

BOARD OF EDUCATION.

Report of Inspection
of
SOUTHGATE COUNTY SCHOOL,
MIDDLESEX.

Held on 13th, 14th, 15th and 16th October,
1931.

NOTE.

This Report is confidential and may not be published save by express direction of the competent authority of the School. Additional copies of it may be obtained on terms which may be ascertained from the Board of Education.

The copyright of the Report is vested in the Controller of H.M. Stationery Office. The Controller has no objection to the reproduction of the Report provided that it is clearly understood by all concerned in the reproduction that the copyright is vested in him.

HEAD MASTER.

MR. T. EVERARD, M.A. (Cantab.).

The School was last fully inspected in February, 1921.

Board of Education,
Whitehall, London, S.W.1.

NATURE AND SCOPE OF SCHOOL.

There has been no change in the nature of this School since the last Inspection in 1921. An increase in the accommodation made at that time has enabled the size of the School to be maintained at about 500 pupils since that date.

Admission of pupils is regulated by the County Free Place Examination, and there is a regular three-Form entry of between 95 and 105 pupils each school year. The average age of admission is just over eleven years.

At the time of the Inspection there were 512 pupils in the School, of whom 459 (90 per cent.) have entered from Public Elementary Schools. This percentage figure has therefore increased considerably in the last decade. The character of the neighbourhood is such that there must be a material number of pupils of considerable potential worth to the School who are unable to qualify for admission through insufficient preparation in their early school days. There are 44 pupils in the School who were over 16 years of age on 31 July, 1931, and 8 under 11 years. The average leaving age in the year 1929-30 was 16 years 6 months for both boys and girls, while in the same year the average length of school life, omitting that below the age of 11, was 5 years 1 month and 4 years 11 months for boys and girls respectively. These figures are distinctly satisfactory. The number of pupils who leave between the ages of 14 and 16, other than to similar schools, has been commendably low in the last three years, namely 15, 23 and 18 per cent. of the total leavers in each year.

In the past three years, 23 pupils have proceeded on to places of higher education, of these one obtained an Open Scholarship. The majority on leaving pass into commercial life. In 1930-31, out of 91 leavers, 13 entered professions, 6 public services, 19 became clerks while 16 girls entered Commercial Colleges. This last figure is somewhat disconcerting, but the introduction of a broad commercial course in the first year of the post-School Certificate curriculum should materially assist in future years in keeping such girls at school for their commercial training.

GOVERNING BODY.

The constitution of the Governing Body is in accordance with the Articles of Government of the Middlesex County Council's Secondary Schools. Meetings for the transaction of the business of this and the Minchenden School take place monthly. The Head Master, who is present at all meetings, enjoys the confidence of the Governors and is effectively consulted on all school matters.

SCHOLARSHIPS AND EXHIBITIONS.

There are 231 pupils in the School, or 45 per cent., who pay no fees. Of these 31 hold Junior, and 23 Intermediate County Awards which entitle them to maintenance grants varying from £9 to £18 for boys and £8 to £16 for girls. Six pupils receive travelling allowances, and in addition a few have outfit and dinner grants.

Since the present Head Master took up office a scheme has been started for raising a Leaving Exhibition Fund of £1,500 to provide two Exhibitions, one each for boys and girls. The Committee for the management of this fund consists of the Chairmen of the Parents' Association and the Governors together with the Head Master. The fund at present stands at over £300. The performances of Gilbert and Sullivan operas have helped considerably; £85 was raised by this means last year, a most praiseworthy result inspired by the Head Master. Other Leaving Exhibitions are the County Senior Scholarships. / 93.

PREMISES AND EQUIPMENT.

The premises were enlarged in 1921. There are now just sufficient classrooms for a three-Form entry school such as this is. Electric light was installed throughout the building in 1928.

All three laboratories are small and there is a certain waste of teaching power owing to the necessity of dividing classes. The hall has to suffice for Physical Exercises for both boys and girls, and as these cannot be carried on together this means further division of classes. No other arrangement is possible at present. The provision of a gymnasium would be justified for a school of this size if times were normal, and should be kept in mind for the future when conditions are more favourable. The accommodation for the staff should also be viewed in the same light.

