



1965

## Attitudes Toward High School Athletics: An Analysis of the Attitudes of Different Groups in the School System as Related To Their Particular Role in the System

Claude Louis Vincent  
*Loyola University Chicago*

Follow this and additional works at: [https://ecommons.luc.edu/luc\\_theses](https://ecommons.luc.edu/luc_theses)



Part of the [Sociology Commons](#)

---

### Recommended Citation

Vincent, Claude Louis, "Attitudes Toward High School Athletics: An Analysis of the Attitudes of Different Groups in the School System as Related To Their Particular Role in the System" (1965). *Master's Theses*. 2043.

[https://ecommons.luc.edu/luc\\_theses/2043](https://ecommons.luc.edu/luc_theses/2043)

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact [ecommons@luc.edu](mailto:ecommons@luc.edu).



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).  
Copyright © 1965 Claude Louis Vincent

ATTITUDES TOWARD HIGH SCHOOL ATHLETICS

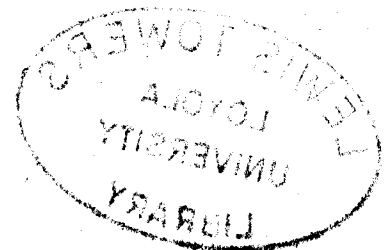
AN ANALYSIS OF THE ATTITUDES OF  
DIFFERENT GROUPS IN THE SCHOOL  
SYSTEM AS RELATED TO THEIR  
PARTICULAR ROLE IN THE SYSTEM

by  
Claude L. Vincent

A Thesis Submitted To The Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts

October

1965



## L I F E

The writer, Claude Louis Vincent, was born in Ottawa, Ontario in 1925. He obtained his Bachelor of Arts degree at the University of Toronto in 1948. He then joined the Congregation of St. Basil and was ordained in 1953. He has taught modern languages and religion in Basilian high schools in Houston, Texas, Rochester, New York and Toronto, Ontario. He is at present teaching at St. Charles College in Sudbury, Ontario. He began his course work for the degree of Master of Arts in sociology at Loyola, in the summer of 1957.

## TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION . . . . . Purpose in undertaking research, main and secondary hypotheses, review of literature dealing with role analysis, the school system, adolescent society.	1
II METHODOLOGY . . . . . Formation of questionnaire -- sampling -- administration of questionnaire -- returns.	28
III COMPARISON OF RESPONSES OF FIVE MAIN ROLES . . . . . To total questionnaire -- to seven main areas of questionnaire.	35
IV COMPARISON OF RESPONSES OF EACH ROLE AS RELATED TO SOCIAL FACTORS . . . . . Teachers -- parents of athletes and non- athletes -- athletes and non-athletes.	62
V CONCLUSION . . . . . - variations in attitude according to role - social factors affecting variation in attitudes - possibilities for future research	102
BIBLIOGRAPHY . . . . .	110
APPENDIX I. QUESTIONNAIRE . . . . . - Special Questions For Teachers - Special Questions for Fathers - Special Questions for Students - Total Questionnaire	113 114 116 118

Chapter	Page
APPENDIX II. TABLES COMPARING RESPONSES OF TEACHERS IN DIFFERENT AREAS OF QUESTIONNAIRE AS RELATED TO THREE SOCIAL FACTORS	122
Participation in Organized Athletics	
APPENDIX III. TABLES COMPARING RESPONSES OF TEACHERS IN DIFFERENT AREAS OF QUESTIONNAIRE AS RELATED TO THREE SOCIAL FACTORS	125
Coaching Experience	
APPENDIX IV. TABLES COMPARING RESPONSES OF TEACHERS IN DIFFERENT AREAS OF QUESTIONNAIRE AS RELATED TO THREE SOCIAL FACTORS	128
Interest in Athletics	

## LIST OF TABLES

Table	Page
I. INDIVIDUAL SCORES ON THE TOTAL QUESTIONNAIRE FOR ALL FIVE CATEGORIES OF RESPONDENTS AND MEAN SCORES FOR FIVE CATEGORIES . . . . .	38
II. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON TOTAL QUESTIONNAIRE . . . . .	43
III. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH GENERAL ATTITUDES TOWARD ATHLETICS . . . . .	45
IV. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON ACADEMIC ACHIEVEMENT OF STUDENTS . . . . .	48
V. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT ON ATHLETICS ON MORAL LIFE OF STUDENTS . . . . .	50
VI. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON THE PERSONALITIES OF STUDENTS . . . . .	52
VII. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON STATUS AND POPULARITY OF STUDENTS . . . . .	54
VIII. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH THE IMPORTANCE OF COACHING ON A TEACHERS RELATIONSHIP WITH STUDENTS . . . . .	57
IX. COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH THE AFFECT OF ATHLETICS ON THE FUTURE SUCCESS IN THE WORLD OF STUDENTS . . . . .	59

LIST OF TABLES (continued)

Table	Page
X. TEACHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO INTENSITY OF INTEREST IN ATHLETICS . . . . .	64
XI. TEACHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO COACHING EXPERIENCE . . . . .	66
XII. TEACHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO PARTICIPATION IN ORGANIZED ATHLETICS . . . . .	68
XIII. TEACHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO AGE OF FATHERS . . . . .	70
XIV. TEACHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO OCCUPATION OF FATHERS . . . . .	72
XV. FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO EDUCATION OF FATHERS . . . . .	74- 75
XVI. FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO PARTICIPATION OF FATHERS IN ATHLETICS . . . . .	76
XVII. FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO INCOME OF FATHERS . . . . .	77- 78
XVIII. FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO NATIONALITY OF FATHERS . . . . .	79
XIX. FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO BIRTHPLACE OF FATHERS . . . . .	80
XX. STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO AGE OF STUDENTS . . . . .	85
XXI. STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO GRADES OF STUDENTS . . . . .	87

LIST OF TABLES (continued)

Table		Page
XXII.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO AREA OF RESIDENCE OF STUDENTS . . . . .	89
XXIII.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO TRAVEL TIME OF STUDENTS . . . . .	90- 91
XXIV.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS INCOME . . . . .	92- 93
XXV.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS NATIONALITY . . . . .	94- 95
XXVI.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS BIRTHPLACE . . . . .	96
XXVII.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO STUDENTS FRIENDSHIP PATTERNS . . . . .	98
XXVIII.	STUDENTS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO STUDENTS BEST FRIEND . . . . .	100



## CHAPTER I

### INTRODUCTION

The world of the teen-ager, of the adolescent in our modern industrial society, is becoming more and more a separate sub-culture, a separate society. Because of the complexity of modern society and the ever increasing rate of change in it, parents become out of touch, and find it very difficult, if not impossible to transmit knowledge and skills to their children that will be of service to them when they enter the adult world with its changing standards, values and skills. In our age of specialization, many jobs and skills are disappearing, and new ones are coming into being as a result especially of automation, new means of production, and habits of consumption. Thus, the young man in our industrial society is no longer able to learn along side his father, the specialized skills he will need for later life. He must prepare himself for a wide range of possibilities, and this preparation, which is becoming longer and longer, takes place outside of the family, in the high school and, for a growing number, in the university.<sup>1</sup>

---

<sup>1</sup>James S. Coleman, The Adolescent Society (New York, 1961), p. 1-3.

Since more of the jobs in our society increasingly demand a higher level of training, the adolescent, if he is going to become a productive member of that society, has to stay in school longer, even though he cannot help the family economically to any great extent. In many areas, especially in some suburbs, it has been the writer's personal observation that jobs for high school boys are so scarce that parents have arranged for their children to take credit courses or enrichment courses to speed up this increasingly long period of training and low productivity.

The schools, pressured by the various social forces that have so changed family life, have taken on more and more functions, more and more extra curricular activities which tend to cut off the adolescent from those outside his age group and force him inwards toward his peers. In most schools, athletics are generally the most important extra curricular activity for boys, providing for them the main means of achieving status and popularity among their peers. The high school students form a small and almost closed society with values, language symbols, activities and attitudes all its own. Frequently enough these attitudes in the adolescent society are somewhat at odds with those of their parents or teachers. It will be enlightening to investigate how great an effect these forces and pressures at work in the adolescent sub-culture have on the attitudes of high school boys and to see how these tend to differ from those held by parents or teachers.

It will be the purpose of this thesis, therefore, to find out the attitudes of students, parents, and teachers toward the place of athletics in the school, how these attitudes are related to their roles in the school structure, and to see if social factors and past experiences such as age, education, class, nationality, participation in sports, are related to variations within each main role.

The main hypothesis in the thesis is as follows:

Attitudes toward athletics are not a function of the general roles played in the school social system but rather are a function of specialized social conditions and past experience influencing persons filling each role. Secondary hypotheses in the following patterns will also be tested.

A. Parents

1. Parents with higher income and education and from higher occupations would have a more negative attitude toward athletics than parents with low income and blue collar occupations.
2. Anglo-Saxon parents would have a more negative attitude toward athletics than parents from other ethnic origins.

B. Teachers

1. Teachers who do some coaching would have

a more positive attitude toward athletics than those who do no coaching.

2. Teachers who have personally participated in athletics would have a more positive attitude toward athletics than those without experience.

### C. Students

1. Students who are varsity athletes will have a more positive attitude toward athletics than non-athletes.
2. Students who have higher grades would have a more negative attitude toward athletics than those with lower grades.

In addition to these patterns of secondary hypotheses the questionnaire will be analyzed with a view to testing what affect such various social factors as age and grades, have on attitudes toward specific areas of the questionnaire such as the affect of athletics on academic achievement or on popularity. The questionnaire was designed to analyze the attitudes of parents, teachers and students toward athletics rather than to find out the actual behaviour of those answering the questionnaire.

Before going on to describe the methodology involved in the thesis, a review of both the theoretical framework and the related literature is in order. The birth of a new idea and its development down through the ages is a difficult but fascinating study.

The concept of role is the offspring of rather mixed-up parentage. It is a term used today by cultural anthropologists, social psychologists, sociologists and psychologists who attach very precise meanings to it. There is, however, not as great a lack of precision in its meaning as it is used in the social sciences today as formerly. With the help of Neiman and Hughes the history of the idea or term will be traced and then the various definitions will be analyzed showing the different stresses that were involved.<sup>2</sup> The frames of reference will depend on the particular science and the particular school of thought within that science to which a social scientist belongs.

As Neiman views the question, there were four fundamental ideas that were combined together to form the basic theoretical framework. He credits G.H. Mead with having combined William James'<sup>3</sup> idea of the social self as the product of the mental images of a person conceived by other members of his group, James Baldwin's<sup>4</sup> concept that personal growth is the result of a dialogue of self with others, John Dewey's idea of language as communication or symbolic inter-action in the development of the social self, with his own important idea, namely, that of taking the role of the other. Thus, Neiman quotes G.H. Mead as saying; "...the child gradually becomes a social being in his own

---

<sup>2</sup>Lionel J. Neiman and James W. Hughes, "Problem of the Concept Role - A Re-Survey of the Literature, "Social Forces XXX (1951), 191 - 149.

<sup>3</sup>Ibid. p.141 citing William James, Psychology (New York, 1892) pp. 179-81.

<sup>4</sup>Ibid. p. 141 citing James M. Baldwin, Mental Development in the Child and in the Race (New York, 1898).

experience and he acts toward himself in a manner analogous to that in which he acts toward others. This action, the social act out of which emerges the "self" is in reality the assumption of a role for the child."<sup>5</sup> Thus, it is in psychology that the term is developed first in this sense at least, namely that through the assumption of specific roles the social self is developed, the self that is presented to others, the personality as seen by others.

Neiman and Hughes group various definitions of roles under three main headings. First, the definitions which use role to describe the dynamic process of personality development. In this conceptual framework, basically psychological, the self or the personality is equated with the sum and organization of all the roles one plays in all the groups to which one belongs. In this sense, therefore, role is the basic factor in the socialization process. Neiman groups Cottrell, Carr, Davis, Cameron, as representing this point of view. As an example of this point of view, Neiman quotes Carr as saying: "A social role is a specific pattern of attitude and behaviour which one assumes for a specific situation; social maturation is a process of acquiring "proper" behaviour patterns, a knowledge of various social roles to be assumed in various kinds of situations."<sup>6</sup> Role is also looked

---

<sup>5</sup>Ibid. p. 141 citing George Herbert Mead, Mind, Self and Society (Chicago, 1934), p. 138.

<sup>6</sup>Ibid. p. 142 citing Lowell J. Carr, Situational Analysis (New York, 1948), pp. 32-33.

upon as a cultural pattern in this socialization process. Neiman quotes Sutherland, Linton, Znaniecki, and Parsons as exemplifying this approach although not so specifically. Quoting Robert L. Sutherland, Neiman says "Roles are culturally determined patterns of behaviour; culture sets the limits of variations of roles but alternative roles may be available in a given culture."<sup>7</sup>

A second important way that the concept is used is as a functional definition in terms of society as a whole. In this context, is looked upon as a social norm, a rule of behaviour or at least an expectation of behaviour required by society as a whole. In other words, society expects a certain type of behaviour from an individual because of age, sex, occupation. These social norms are defined by culture over the years. Mirra Komoravsky, Norman Cameron, Ruth Benedict, Margaret Mead and Samuel Stouffer use the term role in this sense. Quoting Cameron Neiman says: "The normal individual would have a greater variety of social norm roles than would the pathological person."<sup>8</sup>

The third main grouping of definitions are also functional but this time in terms of specific groups. Here, a role is regarded as the dynamic aspect of status. Ralph Linton, in his classic work, 'The Study of Man' is the recognized originator of this

<sup>7</sup> Ibid. p. 143 citing Robert L. Sutherland and Julian L. Woodward, Introductory Sociology (New York, 1940), pp. 250-253.

<sup>8</sup> Ibid. p. 144 citing Norman Cameron, "Role Concepts in Behavior Pathology", American Journal of Sociology, IV (Mar '50), 464-67.

specific approach to role. It has a profound influence in the realm of anthropology but also with the cross fertilization of the social sciences the concept role as Linton sees it forms one of the major parts of Parson's structural system. Since his definition is so important it would serve our purposes well to quote him at length. Neiman quotes him thus:

"A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and Status are quite inseparable. There are no statuses without roles and no roles without statuses. Every individual has a series of roles deriving from various patterns in which he participates and at the same time a Role general, which represents the sum total of these roles and determines what he does for his society and what he can expect from it."

Or again, Neiman quotes him thus: "The term, role, will be used to distinguish the sum total of the cultural patterns associated with a particular status. It thus includes the attitudes, values and behaviour ascribed by the society to any and all the persons occupying the status."<sup>10</sup> Everett Hughes, E. T. Hiller, and Florian Znaniecki all subscribe to this point of view and define the term in this same way. Quoting Znaniecki Neiman says: "Being a group

---

<sup>9</sup>Ibid., p. 145 citing Ralph Linton, The Study of Man (New York 1936), p. 114.

<sup>10</sup>Ibid. p. 145 citing Ralph Linton, The Cultural Background of Personality (New York, 1945), p. 18.



member means a specific kind of person who performs a specific kind of role. A social role involves continual interaction between the performer and the people. The analysis of roles show that they are systems of values and activities practically standardized in accordance with a certain pattern."<sup>11</sup> Znaniecki points out that every role involves the following components: first, there is a social circle of which the performing person is the center, i.e., a circle of patients, customers, the family circle, then the person's "social self", i.e., his body and mind as represented and conceived by his social circle and himself; third, the person's status, i.e., the total "rights" which his circle and himself recognize as due to him in his role and finally, the person's function, i.e., his total duties which the social circle expect of him and which he tends to fulfill.

There is one final use of the term and this is in the field of Moreno's sociometry where role is defined as participation in a certain group. It is the use of the term in the dictionary sense, i.e., the individual's assumption of an assignment for the performance of a part in a specific situation as one of the member's of a group. In their sociodramas, role-playing refers to the assuming of a role in a social situation constructed for the purpose of

---

<sup>11</sup> Ibid. p. 146 citing Florian Znaniecki, "Social Groups as Products of Participating Individuals", American Journal of Sociology, XLIV (May 1939) 799-812.

training the person for an occupational status or for gaining therapeutic insight into his behavior. It is in this field of sociometry, Neiman says, that the greatest amount of research is presently being done, in an attempt to scientifically and empirically delve more deeply into the meaning of the concept, especially to see the affects that role-playing have on an individual and on the group, his behavior, his attitudes, his opinions and those also of the group.

