at only a very few colleges, and therefore applications were restricted to these. The figures of the table reflect this situation, in every group, except the E group, over 70% of the students stated they sought a college where they could study their subject to a higher level. The C group actually shows a marginally significant increase to 87% in the proportion ticking the item. The rather lower proportion of the E group, also only just significant, is probably only a result of the unexplained lower total response of this group to the whole section. The proportions of students indicating a definite wish to study a subject of which they had previously little experience is rather higher in the A and C groups than in the R group, but this result is not statistically significant. The interest shown by students in 'Wing' courses is generally slight, and informal enquiries suggest that very few students, before entering college, know of the existence of wing courses unless there happens to be one at the college to which they have applied first. There also appears to be little interest in the presence or absence in the college of students working for degrees, though this might be thought to affect the academic standards of the college.

18.5

There is therefore little doubt that a college which can offer a wide range of subjects in the Main academic courses will tend to draw more first choice applicants then one with only a limited number of subjects. No other question on the form elicited such a uniformly high number of responses from all the groups, and only on the question of co-education was there such a strong bias. As has already been mentioned, the written comments tend to emphasise this even more, since, while only the occasional comment could be found to illuminate the figures concerning co-educational colleges, location, nature of government, etc., there is an almost overwhelming number of verbal contributions on the question of subject. These range from expressions of dismay at the lack of courses in modern languages and the sciences from students who have been compelled to enter courses they did not want, to fairly frequent statements that students had heard the subject department in the first choice college was particularly good. The number of courses a college can offer at Main level is governed by the size of the staff, and since this in turn is linked to the number of students, it would appear that a large college should have an advantage in this respect. It is, however, interesting to note that the five colleges used in this study do not reveal any such tendency. As shown in Table 17 (Paragraph 9.11) College C is the largest and E the smallest, but College A is only half the size of C, and actually slightly smaller than F, the college with the least well qualified students. It may therefore

be supposed that other factors than size are at least equally important. A clue to what seems actually to take place is given by some written comments and results coming from later items in the questionnaire.

19. Advice from Schools and other sources.

19.1

Section G of the questionnaire, containing questions 13 to 17 inclusive, represents an attempt to discover what other influences apart from the actual character of the colleges bear on students at the time they make their applications. At the same time the responses and comments of the students reveal a great deal about the attitudes of schools to colleges of education as against universities and other further educational institutions. The results of question 13 are given in Table 26.

19.2

The R group responses indicate that about 16% of students receive little or no advice about careers from their school. It is hard to believe that many schools positively refuse advice when it is asked for, but it may be that some do not conceive it to be their duty to give it unless it is sought. The small variations in this item between the groups do not attain significance, and if the figures are a fair statement of the truth, it must be supposed that about one student in six enters teacher training without having had any advice about careers from her own teachers. This must obviously be treated with caution. Nonetheless, a number of the women students in this survey wrote that their schools seemed to be totally unaware that other courses than those of universities or colleges of education were available. Lack of advice on careers seems to mean, in such

TABLE 26

Responses of women students to Question 13 of the questionnaire (School advice)

Percentages

Group	A	C	D	E	F	R
No advice given	9.2	16.2	10.1	16.1	10.1	16.2
General advice only, not special reference to teaching	15.8	23.0	29.4	31.0	31.6	34.4
University suggested	19.7	24.3	6.7	5.7	1.3	10.9
Training college (general)	13.2	18.9	21.0	18.4	31.6	21.4
Particular college recommended	42.1	14.9	14.3	12.7	12.7	17.8
Much detailed advice	18.4	25.7	26.9	31.0	29.1	25.5

cases, that schools assume all their successful pupils will go on to university, their less successful to colleges of education, and the comparative failures into nursing. This, at least, was the comment of several students.

19.3

The proportions of the R group saying they received some general advice about careers, without special reference to teaching, is over a third, and there is an interesting falling off in this percentage as each group from F to A is taken in order. Only the 15.8% of the A group in this category actually attains statistically significant differences however. The explanation of these figures may lie in the character of the R group itself. As already mentioned (Paragraph 12.2) the students of this group are those who were not admitted to the college of their first choice. One reason for this is probably that some of them applied late in the admissions year when many colleges were already full. The reasons for late application may very well be lack of specific advice about entry to the teaching profession from their schools. One student wrote 'The only advice about teacher training was when the careers mistress told those of us who wanted to apply for university or training college that our forms should have been sent off the previous term.' Whether or not this is an accurate report of what happened in the specific instance, it may well be that the R group contains a higher proportion of applicants who either had no help in making their decisions, or who did not listen very carefully when help was offered. This might also apply to the D, E and F groups.

19.4

To advise an able student interested in teaching to enter a university first and then go on to a post-graduate year would seem to be a fairly common practice. However, evidently only about one in ten of the R group came into this category. It is, of course, necessary to remember that these represent those for whom the advice was, in the outcome, wrong, since they did not succeed in entering university. This might also help to account for their failure to get into their preferred college of education, since their applications would certainly be late if they waited to hear from the university first. Thus it is far from surprising to find that very few of the D, E and F groups were so advised. Clearly their schools did not think they had very much chance of getting into university, and they were not advised to try. A rather large proportion of the C group, nearly a quarter, were in the university category, and from this group came also a good number of comments showing that the application to the college of education had been in most senses an insurance. 'My teachers thought I had a good chance of getting into university, but told me to apply to training college to be sure of getting in somewhere' is a typical statement from this group. Although the A group figure does not differ sufficiently from the R group for it to be declared significant, it is clear from the written comments of the students concerned that there is a real difference which may go some way further in explaining the very high qualifications of the students in the college, and also helps to show how the college

is able to take in 100% of first choice candidates. A number of the students of this group stated that they had applied to the college, and had been admitted, only after they had been turned down by university. They had had no intention, originally, of entering a college of education, but were thought by their schools to be of university calibre. The results of their 'A level' G.C.E. had evidently not been quite as good as expected, so very late in the year they had decided to take the 'next best thing' by applying to College A. The task of selection from these applicants must be relatively easy for the college, since their 'A level' results are known. What is more significant, however, is that the college evidently has some places for late applicants. In 1962 and 1963, the years covered in this survey, a total of 1,623 women students who had applied for entry to non-specialist colleges of education withdrew because they had been accepted at university (Ref. 11), of a total on the Clearing House register of 31,784. If these were distributed between the colleges in approximate proportion to the size of each college, every college would expect to have 4 or 5% of its places vacant within a few weeks of the new academic year opening. Experience and common sense appraisal of the inequalities in qualifications of the students admitted to different colleges suggests that in fact some have almost no withdrawals due to this cause while others may lose quite large numbers. College A is undoubtedly one of the latter. It is, of course, practically essential for a college to make some allowance for withdrawals by offering places

to a larger number of students than can actually be accommodated, but the numbers vary from year to year and to over-estimate the withdrawals could be very serious, leading to overcrowding . Thus real vacancies do occur; in 1962 for example the Clearing House issued a list of about 300 in September together with over 4,000 'S' forms, or shortened application forms, to candidates who had been on the register since the previous October. It should therefore work out that a college which has a larger than expected number of withdrawals, in order to fill its places must take in a number of 'S' form applicants. These, of course, are likely to include a high proportion of poorly qualified candidates who have for this or other reasons failed to gain entry to college during the previous year. The students entering College A, however, are invariably well qualified, and it appears that a sufficiently large number of late registering students, to whom the 'S' form is not sent, applied to College A to enable the newly created vacancies to be filled with candidates almost as well qualified as those who had withdrawn. What might, therefore, have been thought to be a levelling force can be resisted.