SCHOOL LIBRARY.

The school possesses no reference library, if the term be understood to mean a room where books of reference are kept and consulted, and where free time can be devoted to their study. Collections of reference books exist under the control of the teachers of the various subjects, but they are scattered about the School in cupboards, desks and shelves, some of which are only available out of teaching hours, and form no organic unity. It is hardly necessary to point out that the books lose much of their value when access to them is thus restricted, and that the pupils do not receive the training in their use, which will be an asset to them both at school and in after life. Even in the Upper Sixth it appears that pupils are sometimes handed a book of reference with the place marked for their perusal; time may be saved by such a method, but the restriction of initiative it implies, may well render it an expensive economy. 0.3

Since there does exist a small room fitted with shelves, it is suggested that the reference books which the School possesses should be housed there, and that the Sixth Form at least should be allowed unrestricted access to it for purposes of borrowing or of private study. The fiction and general library which now occupies the space might be stored in the vacated cupboards, and since this library is used for lending only, no great disadvantage would accrue. It cannot be too strongly emphasised that a reference library with open access both to room and books, is a real necessity in the life of a Secondary School of to-day, and that any sacrifices that are necessary to free the room—and this would include the prohibition of teaching there—are abundantly justified both in principle and by results.

The fiction and general library just mentioned is divided into senior and junior sections which are efficiently managed by a Master and Mistress respectively. There is no subscription, fines have been found unnecessary and the loss of books is rare. Besides 250 books held on a half-yearly loan from the Middlesex County Library there are about 700 books belonging to the School and this number is regularly increased. The "Times" and one or two good weeklies are taken. There are also Form libraries which supply the books needed for the reading schemes referred to in the English Report.

It would seem that a school which arranges its general reading in so business-like a fashion should not find it difficult to organise and develop a School Library in the true sense of the term, nor is there any doubt that such a development would be an asset to its intellectual and corporate life.

STAFF.

The Head Master, who was appointed in 1929, holds high academical qualifications and is a skilful teacher. He has obtained the loyal co-operation of his staff quickly and his firm, yet understanding, control maintains an efficient and smooth running organisation. The Head Master is able to contribute greatly to the æsthetic side of the life of the School through his musical gifts, and the flourishing state of the Operatic Society owes much to his inspiration.

The assistant staff number 23 regular members, 12 men and 11 women, together with 5 visiting teachers. Although the staff appears large, the number is no more than adequate since many classes have to be divided. The staff are a well qualified and competent body of teachers and in some cases the teaching ability reaches distinction. The Senior Mistress, acting under the Head Master, carries out her special duties in a conscientious manner.

ORGANISATION, CURRICULUM AND STANDARD OF WORK.

Three parallel Forms enter each year; they are graded into IIA, IIB and IIC. The normal length of the course up to the School Certificate Examination is four years for the A and B Forms, while C Forms take five years. The differentiation between the two courses takes place at the end of the third year, Forms IVA and IVB pass into Matriculation A and B Forms, while IVC enter LV, and so to Matriculation D after an extra year. There is also a Matriculation C Form; the majority of the pupils in this Form this year, namely 15 boys and 9 girls, have obtained a School Certificate and are repeating the work in order to get exemption from the London Matriculation. There are thus four Matriculation Forms containing in all 120 pupils though the normal upward flow is only about 95 pupils.

The curriculum for the first year of the course is identical for all. In the second year either Latin or German is begun in IIIA and continued in IVA and MA. Differentiation in the Sciences takes place in Form IV, all boys and a few girls take Chemistry and Physics, while the rest of the girls take Botany and a little Chemistry. In the last year various alternatives become possible. Mechanics is added as an additional subject and is taken by the majority of the boys. History is taken by all the girls but only by a few boys. Geography is almost a

universally popular subject. Music ceases after the second year except for the girls in Forms IVB, IVC and LV, while Art is a four-year course for the C Forms, three years for the B and only two years for the A Forms. The girls in the A and B Forms cease Housecraft after the second year, but the subject is carried on for another two years by those passing through Forms IVC and LV.