There has been a continuing effort on the part of social scientists to render the meaning of this concept more precise and to point out the more important types of roles. Gottfried Lang, in an interesting article, has analyzed the definition and use of the "role" concept in anthropology.<sup>12</sup> He stresses Linton's main point, that role is the dynamic aspect of status which describes a social position in terms of the expectations by others and self. In other words, status indicates what others and the occupant of a particular position expect in the way of behavior but it is not the actual behavior nor is it the actual individual incumbent of a status. Since an individual occupies many different statuses, and participates in a number of different patterns of behavior in relation to other individuals who may have different statuses, it therefore follows that each individual, depending on the number of

---

<sup>12</sup>Gottfried Lang, "The Concepts of Status and Role in Anthropology: Their Definition and Use", American Catholic Sociological Review, (Oct. 1956).

statuses that he has, will have a concomitant number of roles which may or may not be in conflict with one another. The sum total of all roles is "the role" which determines what he does in relation to the total society and what he can expect from it. Linton proceeds essentially from the concept of status and works out the role component from the identification of status. His major subdivisions of the concept status therefore involve different types of roles as well, since role is the dynamic aspect of status. Linton distinguishes first between the ascribed status, that which one is born into or trained very early for, and the achieved status, which depending upon one's potentialities, may be acquired through training and competition. Next, he distinguishes between an active status and a latent status, since an individual acts usually in the role of one status at a time while others are latent or not active.<sup>13</sup> Gillin and Hoebel, according to Lang, follow Linton's basic theory but add the following distinctions. They call deserved statuses those which one obtains by virtue of being a member of a certain group, such as clan or band. A distinctive status arises from the position an individual holds inside an organized group. An independent status is an achieved recognized position in the social system common to the whole system.<sup>14</sup>

---

<sup>13</sup> Ibid. p. 207 citing Ralph Linton, The Study of Man, (New York, 1936) p. 114.

<sup>14</sup> Ibid. p. 207 citing John Gillin, The Ways of Men, (New York, 1948) p. 346-7.

J.S. Slotkin, according to Lang, approaches the concept of role more directly and makes further valuable contributions and distinctions in the theory of role. For Slotkin, roles are categorized sets of customs or parts an individual plays in society as a product of social differentiation.<sup>15</sup> It is a category or more or less similar sets of actions performed by many individuals. Every culture regulates behavior by establishing customary relations between those roles upon whose interaction the society depends for certain adjustments and determining the customary kinds of interaction that takes place between them. Roles, therefore, for the anthropologist, are categories of sets of customs which are symbolized. It is by these symbols that others can categorize an individual with whom they are interacting and make it possible for them to respond to him in the customary ways which apply to that role. For Slotkin, an index role is the role by which a person is assigned to a certain status because of his membership in a certain group. The most important activity of the group defines its index role.<sup>16</sup>

Lang points out that for Nadel the role, i.e., the person, refers to rights and obligations understood qualitatively whereas status refers to rights and duties compared and reduced to

---

<sup>15</sup>Ibid. p. 208 citing J.S. Slotkin, Social Anthropology, (New York, 1950), p. 104-5.

<sup>16</sup>Ibid. p. 208 citing J.S. Slotkin, Social Anthropology, (New York, 1950), p. 124.

positional values. The role, which he equates with the person, thus amounts to something like a common pattern or norm that emerges for us from the varying performances whereas in Linton, role is abstracted from the concrete activating of "rights and duties", i.e., the status.<sup>17</sup> Lang points out that Firth wonders whether Linton's concept takes care of contingencies of change. He further decries the lack of predictive value in the concept. He points out that role learning is not exclusively the result of definite training by parents, medicine man or teacher, but in the social organization much is due to the interaction of individuals through identification. Thus, once one learns his role or the proper behavior suited to his status, he becomes a bona fide member of that status group. In other words, the socialization process continues throughout life, and consists of the learning of appropriate behavior patterns in the group relative to other members of the group.<sup>18</sup> In another article, Claude C. Bowman approaches the idea of the role from a pragmatic point of view. He is interested in seeing how it gives an insight into behavior. He states:

Each new role in life induces a new configuration of one's dynamics, new sets of relationships, new conceptions of oneself and of others, new response from others. The assumption of a new role is fraught with intellectual

---

<sup>17</sup>Ibid. p. 209 citing S.F. Nadel, The Foundations of Social Anthropology, (Glencoe, 1951), p. 171.

<sup>18</sup>Ibid. p. 212 citing Raymond Firth, Elements of Social Organization, (London, 1951), pp. 9-10.

significance, because forces which may be in dynamic equilibrium in one's habitual environment are suddenly altered when a new role is assumed.<sup>19</sup>

When, as in the case of a draftee, an immigrant, a fledgling husband, old habits and relationships are disrupted, new understanding of one-self and of others may be gained. Since, in a sense, we are our roles, the more limited our role experience is, the more limited we are as persons and also the more inadequate is our view of society. It is during periods of transition, when we are changing roles, and before equilibrium routine and habit have developed that insight into our own personality and that of others is most acute.

Gross, Mason and McEachen in their book Explorations in Role Analysis, after analyzing the different definitions of the term role which have been presented in the social science literature, come to the conclusion that there is a certain amount of unity within all the diverse definitions.<sup>20</sup> They point out that most authors, in discussing roles, consider the ideas of social location, expectations, and behavior. By social location they generally mean position or status of an actor or a class of actors in a system of social relationships. In specifying what a particular position or status is, the authors stress the relational and the situational aspect of position. Quoting from Parsons, Newcomb and Linton they argue that many positions have no clear meaning apart from the other positions to which they are related since every position is

<sup>19</sup>Claude C. Bowman, "Role Playing in the Development of Insight", Social Forces, XXIX (1950), p. 142.

<sup>20</sup>Neil Gross, Ward S. Mason and Alexander W. McKachern, Explorations In Role Analysis, (New York, 1958), p. 37.

part of an inclusive system of positions. Secondly, in analyzing position, one must be precise and specific in designating the level at which one intends to work. Thus, the specification of the scope of the social system designates the boundaries of the situation within which the position is being studied. It makes a big difference, for example, in analyzing, say, the position of superintendent, whether we limit the study to a superintendent-principal relationship or whether we wish to be more complete in the analysis and study all the relationships in a larger system. It also makes quite a difference whether we are studying superintendents in one State or in all States with their varying laws, sizes of community and resources. The authors also stress two dimensions of the question of expectancy that must be taken into account. First, what is the direction of this expectancy which can be defined as an evaluative standard applied to the incumbent of a position. In other words, what should or should not be done by a person in this position? This expectation can be either positive or negative, i.e., a role definer can state that a particular behavior of a position incumbent is required or prohibited. The intensity of this expectation can also vary from a point of view that is completely permissive to the other extreme on a continuum where it is mandatory. The difficulty of obtaining role consensus i.e., agreement among definers as to what their expectations are, is stressed by the writers as a major problem in role analysis, especially in an empirical study.

The importance of this concept of role in the social sciences is only beginning to be realized and also its tremendous complexity as far as its use in empirical studies is concerned. In social psychology it is a crucial element as we have seen in the development of the self. In social and cultural anthropology it provides a link between culture and social structure. In sociometry it is central, as far as therapeutic or socialization process are concerned. In sociology as such, it is very important for Mills and Parson's theoretical framework for the analysis of social systems. Nieman believes that there is a growing consensus on the part of most social scientists to accept the main or key idea in Linton's definition, namely, that a role is the dynamic aspect of status. There are many different fields of study in which the concept is central. It is used in the study of the family in relation to sex, age, marital and kinship roles and adjustment to them. In the study of child development it is important in the process of self perception and socialization. In the study of society the normal patterns of behavior of the different sex and age roles are examined in the different cultures. In the field of social stratification, the status-role concept is basic in the comprehension of the structure of society. Other fields where it is found useful are in the study of defiant social behavior, occupational groups pathological behavior and small group dynamics. In the work of Clyde Kluckhohn and Henry A. Murray



entitled, Personality In Nature, Society and Culture, the authors stress the importance of the main determinants in personality formation.<sup>21</sup> In addition to the constitutional or biological determinants, the group membership determinants and the situational determinants, the role determinants are given their important place in the formation of personality. In the future, with the trend toward convergence in the social sciences, it is safe to predict that the term 'role' will have a more definite meaning, that it will be more acceptable in the various social science disciplines.

Schneider<sup>22</sup> in his book, Industrial Sociology, adds some very valuable insights concerning the concept role. He points out the main categories of generalized goals provided by roles which attract and hold men or boys to these roles.

1. The instrumental goal -- as a means to attaining an end -- a student fulfills the harsh demands of his role in order to become a doctor.
2. An opportunity of recognition -- a person in a certain role wants to be looked up to and valued by others significant human beings. The amount

---

<sup>21</sup>Clyde Kluchhohn and Henry A. Murray, Personality In Nature, Society and Culture, (New York, 1953), pp. 56-62.

<sup>22</sup>E. Schneider, Industrial Sociology (New York, 1957), Ch. 2

of recognition that the role affords is crucial in determining the eagerness and morale of those playing the role.

3. Provides security whether economic, social, psychological; one knows where and if one fits in or belongs to the social system. This obviously is very important in the school society.
4. Response -- the opportunity which certain roles afford to form satisfying social relationships, in which the individual feels reasonably certain of the continuing favorable responses of people important to him.
5. The role also can provide an opportunity for new experience as well as satisfaction from the role itself.

Since the school system is the setting for this thesis, it is important to realize what this social system is, and what are its functional prerequisites or needs. Using Schneider as a reference one might say that interrelated roles that are related in definite patterns constitute a social system.<sup>23</sup> For a social system to operate reasonably well the major purpose of the system must be accomplished with a minimum of conflict. It must secure itself from encroachment or interference from the outside or from threats

---

<sup>23</sup>Ibid. p. 20

arising from the intended or unintended consequences of the actions of its members. There must be proper motivation of the actors within the system. There must be adequate communication between its members from top to bottom and vice versa. The channels cannot be clogged by hatreds and envies. The members should hold in common certain beliefs, definitions, and values. Throughout the thesis the theoretical framework will be kept in mind and the findings and interpretations will, it is hoped, be meaningfully related to the theory here presented.

After this review of the theory of role it is important to point out how it is going to be used in the present study and how it is to be related to the school system. The term role, as used in the study will be regarded as the dynamic aspect of status. When the student, the father or the teacher is putting the rights and duties which make up his status into practice, he is performing his role. For the student in the school system, there is frequently a dissatisfaction with his role, with his activities as a student, because he cannot obtain therein the goals that his personality seeks. These are, namely, to be recognized and valued by his peers, to feel that he belongs and possesses that security so longed for by the average teen-age boy, and finally to obtain satisfying social relationships with other boys. In the review of the related literature, it will be seen how little recognition or standing a student obtains from his peers in enacting his role as a student and achieving academic success. This long-range

instrumental goal, namely education, as a means to eventual success in the world affords the student little satisfaction if he is not obtaining the other goals that he longs for so much. A great many adolescent boys, even many of those with very little natural athletic ability, will make great sacrifices and put forth great efforts to become an athlete in the school. This is an achieved status and may have nothing to do with their family background. They are recognized and appreciated by their peers, because of their success in the area which is deemed most important by their peers. The non-athlete may possibly resent the popularity of the athlete and make efforts to compensate by achieving status through other extra curricular school activities such as participation in the student council, in the school play or the paper. On the other hand, he may completely divorce himself from the school system and seek recognition and friendship outside that system. If it is found that there is a great variation in the attitudes of the three main groups in the school system toward athletics, this would possibly indicate the lack of communication and consensus between all three groups who ostensibly are, or at least should be, in agreement concerning the main purpose of the school, if the school is to operate at an optimum level of efficiency and obtain its stated objective, namely academic excellency.

There has been a great increase of interest in the adolescent, the teen-ager, among social scientists and educationists in recent years. Psychologists stress the socialization process as it

affects the teenager and the various psychological and sociological problems he encounters. Bloss,<sup>24</sup> for instance, writing before World War II, pointed out the many possible sources of strain during adolescent development, starting with the physiological, the cultural, and the emotional. In the school, he mentioned that teachers often lack understanding of physical and personality changes in adolescents and the personality problems that result from too rigid a system. He bemoaned the exclusive premium on intellectual and verbal performance with the subsequent neglect of physiological and social factors of student development. The effort at self definition on the part of the teenager is made difficult by the postponing of participation in status-giving activities, i.e., job experience, thus retarding development in self confidence and social adjustments. This can result in unbalanced personalities who tend to over compensate and frequently display a passionate drive for intellectual or athletic recognition or popularity,

Educationists in their writings about school athletics point out the goals and the dangers inherent in the system. Karner<sup>25</sup> questions whether school athletics are not training criminals by

---

<sup>24</sup>Peter Bloss, The Adolescent Personality, (New York, 1951), Ch. 1-2.

<sup>25</sup>E.F. Karner, "Are School Athletic Programs Training Criminals?" School Activities, XXXII (Sept., 1960), 13-14.

teaching them to break rules as long as they get away with it.<sup>26</sup> Ostyn stresses the good qualities that can be developed by a sound athletic program in both athletes and the rest of the student body. Rich<sup>27</sup> wonders whether some athletic programs have not developed into monsters that threaten the school instructional program whose primary purpose is to train young people in the academic of their chosen fields.

From the point of view of the sociology of education, Brookover<sup>28</sup> points out that athletes are looked upon as members of a special culture group within the schools. They are recognized by distinct items of clothing, jackets or sweaters, they enjoy special privileges and share in the glamour, the recognition and the publicity afforded school teams. Brookover seems to look upon the athlete as somewhat of a pampered hero, whose value to the school is grossly exaggerated and who is not bound by the ordinary school laws that affect all other students. Because of the road trips, the long practice sessions, the shared memories of participation in

---

<sup>26</sup>P.R. Ostyn, "Look at the Cardinal Principles of Athletics", School Activities, XXXII (Jan., 1961), p. 147-9.

<sup>27</sup>C.F. Rich, "What Direction Interscholastic Athletics", School Activities, XXXII (Jan., 1961). p. 131-3.

<sup>28</sup>W.B. Brookover, A Sociology of Education (New York, 1955).

important games, athletes tend to consider themselves as a group apart to whom the school owes special consideration and rewards.

In the realm of popular literature, sports writers and commentators, although they are not professionally trained in sociology or education, frequently wonder whether the heavy emphasis on athletics in high schools and colleges is creating an academic wasteland. Other sports writers, however, have pointed out that the athlete on campus is no longer regarded as Mr. Big, especially in the universities with high academic standing. There, so it is claimed, they are looked down upon by the modern sophisticated Joe College who is no longer a great hero worshipper, and does not become too excited about anything. However, he enjoys the well-paid antics of the hired athlete who performs, more for the sake of the strong alumni and their possible donations to the sentimentalized alma mater, than for the actual student body who can take it or leave it, as they see fit.

James S. Coleman in his recent book, The Adolescent Society, has made a study of eleven different schools in Illinois dealing with many attitudes and values that are pertinent to this particular thesis. For his sample he has picked schools in small towns, including the one mentioned in Hollinghead's "Elmtown's Youth", schools in suburbs both residential and industrial, a private boy's school in a big city and schools in medium sized cities. Thus, with a good cross-section of schools to work with,

he analyzes by questionnaire, interview and observation, the adolescent society in each school and then very skillfully compares them and interprets the similarities and differences. His work is very revealing and well documented, presenting the attitudes, values, and inside world of the teen-ager as seen by themselves.

He points out that in all schools, regardless of class, to be a famous athlete is the ambition of the greatest number of boys.<sup>29</sup> This contradicted the findings of Hollingshead who had found in Elmtown that the class that a boy belonged to, in the social stratification system in the town, was paramount in deciding about his participation and interest in sports. Without exception, in all the schools, participation in football and basketball was more highly related to being a member of the various elites than any other variable. The elite groups, regardless of the relative importance of athletics in the school, always contained a high proportion of athletes. Academic achievement on the other hand, counted for little in the adolescent culture and did not give status in the eyes of other students.<sup>30</sup> This did not mean that individuals did not strive for academic excellence, but rather that their efforts and successes went unrewarded by their peers and

---

<sup>29</sup>James S. Coleman, The Adolescent Society (New York, 1961), p. 132.

<sup>30</sup>Ibid. p. 27.



sometimes made them outcasts, despised because they were looked upon as grinds who made life a little more difficult for the average student.

The athlete scholar with respectable grades tended to be the most popular with the boys and girls and was looked up to and envied by the other students, especially in the freshman and sophomore classes. The athlete, when asked whether he would like to be someone else was most inclined to be satisfied with his own self-concept, as compared with the scholar who was not satisfied with himself and wished far more frequently to be someone else. When parents were asked what they wanted their boys to be remembered for at school, the overwhelming majority stated that they wanted them to be a brilliant student although in dealing personally with their own children, they might have expressed greater satisfaction when they achieved success in the things that counted in the school, i.e., in the eyes of the other adolescents. In other words, even the rewards a boy gains from his parents may help reinforce the values of the adolescent culture -- not because his parents hold these same values, but rather because parents want their children to be successful and esteemed by their peers.<sup>31</sup>

It is essential in understanding the adolescent culture to realize that it is the adolescents' ideas or opinion about what is

---

<sup>31</sup>Ibid. p. 80.

important to their fellows which influence their behavior. The fundamental competition in the school system, as in any other system is for status, and thus competition for scholastic or athletic honors is important not on its own account, but mainly because it helps win status in the eyes of the other teen-agers. This status among boys is achieved and is regarded by others as far more legitimate than any ascribed status due to family background. Thus, "Athletics performs an extremely important function in schools -- particularly those in stable, stratified communities -- of maintaining a path for the outsiders to become insiders, undercutting the development of defiant and anti-social sub-groups."<sup>32</sup>

Insofar as leisure time activities were concerned, the boys in the various schools indicated that they preferred organized outdoor sports, especially football, unorganized activities, swimming, hunting, and fishing and different hobbies -- working on cars and model building. Of all the leisure time activities mentioned, only organized sports had any connection with the school. In the study, it was found that wherever the status system rewarded athletic achievement, the star athletes turned far less to the use of television or the movies than the ordinary student. Since he experiences little status frustration in such an environment, the

---

<sup>32</sup>Ibid. p. 34.

athlete has far less need of turning to the mass media as an escape from the real world. This study of the related literature did not provide any evidence of previous studies dealing with the particular topic at hand.