19.5

Some differences occur in the proportions of students who were, by their schools, advised to apply to a teacher training college without any very specific advice about which college to aim for being given. The R group in this instance seems to be fairly representative, and the K.S. one sample test shows no significant differences between the R

and any other single group. However, a two sample test comparing the A and F groups does show a difference greater than chance expectation, and this may be related to the complementary figures in the next line of the table, where it is shown that 42% of the A group were recommended by their schools to apply to that particular college. This high figure again demonstrates the peculiarity of College A, and suggests strongly that it has the reputation amongst schools which some of the others may lack. Again, it is this college which differs most, though only significant at a marginal level, from the rest in the last line of the table. As a rule, it seems about a quarter of the students get a great deal of detailed advice about filling in their applications, but for the A group the figure is lower.

19.6

The nature of the advice given, however, is apparently not always very desirable. In some cases judging from students' comments, it verges on compulsion, and in others it is, to say the least, misleading. The practice in a large number of girls' schools appears to be that the head or careers mistress prepares a graded list of colleges. This practice is so widespread that a great many students have the impression that there is somewhere an official list of colleges, some honoured as 'A', some less respected as 'B', and some 'C'. A modified version of this grading system is to list colleges as 'first choice', 'second choice' and 'reserve'. Candidates are shown these lists, and indeed they may be seen by casual visitors, at certain times of year, on

school noticeboards. Presumably the teachers responsible for the construction of the lists are basing their assessments on experience, but unless they have undertaken a survey of the kind attempted in the first part of this thesis it can only be emphasised that the basis of the gradings must be extremely limited and, unless revised every year, they are likely to be more than unreliable. It might be added that, unless careers advisers have access to information not made available to the present writer, the making of such a survey, and its frequent revision, must be impossible for a teacher. The advice, sometimes amounting to instruction, given to the candidates is often based on the list. Perhaps the least dangerous is the statement that the applicants should preferably put only one 'A' college on their forms, and have a 'B' college as second choice. The logic behind this is sound, so long as the grading of the colleges is accurate. A student who, for instance, put College A of this survey as her first choice would not be well advised to put College C as her second choice, since, by the time her application to A had failed (as it probably would in a very competitive situation) College C would also be full, so she would immediately be passed on to her reserve list. Unfortunately it is very clear, both from a study of the written comments made by students on the questionnaires, and from a glance at some of the school lists, that such advice is often coupled with grading of colleges which is wildly inaccurate. The tendency is for teachers to grade the colleges they know most about fairly accurately, but to classify

the great majority of them by hearsay or after pupils of the school have been to interviews. A rather less harmless form of advice is that given to pupils who, by the school, are deemed rather poorly qualified. These are often told not to apply at all to any 'A' college, but to choose exclusively from the 'C' list. The reasons behind this are evidently that the constructor of the list believes that a failed application to a popular college in some way damages a candidate's chances of admission elsewhere. Alternatively it may be thought that the candidate herself will be upset if she is rejected by her first and second choices. Apart from this still depending on the doubtful accuracy of the grading, it amounts to an attempt by teachers to pre-select the entrants to particular colleges. In all cases, of course, it should be up to the student to decide which college she wishes to attend. Where the school advises, advice can be disregarded. What is much more alarming, and from the results of the present questionnaire apparently not altogether rare, is the manner by which some schools apparently transform advice into mandatory instruction: 'The headmistress said I should not be made a House Captain unless I chose the colleges she suggested.' 'When I put College X on my form the Headmistress said she would not give me a testimonial.' are two comments representative of a somewhat larger number on the same lines indicating the kinds of pressure which may be brought to bear. Whether these instances are exceptional, and whether similar cases arise when pupils are hoping to enter other

careers, is not known, but there does seem to be a need for further study of this matter. It also appears that some schools are not fully aware of the existence of the Clearing House scheme, since more than one student was told that if her first choice college did not accept her, then she would not be admitted elsewhere. Others, and this also seems to occur frequently, insist that no two students of one year should apply to the same college, it apparently being thought that a spread of shot gives a better chance of hitting the target. It is rather less common to find a particular school with a definite preference for one college, though this aspect is covered in later paragraphs.

20. School Courses and attitudes to colleges of education.

20.1

Table 27 gives the responses of students to the fourteenth question of the survey, which was framed in an attempt to assess the degree of interest shown by schools in their college of education candidates. Although the response items of the question were arranged in random order on the form, there is an approximate grading from those indicating little or no interest on the part of the school to those suggesting a high degree of concern even to the provision of special courses for the probable candidates. The arrangement of Table 27 is therefore in descending order, the upper lines indicating greater school interest, the lower lines, lack of interest.

20.2

The R group indicates that about 44% of students do at least receive encouragement from their schools when they apply to a college of education. This must reflect both the attitude of the schools to the colleges, and of course their assessments of their pupils' abilities and potential as teachers. It would, to say the least, be discouraging to find a large percentage of students had been actively discouraged from entering teaching, but who had nonetheless done so. Evidently, however, very few schools devise special courses for their probable teaching candidates. It may well be that the ordinary sixth form course leading to 'A level' G.C.E. is deemed to be entirely adequate, and since 'A levels' are usually required for entrance, this is

TABLE 27

Responses of women students to Question 14 of the questionnaire.

Percentages

	A	C	D	E	F	R
A special course for training college entrants	5.3	1.4	2.5	9.2	3.8	5.7
Teachers were enthusiastic about student's entry	10.5	6.8	7.5	12.7	10.1	12.1
There was a member of staff with interest	13.2	12.1	11.8	17.3	11.4	14.2
Application was encouraged	23.7	27.1	39.5	47.1	45.5	44.2
University first	51.3	46.0	10.9	16.1	12.7	18.2
No-one cared about training college entrants	10.5	16.2	15.1	11.5	6.3	15.4
Teachers were disappointed	10.5	24.3	5.8	2.3	8.9	8.9

perhaps not surprising. Nonetheless, schools do sometimes endeavour to give their pupils, at sixth form level, a background course leading to the profession they hope to enter, and it cannot be doubted that students who have, for instance, been introduced to such subjects as psychology and educational philosophy would be better orientated to their courses in colleges of education than those who have been following entirely orthodox studies. Against this may be set the tendency, more common a few years ago than now, for schools to divert sixth formers who planned to teach from 'A level' work on to 'general' studies. Some schools have set up a 'training college sixth form' where, unfortunately, no advanced work is undertaken, but only more elementary studies with the object of providing a future primary school teacher with a wide range of subjects. The present survey has made no attempt to divide the few percent of students who did pass through a specially devised course into those who had well-devised courses based on a sound assessment of the students' needs from the rest.

20.3

The percentage of students who reported teachers enthusiastic about the idea of their entering colleges of education is, in the R group, about 12%. This again must reflect attitudes of the teachers to individual pupils as well as their feelings about teacher training colleges generally. A greater degree of enthusiasm might have been hoped for, but perhaps not expected.

