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BOARD OF EDUCATION.

MIDDLESEX.

Report of Inspection of Southgate County School, held on 1st, 2nd, 3rd and 4th February, 1921.

Inspectors.

Mr. F. R. G. DUCKWORTH, H.M.I.
Mr. J. M. DYER.

Miss L. MARTIN LEAKE.
Miss E. L. RENAUT.

Organisation, etc.

1. THE SCHOOL has been in receipt of Grants under the Board's Regulations for Secondary Schools since 1 August 1907, and was last fully inspected in October 1909.

2. INSTRUMENT OF GOVERNMENT :—Articles of Government approved by the Board of Education 8 June 1910.

3. CONSTITUTION OF GOVERNING BODY :—The Local Higher Education Committee for Southgate, consisting of 15 persons, appointed as to 10* (including two women) by the Middlesex County Council and as to 5 (including one woman) by the Southgate Urban District Council.

4. HEAD MASTER :—A. T. WARREN, M.A. (Oxon.).

5. NUMBER OF ASSISTANT STAFF :—29 : Regular, 24 ; Occasional, 5.

6. TUITION FEES (YEARLY) :—6*l.* 7*s.* 6*d.*

7. GRANTS RECEIVED from the Board of Education (under the Regulations for Secondary Schools) and from Local Authorities in the year ended 31 March 1920 :—

	£	s.	d.
From the Board of Education	-	-	- 2,507 0 0
From Middlesex County Council	-	-	- 5,001 16 9

[School maintained by Middlesex County Council.]

8. TOTAL NUMBER OF PUPILS (all Day Scholars) on 1 October in each of the last five School-Years :—

	1915-16.	1916-17.	1917-18.	1918-19.	1919-20.
Boys	- 195	195	195	200	222
Girls	- 163	175	170	170	198
Total	- 358	370	365	370	420

Statistics of Pupils.

9. ACTUAL FIGURES at date of Inspection :—

(a) Total number of Pupils (including 2 Bursars), 438 (all Day Scholars).

* Including 2 members nominated by the Southgate Urban District Council.

(b) Distribution of Pupils according to their age on 31 July 1920, and sex:—

	Boys.	Girls.		Boys.	Girls.
10 and under 11	6	3	16 and under 17	12	19
11 " " 12	31	39	17 " " 18	4	2
12 " " 13	41	51	18 and over	1	—
13 " " 14	52	28			
14 " " 15	47	41	Total	227	211
15 " " 16	33	28			

(c) Distribution of Pupils according to Forms (beginning at the lowest):—

Form.	Average Age.	No.	Form.	Average Age.	No.	Form.	Average Age.	No.
II _D	Y. 11 M. 1	18	III _B	Y. 12 M. 10	25	IV _A	Y. 13 M. 11	32
II _C	12 3	24	III _A	12 10	32	Remove	14 10	27
II _B	11 4	25	IV _D	13 8	24	VB	15 8	32
II _A	11 6	30	IV _C	14 4	30	VA	15 2	31
III _D	12 9	28	IV _B	13 11	31	VI	16 5	29
III _C	12 8	20						

10. NUMBERS based on Annual Returns:—

(a) Age, on admission, of Pupils admitted during the last three School-Years:—

	1917-18.		1918-19.		1919-20.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10 and under 11	4	2	1	5	2	2
11 " " 12	28	25	36	18	25	34
12 " " 13	21	14	17	22	17	14
13 " " 14	3	1	3	3	6	3
14 " " 15	1	—	2	—	—	1
15 and over	—	1	—	2	1	—
Total	57	43	59	50	51	54

(b) Leaving-age of Pupils over 12 who left during the last three School-Years:—

	1917-18.		1918-19.		1919-20.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
12 and under 13	3	1	5	3	—	1
13 " " 14	7	2	1	2	2	1
14 " " 15	14	8	4	5	3	2
15 " " 16	12	10	8	9	8	7
16 " " 17	10	13	9	6	8	10
17 " " 18	4	8	3	4	5	6
18 " " 19	—	—	1	—	3	1
Total	50	42	31	29	29	28

11. PERCENTAGES based on Returns for School-Year 1919-20:—

(a) Class in life from which Pupils are drawn:—

	Percentage.		Percentage.
Professional	26	Public Service	7
Wholesale Traders	9	Artisans	6
Retail Traders and Contractors	11	Labourers	1
Clerks and Commercial Agents	40		

(b) Areas from which Pupils are drawn:—

	Percentage.		Percentage.
Southgate	- 97·5	Rest of Middlesex	- 2·5

NATURE AND SCOPE OF SCHOOL.