## CHAPTER II

### METHODOLOGY

In order to put the various hypotheses, previously outlined, to the test, it was necessary first to decide upon a school which would possess the following important qualifications. It should be a boy's school, to avoid the possibility that the leaders or the elite in the school might be rated more because of their ascribed family status or their greater popularity with the girls in the school. Since the fathers were to be included in the social system of the school, it was necessary as well, that the fathers should be closely linked with the school and aware of the situation there. It would be better to study a school in a smaller city, where interest in activities of the school, on the part of both parents and students, would tend to be greater. There would have to be a sufficient number of students in the school who had achieved recognition and status through participation and success in athletics. Finally, there would have to be relative assurance that the teachers and students at the school would answer the questionnaire and that the principal would permit the study to take place there. All of the necessary qualifications were met by this

small Catholic school of five hundred students. The presence of the investigator on the staff ensured the cooperation of the other teachers and the principal. The students in the school, both athletes and non-athletes, were known by the writer, both in and out of class.

This school is located in a city of 75,000, and services the Catholic population in the outlying areas as well. It is predominantly a mining community, well established, with one of the highest hourly wage rates in the country.

For the purpose of this study it was decided that an athlete would be one who has played on a senior interschool team, whether it be football, hockey or basketball. He would also be in either Grade 12 or Grade 13 (i.e., the fifth year of high school in Ontario). Upon examination it was found that 34 boys, many of whom had participated in two of the above mentioned sports, were in this category it was decided to give the questionnaire to all of them, keeping in mind the possibility that some might refuse to answer or that some might be absent. By means of a random sampling of the remaining population in two grade 12 classes and one grade 13 class, 34 non-athletes were obtained. Many of these boys, even though they participated in physical training periods, or played house league sports, i.e., inter-class sports, or had played senior sports in previous years, were still regarded as non-athletes.

For the purpose of this study, the fathers of both athletes and non-athletes were regarded as full-fledged members of the

school system. The roles they would fulfill would necessarily be quite different from those of their sons. This difference in role, both as fathers and, more specifically, as fathers of athletes or non-athletes might, it was felt, affect their attitudes towards athletics. The third group, the teachers, all were requested to complete the questionnaire. In this group of 18, four were lay teachers and the remainder were priests or scholastics.

In setting-up the questionnaire, the first step was to decide upon certain specific areas which could be explored in a series of statements. These were:

Favorable or unfavorable attitudes toward athletics  
(statements 1, 7, 13)

The affect of athletics on academic achievement  
(statements 2, 8, 18, 23)

The affect of athletics on a boy's moral life  
(statements 4, 19, 27)

The affect of athletics on a boy's personality  
(statements 10, 15, 21, 30)

The affect of athletics on a boy's status and popularity  
(statements 5, 11, 16, 24, 26, 28)

The question of whether athletics is important enough to have priests doing the coaching  
(statements 3, 9, 14, 20, 29)

The affect of athletics on the boy insofar as the success or failure of his future life is concerned  
(statements 6, 12, 17, 22, 25)

As is evident from the numbering of these statements, they were spread in random fashion throughout the questionnaire in order

to avoid monotony as well as the danger of a "halo effect". Statements 4, 5, 7, 8, 12, 15, 18, 19, 20, 21, 24, and 29 were worded in such a manner as to have a negative value, again to avoid, as far as possible, a "halo effect". An effort was made to avoid statements that were too strong and antagonistic by the use of words such as 'more', 'usually', 'will tend', 'has a better chance'. Beneath each question, the respondent could circle either -- "strongly agree", "agree", "undecided", "disagree", "strongly disagree". On the left hand side of the questionnaire the respondent could circle letter A, B, C, D, or E. These would facilitate the future coding of the attitude scale. (See questionnaire in Appendix I.)

In order to obtain information about various social factors that might affect the attitudes of the respondents, very specific questions were asked of the three main groups, fathers, students and teachers. The fathers were asked to indicate their age, occupation, education, participation in athletics, income, nationality, and place of birth. The students were asked their age, their grades, their area of residence, their father's income, nationality and birthplace, their travel time to and from school, and their friendship choices. The teachers were asked about their previous coaching experience, their previous participation and their interest. Other social factors, such as age, education were omitted in order to assure their anonymity and thus ensure a truer response. The questionnaires were then printed on paper of varied

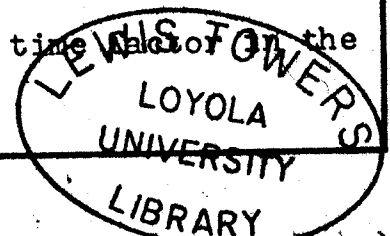
colors so that the five different groups would not be confused.

The questionnaire was then shown to a non-teacher in the school, and comments and criticism were invited. No changes were made in the questionnaire although some good suggestions were made concerning the instructions to be given when administering the questionnaire in the classroom. The questionnaire was not administered until after the Easter holidays in early May, in order to let the students, both athletes and non-athletes, simmer down a little after a very successful basketball season, with the senior team going to the all-provincial finals before losing. The enthusiasm and the hero worship had somewhat abated, and the results of the Easter examinations had brought the students back to a more normal tempo of life. Before the questionnaires were given to the students, both athletes and non-athletes, the purpose of the questionnaire and its anonymous and confidential nature were explained as clearly as possible. The boys were quite interested and the only question which caused any difficulty was the one regarding nationality. The boys had been instructed not to put down Canadian but rather, Irish, French, Italian, etc. The questionnaire was then collected, face down, and placed in a pile, thus graphically indicating to the boys that their identity would certainly remain hidden.

The boys were then given a questionnaire to be answered by their fathers. If for some reason it was impossible to have a father complete the questionnaire, i.e., deceased, or permanently



away, they were told to have their mother complete it. The students were told to explain the purpose of the questionnaire to their fathers and should a father decide not to complete the questionnaire to return the blank form. It was strongly impressed on them that if they answered the questionnaire directed to the fathers, they would ruin the reliability of the study. This method of administering the questionnaire to the fathers, although far from ideal, and far from the original plan of visiting each father individually, was decided upon for many reasons. The distances to be covered, the shift-work of many of the fathers, the shortage of time before the final examinations, and the limitations of the researcher's own particular situation forced the adoption of this method. A good return was obtained from the fathers with only the fathers of two athletes and the father of one non-athlete deciding not to answer. There was no strong evidence to indicate that any of the boys had completed the questionnaire intended for their fathers, judging both from an observation of their subsequent behavior and conversation as well as from the results of the fathers questionnaires themselves. As far as the teachers were concerned, they were handed the questionnaire and asked to return it as soon as possible. This particular group proved to be the slowest to answer the questionnaire and required many friendly reminders. All five groups were given the questionnaire on the same day, in order to limit, as far as possible, any affect of the time of the answers.



When all questionnaires had been returned, they were coded with a numerical value of one to five being given to each of the thirty questions instead of the letters A, B, C, D, E. Questions 4, 5, 7, 8, 12, 15, 18, 19, 20, 21, 24, 29, which were worded negatively were given the numerical value of one to five whereas all the other questions which had positive values were given a numerical value of five to one. A numerical coding system was set up for each of the social factors. On the student's cards age, marks, father's income were numbered one to five, student's friendship patterns, father's nationality, travel time, were one to four, residence and father's birthplace were one to three and student's best friend were one and two. On the father's cards age and education were numbered one to six, income was one to five, nationality one to four occupation one to three and participation in sports, city league sports and birthplace were one and two. On the teacher's cards coaching and interest were numbered one to three and participation was one and two. The code cards of each of the five main categories were kept separate by using a different color of ink when checking each one.

### CHAPTER III

#### COMPARISON OF RESPONSES OF FIVE MAIN ROLES

The first step in the evaluation of results of the questionnaire will involve a comparison of all five roles, namely, the teachers, the fathers of athletes, the fathers of non-athletes, the athletes and the non-athletes, according to their attitudes on the total questionnaire. Then the questionnaire will be analyzed, to see how the five groups view each specific area, for instance, the affect of athletics on the moral life of the athlete. When analyzing the individual scores of each respondent, and the mean score for each of the five main groups, as seen in Table I,<sup>1</sup> it is seen that the mean score, out of a possible 150, were highest for the athletes with a score of 106.6. Then came the fathers of athletes with 102.2; third, the fathers of non-athletes with 97.2; fourth, the non-athletes with 94.8 and, fifth, the teachers with 94.4. The mean score for all 151 respondents was 99.0. It is interesting to note that in the scores for the teachers, there was one high score of 118 and four very low scores of 83, 82, 75 and 65. This indicates a small group that is strongly negative in their attitude toward athletics in the school and in sharp contrast to

the more moderate attitude of the teachers. Of 34 athletes, only seven scored below 100 whereas, among the 34 non-athletes, only ten scored 100 or over.

There were no extremely low scores among the non-athletes, despite their relatively low mean score. The spread between the score of the most positive non-athlete, 109, and the score of the most negative non-athlete, 82, was the smallest of all the five groups, indicating greater general consensus among the non-athletes. Among the fathers of non-athletes, there is the greatest spread of scores, with the scores ranging from an extremely high 134 to a low of 75. There are three very high scores in this group 134, 128, and 120, which are higher scores than any of the fathers of athletes. These three scores are not in keeping with the scores of the balance of the fathers of non-athletes and raise the mean score of this group a little beyond the general consensus of the group.

Since the lowest score obtained on the questionnaire was 65 and the highest score was 134, and secondly, since there was a large concentration of scores in the middle ranges, the tables were set-up in four equal divisions when either the total questionnaire or specific areas were being tabulated. When the mean scores in Table I were studied, it was interesting to note that the spread between the high mean score of the athlete of 106.6, and that of his father of 94.8 was much greater, 11.8, than the spread between the high mean score of the father of the non-athlete of 102.2, and

that of his son of 97.2, which was only 5. This would seem to indicate greater agreement in attitudes between the fathers of non-athletes and their sons than between the fathers of athletes and their sons, at least on this subject. Another interesting point to be noted is that the non-athletes are less favorable as a group toward athletics than their fathers.

**TABLE I**  
**INDIVIDUAL SCORES ON THE TOTAL QUESTIONNAIRE FOR ALL FIVE**  
**CATEGORIES OF RESPONDENTS AND MEAN SCORES**  
**FOR FIVE CATEGORIES**

Teachers	Athletes	Non-Athletes	Fathers of Athletes	Fathers of Non-Athletes	
118	122	109	117	134	
107	120	108	114	128	
106	117	107	113	120	
106	115	106	110	113	
103	115	104	109	112	
100	113	104	106	108	
98	113	101	105	106	
98	113	101	104	105	
97	112	101	104	103	
95	112	100	104	103	
94	112	99	104	103	
91	111	99	104	100	
91	111	99	103	100	
91	110	98	102	99	
83	110	98	101	98	
82	110	97	101	97	
75	110	97	100	96	
65	109	97	100	96	
	108	97	100	96	
	107	96	99	95	
	106	96	98	95	
	104	95	96	94	
	104	94	95	90	
	103	94	94	88	
	102	91	93	88	
	101	91	92	87	
	100	90	91	85	
	98	90	91	81	
	97	89	88	80	
	96	89	85	80	
	93	88	81	77	
	91	85	77	77	
	91	82		75	
	90	82			
Respondents 18	34	34	32	33	Total 151
Average Score for Five Main Categories					Total
94.4%	106.6%	94.8%	102.2%	97.2%	99.0%

Minimum score possible 30 and maximum score of 150 based on 30 questions each with a possible value of 5 through 1 based on degree of favorableness or unfavorableness.

The comparison of the five groups according to their attitudes on the total questionnaire is contained in Table II<sup>2</sup>. Since the lowest score actually obtained on the questionnaire was 65 and the highest score was 134 in all of the subsequent evaluations of the tables, any scores over the mark, 100, on the tables will be regarded as favorable and those under will be regarded as unfavorable or less favorable. We see in this second table that the athletes were strongly pro-athletic with 76 per cent of them above a score of 100. None of them were in the lowest category from 65 to 85, which is the least favorable toward athletics. In line with the role of the athlete in the school system, it would be expected that they should have this favorable attitude toward athletics, because their participation, interest, and relative success in this field of endeavour has been for them a very pleasing and rewarding experience. The satisfying self-image they have of themselves, as athletes, and members of the 'in-group' in the school is reinforced by their team activity and their interminable discussion of games, plays and strategy. This type of conversation excludes all who have not actually suffered through the difficulties of practice and actual game play, or at least forces them to play a more passive and perhaps less satisfying conversational role when the athletic heroes are holding court.

---

<sup>2</sup>Table II, Comparative Scores for All Categories of Respondents on Total Questionnaire, p. 43.

The non-athletes in Table II, however, have 74 per cent whose attitude are negative, below a score of 100 with 6 per cent strongly opposed. It would appear from this that the attitudes the non-athletes have are closely related to the role that they play in the school system. Whether social factors have had a strong effect on these attitudes will be studied in a subsequent chapter. The views or attitudes of adolescent boys are not as moderate as those of their parents and are expressive of the parent-youth conflict commonly found in our society. The views of the boys were either very much in favor of athletics or strongly opposed. This is probably an indication of the great importance attached to athletics by these boys. Whether they are for or against athletics, they do not ignore it, nor are they unaware of its importance in their immediate lives and the desired status it brings in the school system in which they must operate. Regardless of the efforts of the school authorities and the staff, who try by a system of awards and recognition to lend status to the successful students in the school system, the adolescent sub-culture is more important in determining the criterion by which importance in status in the school is measured, namely, athletic achievement.

In the same table, the fathers of athletes, as a group, are much less extreme than their offspring in their attitudes toward athletics. While all fathers of athletes were not overly enthusiastic about athletics, with 50 per cent being more favorably inclined, scoring above 100, and 50 per cent less favorably



inclined, scoring below 100, only two were very negative in their attitudes, scoring below 83. This relatively favorable attitude is to be expected among these fathers, since they would tend to come into more contact with other parents of athletes occupying a similar ascribed status, at sporting events in which their sons took part. Perhaps, they would also be influenced by discussions with their own sons and his athletic friends.

The parents of non-athletes, on the other hand, were negatively inclined toward athletics, of the group, 70 percent scored below 100 and 18 per cent of the total group scored below 83. Their sons were even more negatively inclined toward athletics despite their more immediate role in the school. It would be expected that as a group, the fathers of non-athletes would not take as close an interest in school athletics since their sons would not be competing. They would perhaps tend to minimize or underestimate the importance of athletics since their sons have not tried, or have failed, to achieve in this area. That they rank higher in favorableness to athletics than their sons, however, is an interesting facet. Possibly a fair number of them took part in athletics in their younger days and, despite a non-athletic son, have maintained their interest and a belief in the positive value of athletics.

Finally, it can be seen in Table I that the teachers, as a group, tend to be almost as negatively inclined as the non-athletes and a little more so than the parents of non-athletes. In their role as teachers, they would tend to internalize the stated goals

of the school system, namely, high academic achievement, honest intellectual endeavour, and character formation. According to these results, it seems evident that the teachers as a group, regardless of special interests in athletics, consider athletics primarily an extra curricular activity which has its proper place in the school, but which should not interfere with the primary objective of the school as they see it, namely, the development to the fullest extent possible, of the intellectual life of the student. This training of the mind is, generally speaking, the main work that teachers are expected to do in this school, by the parents who make great financial sacrifices to send their children to the school, by the authorities of the school, and even by the students themselves, although a little half-heartedly, in some cases. In other words, this is the attitude, behavior and approach that teachers are expected to have due to the particular role they play in the school system.

From this examination of Tables I and II, certain general trends seem to be present. The athletes, true to their role in the school system are the most favorable toward athletics. Their fathers, while not as enthusiastic, have the second highest favorable responses toward athletics, much higher than the fathers of non-athletes who, surprisingly enough, rank slightly higher in favorableness toward athletics than their non-athletic sons. The teachers are only slightly more favorable toward athletics than the non-athletes in the school. Although the non-athletes, perhaps

partly due to their unsatisfying role in the adolescent sub-culture give the most unfavorable responses, it is among the parents of non-athletes that the highest (18 per cent) of extreme unfavorableness is to be found.