The following points were raised at the Inspection in connection with the general organisation. The stress of the last year's work in the main course is laid far too heavily on the necessity for all pupils to obtain, if possible, exemption from the London Matriculation rather than upon the School Certificate. The General School Certificate is universally regarded by educationists as the proper gateway to Sixth Form work, and therefore it is undesirable to hold back most of those in the MC Form to repeat the work in order to gain an exemption which none of them will require. These pupils would be far better employed starting on a broad one-year's course in the Sixth Form. As long as schools turn out Matriculation exemptions so long will employers ask for this extra qualification. It is for the schools to lead the way and make it clear that a boy or girl who has obtained a School Certificate will become far more valuable in the commercial world by putting in the extra year in the Sixth Form studying Commercial Subjects together with a foreign language rather than by repeating the last year's work to obtain a slightly higher mark in perhaps only one of the academical subjects. The word "Matriculation" is a University term and needs to be expunged from schools except for the few proceeding to University training. The terminology of the Forms in the School is unfortunate.

While it is reasonable to expect a certain proportion of the pupils to cover the course in four years, it is open to doubt whether in a mixed school two-thirds of the entry should do so. It is more usual to find only one-third doing so. Whatever the final solution may be for this School, it is certain that the C Forms should proceed on a five-year syllabus much earlier in the course. In some subjects, such as History, discrimination is already made in the syllabus for the A and B Forms and the C Forms, but this is not so in all the subjects.

The time allowances for some of the subjects could be adjusted with advantage, that given to French is certainly liberal while a three-year course in Latin is too short to allow anything but the barest minimum syllabus. The boys in the upper Forms should have more than one Physical Training lesson a week.

It is clear that the present organisation has produced a remarkable record of successes on the academical side in the Certificate Examination and that a very high proportion of pupils obtain a Certificate before leaving school. It is, however, felt that the School would lose nothing of its academical prestige if greater prominence were given to the less academic subjects, such as Housecraft, Art, Music and Manual Training. At least, the C Forms might have the possibility of carrying on these subjects. In the case of Housecraft it is unfortunate that some two-thirds of the girls never have an opportunity of learning cookery.

In the Sixth Form there are 39 pupils working along courses for the Higher Certificate. 23 of these are studying Mathematics and Science, 7 Classics and Modern Studies, and 9 Commercial Subjects. In addition, there are 23 pupils pursuing courses other than on the lines of

but pupils do obtain their G. School

Incorrect

They have objection to parent-teacher differential treatment

the Higher Certificate syllabuses until suitable occupations have been obtained; 19 of these have obtained School Certificates. The proportion of pupils who are doing post-Certificate work is therefore high. It would be still higher if those in MC were included. It is suggested in a later part of this Report dealing with the commercial work that the work could be broadened in the first year of the Sixth, embracing perhaps Spanish and certainly containing English and some introduction to the office arts, thus making the course suitable for the large group of pupils staying a term or so without prejudicing the few who stay the full two years. The existence of such a course would be a strong argument to parents to allow their children to stay on rather than to send them to Commercial Colleges.

The subsequent reports on the individual subjects will show that a very satisfactory standard is attained, while the work in Mathematics and Science is especially good. In all cases, however, a longer course in the Main School would enable the syllabuses to be less restricted.

SUBJECTS OF TEACHING.

Scripture.

All classes in the Main School receive one lesson a week in Scripture. The teaching is divided among various Masters and Mistresses who follow a syllabus made some years ago by a former member of the staff.

Both Old and New Testament history is studied, the scheme being progressive and on the whole as comprehensive as the time permits. If a readjustment could be made to include a study of the Epistles for the older pupils the scheme would gain in breadth. Also although from time to time passages from the Bible are memorised the practice is not sufficiently systematic throughout the School.

English Language and Literature.