20.4

Only 14% of the R group reported a single member of staff who had a special interest in their application. The students who did tick this item included some who, in their comments, pointed out that this person was the headmistress or careers mistress, rather than an individual deputed to deal with their applications. In a few other cases, the member of staff concerned seems to have been a non-graduate teacher, an art, physical education or other specialist who had herself been through a training college course.

20.5

Evidently about one in six of the R group were thought by their schools to be better suited to university than to college of education courses. This figure is larger than the 10% in a rather similar category of Table 26. However, the different context of the two items suggests that while schools do not always recommend students to apply to university if they are aiming to teach in primary schools, nonetheless university is held up to the pupils as a more desirable goal. The comments of students, both the R group and others, in relation to this point provide some general evidence that the graduate teachers generally know very much less about colleges of education, and have a very limited appreciation of their function, than they do about university, of which they have first-hand experience. This may be partly responsible for the emphasis placed on the item.

20.6

If it is true that about 15% of the R group came from schools where no interest was taken in their proposed entry to the teaching profession, it is a sad commentary on the attitude of school staffs to their own profession. Many of the students who marked this item expressed themselves strongly on this matter. Several stated that, although they had not questioned their treatment at the time, they realised on looking back that their schools had been failing them in some important respects. One wrote 'On looking back I am shocked and bewildered by the attitude of my school.' and while this may be an extreme case, it nevertheless seems that some grammar schools do in fact take very little interest in what becomes of their pupils after they have scored successes in examinations.

20.7

Actively expressed disappointment in a pupil applying for admission to a college of education might arise if the school considered the applicant to be entirely unsuitable for teaching. This, however, is less likely than that, in about 9% of cases in the R group, teachers felt that entry to a college of education was in some way a slighter achievement than that of which the individual was capable. It would be unrealistic to suppose that the non-graduate teacher is as highly respected as the graduate, but it is nonetheless a pity that a student who has chosen to teach without a degree should feel that she is in some way letting her school down.

20.8

Statistically significant differences between the R group and the college groups in Table 27 appear only in the A and C groups. In both cases the differences are in the same sense. Fewer students were actively encouraged to apply for college of education, and more were advised to try for university. As already seen in the previous section of this thesis, more students of these groups did in fact apply to university after advice from school, and the result is not unexpected. The C group also shows a significantly higher proportion of students whose applications actually came as a disappointment to their schools. These results are on the whole merely confirmatory of the established fact that these students are much better qualified than the average, and do not, in themselves, throw any additional light on the question of why they are concentrated in certain colleges, rather than being more or less randomly distributed.

21. School connections with Colleges.

21.1

The fifteenth question on the form was designed to reveal any definite tendency in certain colleges to build up a more or less direct link with schools. It had been suggested to the author that some colleges did in fact draw most of their students from a group of more or less local schools with which a special, informal arrangement had been made. If such links existed it might go far to explain why colleges had differences in quality of entry. If a college had a policy of preference with respect to some schools, the schools might succeed in placing more first choice applicants there, even if their qualifications were less than good. The figures given in Table 28 do not support the belief that such connections exist, at least in the colleges of this survey.

21.2

About three quarters of the R group stated that there were a number of their fellow pupils in the year at school who applied to colleges of education, but most applied to different colleges. Only a sixth, approximately, said that several of their contemporaries applied to one college, and only three students out of the 247 in the group stated their application had followed more or less automatically some school tradition or usual practice. Comparison of the college groups in turn does not reveal any significant difference between them in this question, and it is therefore not possible to expand the discussion

TABLE 28

Responses of women students to Question 15

Percentages

	A	C	D	E	F	R
Student was almost the sole college applicant	9.2	1.3	7.6	11.5	5.1	4.5
Several applied, but all to different colleges	75.0	67.2	68.9	65.5	74.7	74.0
Several applied to the same college	17.1	25.0	13.4	9.2	11.4	18.6
Automatic to apply to one college	5.3	0	0	1.1	1.3	1.2

much further. There may in fact be some colleges with definite connections with schools, but it does not appear that any such are included in this study.

22. Advice from outside school.

22.1

Table 29 gives the figures arising out of question 16, which indicates the influence of friends, relatives and other, non-school advisers on students' applications. A student who has a friend at a college is likely to be influenced by the account of the place given by this person. It is probable that such information, up-to-date and acquired from a student's point of view, is more influential than advice coming from older people and official sources. However, the question was deliberately framed to exclude reference to negative advice from such sources. A student who has, for reasons which may or may not be justifiable, a definite dislike of her college, may divert a number of first choice applicants away from it. The proposition that some colleges suffer so badly in this way that very few students ever put them as first choice has not been examined, though the figures of Table 18 in this thesis do not lend the hypothesis much support.

22.2

The figures in Table 29 confirm that favourable accounts given of a college by the students (including relatives who were students) of it are influential in about a quarter to a third of the cases, none of the groups differing significantly from this proportion. Considering that it is not always very easy for a candidate to discuss her application with her near contemporaries, who are away from home for long periods, and who may in any case not be personal friends, it must be accepted

TABLE 29

Responses of women students to Question 16

Percentages

College recommended by:	A	C	D	E	F	R
a student friend	25.0	25.7	19.3	27.6	25.4	21.1
a relative, who had been a student there	6.5	8.1	7.6	10.3	7.6	4.9
a friend who knew the college	26.3	8.1	13.4	14.9	7.6	15.4
a non-graduate teacher	6.6	5.4	3.4	4.6	5.1	4.1
youth adviser	1.3	2.7	4.2	4.6	2.5	2.4
other persons	38.1	13.5	21.8	9.2	19.0	19.8

that a college's reputation does depend rather a lot on the feelings of its own students about it. Verbal comments on this question showed that some students at least are capable of making quite mature judgments about the views expressed by their friends. Some explained that they discounted negative advice about a college if it came from someone who they knew to be habitually dis-satisfied, while accepting only with caution advice received from strangers or people who had very different tastes.

22.3

A rather large proportion of students seem to have been influenced by people who, although not students or teachers themselves, nevertheless gave advice about the application. As many as 26% of the A group were so influenced. Comments suggest that the advice in such cases comes from a wide variety of sources, including lecturers of the college and of universities, members of school and college governing bodies, churchmen and lay people. By comparison the views of youth advisers and non-graduate teachers seem less influential. The final category of the table was often taken to mean the head or careers mistress of the candidate's school, but further analysis of the item is not possible.

22.4

The results of this section suggest that, while less important than such factors as co-education, subjects offered and position, the reputation of a college amongst its own students is of considerable

importance, and in certain cases it appears that students receive advice from sources that can be described as second or third hand.