TABLE II

## COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON TOTAL QUESTIONNAIRES

Composi- tion of All Groups	N U M B E R					P E R C E N T				
	65- 82*	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Teachers	3	10	5		18	16.7	55.6	27.8		100.1
Parents of Non- Athletes	6	17	7	3	33	18.2	51.5	21.2	9.1	100.0
Parents of Athletes	2	14	16		32	6.3	43.8	50.0		100.1
Non- Athletes	2	23	9		34	5.9	67.6	26.5		100.0
Athletes		8	24	2	34		23.5	70.6	5.9	100.0
Total	13	72	61	5	151	8.6	47.7	40.4	3.3	100.0

\*Since 65 was the lowest score obtained and 134 the highest, based on the scoring system as seen in Table I, the scores were divided into 4 equal groupings starting at 65 to 82 up to 119 to 135.

When the questionnaire is broken down into special areas possibly affected by athletics, certain similarities and differences from the pattern of the total questionnaire do appear. In

the area dealing with the extent of athletic programs in the school, the responses are indicated in Table III<sup>3</sup> and were contained in statements 1, 7, and 13 of the questionnaire. The three statements were as follows:

1. Athletics are underemphasized at our school.
7. Inter school sports should be discontinued.
13. There should be more inter-class sports within our school.

Question 7 was worded negatively and so a negative response to it would indicate a favorable attitude. These three statements dealing with the extent of the athletic program in the school were given generally favorable approval except for the teachers who were equally divided. Nevertheless, there were recognizable differences in the favorableness of the various groups. The general pattern of Table II holds true, however. The athletes gave 91.1 per cent favorable responses while 83 per cent of the non-athletes gave favorable responses. This relatively high favorable response among the non-athletes might indicate they prefer more inter-class sports in the school, in which they would have a better chance of achieving and thus gain some recognition without their total acceptance of the inter-school athletic program as it presently exists. The fathers of athletes were more

---

<sup>3</sup>Table III, Comparative Scores for all Categories of Respondents on Questions Dealing with General Attitudes Toward Athletics, p. 45.

favorable, 72 per cent, than the fathers of non-athletes, 64 per cent of whom gave a favorable response. The fathers of non-athletes, might, along with their sons, want a great opportunity for the less gifted athletically to compete and thus develop physically. The teachers, evenly divided with 50 per cent more favorably inclined, might have been aware of the physical limitations of the athletic plant, the financial problem, the already heavy work load, carried by those who were coaching and, as a result, were it would seem, in favor of the status quo.

TABLE III

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH GENERAL ATTITUDE TOWARD ATHLETICS

Composi- tion Of All Groups	N U M B E R					P E R C E N T				
	(3- 6)*	(7- 9	(10- 12)	(13- 15)	Total	3- 6	7- 9	10- 12	13- 15	Total
Teachers	1	8	9		18	5.6	44.4	50.0		100.0
Parents of Non- Athletes	1	11	19	2	33	3.0	33.3	57.6	6.1	100.0
Parents of Athletes	3	6	21	2	32	9.4	18.8	65.6	6.3	100.1
Non- Athletes		6	23	5	34		17.6	67.6	14.7	100.0
Athletes		3	21	10	34		8.8	61.8	29.4	100.0
Total	5	34	94	18	151	3.3	22.5	62.3	11.9	100.0

\*Minimum score of 3, maximum score of 15 based on 3 questions each with a possible value of 5 through 1 based on degree of favorableness or unfavorableness divided into four equal groupings.

The affects of athletics on academic achievement are considered in Table IV<sup>4</sup>. This specific area was considered (in statements 2, 8, 18, 23, as follows).

2. A boy's school work usually improves as a result of playing on school teams.
8. School teams are usually too time consuming for athletes.
18. Playing on school teams distracts a boy too much from his studies.
19. Boys playing on school teams succeed better in their studies than non-athletes.

It is in this specific area of the questionnaire that the respondents indicated the most unfavorable attitudes. The athletes have the most favorable attitude and yet this involves only 50 per cent of them. Next come the teachers with 44 per cent being favorable, the parents of athletes with 43 per cent, the parents of non-athletes with 30 per cent, and finally, the non-athletes with 18 per cent. Among the teachers, who with 44 per cent being favorable, are next to the athletes in attitude, there is a great difference of attitude, with 33 per cent of them strongly feeling that athletics hinder academic achievement. Both the athletes and the non-athletes being very close to the scene, felt that their studies might suffer because of athletics, however, interestingly enough, the non-athlete, although not a participant, was strongly

---

<sup>4</sup>Table IV, Comparative Scores for all Categories of Respondents on Questions Dealing with Affect of Athletics on Academic Achievement of Students, p. 48.

convinced of this. Perhaps in his role as a student, with fewer immediate satisfactions, the non-athlete has stronger motivations to attain his goals of academic success and is afraid that athletics might deter him from his immediate goal namely, the attaining of high marks and perhaps, his deferred goal, a scholarship. This negative attitude in this table also seems to indicate that the pressures of more difficult university entrance requirements, and greater amounts of subject matter to cover in the higher grades, are having their affect on the attitudes of all those connected with the school system regardless of their role. It is like a chain reaction, the universities with their shortage of space and personnel raise the standards, then the Department of Education and the inspectors insist on greater and greater achievement, through more liberal doses of homework. The principal and his staff, in order to cover the heavier curriculum demands, hand out heavier assignments, and impress upon the parents that nothing should be allowed to deter their sons from this work, if they are to compete successfully with all the other students in the province for the scarce places in the universities. The various roles in the school system are very distinct; however, since they are in the same system, of necessity they are strongly interrelated with the others. All five roles in the school system have been similarly, but in varying degrees, affected in their attitudes by the pressures of the general society and the formal school system in which they function. This may explain why the teachers, although

55 percent negative in their attitudes, were second only to the athletes in favorable attitudes about the question. They are not directly involved as the students in the scramble for entrance to the university, nor as personally involved and worried as the parents, who wish to obtain a return on the very hard earned tuition and expenses which they have to pay for their son's education.

TABLE IV

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON ACADEMIC ACHIEVEMENT OF STUDENTS

Composition of All Groups	NUMBERS					PERCENT				
	4-8*	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
Teachers	6	4	8		18	33.3	22.2	44.4		100.0
Parents of Non-Athletes	6	17	7	3	33	18.2	51.5	21.2	9.1	100.0
Parents of Athletes	5	13	14		32	15.6	40.6	43.8		100.0
Non-Athletes	5	23	5	1	34	14.7	67.6	14.7	2.9	100.0
Athletes	2	15	15	2	34	5.9	44.1	44.1	5.9	100.0
Total	24	72	49	6	151	15.9	47.7	32.5	4.0	100.0

\*Minimum score of 4, maximum score of 20 based on 4 questions each with a possible value of 5 through 1.



The area of the questionnaire dealing with the affects of athletics on the moral life of boys is recorded in Table V<sup>5</sup> and is based on the following statements, 4, 19, 27.

4. Athletes get into trouble with the law more often than non-athletes.
19. Non-athletes usually get to Confession and Communion more often than athletes.
27. Non-athletes drink more beer and liquor than athletes of the same age.

There is every indication from the responses that all groups are strongly convinced that athletics does have a good effect on the moral life of the athlete. The athletes lead the way again with 91 per cent being favorable who feel that athletics do help in the moral life, then follow the parents of athletes with 88 per cent, the teachers with 78 per cent, the parents of non-athletes with 76 per cent and the non-athletes with 75 per cent. Whether this attitude is based on what they think is actually accomplished or whether it is based on what they hope athletics do for a boy is not indicated, however, it would be a very interesting area to investigate. The general trend in attitudes is still present, however, with athletes most strongly in favor, and the non-athletes least favorable and with the fathers of athletes almost as convinced as their sons of the salutary effects of athletics on the moral life of their sons.

---

<sup>5</sup>Table V, Comparative Scores for all Categories of Respondents on Questions Dealing With Affect of Athletics on Moral Life of Students, p. 50.

TABLE V

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON MORAL LIFE OF STUDENTS

Composi- tion Of All Groups	N U M B E R					P E R C E N T				
	3- 6*	7- 9	10- 12	13- 15	Total	3- 6	7- 9	10- 12	13- 15	Total
	Teachers		4	12	2	18		22.2	66.7	11.1
Parents of Non- Athletes		8	23	2	33		24.2	69.7	6.1	100.0
Parents of Athletes		4	24	4	32		12.5	75.0	12.5	100.0
Non- Athletes		5	25	4	34		14.7	73.5	11.8	100.0
Athletes		3	19	12	34		8.9	55.9	35.3	100.1
Total		24	103	24	151		15.9	68.2	15.9	100.0

\*Minimum score of 3, maximum score of 15 based on 3 questions each with a possible value of 5 through 1.

The effects of athletics on the personalities of athletes are to be found in Table VI<sup>6</sup> which is based on statements, 10, 15, 21, 30.

10. Athletes are more obedient to parents than non-athletes.

15. Non-athletes are more cooperative around the home than athletes.

<sup>6</sup>Table VI, Comparative Scores for all Categories of Respondents on Questions Dealing with Affect of Athletics on the Personalities of Students, p. 52.

21. Athletes tend to be more ill at ease socially than non-athletes.
30. Athletes are more obedient to teachers than non-athletes.

In Table VI here again the same general trend continues with the athletes being 68 per cent favorable, followed by their parents with 60 per cent, then the teachers with 56 per cent (but none very favorable), next the parents of non-athletes with 54 per cent, and finally, the non-athletes with only 35 per cent favorable. The self image of the athletes is generally favorable, and as a group, there seems to be a belief in their minds that their participation in athletics has helped to develop them socially and instilled in them a little more discipline. Their parents, who observe them more closely around home, also seem to believe this, but to a lesser extent. On the other hand, the non-athlete strongly disagrees and is not at all convinced that participation in athletics is the royal road to a well rounded personality, although his own father is inclined to lean a little more favorably toward this attitude.

TABLE VI

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON THE PERSONALITIES OF STUDENTS

Composition Of All Groups	N U M B E R S					P E R C E N T				
	4-8*	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
	Teachers		8	10		18		44.4	55.6	
Parents of Non-Athletes	1	14	15	3	33	3.0	42.4	45.5	9.1	100.0
Parents of Athletes		13	15	4	32		40.6	46.9	12.5	100.1
Non-Athletes		22	11	1	34		64.7	32.4	2.9	100.0
Athletes	1	10	18	5	34	2.9	29.4	52.9	14.7	100.0
Total	2	67	69	13	151	1.3	44.4	45.7	8.6	100.0

\*Minimum score of 4, maximum score of 20 possible based on 4 questions each with a possible value of 5 through 1.

The affect of athletic participation on the status and popularity of students is pointed out in Table VII<sup>7</sup> and is based on statements, 5, 11, 16, 24, 26, 28.

5. There is favoritism shown to athletes by teachers in the school.

<sup>7</sup>Table VII, Comparative Scores for All Categories of Respondents on Questions Dealing With Affect of Athletics on Status and Popularity of Students, p. 54.

11. Our school is judged by the citizens of the community more on the basis of athletic success than scholastic achievement.
16. The school authorities give more awards, publicity and acclaim to athletes than non-athletes.
24. Athletes create more discipline problems around the school than non-athletes.
26. The top athletes usually set a good example for the rest of the high school students to follow.
28. The better athletes are the more popular boys in the school.

The teachers, who are 80 per cent favorable in their attitudes are in a good position to see the 'in-group' composition in the school. The athletes and their parents are 65 per cent favorable and 66 per cent favorable, respectively, above the non-athlete who is 53 per cent favorable and his father who is 64 per cent favorable. It is possible that because of a boy's status as a non-athlete, he will tend to color his observations concerning the actual situation prevailing in the student sub-culture. Because there is such a generally strong clustering of responses in the middle or neutral area on the part of all groups, and since the teachers were quite a bit more favorable here than in the total questionnaire, it seems quite possible that certain questions, especially numbers 5 and 11, were a little weak as to their validity. It would have been better to ask other questions dealing more directly with popularity with girls or chances to be elected to the student council. On the other hand, it is well to remember that because some of the respondents, especially teachers,

were inclined to believe that athletics help a boy to be popular and have status in the school, this does not necessarily indicate that they themselves were in favor of this, but rather that they were aware of the actual situation.

TABLE VII

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH AFFECT OF ATHLETICS ON STATUS AND POPULARITY OF STUDENTS

Composi- tion Of All Groups	N U M B E R S					P E R C E N T				
	6- 12*	13- 18	19- 24	25- 30	Total	6- 12	13- 18	19- 24	25- 30	Total
Teachers	1	2	14	1	18	5.6	11.1	77.8	5.6	100.1
Parents of Non- Athletes		12	20	1	33		36.4	60.6	3.0	100.0
Parents of Athletes		11	21		32		34.4	65.6		100.0
Non- Athletes		16	17	1	34		47.1	50.0	2.9	100.0
Athletes	1	11	22		34	2.9	32.4	64.7		100.0
Total	2	52	94	3	151	1.3	34.4	62.3	2.0	100.0

\*Minimum score of 6, maximum score of 30 possible, based on 6 questions each with a possible value of 5 through 1.

The effect of teachers' coaching on their relationship with students and the importance that the various groups attach to Priests engaging in this particular type of work is recorded in

Table VIII<sup>8</sup> and is based on statements, 3, 9, 14, 20, 29.

3. Teachers who coach have a better understanding of the problems of the students than those who do not.
9. Teachers who coach do more effective teaching in the classroom than non-coaches.
14. Teachers who coach are more popular with the students than non-coaches.
20. Laymen should do all the coaching of inter-school sports.
29. The time spent by Priests coaching, should be more profitably used in priestly and intellectual work.

Both the athletes and the non-athletes were strongly favorable to this specific area of the questionnaire. The athletes were 91 per cent favorable, with 47 per cent of the athletes being very strongly favorable. The non-athletes were 94 per cent favorable but considerably fewer (18 per cent) were strongly favorable. This result indicates that the students, as a whole, feel that coaches understand them better as a result of their association with them outside of the classroom. It would also indicate a strong approval of Priests engaging in coaching activities which would bring them into direct contact with the students on a less formal basis and provide opportunities for individual guidance and counseling. Of the parents of athletes, 84 per cent were favorable toward this point while the parents of non-athletes were

---

<sup>8</sup>Table VIII, Comparative Scores For all Categories of Respondents on Questions Dealing With the Importance of Coaching on a Teachers Relationship With Students, p. 57.

76 per cent favorable. This is in keeping with the general trend of the whole questionnaire and seems to indicate that the parents as well, feel that this contact of their children with the Priests and scholastics outside of the classroom has a good effect on them. The teachers, while 55 per cent are favorably inclined, as a group are not as convinced of the importance of Priests engaging in this type of activity, nor are they quite so sure that their effectiveness in the classroom, and their understanding of students and their problems is improved by engaging in coaching activities. Whether a Priest who engages in coaching activities does produce a good effect is not proven, but the important point is brought out that there is a very general agreement along with the students and parents that the Priest who coaches does have a good effect on the boys who come under his care.



TABLE VIII

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH THE IMPORTANCE OF COACHING ON A TEACHERS RELATIONSHIP WITH STUDENTS

Composi- tion Of All Groups	N U M B E R S					P E R C E N T				
	5- 10*	11- 15	16- 20	21- 25	Total	5- 10	11- 15	16- 20	21- 25	Total
Teachers	1	7	10		18	5.6	38.9	55.6		100.1
Parents Of Non- Athletes		8	18	7	33		24.2	54.5	21.2	100.0
Parents Of Athletes		5	23	4	32		15.6	71.9	12.5	100.0
Non- Athletes		2	26	6	34		5.9	76.5	17.6	100.0
Athletes		3	15	16	34		8.8	44.1	47.1	100.0
Total	1	25	92	33	151	0.7	16.6	60.9	21.9	100.1

\*Minimum score of 5, maximum score of 25 possible based on 5 questions each with a possible value of 5 through 1.

The effect of participation in athletics on the future success of a student in the world is treated in Table IX<sup>9</sup> and is based on statements 6, 12, 17, 22, 25.

<sup>9</sup>Table IX, Comparative Scores For All Categories of Respondents on Questions Dealing With the Affect of Athletics on the Future Success In The World of Students, p. 59.

6. A boy who participates in school sports has a better chance to succeed in the business world than if he does not participate.
12. A boy who participates in school sports will tend in later life to read less and to be less interested in studies than if he does not play.
17. A boy who participates in school athletics is a better prospect for the Priesthood than if he does not play.
22. A boy who participates in senior school sports will succeed better in college than if he does not play.
25. A boy who participates in school sports will be a better citizen than if he does not play.