This particularly successful School does not in its main characteristics depart very far from the general type of County Secondary School. One feature, however, which at the present moment seems to be noteworthy is the large number of pupils who are remaining after they have passed the First Examination—31 out of a total of 438.

Very shortly after the last Full Inspection the present buildings were completed, and the School, upon reopening, began to take in girls as well as boys. The capacity of the present buildings was originally estimated at 336, but the demand for Secondary Education in the district is so great that an extension is now being made which should provide for a total of 96 pupils. A temporary building has already been erected which accommodates 50 pupils.

The number of boys and girls in the School at the time of the Inspection was 438, of whom 312 (71 per cent.) have passed up from Public Elementary Schools. There are 38 pupils in the School who on 31 July 1920 were over 16 years old. The leaving-age has shown a marked upward tendency. Of the pupils who left the School after the age of 12 during the last three years, 37, 38 and 58 per cent. respectively were over 16. These figures afford good evidence that the community appreciates the value of the training which the School is able to provide.

The majority of the pupils subsequently enter commercial life, but it is to be noted that of the 57 who left at the end of the summer term 1920, eight (that is to say, fourteen per cent.) passed on to places of Higher Education. Three of these were successful in obtaining Senior County Scholarships, and of these again two were awarded State Scholarships.

GOVERNING BODY.

The Governing Body is constituted upon the lines usual in these schools, provision being made for including a due proportion of members representing local interests. The arrangements for the transaction of business appear to be satisfactory. The Head Master attends all meetings, and it is understood that he is duly and effectively consulted on all matters affecting the School, and that he enjoys the confidence of the Governors.

FINANCE.

The income of the School is derived from three sources, viz., pupils' fees, grants from the Board and grants from the Middlesex County Council.

The total expenditure during the last financial year amounted to 9,216*l.*, of which sum 23*l.* 4*s.* represents the expenditure upon each pupil. Of this latter amount, 17*l.* 17*s.* is expended upon the salaries of teachers. It may be mentioned that the Middlesex County Council has decided to adopt the Burnham Salary Scale (London) for the teachers in this, as in its other, Secondary Schools.

PREMISES AND EQUIPMENT.

The School is situated in Fox Lane, Palmer's Green, in a quiet but easily accessible spot. The handsome and conveniently planned buildings contain spacious, well-lighted class-rooms of cheerful appearance. The arrangements for ventilation and heating appear to be efficient, and in case of an emergency the whole school can rapidly be evacuated, the first floor being served by two broad stone staircases. The assembly hall at present has a small portion at one end completely enclosed for use as a class-room, but, when the new extension is completed, the partition will be removed and the hall restored to its original size. Pressure upon space has been relieved to a certain extent by the erection of an "Army hut" divided so as to form two class-rooms each with a capacity of 25 pupils. The school library occupies large

cupboards in the upper corridors, but will be transferred to a separate room in the new buildings. It includes a most useful collection of French and German books, and good use is made of it by the pupils. There is also, in the Head Master's study, a small but judiciously selected reference library for the use of the staff. The Manual workshop and the Housecraft room are situated in a separate building which is also used as a centre by Public Elementary School children and Evening classes. The cloak-room accommodation at the time of the Inspection was insufficient, but this fault also will be remedied when the new buildings are complete. Another defect in the present arrangements is the small size of the common rooms and the absence of suitable cloak-room and lavatory accommodation both for Masters and for Mistresses. It is doubtful whether, even when the new buildings are complete, the accommodation there to be provided for the staff will be sufficient.

The various rooms throughout the School are well furnished, and the manner in which they are decorated with pictures deserves special mention. The Head Master has collected and distributed pictures according to an interesting and well conceived plan. In one room, for example, French scenery and customs, in another, German are illustrated. Other rooms are hung with pictures relating to English Literature (14th century), Greek and Roman Civilisation, English History and so forth. The execution of this plan involves a considerable expenditure of time, trouble and forethought on the part of the Head Master.

Owing again to the Head Master's initiative a geological museum has been installed in a class-room, and one of the staff acts as curator. There is the nucleus of a good collection already installed.