Two Masters and a Mistress, all with special qualifications in the subject, share the English teaching of the School, with the exception of the Second Forms who are taught by specialists in other subjects. The Master responsible for the organisation has served eight years in this school—he has drawn up an effective syllabus and a very good scheme for private reading. He entrusts to his colleagues all the teaching of the Sixth Form—that of the Arts group being in the hands of the Mistress, while the Master undertakes that of the Science Sixth, who present the subject as subsidiary in the Higher School Certificate Examination. This Master also teaches the Lower Sixth, a small group who will leave during the year to take up posts in the Civil Service and elsewhere. Both he and the English Mistress have given long service to the School.

As regards this organisation it is suggested that the Sixth Arts would probably profit by working under more than one teacher, and that the chief English Master might with advantage undertake some part of this work. It is also noted that the Commercial Sixth (who aim at Inter. B. Comm.) receive no teaching in English as such. This is surely an oversight—in any case it should be remedied as soon as possible. It might well be possible and profitable to introduce both this Form and the Lower Sixth to the chief authors and developments of contemporary literature.

BAFFS
Explanations for
Shorthand
Typewriting

New Syllabus

The Sixth Arts, seven in number, are doing work of a satisfactory standard under the zealous and stimulating guidance of their Mistress. This Mistress has sound theories on the nature of Sixth Form work, but she must guard against a tendency to nullify them by doing too much work for her pupils. The absence of a properly organised reference library makes it even easier for her to give them too much assistance. The same tendency in an exaggerated form was remarked throughout the work of the Master who teaches the other divisions of the Sixth; in his case the work of the pupils appears to be reduced to the barest minimum owing to his unfortunate predilection for dealing with his subject in lecture form, whether such form is appropriate or not.

In the Main School the scope of the work is naturally limited by the four-year syllabus, but within these limits it is generally sound. Weakness was specially noted on the oral side; the pupils express themselves poorly and are often inaudible. Suggestions were made during the Inspection for remedying this defect, which is caused partly by undue apprehension on the part of the staff that they will not cover the ground in the time available. Experience, however, goes to prove that time spent on improving spoken English is justified, even from the examination point of view, by the better standard attained in written work.

*Common
Janet*

Certain features deserve special mention. A well thought-out scheme of books for private reading has been drawn up for each Form—some books are compulsory, others optional, and knowledge of them is tested both individually by the teacher and in the annual examination for English prizes. The Head Master stimulates interest in English by tests involving research in different authors (e.g. Shakespeare—the Bible) for which he offers prizes. The "courses" given to the Matriculation Forms in the month that follows their examination include one on Shakespeare by the chief English Master, and here the pupils read extensively and make their own notes. Finally, the syllabus of the Third Form includes a series of lessons on Architecture and there are termly lectures for the whole school on the same subject. It is clear that English is a vital part of the school curriculum, and it appears at least probable that, if the oral side is developed, a standard of all-round excellence may be attained.

History.

The chief responsibility for History rests with the same well qualified Mistress who was in charge at the last Inspection. She is assisted by two experienced members of the staff, one especially valuable with younger children, the other one of the English staff.

The course is one of four years and as such has obvious limitations. It is not possible to cover adequately the desirable minimum of historical ground in that time. Both Ancient and Modern history with a great many pupils receive scant attention, and the difference in mental development between a pupil following a four-years' course and one following a five-years' course is sufficient to have a definite reaction on the work. Moreover, a considerable number of pupils, though less now than formerly, does not complete the normal four years' course, as at the end of three years certain subjects of which History is one become

optional. This is all the more regrettable since under the present scheme they leave school with no knowledge of the history beyond 1815.

To counteract such disadvantages there is able teaching throughout. The responsible Mistress selects her facts well, presents them clearly and gives admirable training in the use of the text-book and in making summaries. The value of her work was particularly noticeable in the Sixth Forms where pupils readily distinguished between the relevant and irrelevant in their reading and were apt in their criticisms.

The natural tendency to concentrate on methods which conduce to efficiency has led imperceptibly to a narrowing of the approaches to the subject, and it is felt that the introduction of more variety such as is found in sources, diagrammatic and sketch work, silent reading, social history, and informal discussions would be beneficial. More importance too should be attached to the short essay both as a record and an exercise in composition.