Here again, the trend is very evident with 71 per cent of the athletes strongly favorable as compared with the non-athletes who are very unfavorable with only 26 per cent being favorable. The parents of athletes with 59 per cent favorable as compared with 51 per cent favorable for the parents of non-athletes, are consistent and more conservative in their attitudes here. Finally, the teachers with only 45 per cent favorable indicate their realization of the difficulties facing students who seek an education and its resultant advantages. This realization is perhaps countered to a certain extent by both teachers and parents who realize or believe that personality development and social adjustment through athletics are very important also, as far as real success in the world is concerned. The non-athletes however, very much in keeping with their role as non-athletes and in their youthful and more radical attitudes are convinced that success in the world, a nebulous term at best, can be obtained without engaging in

athletics. Academic achievement, for them, is the royal road to success and happiness and all else is secondary and can be sacrificed, if necessary.

TABLE IX

COMPARATIVE SCORES FOR ALL CATEGORIES OF RESPONDENTS ON QUESTIONS DEALING WITH THE AFFECT OF ATHLETICS ON THE FUTURE SUCCESS IN THE WORLD OF STUDENTS

Composition Of All Groups	N U M B E R S					P E R C E N T				
	5-10*	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
Teachers	2	8	7	1	18	11.1	44.4	38.9	5.6	100.0
Parents Of Non-Athletes	5	11	14	3	33	15.2	33.3	42.4	9.1	100.0
Parents Of Athletes		13	17	2	32		40.6	53.1	6.3	100.0
Non-Athletes	2	23	9		34	5.9	67.6	26.5		100.0
Athletes		10	19	5	34		29.4	55.9	14.7	100.0
Total	9	65	66	11	151	6.0	43.0	43.7	7.3	100.0

\*Minimum score of 5, maximum score of 25 possible based on 5 questions each with a possible value of 5 through 1.

In the seven general areas of the questionnaire, there have been some very interesting variations from the basic trend in attitudes of the five different roles. In the area of the questionnaire which dealt with the extent of the athletic program in the school, the non-athletes gave rather high favorable responses which might indicate merely that they want more inter-class sports and are still not in favor of the overall athletic picture in the school. The responses to the area of the questionnaire considering the effect of athletics on academic achievement were the most unfavorable of the responses, indicating that the pressures of the general society and the formal education system affect the school system as a whole and all its closely inter-related roles. A high majority of the respondents in all five roles felt that athletics had a good effect on a boy's moral life. There was a generally favorable response to the areas examining the effect of athletics on personality development, except for the non-athletes who could not quite see how participation in athletics could help them grow and mature. The teachers gave the most favorable response to the area of the questionnaire which considered the affect of athletics on the status and popularity of the student. The teachers evidently felt they understood the status system in the school among the students but were not necessarily in favor of it. In the area of the questionnaire which considered the affect of teachers coaching on their relationships with students, the non-athlete gave the most

favorable responses. This perhaps indicates his envious realization that the athletes have a good opportunity for friendly conversation with Priests and easy access to help and counsel. On the other hand, the non-athletes were strongly unfavorable in their responses to the area of the questionnaire which considered the affect of athletics on the future success of athletes in the world.

## CHAPTER IV

### COMPARISON OF RESPONSES OF EACH ROLE AS RELATED TO SOCIAL FACTORS

#### TEACHERS

In this chapter, the responses from the questionnaire will be studied to see if any social factor in particular, or any group of social factors tends to affect the attitudes of any or all of the three groups studied. The responses of the teachers, the parents, and the students, will be analyzed in that order. The teachers indicated the lowest favorable attitude toward athletics of all the groups and were not broken down into sub-groups for purposes of comparison, as were, for instance, the students into athletic and non-athletic. The variations within their responses will be studied in relation to the three social factors on which they were questioned, namely, degree of interest, coaching experience, and participation in organized athletics. These were the only social factors on the teacher's questionnaire, because it was felt by the writer that the sample was too small and that the anonymity of the respondents would be endangered if other factors such as age, or nationality had been included and finally, that other social factors would not be of significant importance.

The intensity of the teacher's interest in athletics is dealt with in Table X<sup>10</sup>. Here, as could be expected, the responses were more favorable among the teachers who were more interested in athletics and decreased proportionately as their interest decreased. Among the teachers who claimed to be more interested in athletics than most people, only 57 per cent were favorable and none of them were very favorable. It appears that the basic enthusiasm that these teachers had for athletics was considerably tempered by the roles that they played in the school system. In the course of their years of teaching, their experience and difficulties in the classroom and the pressures of the educational system as a whole probably tended to make them adopt less extreme attitudes as far as athletics in the school were concerned. Of the teachers who judged themselves to be just as interested in athletics as others, only 14 per cent had a favorable attitude toward athletics. Among those who judged themselves to be less interested than others, 100 per cent had unfavorable attitudes with 3 teachers being extremely unfavorable. As a group, 72 per cent of the teachers had unfavorable attitudes toward athletics in the school, regardless of their personal interest. This important fact seems to indicate the great force and pressure that the actual playing of the role of teacher in the school has on the person. It would seem that a teacher is expected to think and act in

---

<sup>10</sup>Table X, Teachers' Scores on Total Questionnaire in Relation to Intensity of Interest in Athletics, p. 64.

ways consistent with the goals of the school system, and that for the most part, he gradually internalizes these role expectations and adjusts his attitudes accordingly, although perhaps in not too conscious a fashion.

TABLE X

TEACHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO INTENSITY OF INTEREST IN ATHLETICS

Intensity of Interest in Athletics	NUMBERS					PERCENT				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
More Interested		3	4		7		42.9	57.1		100.0
As Interested		6	1		7		85.7	14.3		100.0
Less Interested	3	1			4	75.0	25.0			100.0
Total	3	10	5		18	16.7	55.6	27.8		100.0

The coaching experience of the teachers as a factor affecting their attitudes toward athletics is covered in Table XI<sup>11</sup>. Here the same general expected pattern is clearly evident. Of those who have been coaching for five years or more, 50 per cent are more favorable toward athletics. Among those with less than five

<sup>11</sup>Teachers' Scores on Total Questionnaire in Relation to Coaching Experience, p. 66.



years coaching experience, only 30 per cent are favorable toward athletics in the school. Those who have had no coaching experience in the school are 100 per cent unanimous in their negative or unfavorable attitude toward athletics. The majority of the teachers with coaching experience, even those with more than five years of it, are still not completely convinced of the value of athletics in the school. It is among them that the most favorable attitudes would be expected, if only for their peace of mind. It is usually difficult to take an enthusiastic interest in one's work, if one is not personally convinced of its value. Apparently a good per cent of the present or past coaches in the school are not entirely sold on this aspect of their work and might perform their assigned tasks in this realm with mixed motives. On the other hand, it possibly indicates that the teachers are much more concerned with their work in the classroom than on the playing field and look upon their coaching activities as very secondary in importance. Coaching for them might perhaps even be a waste of time, because the students are too distracted from their studies and because the teachers lose too much time which they could better spend in preparing their classes and enriching their courses for the greater benefit of the students.

TABLE XI

TEACHERS' SCORES ON TOTAL QUESTIONNAIRE. IN RELATION TO COACHING EXPERIENCE

Coaching Experience	N U M B E R S					P E R C E N T				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
None	2	2			4	50.0	50.0			100.0
Less Than 5 Years	1	6	3		10	10.0	60.0	30.0		100.0
5 Years and Over		2	2		4		50.0	50.0		100.0
Total	3	10	5		18	16.7	55.6	27.8		100.1

Previous participation by teachers in organized athletics as a factor affecting their attitudes toward athletics is studied in Table XII<sup>12</sup>. Of those who had played organized sports earlier in their careers, only 42 per cent indicated favorable response toward athletics, whereas there were no favorable responses among those who had never participated in organized athletics. This clear cut unfavorable attitude toward athletics on the part of those who had never shared in the possible advantages of participation in organized sports indicates how difficult it is to form a favorable attitude toward athletics, if one has never experienced its joys and hardships. Those teachers who had previously

<sup>12</sup>Table XII, Teachers' Scores on Total Questionnaire in Relation to Participation in Organized Athletics, p. 68

participated in team athletics were still relatively unenthusiastic about athletics, however. This attitude is again in keeping with their role as teachers for they no doubt are in a good position to weigh many good and bad effects that athletics have on students and try to arrive at a prudent conclusion. As a group, the teachers are probably more aware and disquieted by the dangers of exaggerated or over-stressed athleticism in the schools, because they are very personally involved and feel a greater responsibility than do their less mature students or the parents who are not as closely or directly connected with the school system.

It is evident therefore, that teachers with previous participation in organized athletics, greater intensity of interest in athletics, and greater coaching experience have a more positive attitude toward athletics than teachers who have had no previous participation in organized athletics, less intensity of interest, and little or no coaching experience. However, since only 28 per cent of the teachers as a group have positive or favorable attitudes toward athletics in the school system, it would appear that the particular role they play in the school system tends to affect their attitudes considerably. The role of teacher tempers the strong favorable attitudes that could normally be expected from people who have previously engaged in organized athletics, who have had coaching experience and have considerable interest in sports.

TABLE XII

TEACHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO PARTICIPATION IN ORGANIZED ATHLETICS\*

Participation in Organized Athletics	N U M B E R S					P E R C E N T				
	65- 82	83- 100	101- 118	119- 135	Total	65 82	83- 100	101- 118	119- 135	Total
	Yes		7	5		12		58.3	41.7	
No	3	3			6	50.0	50.0			100.0
Total	3	10	5		18	16.7	55.6	27.8		100.1

In the Appendix, pp. 122-130 there are tables dealing with the affect that the three social factors, about which the teachers were questioned, have on their attitudes toward the seven specific areas of the questionnaire. None of the responses from these tables contradict the general conclusions previously mentioned. The teachers give the most negative responses in the areas that deal with the affect of athletics on academic life, and the affect of athletics on future success in the world. In the other areas of the questionnaire they are not quite as negative in their responses.

FATHERS

The fathers' responses will be studied to see if any social factor in particular, or group of factors tends to affect the attitudes of both parents of athletes and parents of non-athletes to any significant degree. Age is the social factor involved in Table XIII<sup>13</sup> and, at first glance, it seems there is quite a difference in attitudes between the fathers who are in the age bracket of 45 to 49 and those who are between 50 and 54. Among the fathers of athletes aged 45 to 49, 71 per cent were unfavorable. When we examine the fathers of non-athletes in the same age bracket, however, we find that only 60 per cent were unfavorable. In the age bracket of 50 to 54 where 87 per cent of the fathers of athletes are favorable, their counterparts of the same age group among the fathers of non-athletes are 100 per cent unfavorable. If we compress the age groups into 3 main groups, 35 to 44, 45 to 54, and 55 and over, there is still no indication that age has any important consistent affect on the attitudes of the fathers. The fathers of athletes in the age group from 45 to 54 are 58 per cent favorable toward athletics, whereas the fathers of athletes in the same age group are only 20 per cent favorable, consistent with the 33 per cent favorable attitude of the parents of non-athletes as a whole.

---

<sup>13</sup>Table XIII, Teachers' Scores on Total Questionnaire in Relation to Age of Fathers, p. 70.

TABLE XIII

FATHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO AGE OF FATHERS

Age Of Fathers	FATHERS OF ATHLETES					FATHERS OF NON*ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
	35-39							1		
40-44		2	2		4	2	3	1	2	8
45-49	1	9	4		14	2	4	3	1	10
50-54		1	7		8	1	5			6
55-59	1	1	2		4	1	3	3		7
60 and Over		1	1		2			1		1
Total	2	14	16		32	6	16	8	3	33

Percent Of Age of Fathers	FATHERS OF ATHLETES					FATHERS OF NON*ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
35-39							100.0			100.0
40-44		50.0	50.0		100.0	25.0	37.5	12.5	25.0	100.0
45-49	7.1	64.3	28.6		100.0	20.0	40.0	30.0	10.0	100.0
50-54		12.5	87.5		100.0	16.7	83.3			100.0
55-59	25.0	25.0	50.0		100.0	14.3	42.9	42.9		100.1
60 and Over		50.0	50.0		100.0			100.0		100.0
Total	6.3	43.8	50.0		100.1	18.2	48.5	24.2	9.1	100.0

In Table XIV<sup>14</sup>, we examine the occupation of the fathers as a possible social factor affecting attitudes. The professional men, due to their very small numbers in the sample (only 5 out of 65 respondents) were included with the white collar group. Among the fathers of athletes in the white collar group, 52.9 per cent are favorable whereas their counterparts in the same occupation group were only 25.0 per cent favorable. Among the fathers of athletes in the blue collar group 47.1 per cent were favorable whereas the blue collar group among the fathers of non-athletes were 38.1 per cent favorable, quite a bit more than the white collar group in the same category. Thus, the occupation of the father does not seem to be an important social factor affecting their attitudes.

---

<sup>14</sup>Table XIV, Teachers' Scores on Total Questionnaire in Relation to Occupation of Fathers, p. 72.

TABLE XIV

FATHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO OCCUPATION OF FATHERS

Occupation Of Fathers	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	White Collar		8	9		17	3	6	2	1
Blue Collar	2	6	7		15	3	10	6	2	21
Total	2	14	16		32	6	16	8	3	33

Percent Of Occupation Of Fathers	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	White Collar		47.1	52.9		100.0	25.0	50.0	16.7	8.3
Blue Collar	13.3	40.0	46.7		100.0	14.3	47.6	28.6	9.5	100.0
Total	6.3	43.8	50.0		100.1	18.2	48.5	24.2	9.1	100.0

In Table XV<sup>15</sup>, we have considered the education of the father as a factor. The fathers of athletes who have completed high school are least favorable toward athletics in all five

<sup>15</sup>Table XV, Fathers' Scores on Total Questionnaire in Relation to Education of Fathers, p. 74-75.



categories, with a positive response of only 16.7 per cent. Those fathers with more or less education are much more favorably inclined. Among the fathers of non-athletes 14.3 per cent of those who have completed high school were favorable. At first glance this seems to indicate an important point, namely that those with more education are less favorably inclined towards athletics. However, if we take the fathers of athletes with partial or complete university training, we find that they are 62.5 per cent favorable whereas among the fathers of non-athletes, those in the same educational category are 100 per cent unfavorable toward athletics. The conclusion seems to be that education has not a great bearing on shaping the fathers attitudes toward athletics, whether they are fathers of athletes or non-athletes, although those with some high school or those who have completed high school are the most negatively inclined. Perhaps this group of parents, of whom only 33.3 per cent are favorable, are not too satisfied with their status and occupation in society and want their sons to obtain a better education in order to rise in social stratification.

TABLE XV

## FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO EDUCATION OF FATHERS

Education Of Father	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Complete University		1	4		5		2			2
Some University		2	1		3	1	1			2
Complete High School	1	4	1		6	2	4		1	7
Some High School		4	4		8	1	4	2	2	9
Complete Grade School		3	4		7	1	4	5		10
Some Grade School	1		2		3	1	1	1		3
Total	2	14	16		32	6	16	8	3	33

TABLE XV (continued)

## FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO EDUCATION OF FATHERS

Per Cent Of Education Of Father	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Complete University		20.0	80.0		100.0		100.0			100.0
Some University		66.7	33.3		100.0	50.0	50.0			100.0
Complete High School	16.7	66.7	16.7		100.1	28.6	57.1		14.3	100.0
Some High School		50.0	50.0		100.0	11.1	44.4	22.2	22.2	99.9
Complete Grade School		42.9	57.1		100.0	10.0	40.0	50.0		100.0
Some Grade School	33.3		66.7		100.0	33.3	33.3	33.3		99.9
Total	6.3	43.3	50.0		100.1	13.2	48.5	24.2	9.1	100.0

Past participation in athletics by the fathers is dealt with in Table XVI<sup>16</sup> as a possible factor in affecting their attitudes toward athletics. Here, if anywhere, one would tend to expect that participation and thus interest in athletics would be a very

<sup>16</sup>Table XVI, Fathers' Scores on Total Questionnaire in Relation to Participation of Fathers in Athletics, p. 76.

important factor. Among the fathers of athletes, those who have previously participated in athletics are 60.0 per cent favorable, yet, among the fathers of non-athletes who have participated, only 31.6 per cent are favorable. On the other hand, among the fathers of athletes who have not participated in athletics, only 33.3 per cent were favorable, whereas the fathers of non-athletes with no previous participation in athletics were 35.7 per cent favorable, slightly more than the fathers of non-athletes with previous athletic experience. Thus, previous participation in athletics, surprisingly, is not an important factor in affecting the attitudes toward athletics among the fathers.