An asphalted playground immediately behind the School provides room for two net-ball pitches for the girls. Behind this again is a playing field with one hockey and one football ground. As these do not suffice, the boys also make use of football pitches in Broomfield Park. It is important that the School Authorities should consider in due course what steps can be taken to provide more space for games.

STAFF.

The success of the School is largely due to the enterprise and zeal of the present Head Master, who has held office from the very beginning of its history. Possessed of high academic qualifications, he is a careful and stimulating teacher, and has gathered around him a particularly efficient staff of assistants on whose loyal co-operation he is always able to rely. Moreover, he has realised that in the present phase in the history of such schools as this much depends upon the maintenance of close and cordial relations with the parents, and he has accordingly organised a "Parents and Staff Association," which assembles twice in each of the winter terms and once in the summer. From time to time papers are read on educational subjects, but it is upon the social side that the meetings are most valuable, as they enable a free and frank interchange of ideas between parents and teachers. It is gratifying to learn that this enterprise has met with a considerable measure of success. The Head Master appears to have imposed upon himself an unduly heavy time-table of twenty-one teaching periods a week. It is true that he enjoys the full-time services of a capable clerical assistant, but if he decides to follow out suggestions made elsewhere in this Report and to institute a course of lessons designed to arouse the interest of his older pupils in the more broadly cultural aspects of Mathematics or Science, he will hardly succeed in finding the time for the arduous labours of preparation unless he modifies his present arrangements.

It has already been remarked that the School is fortunate in having secured the services of a competent staff of assistants. From the various sections of the present Report which deal with specific subjects of the Curriculum, it will be clear that, viewed as a whole the teaching is excellent, and in some cases brilliant. The staff further realise that not the least important benefits of school-life are won beyond the doors of the class-room, and they loyally and unselfishly devote a good part of their time out of school to assisting the development of the various school societies.

The Senior Assistant Mistress, who, under the Head Master, has special responsibilities and duties in connection with the girls, possesses a quietly effective personality. She maintains a discipline which is free but not lax, and the girls appeared to be thoroughly happy in their school life. In her anxiety to promote the interests of the School this Mistress has perhaps undertaken too heavy a programme, and it is the Head Master's intention to relieve her of some part of her tasks at the earliest possible moment.

CURRICULUM AND ORGANISATION.

There is an Entrance Examination of the usual type, the subjects tested being Arithmetic and English. While the curriculum presents no features of special interest it may be remarked that Mathematics and Science occupy a very strong position, especially in the upper part of the School. The second foreign language may be either German or Latin, and begins to be studied in the Third Form (second year).

The remarkable record of successes won by pupils in the London University General School Examination in the last three years is evidence of the high standard of work attained. There are no less than thirty-one pupils who are remaining in the School after taking this examination, of whom the majority are preparing themselves for the Intermediate Examinations of London University in Science and Arts. Last year two pupils were successful in obtaining the Higher Certificate of the same University, and this year again it is expected that two pupils will sit for the same examination. It is much to be desired that in time this small number may increase until it becomes the rule rather than the exception for pupils who remain after the First Examination to aim at the Higher Certificate.

There were two comments which suggested themselves in connection with the general organisation of studies. In the first place there is a tendency for Mathematics and Science to overshadow linguistic and literary studies. The extent of this is not to be judged from the manner in which teaching periods are assigned (for in this particular the "humanities" receive their fair share of time) but from the attitude of the pupils, which is distinctly unresponsive. Their interests very probably are inclined towards Mathematics and Science. An attempt should be made to redress the balance, and to this end the teachers of these favourite subjects can play the most effective part by laying emphasis in their teaching upon the more broadly philosophical and humanistic aspects. Thus the historical side of Science and Mathematics should be studied, and also the manner in which various discoveries have affected our ideas about man's place in the universe. The Head Master, himself a mathematician of excellent ability, seems specially fitted for this task by reason of the breadth of his views and his appreciation of the value of a wide humanistic culture. On the other hand, teachers of such subjects as English and History might remember that their best means of awakening the interest of their pupils is to lay stress on the scientific aspects. A close co-operation between them and the teachers of Science and Mathematics would be possible in connection with Essay work.