The Sixth Form consists of two pupils in the second year preparing for Higher School Certificate and the Intermediate Examination of London University, and six pupils in the first year. Some really able work is being done here, but greater variety in the Library particularly on the sides of biography and social history would present more opportunities for varied reading.

The School is fortunate in the possession of some fine historical pictures, and every effort should be made to ensure the pupils' appreciation of them.

Geography.

Geography occupies the same strong position in the School as it did on the occasion of the last Inspection. While retaining the services of the responsible Mistress it has gained those of the present Head Master who, though not in direct charge of the syllabus, brings his teaching skill to the Forms in the first year of the course and to the Matriculation and Sixth Forms. He ably presents the scientific and practical aspects of the subject while the Mistresses who share the work of these Forms are responsible for the topographical aspect.

A large and pleasant room is set aside for Geography, its most conspicuous equipment, apart from the floor furniture, being the black-board which lines the walls and which is constantly used by the pupils for informal sketch maps and diagrams. It is regrettable that apparatus and illustrations cannot be regularly displayed here as the room has to be cleared daily for occupation by evening classes. The table-drawers, however, contain a large variety of illustrative and other material which supplies the needs of individual lessons.

As in History, some pupils have a four-years' course, others a three-years' course. Only with very skilled teaching could the work be covered so thoroughly as it is in both courses. The time factor makes a selective study of World geography essential, and the regional work of the Mistress in charge is distinctly good, especially as she contrives to throw a strong measure of responsibility in reading, selecting, and map making on to the pupils themselves, all of whom make a vigorous response to her own personality. Where the Head Master does not supply the scientific material arrangements are made for the collaboration of the Science members on the staff.

Without making excessive demands on pupils working so well it would seem possible to introduce more principles of World geography into the course. In their exercises the pupils make admirable use of sketch maps, statistics and notes, but the essay does not play so regular a part in the work, and both for its value in putting together geographical material and as a training in composition it might with advantage figure more regularly in the work.

Most of the Sixth Form are preparing for commercial careers. Others are taking the subject for one year or part of a year and are thoroughly interested in the scheme set before them.

Should the Head Master develop work in surveying he will require some instruments to supplement those already in his possession.

Text-books are well chosen throughout. The Library seems to be adequate for present demands, but some of the books, it should be noted, are the private property of the Head Master.

French.

The teaching of French is in competent hands. The majority of those who take this subject are well qualified academically (two of them have First Class Honours in French), and all make a practice of spending some portion of their holidays abroad. The head of the department was absent at the time of the Inspection and it was understood that she was attending a course in France.

A start is made with the subject in Forms II, the Forms of entry, where the work is mainly oral and is based on phonetics. The transition takes place towards the end of the first term. The syllabus provides for the basic facts of French grammar to be treated during the first two years and a satisfactory standard is reached.

All classes have practice in reading aloud but the enunciation is rather poor and in general the pronunciation does not reach a very good standard. A higher degree of accuracy should be aimed at in the early stages when phonetics are first being used. French was used as a medium of instruction in most Forms; the children in the lower Forms were more responsive than those in the higher. A certain amount of verse is learnt by heart, but no prose. In each Form written work was carefully corrected and explained in class, after it had first been examined by the teacher at home. In the translation from French into English stress was laid on the importance of using good, idiomatic English.

A good deal of encouragement is given to the pupils to make use of the collection of French books from the Library.

A satisfactory standard of attainment is reached at the First Examination stage. Due provision is also made for those who wish to take this subject in the Higher Examination and those who were preparing for this were doing some very creditable work under an inspiring teacher.

German.

One Master, but recently appointed, is responsible for the German. Academically he is well qualified and when he has had more experience he should prove a valuable asset to the School.

The subject is begun in Form III, where it is alternative to Latin, and phonetics are used in the early lessons. A good deal of oral work is done by this Form, but grammar receives adequate attention. Composition is good; some particularly creditable work was seen from Form MA, but more use could be made of the German Readers as the basis of translation from English into German, both in this Form and Form IV. Insufficient reading material is provided in the syllabus of MA; two more prose works and some verse could be managed in the year.