TABLE XVI

FATHERS SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO PARTICIPATION OF FATHERS IN ATHLETICS

Participation Of Fathers	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Yes		8	12		20	3	10	3	3	19
No	2	6	4		12	3	6	5		14
Total	2	14	16		32	6	16	8	3	33

Percentage Of Partici- pation Of Fathers	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Yes		40.0	60.0		100.0	15.8	52.6	15.8	15.8	100.0
No	16.7	50.0	33.3		100.0	22.4	42.9	35.7		100.0
Total	6.3	43.8	50.0		100.0	18.2	48.5	24.2	9.1	100.0

In Table XVII<sup>17</sup>, we cover income as a possible factor. The fathers of athletes are all favorably inclined toward athletics regardless of income with the exception of those in the \$3,000 to \$4,999 income group who are 100 per cent unfavorable. The fathers of non-athletes in this same income group were 33.4 per cent favorable, however, which is almost the same as the average for all fathers of non-athletes, namely, 33.3 per cent. There is no evidence from the results of the table to indicate that income, as a social factor, has any significant effect on the attitudes of the fathers. There is no indication of a trend where in low income groups would be strongly favorable and higher income groups less and less favorable toward athletics.

TABLE XVII

FATHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO INCOME OF FATHERS

Fathers' Income	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
Below \$3,000		1	1		2					
\$3,000-\$4,999	1	3			4	1	3	1	1	6
\$5,000-\$6,999	1	6	9		16	3	8	4		15
\$7,000-\$9,999		3	4		7	2	2	2	2	8
\$10,000 and Over		1	2		3		3	1		4
Total	2	14	16		32	6	16	8	3	33

TABLE XVII (Continued)

## FATHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO INCOME OF FATHERS

Percentage Of Fathers' Income	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	Below \$3,000		50.0	50.0		100.0				
\$3,000- \$4,999	25.0	75.0			100.0	16.7	50.0	16.7	16.7	100.1
\$5,000- \$6,999	6.3	37.5	56.3		100.1	20.0	53.3	26.7		100.0
\$7,000- \$9,999		42.9	57.1		100.0	25.0	25.0	25.0	25.0	100.0
\$10,000 and Over		33.3	66.7		100.0		75.0	25.0		100.0
Total	6.3	43.8	50.0		100.1	18.2	48.5	24.2	9.1	100.0

Table XVIII<sup>18</sup> deals with nationality as a social factor. Among the fathers of athletes, all had favorable attitudes toward athletics with the exception of those of Italian extraction, who were 83.3 per cent unfavorable. Among these fathers, the English and French were the most favorable with 60.0 per cent and 66.7 per cent respectively. Among the fathers of non-athletes, however, only 26.7 per cent of the English were favorable and 33.3 per cent

<sup>18</sup>Table XVIII, Fathers' Scores on Total Questionnaire in Relation to Nationality of Fathers, p. 79.

of the French. The Italian fathers of non-athletes are the most favorable with 50.0 per cent being so, quite different from the Italian fathers of athletes. Thus, again the nationality of the fathers does not seem to be a decisive factor in affecting their attitudes toward athletics.

TABLE XVIII

FATHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO NATIONALITY OF FATHERS

Fathers' Nationality	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
English-Irish-Scotch		6	9		15	3	8	3	1	15
French		1	2		3	1	3	2		6
Italian		5	1		6		2	2		4
Other	2	2	4		8	2	3	1	2	8
Total	2	14	16		32	6	16	8	3	33

Percentage Of Fathers' Nationality	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
English-Irish-Scotch		40.0	60.0		100.0	20.0	53.3	20.0	6.7	100.0
French		33.3	66.7		100.0	16.7	50.0	33.3		100.0
Italian		83.3	16.7		100.0		50.0	50.0		100.0
Other	25.0	25.0	50.0		100.0	25.0	37.5	12.5	25.0	100.0
Total	6.3	43.8	50.0		100.0	18.2	48.5	24.2	9.1	100.0

The birthplace of the father, as examined in Table XIX<sup>19</sup>, is a possible social factor affecting attitudes. Among the fathers of athletes, both the Canadian born and the foreign born were 50.0 per cent favorable. The fathers of non-athletes who are Canadian born were 35.8 per cent favorable as compared to a low 28.6 per cent favorable among the foreign born. In neither case is there any indication that place of birth affects attitudes toward athletics, although if anything, the Canadian born fathers, taken as a total group, were slightly more favorable with 42 per cent than the foreign born fathers with 40 per cent giving favorable responses.

TABLE XIX

FATHERS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO BIRTHPLACE OF FATHERS

Fathers' Birthplace	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
Canada		12	12		24	4	13	6	3	26
Other	2	2	4		8	2	3	2		7
Total	2	14	16		32	6	16	8	3	33
Percentage Of Fathers' Birthplace	FATHERS OF ATHLETES					FATHERS OF NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
Canada		50.0	50.0		100.0	14.2	50.0	23.1	12.7	100.0
Other	25.0	25.0	50.0		100.0	28.6	42.9	28.6		100.1
Total	6.3	43.8	50.0		100.1	18.2	48.5	24.2	9.1	100.0



After having analyzed the attitudes of the fathers of athletes and non-athletes according to the seven social factors, there seems to be no indication from the results that any one factor has a great importance in affecting the fathers attitudes. The occupation, the past participation in athletics and the birth-place of the father did not seem to be social factors which had a consistent affect on attitudes toward athletics nor did the social factors of age, income, nationality and education. Among the fathers of athletes, however, there were certain interesting contrasts that appeared in the responses. Among the fathers of athletes in the age group of 45 to 49, the favorable response to athletics was only 28.6 per cent which is in sharp contrast to all of the other age groups among the fathers of athletes, who were all at least 50 per cent favorable. Italian fathers of athletes were very unfavorable toward athletics with only 16.7 per cent giving favorable responses. This differs sharply from the 50 per cent favorable responses of the total group of fathers of athletes. The fathers of athletes who had completed high school, gave only 16.7 per cent favorable responses toward athletics which is quite low compared to the responses of fathers of athletes with greater or lesser education. Among the fathers of athletes in the wage-bracket from \$3,000 to \$4,999, there were none who gave favorable responses, which is quite different from the responses of the fathers of athletes in the other income brackets. In none of the four particular situations cited was

there the same corresponding contrast when the responses of the fathers of non-athletes were studied. Since the results were so inconclusive, no social factor could be singled out as affecting in a significant way the attitudes toward athletics of fathers of athletes and non-athletes.

STUDENTS

The last main group of respondents to the questionnaire are the students, both athletes and non-athletes. The athletes, it will be remembered, gave the most favorable response to the questionnaire whereas the non-athletes, belonging to the same adolescent sub-culture but occupying a vastly different role within it, indicated the most unfavorable responses although their mean score was very slightly higher than the teachers.

The age of the students as a possible social factor affecting attitudes is presented in Table XX<sup>20</sup>. Among the athletes there does not seem to be any trend indicated. Among those who are 16, only 50.0 per cent gave favorable responses whereas among those one year older, 90.0 per cent were favorably inclined. The 18 year old athletes were 66.6 per cent favorable but the 19 year olds were 80 per cent favorable. Among the non-athletes there is a very interesting trend. As a non-athlete gets older his favorableness toward athletics increases very gradually. When he is 16, he is 100.0 per cent unfavorably disposed whereas by the time he is 19, he is 44.4 per cent favorably disposed. Perhaps, as he gets older, the non-athlete becomes aware of the real status system in the school, and is not quite as satisfied with his role as a student, and its long-range goals of academic

---

<sup>20</sup>Table XX, Students' Scores on Total Questionnaire in Relation to Age of Students, p. 85.

success. Perhaps he longs for a few of the social advantages that the athletes generally enjoy, and the satisfying relationships that formerly were not quite as important to him. The 16 year old students, both athletes and non-athletes, are lowest in their respective groups in favorableness toward athletics which perhaps indicates a lack of awareness on their part of the status structure in the school, and perhaps also that the youngest have not felt the full pressure of the adolescent sub-culture. Since at least among the athletes there is no corresponding increasing trend toward a favorable attitude, age does not seem to be that important a factor for all students as a group, although it does seem to have an importance among the non-athletes, taken separately. The older ages of the high school boys, especially 19 and 20, are explained by the fact that there are 5 years of high school in the Ontario system of education.

TABLE XX

## STUDENTS' TOTAL QUESTIONNAIRE IN RELATION TO AGE OF STUDENTS

Students Age	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
16		1	1		2		4			4
17		1	9		10		7	2		9
18		4	7	1	12		6	2		8
19		2	7	1	10	1	4	4		9
20 and Over						1	2	1		4
Total		8	24	2	34	2	23	9		34
Percentage Of Students Age										
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
16		50.0	50.0		100.0		100.0			100.0
17		10.0	90.0		100.0		77.8	22.2		100.0
18		33.0	58.3	8.3	99.9		75.0	25.0		100.0
19		20.0	70.0	10.0	100.0	11.1	44.4	44.4		99.9
20 and Over						25.0	50.0	25.0		100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The grades obtained by the students on the previous year's June examination as a possible factor influencing attitudes is examined in Table XXI<sup>21</sup>: Among the athletes, those who obtained first-class honors 75 per cent or over, gave 100 per cent favorable responses toward athletics, whereas among the non-athletes, those with low marks from 50 per cent to 59 per cent, which is barely a passing mark in the Ontario system, were the most favorable among the non-athletes with 44 per cent favorable responses. It is very interesting to note that exactly 50.0 per cent of the athletes had obtained either first or second class honors, while there were a bit fewer among the non-athletes, only 44.1 per cent. The old and strongly entrenched opinion that athletes never produce as well academically as the non-athletes, does not seem to be strongly substantiated in this particular case. Among the students grouped according to the grades they obtained, there is no one group which is equally favorable or unfavorable.

---

<sup>21</sup>Table XXI, Students' Scores on Total Questionnaire in Relation to Grades of Students, p. 37.

TABLE XXI

STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO GRADES OF STUDENTS

Students Grades	ATHLETES					NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
Failure							2			2
50-59%		3	7		10	1	4	4		9
60-65%		1	6		7	1	6	1		8
66-74%		4	5	1	10		4	2		6
75-and Over			6	1	7		7	2		9
Total		8	24	2	34	2	23	9		34
Percentage Of Students Grades										
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
Failure							100.0			100.0
59-59%		30.0	70.0		100.0	11.1	44.4	44.4		99.9
60-65%		14.3	85.7		100.0	12.5	75.0	12.5		100.0
66-74%		40.0	50.0	10.0	100.0		66.7	33.3		100.0
75-and Over			85.7	14.3	100.0		77.8	22.2		100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The student's area of residence is next considered as a possible factor in Table XXII<sup>22</sup>. Here among both athletes and non-athletes, those who reside outside the city are a little less favorable toward athletics than their urban counterparts. The athletes, however, from outside the city are still strongly favorable toward athletics with 66.7 per cent indicating a favorable response whereas only 11.1 per cent of the non-athletes from outside the city gave favorable responses. The better developed athletic programs in the city schools might partially account for the greater favorableness among both athletes and non-athletes from the city.

---

<sup>22</sup>Table XXII, Students' Scores on Total Questionnaire in Relation to Area of Residence of Students, p. 89.



TABLE XXII

## STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO AREA OF RESIDENCE OF STUDENTS

Students Area Of Residence	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total Total	65- 82	83- 100	101- 118	119- 135	Total
City		6	20	2	28	2	15	8		25
Outside		2	4		6		8	1		9
Total		8	24	2	34	2	23	9		34
Percent age Of Student's Area Of Residence	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
City		21.4	71.4	7.1	99.9	8.0	60.0	32.0		100.0
Outside		33.3	66.7		100.0		88.9	11.1		100.0
Total		23.5	70.16	5.9	100.0	5.9	67.6	26.5		100.0

The amount of time that a student takes to get to and from school is examined in Table XXIII<sup>23</sup> as a possible social factor affecting attitudes toward athletics. Surprisingly enough, among the athletes, 80.0 per cent of those who had to travel 46

<sup>23</sup>Table XXIII, Students' Scores on Total Questionnaire in Relation to Travel Time of Students, p. 90-91.

minutes and over, were favorable toward athletics. These boys must have had very strong involvements in athletics, and were willing to make the sacrifice of staying after school for practices, missing their bus, and hitchhiking home. The non-athletes, 88 per cent of whom took less than 30 minutes to travel to and from school were still strongly unfavorable toward athletics. Time spent travelling to and from school does not seem to be an important factor affecting attitudes toward athletics.

TABLE XXIII

STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO TRAVEL TIME OF STUDENTS

Students Travel Time	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
15 Minutes and Under		2	13	1	16	1	9	4		14
16 minutes to 30 minutes		4	6	1	11	1	11	4		16
31 minutes to 45 minutes		1	1		2		1	1		2
46 minutes and Over		1	4		5		2			2
Total		8	24	2	34	2	23	9		34

TABLE XXIII (continued)

## STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO TRAVEL TIME OF STUDENTS

Percentage of Students Travel Time	ATHLETES					NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
15 Minutes and Under		12.5	81.3	6.3	100.1	7.1	64.3	28.6		100.0
16 minutes to 30 minutes		36.4	54.5	9.1	100.0	6.3	68.8	25.0		100.1
31 minutes to 45 minutes		50.0	50.0		100.0		50.0	50.0		100.0
46 minutes and Over		20.0	80.0		100.0		100.0			100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The possible effect of the father's income on his son's attitude toward athletics is studied in Table XXIV<sup>24</sup>. Of the athletes, whose fathers earn less than \$5,000, all of them, 100 per cent, were favorable toward athletics, whereas among the non-athletes whose fathers were in the same income bracket, only 33.3 per cent were favorable. When comparing the athletes and the non-athletes, according to this social factor, namely fathers' income, there is no income bracket where the sons are even close to agreement as far as their attitudes are concerned. Among the athletes

<sup>24</sup>Table XXIV, Students' Scores on Total Questionnaire in Relation to Fathers Income, p. 92-93.

whose fathers earn \$7,000 or more, there is a high degree of favorability, 85.7 per cent where the fathers income is \$7,000 to \$9,999 and 66.6 per cent where the fathers income is \$10,000 and over. Among the non-athletes whose father's income is from \$7,000 to \$9,999, 100 per cent of the non-athletes gave unfavorable responses, however, the non-athletes whose father's income was \$10,000 and over, were 33.3 per cent favorably inclined toward athletics. In this particular study it would appear that the father's income, which is, along with education and occupation, an important indicator of class in the community social stratification system, appears to have little effect on the attitudes that students have toward athletics.

TABLE XXIV

## STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS INCOME

Students Father's Income	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Below \$3,000			2		2			1		1
\$3,000- \$4,999			5		5		5	3		8
\$5,000- \$6,999		6	10	1	17	1	11	4		16
\$7,000- \$9,999		1	6		7	1	2			3
\$10,000 and Over		1	1	1	3		4	2		6
Total		8	24	2	34	2	23	9		34

TABLE XXIV (continued)

## STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS INCOME

Percentage of Students Father's Income	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Below \$3,000			100.0		100.0		100.0			100.0
\$3,000- \$4,999			100.0		100.0		62.5	37.5		100.0
\$5,000- \$6,999		35.3	58.8	5.9	100.0	6.3	68.8	25.0		100.1
\$7,000- \$9,999		14.3	85.7		100.0	33.3	66.7			100.0
\$10,000 and Over		33.3	33.3	33.3	99.9		66.7	33.3		100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The nationality of the student's father as a social factor affecting attitudes is dealt with in Table XXV<sup>25</sup>. The athletes, those whose fathers were of German or Central European stock, gave the most positive responses to the questionnaire, 87.5 per cent being favorable whereas the most favorable responses among the non-athletes, came from those whose fathers were of angl Anglo-Saxon or Irish stock with 33.3 per cent of these non-athletes

<sup>25</sup>Table XXV, Students' Scores on Total Questionnaire in Relation to Fathers Nationality, p. 94-95.

giving favorable responses. Among the Italian fathers and their athlete sons there appears to be quite a conflict. The Italian fathers of athletes were strongly unfavorable toward athletics whereas 71.4 per cent of their sons gave favorable responses. Among the non-athletes, however, with Italian fathers, the reverse is true, with the sons 100 per cent unfavorable but the fathers were 50 per cent favorable. The nationality of the fathers does not appear to have any strong affect on the attitudes of the students as a group. The students, whether they have Anglo-Saxon, French, Italian or Central European fathers, have attitudes toward athletics that are very consistent with their roles as athlete and non-athlete in the adolescent sub-culture or society.

TABLE XXV

STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS' NATIONALITY

Students' Father's Nationality	ATHLETES					NON-ATHLETES				
	65-82	83-100	101-118	119-135	Total	65-82	83-100	101-118	119-135	Total
English-Irish-Scotch		4	10		14	2	10	6		18
French		1	3	1	5		4	1		5
Italian		2	5		7		4			4
Other		1	6	1	8		5	2		7
Total		8	24	2	34	2	23	9		34

TABLE XXV (continued)

## STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS NATIONALITY

Percentage of Students Father's Nationality	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
English-Irish- Scotch		28.6	71.4		100.0	11.1	55.6	33.3		100.0
French		20.0	60.0	20.0	100.0		80.0	20.0		100.0
Italian		28.6	71.4		100.0		100.0			100.0
Other		12.5	75.0	12.5	100.0		71.4	28.6		100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The birthplace of the student's father is next considered in Table XXVI<sup>26</sup> as a possible social factor affecting the student's attitudes. 73.9 per cent of the athletes, whose fathers were born in Canada, gave favorable responses, whereas the athletes whose fathers were foreign born, gave a higher response with 81.8 per cent of these athletes being favorable. The non-athletes whose fathers were born in Canada gave responses that were 29.6 per cent favorable whereas the non-athletes whose fathers were foreign born gave responses that were only 14.3 per cent favorable toward athletics. Thus, the father's place of

<sup>26</sup>Table XXVI, Students Scores on Total Questionnaire in Relation to Fathers Birthplace, p. 96.

birth does not seem to have any important affect on the student's attitudes toward the athletics.