In the second place, while it is true that the less brilliant pupils in the School are by no means neglected (in many cases "C" or "D" divisions of a Form are taught by the more able and highly qualified members of the staff, including the Head Master), yet there is some reason to think that in this, as in many other similar schools, a problem which still awaits a final solution is the treatment of those boys and girls who are not likely to reach Matriculation standard and under present conditions leave, at the age of about 16, from the Remove Form and enter commercial life. Both they and the whole community might stand to benefit by their remaining longer at school. Many of these boys and girls are capable of obtaining a School Certificate with credit marks in some subjects, and from such might be recruited teachers in Secondary Schools of Art, Manual Work, Physical Training, Housecraft. The school authorities in the present instance might consider the advisability of drawing up a curriculum for the Remove Form which, while enabling pupils to present themselves for the First Examination and to win a School Certificate, would be an avenue to a non-academic Sixth Form in whose programme Art, Manual Instruction, and Housecraft would be prominent features.

SUBJECTS OF TEACHING.

Religious Teaching.

One period a week is devoted to Religious teaching, which is in the hands of the Head Master and seven assistants. The teaching is careful and a well-planned syllabus covers the whole of Bible history, including the transition period between the Old and New Testaments. Homework is prepared and heard, but no notes are taken in school, and, indeed, pens and pencils seem to be rarely used. In all the

lessons observed the same tendency prevailed—to deal exclusively with the political history of the Jewish people. Only once was a teacher heard to raise anything in the nature of a moral issue. Even if it be undesirable that lessons in this subject should consist entirely of ethical disquisitions, yet the Bible story raises innumerable questions of conduct in a form certain to set young minds thinking hard, and entirely to neglect this is to make “Scripture” a barren study indeed.

English Language and Literature.

The syllabus is drawn up by a very competent and experienced Mistress, who is keenly interested in her subject and is responsible for the teaching in all sections of the subject of the Advanced Course, Form VIc, of the upper Forms, and of the three lowest Forms. She works in close collaboration with the other five members of the staff who teach this subject. One lesson per week in most of the Forms (IId to IVa) is given to formal grammar, two to composition and three to literature; above Form IVa formal grammar is incidental. The same grammatical terminology is in use throughout the School.

In some of the lower Forms too much time appears to be spent in making fair copies of corrected exercises. Considerable effort is being made by the staff to improve the accent and intonation of the pupils by the use of reading aloud, recitation, oral composition and class debates.

In literature the course is carefully drawn up, and suitable books selected for study. Forms VIa and b are guided in their reading by a Master who is capable and interested in his work, which is arranged to give the pupils, who are taking the post-matriculation work in Science, an additional interest in first-hand acquaintance with our finest literature. The interest is further sustained by short lecture lessons on special subjects, and the appreciation of literary points of view.

The whole of the work in this section appears to be in a satisfactory condition.

Mention should be made of the excellent collection of pictures and prints illustrating the times of Chaucer and Shakespeare, which has been gradually gathered together by the Head Master. It cannot fail to be a source of inspiration to the School.

More books are needed both in the reference and lending library.

History.

The work in this subject is mainly in the hands of an experienced Mistress, who is responsible for the drawing up of the syllabus. The course is well arranged and shows thought and balance. In most of the Forms lessons were heard which gave proof of the interest and ability of the Mistress in her subject. Two other members of the staff share the work in the lower Forms; their qualifications as a whole are quite satisfactory, and both teaching and corrections are conscientiously and carefully done. At the same time the general standard of attainment does not, at present, appear to be very high. This may be due partly to the fact that the ability of the pupils is underestimated, and so too little demand is made upon their independent work and intelligence, and partly to the fact that the time-table is a heavy one.

More use might be made of short written exercises, and all devices which have for their aim the interested co-operation of the pupils should be sought.

In Form VIc (six girls and one boy) are taking advanced work in History. The whole work of this Form seems satisfactory, and considerable private reading is being done on useful lines.

In all the lessons seen, good use was made of blackboard maps; literature is correlated with the history in the reading of poems, and books of reference and fiction. Additions to the school library of books of this kind are needed.

~~There are no regular meetings of the History staff, but the Mistress in charge of the subject keeps in touch with her colleagues.~~

Geography.

The Geography teaching is chiefly in the hands of a fully-qualified Mistress, assisted in junior Forms by two of the Form Mistresses. The teaching is pleasingly bright and interesting—based on plentiful map-making and use of the atlas. The large variety of sketch maps and complete maps made throughout the School reached frequently a very high standard. The Geography room is well equipped and

surrounded with blackboard wall surfaces, whereon a number of maps excellently executed in coloured crayons by various girls, demonstrated to the Inspectors entering the room the great facility attained in this important branch of geographical work. The scientific side of the teaching (meteorological records, astronomical facts, physical phenomena, etc.) is shared by the Science Masters, who make a great point of working in the closest correlation with the geographical instruction. At present only the girls take this subject in their First Examination. The alternative for boys is Mechanics.