The standard reached in this subject may be considered as quite satisfactory, particularly in view of the limited time allotted to it.

In Form VI Science two periods per week are given to German. A few of the pupils have already taken this subject in the First Examination; these concentrate on extending their vocabulary and do a good deal of reading. The rest of the class is composed of beginners. There is no advanced work in German.

Latin.

A well qualified Master, who has been a member of the staff for twelve years, teaches all the Latin of the School. He is a clear teacher who has a good knowledge of his subject, and has drawn up a sensible syllabus for the course to which he is confined. This course is a short one, the First Examination being taken at the end of three years. In this School, however, the small numbers should make this an easier task than it often proves elsewhere. It is rather disappointing to find that less than ten per cent. of the pupils in the Main School and in the Sixth Form learn Latin. This is a small proportion even for a school with a strong scientific tradition, and it is regrettable that a better position for Latin cannot be built up without detriment to the honour in which the scientific subjects are rightly held. A more stimulating manner of teaching on the part of the Master might go some way to ensure this improvement.

In a three-year course a daily lesson is considered a necessary minimum and the present time allowance in the Third Form should be increased. This Form is making good progress in elementary accidence, while both the Fourth and Matriculation Forms contain promising material, the latter especially making a good impression by the way the girls tackled translation of Cæsar. It is suggested that in this part of the School time is being wasted by compiling notebooks of accidence which should be learnt from a printed grammar, while in the Matriculation Form there prevails the all too common practice of writing out translations of set books. If a translation is needed for revision—and such a demand is not unreasonable—there exist reliable printed versions which are of far greater value to the pupil than his own crude and sometimes incorrect productions.

In the Sixth Form six pupils are working with a view to exemption from the Intermediate Examination in 1932 or 1933. Two are beginners, while the others have learnt Latin for periods varying from one to four years. It seems unfortunate that pupils attempting this examination should not have the foundation of at least the three-year Matriculation course; as it is, in some cases the work can be little more than examination cram. It is recognised that in this School Sixth Form Latin is in

Considerable
work to
be done
1090

X 1

its infancy, and it is clear both from the examination results of 1930 and from the work that came under review at the Inspection, that the pupils are working creditably. More classical reference books are needed, and classical atlases should be available for the work in Roman History. It must, however, be recognised that successful development of advanced work in Latin depends largely on the position of the subject in the Main School and every effort should be made to strengthen it there.

→ M. Scott

Mathematics.

Four Masters and two Mistresses share the teaching of Mathematics. All are graduates and three took Honours in the Degree course. The responsible Master possesses good judgment and is an able teacher; he is well supported by a very competent Mistress whose work is mainly with the First Examination Forms, while the work of another Mistress in the lower part of the School also deserves commendation. A recently appointed Master, well qualified academically, is more effective in Form VI than in the middle and lower school. The teaching generally is good and much of the explanatory work on the board is very ably done. Care however must be exercised lest that work may become too helpful and so fail to demand sufficient effort on the part of the pupils.

In the Main School the syllabus in Pure Mathematics is limited to arithmetic, algebra and geometry, six periods being allotted in all Forms except Matriculation B, C and D where the allowances are 7, 7, 8 periods respectively. Mechanics is being taken by 49 boys and 2 girls in the Matriculation Forms. For this subject they are classified in three Sets and 3 periods weekly are given.

The standard reached throughout the course is very satisfactory. In all the Forms problem work is emphasised both in geometry and algebra and a creditable knowledge of logarithms and graphs is shown at appropriate stages. In the First Examination this year there were only 2 failures out of 94 entries in pass Mathematics and 3 failures out of 36 entries in Mechanics.

In view, however, of the liberal time allowance the range of work is unduly restricted. Trigonometry which at present (apart from the use of the ratios in the Mechanics classes) is not introduced until Form VI is reached should be commenced in the Fourth Forms and the elements of the calculus might well be taken in some, at least, of the Matriculation Forms.