TABLE XXVI

STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO FATHERS' BIRTHPLACE

Students Father's Birthplace	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Canada		6	16	1	23	1	18	8		27
Other		2	8	1	11	1	5	1		7
Total		8	24	2	34	2	23	9		34

Percentage of Students Father's Birthplace	ATHLETES					NON-ATHLETES.				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
Canada		26.1	69.6	4.3	100.0	3.7	66.7	29.6		100.0
Other		18.2	72.7	9.1	100.0	14.3	71.4	14.3		100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The student's friendship patterns are treated in Table XXVII<sup>27</sup> as possible social factors affecting their attitudes. It is immediately evident and not entirely unexpected, that none of

<sup>27</sup> Table XXVII, Students' Scores on Total Questionnaire in Relation to Students Friendship Patterns, p. 98.



the athletes had 3 best friends who were non-athletes but many chose all three from the athlete group while all the non-athletes counted at least one athlete among their best friends. Among the athletes, those who have three athletes as best friends, gave responses that were 75.0 per cent favorable, those who had two athletes and one non-athlete as best friends were 68.8 per cent favorable to athletics. Whereas, somewhat surprisingly, those with two non-athletes and one athlete as best friends gave 100 per cent favorable responses toward athletics. Among the non-athletes there was quite a different trend. The non-athletes who had considered three athletes as their best friends gave responses that were 100 per cent favorable toward athletics. The non-athletes who had three non-athletes as their best friends gave responses that were 100 per cent unfavorable and two out of these five boys gave very unfavorable responses (below 83) toward athletics. This is an important point, for it would seem that these five boys who were non-athletes, had cut themselves off from close friendship patterns with any athletes and were unanimous in their negative attitudes toward athletics. It would appear that friendship patterns as a social factor are very important in forming or reflecting attitudes toward athletics, for the non-athletes, but among the athletes, those who are most favorably inclined toward athletics are those who have two out of three of their best friends who are non-athletes and thus, for them it is not as important a factor.

TABLE XXVII

STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO STUDENTS  
FRIENDSHIP PATTERNS

Students Friendship Patterns	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 113	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	3 Athletes		3	8	1	12			3	
3 Non- Athletes						2	3			5
2 Athletes - 1 Non- Athlete		5	11		16		5	2		7
2 Non- Athletes 1 Athlete			5	1	6		15	4		19
Total		8	24	2	34	2	23	9		34

Percentage of Students Friendship Patterns	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	3 Athletes		25.0	66.7	8.3	100.0			100.0	
3 Non- Athletes						40.0	60.0			100.0
2 Athletes - 1 Non-Athlete		31.3	68.8		100.1		71.4	28.6		100.0
2 Non- Athletes - 1 Athlete			83.3	16.7	100.0		78.9	21.1		100.0
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

The best friend of the student respondents, is examined as a possible social factor affecting their attitudes toward athletics in Table XXVIII<sup>28</sup>. The athletes who considered a non-athlete to be their best friend gave responses that were 100 per cent favorable, whereas the athletes with athletes as best friends indicated responses that were only 68 per cent favorable. The non-athletes on the other hand who had athletes as best friends gave responses that were 40 per cent favorable toward athletics and the non-athletes who considered non-athletes to be their best friends were only 20.8 per cent favorably inclined in their attitudes toward athletics. Thus, the best friend that a student has does not seem to be an important factor in determining his attitudes toward athletics.

---

<sup>28</sup>Table XXVIII, Students' Scores on Total Questionnaire in Relation to Students Best Friend, p. 100.

TABLE XXVIII

STUDENTS' SCORES ON TOTAL QUESTIONNAIRE IN RELATION TO STUDENTS  
BEST FRIEND

Students Best Friend	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	Athlete		8	16	1	25		6	4	
Non- Athlete			8	1	9	2	17	5		24
Total		8	24	2	34	2	23	9		34

Percentage of Students Best Friend	ATHLETES					NON-ATHLETES				
	65- 82	83- 100	101- 118	119- 135	Total	65- 82	83- 100	101- 118	119- 135	Total
	Athlete		32.0	64.0	4.0	100.0		60.0	40.0	
Non- Athlete			88.9	11.1	100.0	8.3	70.8	20.8		99.9
Total		23.5	70.6	5.9	100.0	5.9	67.6	26.5		100.0

After analyzing the tables dealing with the nine social factors that might affect the attitudes of students toward athletics it must be concluded that no single social factor of the nine that were covered in the questionnaire, are important factors affecting the student's attitudes toward athletics. Nevertheless, there were some relatively important trends that should be mentioned. The youngest students, the sixteen year olds, had the most

unfavorable attitudes toward athletics. For non-athletes, there was a very gradual trend toward a favorable attitude toward athletics as they grew older. Athletes with high grades were very favorable, whereas among the non-athletes those with the lowest grades were the most favorable. It is to be noted that 50 per cent of the athletes obtained first or second class honors while slightly fewer non-athletes, 44.1 per cent, earned one or two class honors. The students who reside outside the city tend to be slightly less favorable toward athletics than the boys in the city. The athletes who had to spend 46 minutes and over in travelling time were 80 per cent favorable toward athletics. This indicates intense desire and motivation on their part considering the sacrifices they have to make. The father's income, nationality and birthplace seemed to have very little affect on their son's attitudes. The Italian athletes differed very sharply with their fathers thus indicating quite a conflict between parent and child. These Italian boys wanting to be accepted and appreciated by the other boys, realized perhaps far better than their parents that athletics was the best way to achieve this recognition. There also appears to be a very interesting relationship between the friendship patterns and the best friend choices of the non-athletes and the attitude the non-athletes have toward athletics. The more friends they have among athletes, and the more often their best friend is an athlete, the more favorable are the attitudes of the non-athletes toward athletics.

## CHAPTER V

## CONCLUSIONS

At the very outset of this research, the following basic theoretical assumptions were made which guided the methodological approach and the evaluation of the data obtained from the questionnaire. Any particular social system, which is made up of interrelated roles, is affected by the changing pressures and needs of the overall society in which it is found. The people who perform the various interrelated roles in the system, in this instance, a school system, are influenced in varying degrees, in their attitudes, behavior, goals and even values by the roles which they perform and by the pressures and demands of society on the school system taken as a whole. Those who play the role of teacher, student or parent in the school, have certain expectations concerning these roles, and play their own particular role according to these expectations, bearing very much in mind what other people, both inside and outside the school system, expect of these roles. The whole problem of consensus of role expectation has not been ignored by the writer who assumed for the present study only, that there was general agreement about what was expected of teachers, students and parents in the school structure.

The people who perform these roles develop attitudes and behavior patterns, sometimes almost unconsciously, which are in keeping with the role they play in the school structure. It was felt, however, at least at the beginning of the research, that the attitudes toward athletics were not so much a function of the general roles played in the school but were rather a function of specialized social conditions and past experience influencing each role. The variations in attitudes which would occur within each main role, would be related to social factors such as age, education, nationality, income and previous experience in athletics.

The following conclusions, based on an evaluation of the responses to the questionnaire seem to be in order.

1. Contrary to the original hypothesis, attitudes toward athletics tended to be more a function of the general roles played in the school system rather than a function of specialized social factors and past experience influencing each role.

The athletes in the school gave the most favorable responses toward athletics, while the non-athletes gave the lowest favorable responses toward athletics. Thus, the more directly involved in athletics the student was, the more his attitudes tended to be favorable and fit the expectations for these sub-roles.

- The parents of athletes were far more favorable toward athletics than the parents of non-athletes. The fathers of athletes were much less favorable toward athletics than their sons while the fathers of non-athletes were slightly more favorable than the non-athletes. The parents gave responses that were more moderate than the extreme responses of their offspring which could indicate a greater awareness of their responsibility in their particular roles. The teachers, as a whole, were even more restrained than the parents in their favorable responses. Of all the roles played in the school, the teachers and the principal are the most directly concerned and responsible for formal education of the students. This concern is expected of them, the teachers, whether they are directly connected with athletics or not, tend to adjust their attitudes to fit the expectations that others have for them and which many teachers eventually have for themselves.
2. The teachers, according to the mean score of their responses to the questionnaire, were the least favorable toward athletics of the five roles studied. Among the teachers, those who had coaching experience, who had previous experience in organized sports, and who were more interested in



athletics, had more positive attitudes toward athletics than the teachers lacking the previous experience or interest. Although there were variations in the attitudes of the teachers toward athletics related to the factors of interest, involvement and aptitude, they nevertheless indicated by their generally low favorable responses, how strong the affect of their role and role expectations had been on them.

3. There were no social factors which seemed to affect the attitudes of parents toward athletics to any appreciable degree. Age, occupation, education, previous participation in athletics, income, nationality and place of birth were the social factors considered on the father's questionnaire and none were clearly related to attitudes toward athletics.
4. Of the nine social factors considered on the students' questionnaire, age, grades obtained, area of residence, travel time, father's income, father's nationality, father's birthplace, friendship patterns and choice of a best friend, none seemed to affect the attitude of athletes and non-athletes to an important degree. The younger students seemed to be the most unfavorable toward athletics. As they grew older, especially

the non-athletes, they tended to give more favorable responses, probably indicating a growing awareness on their part of the real status structure in the school.

5. Since there were no single social factors affecting the attitudes of parents and students, it could be generally said that the degree of favorableness toward athletics that was indicated on the questionnaire, was related to the degree that a respondent was directly involved, subjectively as well as objectively, with athletics. The role played by the respondents set the pattern and the general limits of their attitudes, but the variations in attitudes within each role played, were related to the extent that the teachers, parents and students were associated with the athletic program in the school.
6. There appeared to be a greater conflict in attitudes toward athletics, between the parents of athletes and their sons than between the parents of non-athletes and their sons. It might well be that the parents of athletes were more directly concerned and probably wondered whether the great time spent by their sons in athletics might not affect their studies adversely.

7. The area of the questionnaire that examined the affect of athletics on the academic success of the athlete, was given the most unfavorable responses of the whole questionnaire by all five roles. All roles within the school system felt the increasing pressures from the society and the government which demand higher and higher standards in education for a more complicated technological world.
8. All five roles were fairly strongly convinced that athletic participation had a good effect on the moral life of an adolescent and that the relationship between student and teacher was improved if a teacher was involved in some coaching endeavor. These are merely generally expressed attitudes or opinions. Whether this is actually true in the behavioral relationship still remains to be investigated and proven.
9. There was some evidence, especially among the fathers of athletes, that fathers who were Italian, who were in the income group from \$3,000 to \$4,999 and who had some high school education or who had completed high school, were the fathers with the most favorable attitudes toward athletics in the school. This was not

true of the fathers of non-athletes with the same social characteristics, so that some factors, other than these variables were probably operating to influence these attitudes.

During the research, the writer was led to judge certain statements of the questionnaire to be a little weak as far as validity was concerned. Statements 1, 5, 7, 11, 16 especially, should be reworded or changed completely if used again to get more clear-cut responses.

A few possible fruitful avenues of research seem to be indicated as a follow-up to this study.

1. The same study could be repeated, but using the interview technique. It would be easier to probe more deeply into the question, to correct on the spot any misunderstandings and to find out what factors that were omitted in the questionnaire, might have been important. A clearer insight into the relationships that exist between the various roles in the school system might thus be obtained.
2. This study could be repeated in a public school for comparative purposes to see whether the main conclusion, namely, the functional importance of the role played in the school system in to the shaping of attitudes toward athletics, is

valid in different types of schools.

3. Other similar studies could be pursued which would investigate the functional importance of the roles played in the school system on the attitudes of those playing different roles toward other important and controversial facets of school life. Attitudes of the various roles in the school system toward homework, discipline, promotion patterns, moral training, academic standards are some possible areas that could be investigated in a similar way.

Following such research a much more general conclusion might be indicated. Attitudes of the members of any school system tend to be a function of the general roles played in the school system, rather than a function of specialized social factors and past experience influencing each role. If many other social systems such as labor unions, industrial plants or hospitals were researched in similar fashion then the generalization could possibly include all social systems.

## BIBLIOGRAPHY

- Abrahamson, Stephen, "School Rewards and Social Class Status,"  
Ed. Research Bul., (Jan. 1952), pp. 8-15.
- Asch, Solomon E., Social Psychology. New York, 1952.
- Bates, William, "Social Stratification and Juvenile Delinquency,"  
Am. Cat. Soc. Rev., XXI (Fall, 1960), Number 3.
- Blos, Peter. The Adolescent Personality. New York, 1941.
- Bowman, Claude C. "Role Playing in the Development of Insight."  
Social Forces, XXIX (1950), pp.141-149
- Brookover, W. B., A. Sociology of Education. New York, 1955.
- Coleman, James S. The Adolescent Society. 1961.
- \_\_\_\_\_ "The Adolescent Subculture and Academic Achievement,"  
Amer. J. Soc. 1960 (Feb.), pp. 51, 75-86.
- Davis, Kingsley. Human Society. New York, 1949.
- \_\_\_\_\_ "Sociology of Parent-Youth Conflict." Amer. Soc.  
Rev., Vol. 5 #4, pp. 523-535.
- Cook, Lloyd and Elaine. A Sociological Approach to Education.  
New York. 1950.
- Erickson, Eric. Youth Chance and Challenge. New York, 1963.
- Firth, Raymond. "Elements of Social Organization." 1951.
- Friedenberg, E. Z. The Vanishing Adolescent. Boston, 1959
- Gross, N., Mason, W., and McEachern, A. W. Explorations in Role  
Analysis. New York, 1958.
- Havinghurst, R. J. and Neugarten, B. L. Society and Education.  
Boston, 1957.
- \_\_\_\_\_ and Taba, Hilda. Adolescent Character and Personality.  
New York, 1949.

## BIBLIOGRAPHY (continued)

- Hollingshead, August. Elmtown's Youth. New York, 1949.
- Hicks, Granville. Small Town. New York, 1947
- Kaplan, Max. Leisure in America: A Social Inquiry. New York, 1960
- Karner, E. F., "Are School Athletic Programs Training Criminals?" School Activities, (Sept., 1960), pp. 13-14.
- Kluckholm, L., Murray, H. A., and Schneider, D. M. (Eds.) Personality in Nature, Society and Culture. New York, 1953.
- Kuhlen, R. G. The Psychology of Adolescent Development. New York, 1952.
- Lang, Gottfried, "The Concepts of Status and Role in Anthropology: Their Definition and Use," Am. Cat. Soc. Rev., XVII, Number 3, (Oct., 1956).
- Larrabee, Eric. Mass Leisure. Illinois, 1958.
- Linton, R. The Study of Man. New York, 1936.
- Lundberg, George A. Leisure; a Suburban Study. New York, 1934.
- Maccoby, E. E., Newcomb, T. M., and Horilley, E. L. (Eds.) Readings in Social Psychology, 3rd edition. New York, 1958.
- Nadel, S. F. The Foundations of Social Anthropolgy. Illinois, 1951.
- Neiman, Lionel J. and Hughes, James W., "The Problem of the Concept of Role -- A Re-Survey of the Literature," Social Forces, XXX (1951), pp. 141-149.
- Newcomb, Theodore M. Social Psychology. New York, 1951.
- Ostyn, P. R., "Look at the Cardinal Principles of Athletics," School Activities, XXXII (Jan., 1961), pp. 147-9.
- Parsons, Talcott. The Social System. Illinois, 1951
- Pieper, Joseph, Leisure, the Basis of Culture. New York, 1952
- \_\_\_\_\_, "The School as a Social System: Some of Its Functions in American Society," Harvard Educ. Rev. 1959, 21, 4 (Fall), pp. 297-318.

## BIBLIOGRAPHY (continued)

- Polsky, Howard W., "The Sociology of Adolescence," J. Hum. Rel. 1959, 7, pp. 251-270.
- Powers, L. J., "Changing Perspective Regarding After School Sports," School Activities, XXXII (March, 1961), pp. 207-09.
- Rich, C. F., "What Direction Interscholastic Athletics," School Activities, XXXII (Jan., 1961), pp. 131-3.
- Sarbin, Theodore R., "Role Theory" in Gardner Lindzey, Ed., Handbook of Social Psychology: Vol. 1. Cambridge: 1954.
- Sargent, S. Stansfeld and Williamson, Robert C. Social Psychology 2nd edition. New York, 1958.
- Schneider, E. V., Industrial Sociology. New York, 1957.
- Slotkin, J. S. Social Anthropology. New York, 1950.
- Turner, R. H., "Role-Taking, Role Standpoint and Reference Group Behaviour," Amer. J. Soc., LXI, pp. 316-28, (1956)
- Veblen, Thorstein. The Theory of the Leisure Class. New York, 1945.
- Waller, Willard. Sociology of Teaching. New York, 1932.
- Znzniecki, Florian. The Social Role of the Man of knowledge. New York, 1940.