23. College publicity.

23.1

Apart from the official prospectuses and brochures issued by colleges to applicants, colleges do from time to time feature in the educational press, either by advertisement or in feature articles. Additionally, there are occasionally items of news about colleges in the daily press, on radio and television. The last question of the survey attempts to assess the impact of these on applications. As Table 30 shows, only the college prospectus seems to have any real effect, and there are some rather interesting variations between the colleges in the degree to which these affect the choices made. The E, F and R groups indicate that as a rule about 45% of students are attracted by the college hand-out material. It must be remembered that students write away for the prospectuses, and, unless their schools have taken the trouble to assemble a very large number of them for pupils to study, they must be interested in the college to some extent before seeing its brochure. The actual power of the material to attract first choice applications is thus rather problematical, since however attractive it may be, and however accurate or otherwise the impression it creates, the chances are it will only be seen by those who are already partly convinced. It is, therefore, extremely interesting that the A, C and D groups are less influenced, on the whole, than the others. This is particularly so with the A group. The prospectus issued by this college is, in fact, and on a subjective assessment, less attractive

TABLE 30

Responses of women students to Question 17

Percentages

	A	C	D	E	F	R
Attracted by prospectus	5.2	27.0	17.6	44.8	46.9	45.0
College mentioned in newspaper	0	0	0	0	1.3	2.0
Member of college staff mentioned in newspaper	0	1.4	0	1.1	0	0.8
Article in educational journal	1.3	1.4	2.5	1.1	0	3.6
Advertisement in educational journal	0	0	0.8	0	0	1.6
Television or Radio	0	0	0	0	0	1.2

than some, and the same applies, or did apply, to that of College C. Nonetheless, these colleges still attract and admit a large proportion of first choice applicants. The implication is clearly that the brochure at least does not deflect many from their purpose, and judging from the verbal comments on this section, which were few, the students' minds were usually made up before the brochure and forms arrived.

24. Men students.

24.1

To deal with men students in the same amount of detail as the women is not possible in this thesis. Time did not permit the author to obtain a large sample of men before the two year groups which took part in the survey dispersed at the end of their courses. However, men students in colleges C and D of the previous chapters did fill in questionnaires, providing a total of 137 completed forms. An additional 74 students of College B, the men's L.E.A. college shown in Part 1 (Paragraph 7.5, Table 13a) to have a better qualification record than any other college admitting men students, also co-operated, providing a group for comparison. In what follows, therefore, the B group has been compared with a combined C and D group. The CD group is, in this case, assumed to be fairly representative of men students, though it must be admitted that this is not altogether a justifiable supposition since the sample is weighted by the C group towards the higher end of the qualification scale. This is offset, however, by the interesting fact that the D students are, somewhat unusually, considerably less well qualified than the women in the same college, and, as a group, appear amongst the lower fifteen colleges of Table 13. The unbalance of the sample therefore, may be slight in spite of its limitations.

24.2

To prevent a great deal of unnecessary repetition, the men students of the CD group are first compared with an equivalent group of women.

The A group, and the E, F and R groups of women are left out, so that the men may be compared with women in the same colleges. As before, where differences appear, the K.S. two sample test has been applied, and only those differences which are definitely greater than the random expectation are considered important.

24.3

In fact very few significant differences appear, and the complete results are not tabulated, since with some exceptions they are much the same as those of women students already given. However, the CD sample group of men show a considerably smaller interest in college location. Whereas amongst the women of the CD groups, 43.4% hoped to attend college in a large city, the corresponding figure for men is 24.1%. The proportion of women ticking the item suggesting that they wished to be away from home, but within reach, was 62.1%, but amongst the men only 48.2%. The direction of the bias is the same, but the total response of the men to the entire question of college location is smaller. The question of co-education, similarly, shows men rather less concerned than women to attend mixed colleges. Remembering that the two groups being compared are in mixed colleges, 84% of the women expressed a strong preference for mixed colleges, as against 68.6% of the men. Apart from an entirely predictable lack of men opting for infant training, the next significant variation is of the same kind, suggesting that men are less concerned than women with the subject course they will take. While 80% of the women ticked

the item stating they were concerned to follow a particular subject course, only 58.4% of the men did so. Only one other item produced a significant difference. 72.4% of the women stated they were amongst a number of pupils at their school who applied to colleges of education, and only 53.2% of the men did so. For lack of other evidence, therefore, it must be supposed that men and women students do not differ very importantly in the way they choose their preference colleges. The response rate of the men to the questionnaire was slightly lower throughout, for unknown reasons, and it must be concluded that no great reliance can be placed even upon the differences reported above.

24.4

Using the CD group men as a standard of comparison, the B group may now be examined. The significant differences are again not very many, but do throw some light on the main problem of this work. The students of the B group almost to a man declared themselves entirely unaffected by the location of the college. Nearly half of them simply marked question 6 'inapplicable'. To question 5 92% replied they were only very slightly or not at all affected by the location factor. To the question of co-education, 78% of the B group stated they were not concerned about the matter, while 68% of the CD group sought mixed colleges. 39.2% of the B group did not know how their preferred college was governed, compared with 18.9% of the CD group. None of B expressed a desire to enter a church college, while about 20% of the CD men were in this category. Age of the college, buildings and living

accommodation produced no valid differences, but section F, concerning the college courses, is very revealing. 86.5% of the B group hoped to train for secondary teaching, and the figure should probably be 100%, since no-one ticked the junior or infant items. This compares with 30.6% secondary and 18.2% junior for the CD group. Then, 83.8% of the B group stated they were interested in pursuing a particular subject, as against 58.4% of the CD group. With 55.4% of the B students the college was specifically recommended by their schools against 11.7% for the other sample, and 58.1% against 24.8., were attracted to college B by talking to a friend who had been there. 24.5

The cause of these differences is not very difficult to find. College B has an international reputation in certain fields. As many students commented, it is regarded by teachers of certain subjects in school as a university of those subjects, and no equivalent training is believed to exist anywhere else. The college therefore is in a unique position, and, having a very large number of first choice applicants to pick from it naturally selects only the better qualified. It is, of course, worth noting that other men's colleges, and even some mixed colleges, do provide courses similar to those of College B, though, with one or two exceptions, they do not specialise to the same extent. It seems, therefore, that the college owes its reputation at least in part to its having concentrated on a group of studies not properly catered for by universities. It is, perhaps,

rather strange that what might be thought a similar state of affairs with colleges for women discussed briefly in Appendix 3, does not lead to a similar trend in the qualification record of those colleges.

25. Conclusions.

25.1

It is now possible to refer back to the Introduction to this study and consider how far the problems posed there have been solved and to indicate which further lines of enquiry are likely to be rewarding.

25.2

Paragraph 1.6 raised the question of whether in fact alleged differences in student quality between colleges do exist. Part 1 of this thesis shows that, in respect of G.C.E. qualifications there are large variations between the intake of individual colleges greater than those between groups of colleges selected on various objective criteria such as type of government, location, whether co-educational or not, and so on. The second major question of paragraph 1.6, however, has not been answered: do the demonstrated variations in academic, or examination-passing ability, establish a case for those who believe that the students of one college cannot be treated in the same way as those of another? In their academic work, clearly, students who have not reached 'A level' standard in a subject cannot be treated as if they had. The work they are expected to tackle on entry must be suited to their previous attainment. In this case, if they are to reach in a three year course the same standard as other students in the same college, and in other colleges, the 'non A level' candidates may need to work harder and to have better teaching. Further investigation is needed to discover whether in fact the colleges with

a high proportion of poorly qualified entrants do in fact achieve similar academic standards, by the end of the three year course, to those other, more fortunate colleges. However, the larger questions as to whether students with poorer qualifications require more lectures rather than more time for private study, whether they require more personal freedom or less, whether they are more or less responsible in behaviour, are beyond the scope of the present work and would require a considerable research programme in themselves. It may, nonetheless, be suggested that there is some evidence in the foregoing pages to show that colleges get the students they deserve.