The Senior Mistress has a strong personality, and succeeds in transferring to her pupils much of her own vitality and enthusiasm for the subject. It was a pleasure to see how keen and eager all classes showed themselves in dealing with statistical information, frequently made intolerably dull to the young mind. Maps and curves and diagrams were being produced in several classes during the inspection from information contained in the text-books, with little help from the teacher. Obviously the pupils worked *con amore*, and with commendable success, thus receiving educational training of the highest value for practical life. That is the note of the whole geographical work of the School—vitality and practical efficiency. A good black and white globe of larger dimensions than the only (partly damaged) one now possessed is a desirable addition to the very complete equipment otherwise provided for the geographical instruction.

The astronomical models used by the Physics Master deserve special commendation.

French.

This subject is in the hands of one Assistant Master (who also acts as departmental head) and four Assistant Mistresses. The head of the department and two of the Mistresses are specialists; the rest are quite suitably qualified. The teaching in general is sound rather than brilliant. Perhaps the most interesting lessons heard were those given by the Mistress in charge of the Sixth Form, who possesses a vigorous personality and a thorough knowledge of her subject. The head of the department is an enterprising teacher and anxious to keep abreast of modern developments; he has thought out an effective syllabus and provided text-books which are suitable except in the case of the Third Form, who find their Reader difficult because of its very extensive vocabulary. The direct method is employed throughout, and the teachers are well equipped for this purpose, several of them having taken special pains by holiday courses and residence abroad to improve their qualifications. A test carried out in two of the Forms showed that they were able to understand and reproduce a simple anecdote related in colloquial French. On the other hand, the pronunciation of the pupils cannot be said to have reached a very high standard. The various exercises which were examined were marred by too many grammatical blunders and, in the case of the older pupils, did not show a very intimate knowledge of characteristic French idioms.

If the position of the subject is viewed as a whole, it may be said, that while the pupils did not appear to be lacking in diligence and although the standard attained cannot be described as unsatisfactory, an impression was created that the work needs "pulling together." Accuracy in grammar and syntax must be more sternly insisted upon in the middle Forms, and the best way to effect this is by frequent short bursts of oral drill. Perhaps, also, the teachers should be content to give a little less and exact a little more. In conclusion, it is satisfactory to note that good use is made, especially by the older pupils, of the collection of French books which forms a portion of the school library.

German.

One woman teacher is responsible for the German; she teaches one Matriculation class, an intermediate and a lower class.

Her qualifications and teaching powers are both of a high order, and she speaks the language with purity and distinction. Illness unfortunately deprived the School of her services for a year, during which time the older children forgot most of the subject.

Since her return matters are rapidly improving, and the older pupils have now a fair vocabulary, read with a good accent, and have a respectable knowledge of grammar.

The children who have started the subject since the teacher's return to work are well grounded and very keen.

The School should make every effort to retain the services of this teacher, as the language is not too popular at present and requires the stimulus given to it by a lively and attractive teacher to make the pupils take to it.

Latin.

Latin is taken only by the "A" divisions of Forms III, IV, V, and by the VI. The Master in charge of the subject possesses good academic qualifications and is a conscientious teacher who, while making no attempt to employ the direct method, produces satisfactory results by adhering to more old-fashioned ways. He knows how to make an economical use of his time and to give his pupils the best opportunities for facing and solving their difficulties by themselves. The syllabus is well planned and enables a fair amount of ground to be covered by the time the First Examination is taken.

The study of continuous texts begins in the third year, together with first attempts at formal unprepared translation. Suitable text-books are in use. The present teacher having been in charge of Latin for not more than five terms, it is not through any fault of his that the knowledge of the elements of the language is relatively stronger in the lower than in the upper Forms.

Speaking generally, it may be stated that under present arrangements it is ensured that only those pupils take the subject who may be expected to benefit by the study of it and to reach a stage at which they can find their way unaided through the easier classical texts and express simple ideas in correct, if not idiomatic, Latin. If anything further is aimed at, a more generous allotment of time will be necessary.

Mathematics.

The soundness of the mathematical teaching is a strong feature in this school.

The Head Master is well qualified both academically and by experience; there are two young Masters with good degrees and excellent teaching powers, and two women teachers with degrees and good teaching experience make up the staff, in which there is no weak place.