## QUESTIONNAIRE

## Special Questions For Teachers

Because of the personal nature of some of these questions, this questionnaire must be anonymous and will remain strictly confidential.

Questionnaire - (Special questions for teachers)

Please circle your answer.

1. Have you ever done any coaching either here or elsewhere in our schools? yes no. How many years? \_\_\_\_\_
2. Have you ever participated in organized team athletics?  
yes no
3. How would you rank your interest in sports?
  - a. more interested than most people
  - b. just as interested as most people
  - c. less interested than most people

---

Instructions for answering questionnaire.

1. For the purposes of this study the word athlete means one who has played on a senior interschool team in either football, hockey or basketball.
2. Please remember that it is your own personal attitudes that are wanted and not those of your friends, nor of those in authority at the school.

---

Please circle your answer, and also the proper letter in the column which represents your answer, where

A - strongly agree
B - agree
C - undecided
D - disagree
E - strongly disagree

Example:

A.B.C.D.E. Participation in athletics is the best way to be popular with the student body. (strongly agree - agree - undecided - disagree - strongly disagree).

In the example the person strongly agrees with this statement, so he circles strongly agree and also the letter A in the column.

## QUESTIONNAIRE

## Special Questions for Fathers

Because of the personal nature of some of these questions, this questionnaire must be anonymous and will remain strictly confidential.

Questionnaire - (Special questions for fathers)

Fill in the blanks.

1. What was your age at your last birthday? \_\_\_\_\_
2. What is your present occupation? (give the exact job or position title, e.g. shiftboss - salesman - miner \_\_\_\_\_)
3. What was the last year of school that you completed? \_\_\_\_\_
4. Have you ever participated in organized athletics? Yes \_\_\_ No \_\_\_  
(please circle answers in 4, 5, 6, and 8)
5. Have you ever participated in city league athletics? yes no .
6. Check the range in which your income falls (circle the answer)  
below \$3,000 -- \$3,000 - \$4,999 -- \$5,000 - \$6,999  
\$7,000 - \$9,999 -- \$10,000 and over.
7. What is your nationality background? \_\_\_\_\_
8. Were you born outside of Canada? Yes no. If so, where? \_\_\_\_\_

---

Instructions for answering questionnaire.

1. For the purpose of this study the word athlete means one who has played on a senior interschool team in either football, hockey or basketball.
2. Please remember that it is your own personal attitudes that are wanted and not those of your friends, nor of those in authority at the school.

Please circle your answer, and also the proper letter in the column which represents your answer, where

A - strongly agree
B - agree
C - undecided
D - disagree
E - strongly disagree

Example:

A.B.C.D.E. Participation in athletics is the best way to be popular with the student body. (strongly agree - agree - undecided - disagree - strongly disagree).

## QUESTIONNAIRE

## Special Questions for Fathers (continued)

In the example the person strongly agrees with this statement, so he circles strongly agree and also the letter A in the column.

## QUESTIONNAIRE

## Special Questions for Students

Because of the personal nature of some of these questions, this questionnaire must be anonymous and will remain strictly confidential.

Questionnaire - (Special questions for students)

Fill in blanks

1. How old are you?            years \_\_\_\_\_ months \_\_\_\_\_
2. What was the percentage of your marks on the last set of June exams? \_\_\_\_\_
- 3: Do you live outside the city limits of Sudbury? yes no.  
If so, where \_\_\_\_\_
4. How long does it normally take you to get to and from school?  
hours \_\_\_\_\_ minutes \_\_\_\_\_.
5. Check the range in which your father's income falls.  
Circle answer.  
below \$3,000 -- \$3,000 - \$4,999 -- \$5,000 - \$6,999  
\$7,000 - \$9,999 -- \$10,000 and over.
6. What is the nationality background of your father? \_\_\_\_\_
7. Was your father born outside of Canada? yes no.  
If so, where? \_\_\_\_\_
8. Of your three best friends, who are athletes and who are non-athletes? Circle your answer  
Best friend - athlete                                non-athlete  
Second friend - athlete                              non-athlete  
Third friend - athlete                                 non-athlete

## Instructions for answering questionnaire.

1. For the purposes of this study the word athlete means one who has played on a senior interschool team in either football, hockey or basketball.
2. Please remember that it is your own personal attitudes that are wanted and not those of your friends, nor of those in authority at school.

Please circle your answer, and also the proper letter in the column which represents your answer, where

A - strongly agree
B - agree
C - undecided
D - disagree
E - strongly disagree

## QUESTIONNAIRE

## Special Questions for Students (Continued)

Example:

A.B.C.D.E. Participation in athletics is the best way to be popular with the student body. (strongly agree - agree - undecided - disagree - strongly disagree).

In the example the person strongly agrees with this statement, so he circles strongly agree and also the letter A in the column.

- A.B.C.D.E. 1. Athletics are under-emphasized at our school.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 2. A boy's school work usually improves as a result of playing on school teams.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 3. Teachers who coach have a better understanding of pupil's problems than those who do not.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 4. Athletes get into trouble with the law more often than non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 5. There is favoritism shown to athletes by teachers in the school.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 6. A boy who participates in school sports has a better chance to succeed in the business world than if he does not participate.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 7. Inter school sports should be discontinued.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 8. School teams are usually too time-consuming for athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 9. Teachers who coach do more effective teaching in the class room than non-coaches.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 10. Athletes are more obedient to parents than non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)

- A.B.C.D.E. 11. Our school is judged by the citizens of the community more on the basis of athletic success than scholastic achievement.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 12. A boy who participates in school sports will tend in later life to read less and to be less interested in studies than if he does not play.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 13. There should be more inter-class sports within our school.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 14. Teachers who coach are more popular with students than non-coaches.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 15. Non-athletes are more cooperative around the home than athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 16. The school authorities give more awards, publicity and acclaim to athletes than to non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 17. A boy who participates in school athletics is a better prospect for the priesthood than if he does not play.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 18. Playing on school team distracts a boy too much from his studies.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 19. Non-athletes usually get to confession and communion more often than athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 20. Laymen should do all the coaching of inter-

- school sports.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 21. Athletes tend to be more ill at ease socially than non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 22. A boy who participates in senior school sports will succeed better in college than if he does not play.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 23. Boys playing on school teams succeed better in their studies than non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 24. Athletes create more discipline problems around the school than non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 25. A boy who participates in school sports will be a better citizen than if he does not play.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 26. The top athletes usually set a good example for the rest of the high school students to follow.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 27. Non-athletes drink more beer and liquor than athletes of the same age.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 28. The better athletes are the more popular boys in the school.  
(strongly agree - agree - undecided - disagree - strongly disagree)
- A.B.C.D.E. 29. The time spent by priests coaching, should be more profitably used in priestly and intellectual work.  
(strongly agree - agree - undecided - disagree -



strongly disagree)

A.B.C.D.E. 30. Athletes are more obedient to teachers than non-athletes.  
(strongly agree - agree - undecided - disagree - strongly disagree)

## APPENDIX II

## PARTICIPATION IN ORGANIZED ATHLETICS

Participation In Organized Athletics	TEACHERS -- GENERAL ATTITUDE TOWARD ATHLETICS									
	NUMBER					PER CENT				
	3-6	7-9	10-12	13-15	Total	3-6	7-9	10-12	13-15	Total
Yes		6	6		12		59.0	50.0		100.0
No	1	2	3		6	16.7	33.3	50.0		100.0
Total	1	8	9		18	5.6	44.4	50.0		100.0

## PARTICIPATION IN ORGANIZED ATHLETICS

Participation In Organized Athletics	TEACHERS -- AFFECT ON ACADEMIC ACHIEVEMENT									
	NUMBER					PER CENT				
	4-8	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
Yes	2	3	7		12	16.7	25.0	58.3		100.0
No	4	1	1		6	66.7	16.7	16.7		100.1
Total	6	4	8		18	33.4	22.2	44.4		100.0

## APPENDIX II (continued)

## PARTICIPATION IN ORGANIZED ATHLETICS

Participation In Organized Athletics	TEACHERS -- AFFECT ON SPIRITUAL LIFE									
	NUMBER					PER CENT				
	3-6	7-9	10-12	13-15	Total	3-6	7-9	10-12	13-15	Total
Yes		2	8	2	12		16.6	66.7	16.7	100.0
No		2	4		6		33.3	66.7		100.0
Total		4	12	2	18		22.2	66.7	11.1	100.0

Participation In Organized Athletics	TEACHERS -- AFFECT ON PERSONALITIES									
	NUMBER					PER CENT				
	4-8	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
Yes		4	8		12		33.4	66.7		100.1
No		4	2		6		66.7	33.3		100.0
Total		8	10		18		44.4	55.6		100.0

Participation In Organized Athletics	TEACHERS -- AFFECT ON STATUS AND POPULARITY									
	NUMBER					PER CENT				
	6-12	13-18	19-24	25-30	Total	6-12	13-18	19-24	25-30	Total
Yes		1	10	1	12		8.3	83.3	8.3	99.9
No	1	1	4		6	16.7	16.7	66.7		100.1
Total	1	2	14	1	18	5.6	11.1	77.8	5.6	100.1

## APPENDIX II (continued)

## PARTICIPATION IN ORGANIZED ATHLETICS

Participation In Organized Athletics	TEACHERS -- AFFECT ON TEACHER'S RELATION WITH STUDENTS									
	NUMBER					PER CENT				
	5-10	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
Yes		2	10		12		16.7	83.3		100.0
No	1	5			6	16.7	83.3			100.0
Total	1	7	10		18	5.6	38.9	55.6		100.1

Participation In Organized Athletics	TEACHERS -- AFFECT ON FUTURE SUCCESS IN THE WORLD									
	NUMBER					PER CENT				
	5-10	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
Yes	1	3	7	1	12	8.3	25.0	58.3	8.3	99.9
No	1	5			6	16.7	83.3			100.0
Total	2	8	7	1	18	11.1	44.4	38.9	5.6	100.0

APPENDIX III  
COACHING EXPERIENCE

Coaching Experience	TEACHERS -- GENERAL ATTITUDE TOWARD ATHLETICS									
	NUMBER					PER CENT				
	3-6	7-9	10-12	13-15	Total	3-6	7-9	10-12	13-15	Total
None	1	1	2		4	25.0	25.0	50.0		100.0
Less Than 5 Years		6	4		10		60.0	40.0		100.0
5 Years and Over		1	3		4		25.0	75.0		100.0
Total	1	8	9		18	5.6	44.4	50.0		100.0

Coaching Experience	TEACHERS -- AFFECT ON ACADEMIC ACHIEVEMENT									
	NUMBER					PER CENT				
	4-8	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
None	2	1	1		4	50.0	24.0	25.0		100.0
Less Than 5 Years	4	1	5		10	40.0	10.0	50.0		100.0
5 Years and Over		2	2		4		50.0	50.0		100.0
Total	6	4	8		18	33.3	22.2	44.4		99.9

## APPENDIX III (continued)

Coaching Experience	TEACHERS -- AFFECT ON SPIRITUAL LIFE									
	NUMBER					PER CENT				
	3-6	7-9	10-12	13-15	Total	3-6	7-9	10-12	13-15	Total
None		2	2		4		50.0	50.0		100.0
Less Than 5 Years		1	8	1	10		10.0	80.0	10.0	100.0
5 Years and Over		1	2	1	4		25.0	50.0	25.0	100.0
Total		4	12	2	18		22.2	66.7	11.1	100.0
Coaching Experience	TEACHERS -- AFFECT ON PERSONALITIES									
	NUMBER					PER CENT				
	4-8	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
None		1	3		4		25.0	75.0		100.0
Less Than 5 Years		6	4		10		60.0	40.0		100.0
5 Years and Over		1	3		4		25.0	75.0		100.0
Total		8	10		18		44.4	55.6		100.0
Coaching Experience	TEACHERS -- AFFECT ON STATUS AND POPULARITY									
	NUMBER					PER CENT				
	6-12	13-18	19-24	25-30	Total	6-12	13-18	19-24	25-30	Total
None	1	1	2		4	25.0	25.0	50.0		100.0
Less Than 5 Years		1	8	1	10		10.0	80.0	10.0	100.0
5 Years and Over			4		4			100.0		100.0
Total	1	2	14	1	18	5.6	11.1	77.8	5.6	100.1

## APPENDIX III (continued)

Coaching Experience	TEACHERS -- AFFECT ON TEACHER'S RELATION WITH STUDENTS									
	NUMBER					PER CENT				
	5-10	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
None	1	2	1		4	25.0	50.0	25.0		100.0
Less Than 5 Years		5	5		10		50.0	50.0		100.0
5 Years and Over			4		4			100.0		100.0
Total	1	7	10		18	5.6	38.9	55.6		100.1

Coaching Experience	TEACHERS -- AFFECT ON FUTURE SUCCESS IN THE WORLD									
	NUMBER					PER CENT				
	5-10	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
None	1	3			4	25.0	75.0			100.0
Less Than 5 Years	1	5	4		10	10.0	50.0	40.0		100.0
5 Years and Over			3	1	4			75.0	25.0	100.0
Total	2	8	7	1	18	11.1	44.4	38.9	5.6	100.0

APPENDIX IV  
INTEREST IN ATHLETICS

TEACHERS -- GENERAL ATTITUDE TOWARD ATHLETICS										
Interest In Athletics	3-	7-	10-	13-	Total	3-	7-	10-	13-	Total
	6	9	12	15		6	9	12	15	
More Interested		2	5		7		28.6	71.4		100.0
As Interested		4	3		7		57.1	42.9		100.0
Less Interested	1	2	1		4	25.0	50.0	25.0		100.0
Total	1	8	9		18	5.6	44.4	50.0		100.0
TEACHERS -- AFFECTION ACADEMIC ACHIEVEMENT										
Interest in Athletics	4-	9-	13>	17-	Total	4-	9-	13-	17-	Total
	8	12	16	20		8	12	16	20	
More Interested	1	1	5		7	14.3	14.3	71.4		100.0
As Interested	2	3	2		7	28.6	42.9	28.6		100.1
Less Interested	3		1		4	75.0		25.0		100.0
Total	6	4	8		18	33.3	22.2	44.4		99.9
TEACHERS -- AFFECT ON SPIRITUAL LIFE										
Interest in Athletics	3-	7-	10-	13-	Total	3-	7-	10-	13-	Total
	6	9	12	15		6	9	12	15	
More Interested	1		4	2	7		14.3	57.1	28.6	100.0
As Interested		1	6		7		14.3	85.7		100.0
Less Interested	2		2		4		50.0	50.0		100.0
Total		4	12	2	18		22.2	66.7	11.1	100.0



## APPENDIX IV (Continued)

Interest In Athletics	TEACHERS -- AFFECT ON PERSONALITIES									
	4-8	9-12	13-16	17-20	Total	4-8	9-12	13-16	17-20	Total
More Interested		2	5		7		28.6	71.4		100.0
As Interested		3	4		7		42.9	57.1		100.0
Less Interested		3	1		4		75.0	25.0		100.0
Total		8	10		18		44.4	55.6		100.0
Interest In Athletics	TEACHERS -- AFFECT ON STATUS AND POPULARITY									
	6-12	13-18	19-24	25-30	Total	6-12	13-18	19-24	25-30	Total
More Interested			7		7			100.0		100.0
As Interested		1	5	1	7		14.3	71.4	14.3	100.0
Less Interested	1	1	2		4	25.0	25.0	50.0		100.0
Total	1	2	14	1	18	5.6	11.1	77.8	5.6	100.1

## APPENDIX IV (continued)

Interest In Athletics	TEACHERS - AFFECT ON TEACHER'S RELATIONS WITH STUDENTS									
	5-10	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
More Interested		1	6		7		14.3	85.7		100.0
As Interested		3	4		7		42.9	57.1		100.0
Less Interested	1	3			4	25.0	75.0			100.0
Total	1	7	10		18	5.6	38.9	55.6		100.1
Interest In Athletics	TEACHERS -- AFFECT ON FUTURE SUCCESS IN THE WORLD									
	5-10	11-15	16-20	21-25	Total	5-10	11-15	16-20	21-25	Total
More Interested		2	4	1	7		28.6	57.1	14.3	100.0
As Interested	1	4	2		7	14.3	57.1	28.6		100.0
Less Interested	1	2	1		4	25.0	50.0	25.0		100.0
Total	2	8	7	1	18	11.1	44.4	38.9	5.6	100.0

APPROVAL SHEET

The thesis submitted by Claude L. Vincent has been read and approved by three members of the Department of Sociology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Jan. 28 1965  
Date /

Francis A. Cizon  
Signature of Adviser