25.3

Concerning the questions of Paragraph 1.8, it seems clear that some colleges of education will be unable to run courses leading to the B.Ed. degree, unless they can increase their intake of well qualified students. It must be feared, therefore, that there is a serious danger that some colleges will become known as 'non-B.Ed.' colleges, with a consequent flight from them even of the few well qualified applicants they now receive. This would be entirely undesirable. One possible solution, the taking over of most or all of the B.Ed. work by a central college or university was mentioned in the Introduction. Another, arising out of the results of Part 2, may be for colleges to specialise in subjects, such as modern languages and the sciences, for which there seems to be an unsatisfied demand. A further research project, to discover how large this demand actually is, would indicate the practicability of the proposal.

25.4

The range and type of subject courses offered by a college do seem, from the results of Section 18, to affect candidates' choices of college, rather more than the nature of the professional training given, whether infant, junior or secondary. However, a college which can offer a larger number of places to secondary trainees does seem to have no difficulty in filling them with well qualified students.

25.5

While factors such as age of the college, quality of buildings and hostel accommodation, type of government, etc., seem to have relatively little effect, there cannot be any doubt that a college which admits both men and women students seems more attractive to the great majority of students of both sexes. The proportion who actually prefer single sex colleges is very low. It is, nonetheless, notable that a single sex college may overcome this handicap, either by specialising in a group of subjects and establishing a very high reputation in them, or by some other means. Favourable location close to a great university may be an important factor, and specialising in the training of secondary, rather than infant or junior teachers may be another, which help to account for the success in this direction of one un-mixed college discussed in this thesis.

25.6

While it has been shown that college location is considered important by most students, this factor does not, on the whole, seem to cause

large variations, since there is no great general preference expressed by students for any one part of the country. London, for example, does not draw a greater proportion of first choice applicants than its size would merit, and a high proportion of students actually expressed a desire to be out of London, either in a country area or in some other large city. However, it does seem that colleges in the larger towns have a greater appeal than those in rural surroundings. It is, evidently, an advantage to a college to be sited in a region easily accessible from all parts of the country, since applications are then likely to come from a wide area. Conversely, a college which, either by accident or design, draws its entrants from a limited region may have difficulty in finding many well qualified entrants. A major factor affecting this is the number of residential places available. The available evidence suggests that a mixed college, in a large or medium-sized Midland city, offering a wide range of subject courses, or else specialising in one or two not catered for elsewhere, offering a higher than normal percentage of secondary training places and with full residential facilities, should have little difficulty in finding well qualified students.

25.7

The sections of this thesis dealing with the effects of advice received by students before making their application suggest that one of the chief factors is the report of a college given by its own students when they, presumably, discuss it with their younger friends and relations.

There is apparently little tendency for some schools to send all their candidates to a particular college, indeed, there may even be a tendency for schools, possibly because of a misunderstanding of the workings of the Clearing House system, to spread the applications widely in the belief that this will ensure a greater percentage of successes. It is, however, difficult to assess the effect of casual or formal advice given to students from their own account of it. It must be remembered that the students filling in the questionnaire given in Appendix 4 were doing so two and three years after leaving school, and hence three and four years after receiving such advice. This indicates that a most profitable line of enquiry would be to study a sample group of sixth form pupils considering entry to teaching, and discover with a greater degree of precision the effects on them of the various types of advice given. There seems to be scope for other studies to discover what the attitudes of grammar school teachers generally are to colleges of education, what knowledge they have of them, and on what basis, other than a combination of limited experience and hearsay, some schools grade colleges in their attempts to guide their pupils' applications. It would equally be interesting to know whether more than a few schools do, as students sometimes allege, bring real pressure to bear on their sixth formers in the matter of choice of career and applications to colleges.

25.8

Finally, research into the whole question of how a college of education builds up a reputation such that it is almost automatically a first

choice for any well qualified student, would be worthwhile, since it is quite apparent that, whatever physical and/or administrative advantages a college has, it may still fail to attract the better students.

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APPENDIX 1

Extract from document M.W.1 issued to all candidates for admission to colleges of education by the Central Register and Clearing House of the A.T.C.D.E.

INITIAL APPLICATION PROCEDURE

Note. In the instructions which follow the terms 'Catholic Colleges', and 'Physical Education Colleges' refer only to those for women: the corresponding Colleges for men come under the same procedure as for all other Colleges for men.

1. Candidates decide in which Colleges they are interested by reference to the 'Handbook on Training for Teaching' which is available in schools and Public Libraries. They then obtain prospectuses, College application forms and M.W. cards from selected Colleges and send one completed M.W. card to the Central Register. They ask for the type of form required by the College of their first choice, i.e. yellow for men, blue for women's general Colleges, pink for women's Catholic Colleges, grey for Domestic Subjects Colleges and green for Physical Education Specialist Colleges and General Colleges providing a Physical Education Wing, although after the first choice they can insert on the forms the names of Colleges from any other group. Candidates making Physical Education Colleges or General Colleges with Physical Education Wings their first choice should not send this card before 1st July 1961, and all others not before 15th September 1961. The forms cover applications to all Colleges for admission in September 1962 and/or January 1963.

2. Candidates submit applications as follows:

(a) To General Colleges they apply to three Colleges if at all possible between 1st and 8th October, as Colleges may refuse to accept further applications after 8th October.

(b) To Catholic and Domestic Subjects Colleges they apply to three Colleges as soon as possible after 15th September, i.e. as soon as forms are received.

(c) To Physical Education Colleges they apply to four Colleges as soon as possible after 1st July.

On each College form and on the forms for the Central Register they give the names of the Colleges in order of preference. Applications should be submitted to all Colleges on the preference list at the same time, but if the forms from any Colleges have not arrived the others should be dispatched, and the remainder sent as soon as they can be completed.

3. If candidates have to amend their forms because they are incorrectly completed, or because they are returned by their College of first choice as it has no further vacancies, this can be done by the use of gummed paper. If the candidate prefers, he/she can return the forms to the Central Register and ask for them to be replaced.

4. Candidates are advised to select their Colleges carefully in order of preference, as apart from exceptional circumstances, no changes may be made. Candidates may withdraw an application to a College if they are sure that they will not, later in the same year, wish to be considered there, and ask for the papers to be sent on to the next College on the preference list.

5. Candidates send to the College of first choice (i) the Central Register forms 2 and 3, (ii) a postal order for £1, (iii) the registration card, and (iv) the College application form. Acknowledgment of their receipt will be sent by the College and a registration number will be allocated. Postal orders should be crossed and made payable to the 'Training Colleges Clearing House'. The fee is not returnable.

6. To Colleges of second and third choice, and in the case of Physical Education Colleges and General Colleges with Physical Education Wings also to the fourth choice, candidates send College application forms only.

7. The Central Register form 3 is retained by the College. This form must be held by the College of first choice, and later by any other College before a candidate may be interviewed. No College may interview a candidate without holding this form prior to 1st September of the year of admission. After that date they are permitted to interview any candidate without holding the relevant papers.

8. The College of first choice sends a report form to be completed and returned by the Head Master or Head Mistress of the secondary school attended, or if no report is available from the Head of the school attended because of the time which has elapsed since the candidate left school, a report should be obtained from a referee of professional standing who can testify to the candidate's level of educational achievement. Interviews are arranged on receipt of such a report by the Principal.