The high work is mostly done by the two Assistant Masters, whose pupils have reached a high standard, both in pure and mixed Mathematics, six periods per week being given to each branch.

The women teachers do the more elementary work while the Headmaster takes classes here and there to fill up gaps.

The methods of teaching are modern and good.

As a rule boys and girls were in the same classes. In the junior classes the boys had hard work to hold their own, but as the subject becomes more abstruse the girls have more trouble with it, especially with mechanics, and there appeared only two who could do the highest work well.

It was noticed that the freshness and quickness of the younger children was not shown by the older pupils, who showed signs of being overtaught.

It was suggested to keep up the interest of the senior pupils by means of weekly problem papers, alternating with essays cognate to the subject, and that some history of Mathematics should be taught so that the men who made the subject and the method of its evolution should become known to the students.

Science.

An excellent course of instruction, leading up to work for an University Degree, characterises the Science of this School. ~~The teaching is full of vitality and originality,~~ especially in physics, which is taught in the closest possible connection with the Mathematics. The senior physics Master has exceptional powers as a teacher, and seems to revel in the production of original illustrations and experimental apparatus for his classes. During his ten years' service in the School he has collected a remarkable quantity of all kinds of teaching apparatus. His scheme of work is wide but thorough, and the scientific training which it affords to the pupils has a high value. The chemistry taught by the senior chemistry Master deserves equal praise. The mistake in the organisation of the work is a too great tendency to exclude girls from the benefit of this main course of work. This matter was discussed in detail

during the Inspection: and agreement arrived at as to a remedy. A large proportion of boys tend to specialise in Science and Mathematics, and to work for the London Intermediate Science Examination with exceedingly creditable results. Distinctions in physics at Matriculation stage are numerous.

There are at present in the School two boys doing post-Inter. B.Sc. work under supervision, with a view to obtaining State Scholarships at the end of the current year and subsequently reading for a Science Degree at some London College. In the Intermediate Class there are 8 second-year pupils (7 boys and 1 girl) and 11 first-year (6 boys and 5 girls).

The two senior Science Masters have the assistance of a third fully qualified Master in the lower Forms. Unfortunately he does not appear equal to surmounting the difficulties of class teaching in experimental work, and the impression left by his classes was not satisfactory.

The biological teaching is shared by the Senior Mistress (botany) and a very highly qualified Master, with some assistance in the junior Forms by another Mistress.

The natural history course provided in the junior Forms is exceedingly well planned and full of interest to the pupils—really educational. But the teacher failed to bring himself down to the level of childish minds in some of the lessons heard in Form II. His more advanced teaching is excellent.

The botany teaching of the Senior Mistress is thorough and educational, and arouses a very keen interest in the pupils. Some highly praiseworthy holiday work was seen.

Originality and enthusiasm mark the biological side of the Science teaching also. The excellent museum collection in process of formation deserves special mention.

Art.

The Art teaching is in the hands of a visiting Art Master who has taught in the School for 10 years, and whose services are shared by another County School. He is assisted in the lowest Forms by a regular member of the staff with South Kensington certificates. The work of the classes taught by the former show a very fair level of attainment considering the handicaps imposed by the lack of continuity in the course of instruction. Thus, above Fourth Form age (average under 15 at end of year) the subject is dropped altogether in the Remove Form; and in Form V the girls alone receive instruction. Quite half the latter class, seen at work during the Inspection, had discontinued Art lessons previously for periods varying from 1 term to 2 years. Several girls were taking Art this term merely because the cookery class was full.

The place of Art in the curriculum of the Remove Form needs more careful consideration. This Form consists chiefly of pupils who are less likely to reach the standard of Matriculation, and for such there is a specially urgent need for a curriculum in which a prominent position should be assigned to non-academic subjects of high educational value.

Housecraft.

In a school of this nature and size it is important that the courses in Housecraft should be strongly developed so as to form an alternative to academic courses for girls.

If the suggestion made in a previous section for a new type of curriculum for the Remove Form and the creation of a non-academic division of the Sixth Form is adopted, the present scheme of work in Housecraft will need alteration so as to assist in providing a comprehensive general scheme of work throughout the School. At the moment needlework alone is taught in Forms II and III. In Forms IV (with the exception of IV_A, which has no kind of Housecraft instruction) there is a year's course of cookery, beginning with some simple housewifery teaching. In Forms V and Remove the year's course comprises 1 term cookery, 1 term hygiene, and 1 term dressmaking, but not nearly all the girls can take the course owing to the large numbers in each Form. The selection of the girls to take Housecraft seems rather haphazard, and in future the alternation of that subject with a Science subject on the one hand and Art on the other needs more careful consideration on different principles.