9. Colleges arrange interviews with the greatest possible expedition. All candidates resident in England and Wales who are qualified for admission or who are likely to be qualified before entry, will be interviewed at least once at some point. Although an interview is not always granted, papers are considered by Colleges when they are sent to them.

10. If the College of first choice decides to pass on a candidate's papers they are sent to the next College named which still has vacancies. The papers of candidates applying to General Colleges only are sent to the next College through the Central Register. The papers of other candidates are passed directly to the next College. The same procedure is followed with second and third choices, and fourth for Physical Education, if necessary.

11. 20th January is the first day for notification of the admission of such candidates as the Colleges have decided to accept; it is also the first date for the notification of those whose papers have already been passed on. As the procedures here outlined may still be incomplete, candidates will not all receive acceptance on that date but their papers will continue to be considered by Colleges named on their forms.

12. For Domestic Subjects students only. If the College of third choice has no vacancy, the candidate will be sent a list of Colleges still open to receive applications. She may choose a further three Colleges and apply to them direct marking such applications 2nd ROUND. She must at the same time, send to the College of her

3rd choice in the first round the names of these 2nd round Colleges in order of preference. The same procedure will be followed in the event of a candidate embarking on a third round of applications. If a candidate is not judged suitable for admission to a Domestic Subjects course, her papers will be returned to the Central Register, and she may be given the opportunity to apply for general training.

RESERVE LISTS

1. In submitting their first applications, candidates (other than Domestic Subjects candidates) are asked to give a reserve list of Colleges on their Central Register forms, and also to state whether they would be prepared to attend any College where a vacancy might be offered.

2. If a candidate does not succeed in obtaining a place at any of the first three Colleges (or four in the case of Physical Education Colleges, and in the third round in the case of Domestic Subjects Colleges), a different procedure is adopted. The Central Register submits his/her papers to the Colleges named on the Reserve Lists; for Catholic and Physical Education Colleges this will be done immediately for specialist Reserve Lists, but for other candidates it will not be done until after 20th January. It is important that candidates should wait until an invitation is received before contacting any Colleges named on their Reserve Lists, or indeed any College other than those to which they applied in the first instance, so that

confusion is not caused by a candidate being under consideration by more than one College at a time. After 1st September of the year of entry, candidates still unplaced may apply direct to any College.

3. Candidates may add names of Colleges to the end of their Reserve Lists at any time, and/or state that they are prepared to go anywhere. When the papers have been posted the order of the Reserve List cannot be changed but further Colleges may be added at the end of the list.

Form 3 R.T.C. (Women) **1963/4**

MINISTRY OF EDUCATION

Particulars of a Candidate for Admission to a Training College or Department of Education

ıis form should be completed ·by a candidate who has accepted for admission, and ıld be returned to the Ministry :he Principal by the 28th ember, 1963, or at the latest e weeks after the beginning e Session.

numbers adjacent to the es provided for answers are fficial purposes only.

..... Training College or Department of Education .....

30–32 Coll. No.	33–35 Type	36–37 Admis.	38 Sex	RP	39–45 Reference No.
			2		

Surname (*block capitals*) ..... Maiden Name ..... (if married or widowed)

Christian names (*in full*) .....

If your name shown above differs in any way from that shown on your birth certificate, state here the names shown on your birth certificate .....

Date of birth (*insert figures, not words*). 46 47–48

A birth certificate giving your full name must be forwarded with this form to the College or Department of Education.

Day	Month	Year

Are you (a) a British subject ? YES/NO
(b) ordinarily resident in England or Wales ? YES/NO

Permanent home address .....

.....

.....

49–51 (Leave Blank)

Local education authority for this address .....

Examinations passed

(The college authorities should verify the candidate's claim to possess the examination qualifications required for admission to the course. Where success in any such examination is not entered on a certificate or class list, official verification should be obtained from the examining body.

A candidate for a four year course must be qualified under the university regulations to enter upon the degree course without further examination.)

Examination	Examining Body	Date(s)
School Certificate (1950 or earlier)		
General Certificate of Education No. of passes at A level		
No. of passes at O level		

52 (Leave Blank)

Subjects passed at A level :

.....

.....

.....

.....

.....

.....

.....

Subjects passed at O level :

.....

.....

.....

.....

53

Indicate the type of school you last attended by placing a tick in the column headed 53. A voluntary aided or a voluntary controlled school should be classed as maintained.

Maintained All-age	0	
Maintained Grammar	1	
Maintained Modern	2	
Maintained Technical	3	
Direct Grant Grammar	4	
Independent	5	
Art	7	
Bilateral, Multilateral, or Comprehensive	8	
Schools outside England or Wales	9	
Other (Specify)	—	—

8. Age on leaving school (in completed years)

54–55

.....ye

9. Previous teaching experience

If you have been notified at any time of your eligibility to be regarded as a Certificated Teacher, give the date of recognition ; if as a Qualified Teacher, give the date of qualification .....

If you have never been employed as a teacher, place a tick against Nil in the column headed 56 : if you have been so employed, place a tick against the appropriate status in the column headed 56 and against the appropriate period in the column headed 57 and give the name of the last school at which you taught and the precise dates of the beginning and end of your teaching service there

.....

.....

.....

If you have been employed as a teacher you may have been given a reference number by the Ministry. If so please enter it here .....

Nil	0
Qualified	1
Uncertificated	2
Temporary or Supplementary	3
Other	9

Occasional or Nil	0
One term	1
Two terms	2
Three terms	3
More than one year	4

10. Other employment

If you have ever been employed other than as a teacher for a year or more, place a tick against the appropriate type and period of employment in the columns headed 58 and 59 ; if you have never been so employed, place a tick against Nil in the two columns.

Type of Employment	—	58 Type	5 Period
Nil	0		
Industrial	1		
Commercial, Clerical or Professional	2		
Civil Service or Local Authority Service	3		
Other	9		

11. Have you previously been admitted to :—

(a) a teacher training college ? Yes/No .....

(b) a university or university college :—

(i) as an ordinary full-time undergraduate ? Yes/No .....

(ii) as a member of a department of education ? Yes/No .....

If the answer to any of these questions is Yes, give the name of the university or college and the dates of attenda

12. If you have previously received a State Scholarship, an award under the Further Education and Training Scheme, an av from a local education authority or any other award from public funds, state :—

(a) type of award .....

(b) approximate amount of award £.....per annum for.....years

(c) institution attended, with dates .....

(d) course followed .....

(e) result of any examinations .....

.....

(If you have received any of the awards listed above, you may not be eligible for grant-aid for your present course. You should therefore enquiries of the college or department of education as soon as possible. If you are taking a one year post graduate course following a succes completed degree course, this does not apply.)

13. Particulars of any final degree examinations passed and Art examinations (other than G.C.E.)

Holders of the Cambridge type of degree should give particulars of all parts of their degree examinations, e.g.—

B.A. ; Honours ; Part I English, Class II, Division ii ; Part II History, Class III.