The teacher is competent and quite capable of carrying out a more extended and useful scheme of work, such as would attract girls to stay on after the Fifth Form

year and arouse in some of them a desire to take up the teaching of Domestic Subjects as a career.

Some assistance is given to the senior Housecraft Mistress by another Visiting Mistress in the teaching of needlework in the junior Forms. The instruction of both teachers produces fairly satisfactory results that do not call for special comment. The girls plainly enjoy their cookery lessons.

Manual Instruction.

Manual instruction is given in a well-lighted and properly equipped room.

There are places for 20 boys at a time. The teacher is well-qualified by knowledge and long experience and produces good results.

Classes II and III do this work. The course starts with the making of cardboard figures and of raised maps; this is followed by instruction in the use of tools, after which wood and tinplate objects are made from carefully-drawn plans, the boy choosing his own subject. On occasion, however, the better boys construct simple apparatus for the Physics Laboratory. All the boys enjoy doing this work, and many continue it in evening classes after they leave school.

Physical Exercises.

A capable and competent Mistress has charge of this subject as far as the girls and younger boys are concerned, the elder boys being trained by a Master. The work is well graded and effective, and the pupils are keen and interested. The services of the Mistress are lent temporarily elsewhere for two mornings per week. Above Form III on the girls' side, of the two periods on the time-table, only one period per week is given to drill, the second period being allotted to games, which though important are not corrective. Some additional apparatus is required, *e.g.*, double bars right across the hall, and four extra benches would allow the whole class to work at once—an object to be desired, seeing that the time allotted is so short.

The staff generally takes an interest in the games, and until the Physical Exercises Mistress is able to devote her whole time to the School, several Mistresses assist in coaching the four hockey teams. The playing field is amply large, to allow of hockey and football at the same time. Netball is played on an asphalt court. The Physical Exercises and games seem to be in a healthy condition, both girls and boys being strongly enthusiastic. Matches are played on Saturdays and after school hours.

Cases requiring remedial treatment are reported and proper steps taken, but there is no general medical examination. A record is kept of weights and measurements, and action is taken where necessary by reporting for the girls to the Senior mistress, who communicates with the parents. Similar steps are taken in connection with the boys.

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE.

The School is gathered together daily at 9 a.m. in the assembly hall. Prayers are recited and hymns and sacred songs sung, in which the School join heartily.

The general behaviour of the pupils created a most favourable impression. They appear to be very happy in their school-life and on excellent terms with their teachers. A prefect system exists and the appointments are in the hands of the Head Master. At present it has not been found possible to devise any special privileges for the prefects, but it is hoped that, when the additions to the premises are complete, they may be granted preferential use of the library. Their powers are limited to the reporting of misdemeanours, and their duties are chiefly in connection with the maintenance of good order in the corridors and the playground, and they would be expected to check and, if necessary, to report instances of misbehaviour in pupils on their way to and from school.

From twenty-five to thirty of the pupils, in addition to members of the staff, partake of a hot midday meal in the "Housecraft" room, and the excellence of the dietary and cooking deserves commendation.

Games are not compulsory, but the great majority of pupils take part, and teams representing the School have had a fair measure of success in various matches against other schools. A special feature of the athletic programme is the cricket match "Parents *v.* the School," which is made the occasion of the summer meeting of the "Parents and Staff Association," to which previous reference has been made.

The following School Societies are in existence and command enthusiastic support:—The Scientific Society, the Debating Society, the French Society, the German Society, the Old Boys' Association and the Old Girls' Association. There is an excellent School Magazine. Both the Head Master and his assistant staff evidently realise the importance of these activities as helping to give tone and vigour to the corporate school existence and to develop the most valuable resources for the employment of leisure moments in after-life.

GENERAL CONCLUSIONS.

This healthy, active, and happy community, under a Head Master of marked individuality, is continuing to render valuable service to the community. There is some need for the balance of the older pupils' interests to be made to incline more towards the side of the humanities, and it is also suggested that the problem of providing fuller educational opportunities of the "non-academic" type for pupils who are not likely to sit for an approved First Examination might now begin to occupy the special attention of the staff.