Name of University and date (year and month the examination was completed)	
Whether B.A., B.Sc., etc.	
Main Subject(s)	
Whether Pass or Honours	
If Honours, state Subject(s), Class(es) and Division(s)	
Art examinations (with examining body and date)	

60	61–64	65–66	67–69

(Leave blank)

FOR THE USE OF THE MINISTRY OF EDUCATION ONLY

19. Status and Date of Qualn.	QUALIFIED TEACHER (REGN. 16(2) SCHOOLS REGNS., 1959). Date of Qualification ..... *(To be deleted in event of failure.)*
20. (a) Years of training ... ... (b) Description of Course ...	
21. Scope of Training	Nursery Infant Junior Senior Specialist
22. Medical Report	Satisfactory Not received
23. Remarks	Form 24 R.Q. (1) issued on.....Checked by

24.	1. C.R.1. (Gen.)	To prepare T.S.B. and Form 101 C.R.	These actions need n discharged on this for is circulated under co T.T. Series No. 3c.
	2. T.Q.2.	To complete Heads 19, 20, 21 and 23.	
	3. T.Q.7	To complete Head 22.	
	4. Stats.	To code	
	5. R.P. Registry.	To Register and place in R.P. File.	
	6. C.R.	(a) To note in T.S.B. and on Form 101 C.R. and/or for action on Form 104 C.R.	
		(b) D.W.	

S19899 246064 Wt.23338 DA29 50M (2 sorts) 10/62 T&Co. G837.

roposed course
lace a tick as appropriate in the column headed 70–71.

			70–71
One Year	Art	12	
	Post-graduate*	11	
	General	19	
	Specialist	15	
Two Year	General	02	
Three Year	General	03	
	Housecraft at a Specialist College	43	
	Physical Education at a Specialist College	73	
Four Year	Combined degree and professional training course	34	

A student admitted to a year of professional training or the fourth year of the combined degree and diploma course at the University College of North Staffordshire should be entered as a one year post-graduate student.

f possible students are asked to enter in the following oxes the main subjects they hope to study and to say vhether they hope to train for primary, primary/secondary r secondary work.

Main Subjects (*Please Name*)

Age Range of Training	(*Please tick*)
Primary	
Primary/Secondary	
Secondary	

tatus
Place a tick as appropriate in the column headed 72.

* If you will receive a major award from a local education authority for this course, as distinct from a teacher training grant, you will be a private student.

		72
Student wishing to be recognised for grant	1	
†Private Student	2	

Resident or day student
Place a tick as appropriate in the column headed 73.

		73
Resident in College or College hostel	1	
Resident in approved lodgings	2	
Day student living with parents, relatives or friends, or in own home, or in private lodgings	3	

Signature of Candidate .....

Date.....

74 | 3

For completion by the authorities of the college or department of education.
Please place a tick in the appropriate boxes.

NOTE.——With regard to section (a) below. If the candidate's name and date of birth has been verified from a British birth certificate the certificate need not be sent to the Ministry. If the details have been verified from any other kind of evidence the evidence itself must be sent with this form to the Ministry.

certify that—

(a) the candidate's birth certificate has been seen and the names and date of birth have been verified ; ☐

OR

the supporting evidence with regard to names and date of birth (other than a British birth certificate) submitted by the candidate is forwarded herewith ; ☐

(b) the candidate's claim to possess the degree, and other qualifications, of which details are given at head 13, has been verified, and the details checked, from documents issued by the examining bodies ; ☐

(c) the candidate's claim to possess the required examination qualifications for admission to the course, of which details are given at head 6, has been verified ; ☐

(d) the candidate has been excepted by the A.T.O. under Regulation 14(2)(b) of the Training of Teachers (Local Education Authorities) Regulations, 1959, from the normal examination requirements :—

(i) with qualifications equivalent to but different from those specified in the Schedule to the Regulations ; ☐

(ii) with less than the minimum qualifications or with no examination qualifications at all ; ☐

(e) the approval of the Area Training Organisation to the candidate's admission to a shortened course of one year or two years has been obtained in accordance with Regulation 11(1)(b) of the Training of Teachers (Local Education Authorities) Regulations, 1959, as amended by the Training of Teachers (Local Education Authorities) Amending Regulations, 1960 ; ☐

(f) the particulars given at heads 1–16 above are to the best of my knowledge and belief correct ; the college authorities are satisfied as to the candidate's character, probable suitability for the teaching profession, and health and physical capacity for teaching. ☐

d ..... Principal of Training College / Head of Department of Education Date.....

APPENDIX 2

CENTRAL REGISTER AND CLEARING HOUSE LTD.

151, Gower Street, London, W.C.1.

Students admitted to the College, Autumn 1962

Name of College	(a) Three year general course.		(b) Shortened courses (i.e. remission of one or two years)		(c) 4-year degree course		(d) Specialist Colleges (or Spec. D.S. or P.E. courses)
A	Men.	Women	Men.	Women	Men.	Women	Women only
Total number of students admitted	....	.....	....	.....	....	.....	.....
(1) With 1 'A' level.	....	.....	....	.....	....	.....	.....
(2) With 2 'A' levels.	....	.....	....	.....	....	.....	.....
(3) With 3 'A' levels.	....	.....	....	.....	....	.....	.....
(4) With more than 3 'A' levels	....	.....	....	.....	....	.....	.....
(5) With no 'A' levels but with							
(i) 5 'O' level passes	....	.....	....	.....	....	.....	.....
(ii) 6 'O' level passes	....	.....	....	.....	....	.....	.....
(iii) 7 'O' level passes	....	.....	....	.....	....	.....	.....
(iv) more than 7 'O' levels	....	.....	....	.....	....	.....	.....
(6) (i) 'Exceptional' Admissns.	....	.....	....	.....	....	.....	.....
(ii) School Certificate	....	.....	....	.....	....	.....	.....
(iii) Qualification other than listed above e.g. Irish, Scottish, S. African	....	.....	....	.....	....	.....	.....

APPENDIX 3

Qualifications of women students attending specialist colleges

Women students of physical education and domestic science usually must attend a specialist college or follow a special 'wing' course in a general college. The Clearing House figures do not list the main subjects followed by students but the qualifications of P.E. and D.S. students are given. The proportions in each category are given in table App. 3 below, where they are compared with the other, non-specialist women students.

TABLE App. 3

Qualifications of women specialist students

Cumulative frequencies

Category	1	2	3	4	5	6
D.S. students N = 1891	.004	.076	.284	.553	.949	1.00
General course students	.009	.148	.412	.670	.947	1.00
D max			-.128	Significant at p = < .01		
P.E. students N = 1445	.005	.094	.311	.593	.935	1.00
D max			-.101	Significant at p = < .01		

The comparatively low proportions of students with two or more 'A level' passes in both D.S. and P.E. colleges is not altogether surprising since these subjects are not often studied to advanced levels in school.

APPENDIX 4

QUESTIONNAIRE

Name of College ..... Year of entry 19....

When you first applied to be admitted to training college you were asked to state which college you wished to attend. You were also asked to give a second and possibly a third choice college.

1. Which college did you name as your first choice? (answer on line below)

   My first choice college was .....

2. Which college did you name as your second choice?

   My second choice college was .....

3. Did you attend an interview at your first choice college?

   Yes/No (Cross out whichever is inapplicable)

4. If you answered No to question (3), at which college did you first attend for interview?

   The college where I first attended for interview was .....

   .....

The following questions relate to your reasons for making the choice you did. Please try to remember what influenced you at the time of filling in the forms, whether or not you would make the same decision now. All the questions refer to your FIRST CHOICE COLLEGE ONLY, not the one you are now attending if it is different.

(A) LOCATION OF THE COLLEGE

5. Were you influenced by the location of your first choice college?

   I was influenced /a great deal/ moderately/ only slightly/ not at all/ by the location of my first choice college. (Underline the appropriate phrase)

6. Please tick any of the following factors which helped you to make your choice. You may tick several items:

Tick here

I wanted to be in or near London - - - - - - - - - - - - - -

in a large city other than London - - - - -

in a pleasant country area - - - - - - - -

in an ancient university town - - - - - - -

near the sea - - - - - - - - - - - - - - - -

near friends - - - - - - - - - - - - - - - -

near relatives - - - - - - - - - - - - - - -

in the South of England - - - - - - - - - -

in the North of England - - - - - - - - - -

in Wales - - - - - - - - - - - - - - - - - -

in an area of special interest to me - - -

as close to my home as possible - - - - - -

far from home - - - - - - - - - - - - - - -

away from home but within easy travelling distance - - - - - - - - - - - - - - - - - -

(B) TYPE OF COLLEGE

7. Please tick whichever sentence is appropriate:

I wanted to attend a mixed college - - - - - - - - - - - - -

I wanted to attend a single sex college - - - - - - - - - -

I did not care whether the college was mixed or not - - - -

I did not know whether my first choice college was mixed or not -

8. Please tick whichever sentence is appropriate:

I wanted to go to a college controlled and managed by my church -

I wanted to avoid church colleges - - - - - - - - - - - - -

I was attracted by the college's affiliation to a particular university -

I was indifferent to the nature of the college's governing body -

I did not know anything about the college's government - - -

(C) AGE OF COLLEGE (not buildings)

9. Please tick as appropriate:

I was attracted to my first choice college because:

it had an ancient tradition - - - - - - - - -

it was relatively new - - - - - - - - - - - -

The age of the college did not concern me - - - - - - - - - -

I did not know anything about the age of the college - - - -

(D) THE COLLEGE BUILDINGS (not living accommodation)

10. Please tick as appropriate:

I was attracted by:

the modern buildings and equipment - - - -

the charming old buildings - - - - - - - -

I didn't care much about the buildings - - - - - - - - - - -

I didn't know what the buildings were like - - - - - - - - -

(E) LIVING ACCOMMODATION

11. Please tick as appropriate:

I was attracted by the hostel accommodation - - - - - - - -

The hostel accommodation did not affect my choice - - - - -

I did not know what the hostel would be like - - - - - - - -

I did not intend to live in the hostel - - - - - - - - - - -

(F) COURSES OFFERED BY THE COLLEGE

12. Please tick as appropriate (You may tick several items if necessary)

I wanted to enter

a course of training for infant teachers - - - - - - - -

a course of training for junior teachers - - - - - - - -

a course of training for secondary teachers - - - - - -

a college with a strong academic bias - - - - - - - - -

a college with a 'wing course' in my subject - - - - - -

a college which emphasises the practical aspects of teaching rather than academic work - - - - - - - - - -

a college where I could study my favourite subject to a higher standard - - - - - - - - - - - - - - - - - - -

a college where I should be allowed to specialise in a subject I did not study at school - - - - - - - - - - -

a college where I could work alongside students studying for their degrees - - - - - - - - - - - - - - - - -

I had no special preferences about the courses I should take in college - - - - - - - - - - - - - - - - - - -

(G) ADVICE FROM SCHOOL AND ADVICE FROM OTHER SOURCES

13. Which of the following sentences fit your case best? Tick one or more as necessary, or add a sentence of your own in the space provided.

My school gave me no advice at all about my career - - - - - - -

My school gave me some general advice, but nothing specific about teaching -

My school suggested I should train as a teacher after first going to university -

My school suggested I should go to training college but did not give me any information about the different colleges - - - - - -

My school recommended me to apply to a particular college - - -

My school gave me a lot of detailed information and advice about filling in the application forms for training college - - - - -

Space for your own comment about school advice .....

.....

.....

14. Please tick several items as appropriate, or add your own comment if none of these sentences fits your case.

My school had a special course designed for prospective training college entrants -

The school encouraged me to apply for training college - - - -

The school encouraged me to apply to university rather than to training college -

I felt my teachers were disappointed when I applied for training college -

There seemed to be no-one at the school who cared about training college entrants -

There was a member of staff at the school who had a special interest in training college entrants - - - - - - - - - - - - -

I decided to apply to training college because my teachers were enthusiastic about the idea - - - - - - - - - - - - - - - - -

Space for comment .....

.....

.....

15. Please tick as appropriate:

I was almost the only one in my year at school who applied to training college -

There were several in my year who applied to training college, but we all applied to different colleges - - - - - - - - - - -

Several of us applied to the same college, but there was no special reason for this - - - - - - - - - - - - - - - - - - -

It was more or less automatic for anyone at my school who wanted to go to training college to apply to the one I chose - - - -

16. Please tick as appropriate:

I was attracted to my first choice college by talking to a friend who had been, or still was, a student there - - - - - - - - - - -

A relative of mine who had been a student of the college recommended it to me -

The college I chose first was recommended by friends or a friend who knew it, although they had not been students there - - - - -

I had advice about my application from a non-graduate teacher who was not on the staff of my own secondary school - - - - - - - -

The college was recommended to me by an official of the local Education Office or Youth Advisory Service - - - - - - - - - - -

The college was recommended to me by some other person not mentioned above -

Space for your own comment .....

.....

.....

17. Please tick as appropriate:

I was drawn to my first choice college by its attractive brochure and prospectus -

I saw the name of my first choice college in a newspaper - - - -

I saw the name of my first choice college's principal, or other member of the staff, in a newspaper - - - - - - - - - - - - - -

I read an article about the college in an educational journal- -

I saw an advertisement in an educational journal which led me to choose the college I did -

I heard about my first choice college on television or radio - -

18. Please add any other information which relates to your reasons for making the choice you did.

.....

.....

.....

(If you need more space you may use the back of this sheet)

Summary

In Part One of the thesis available information relating to academic qualifications of students entering colleges of education in England and Wales is analysed. It is shown that during a period of four years from 1959-1963 there has been a slight general improvement in the proportion of students possessing Advanced level passes in the General Certificate of Education, in spite of a very large expansion of the total intake. Only very slight differences in this respect between men and women entrants are demonstrable.

Analysis of more detailed statistical information relating to G.C.E. qualifications of the intakes of the two years 1962 and 1963 reveals important qualitative differences between students in mixed colleges and those in colleges for one sex only. It is also established that colleges sited in different parts of the country and colleges controlled by the various religious and secular authorities admit, either by choice or necessity, different proportions of well qualified candidates. Further analysis shows that the intakes of particular institutions differ very greatly in ways that cannot be explained entirely by reference to the type or location of the colleges. In Part Two an attempt is made to discover the causes of these differences. Students of the 1962 and 1963 entries of five selected colleges were asked to state on a questionnaire what motives and what received advice had influenced them when selecting the college of first preference for entrance application. It is shown that a very large majority of students prefer to attend college in a large town and wish to live away from home but within easy travelling distance of it. There is a marked preference for mixed colleges. Main subject courses offered are also particularly important. Advice from present or past students is also influential, but wide variations in quantity and quality of school careers advice are revealed. Factors such as religious denomination , buildings and living accommodation, press and other publicity are found to be of small general importance in spite of their occasional significance for certain individuals and groups.