The present restriction of the syllabus is all the more serious as, owing to the importance attached by business houses to the possession of a Matriculation certificate, parents are insistent that their boys and girls should be thus equipped, although in the vast majority of cases there is no thought of the pupil entering on a University career. As a result a large number of pupils enter more than once for the First Examination. This year 7 pupils in Matriculation A and 24 in Matriculation C, all of whom have already passed the First Examination, are taking it for the second time. As 20 or more of these pupils have already obtained the "Credit" mark (six of them gained "Distinction") it is clear that, so far as the mathematical work is concerned, many of them will be more or less marking time during the present school year.

A two-years' course is arranged in the Sixth Form; in the first year there are 7 boys and 5 girls and in the second year 9 boys and 2 girls. The syllabus covered is that of the Higher Certificate Examination and a very good level is maintained. Eight pupils entered for that examination last year and all were successful both in Pure and Applied Mathematics. The suggested introduction of trigonometry and calculus in the Main School would help materially to develop still further both the scope and quality of the Sixth Form work and incidentally would enable the calculus to be used in the Statics Dynamics and analytical conics courses at an earlier stage than at present.

Science.

There are four teachers who are wholly concerned with Science teaching, the chief Chemistry Master, the chief Physics Master, the Senior Mistress who is responsible for the botany, and a recently appointed Mistress who teaches some animal biology as well as botany. In addition, three of the mathematical staff assist with the middle school chemistry and physics. A Mistress primarily concerned with English takes a little nature study.

The senior Chemistry and Physics Masters have both been on the staff for over twenty years, they are teachers of distinction and the sound position of these two branches of science is due to their untiring energy. The courses in both have been very thoroughly thought-out and the organisation of the teaching and laboratory work deserves all praise.

The Science course starts in the first year with some general physics, nature study and a little animal biology. Each of these three branches are treated separately and taught by different members of the staff. Chemistry starts in the second year and is taken together with physics and a little biology by both boys and girls. In the third year the boys and a few girls learn physics and chemistry, while the rest of the girls take botany with two lessons a week of chemistry. In the last year alternatives are possible, a large number of boys take physics and mechanics, but the number taking chemistry is much smaller.

The syllabus in chemistry follows along normal lines. The shortness of the course, three years, makes it necessary to press on with the work and hence only the best pupils carry the subject through the last year. A longer course would allow the less gifted pupils to attain a wider knowledge of the subject without necessarily offering it for examination purposes.

Until this year the physics has been confined to the branches—heat, light and sound. Realising the narrowness of such a course the Physics Master has now introduced two terms of electricity and magnetism in the second year. This is certainly a move in the right direction. At the same time the logical sequence is to build these two branches upon the foundations of heat and mechanics. The advantage of putting the electricity and magnetism in the later part of the course and presenting them for the examination instead of the others was advocated during the Inspection. Naturally, in these circumstances, the heat, light and sound would not be brought up to examination standard, but the Master would be free to select the important parts that must be taught and to strip away rigorously much material not required by the average

pupil. Not only would such a course be more educational for the ordinary pupil who does not proceed to Sixth Form Science, but it would also greatly help the work in the Science Sixth.

The botany teaching is in the hands of two properly qualified Mistresses. The senior of these has had many years' experience; her teaching is both careful and thorough, but in the lessons heard the pace was rather slow and the atmosphere seemed to lack inspiration and vitality. Reasonably good examination results are, however, secured; the elder girls reach a good standard of accuracy and neatness in their drawings, and their answers in class indicated that they had a fair knowledge of the work that had already been covered. The second Mistress, who joined the staff in January, 1931, undertakes, in addition to her share of the botanical work, short courses in animal biology in the Second, and for boys only in the Fourth Forms. She is keen and energetic, and is anxious to develop the course on modern lines. She has made a promising beginning and though she may find it wise to modify some details in her teaching methods, she has already secured the interest of most of her pupils. The opportunity now offered to boys for the study of biology is small; it is hoped ere long arrangements may be made allowing for boys (as well as girls) with a bias in that direction, to carry work in general biology up to—and beyond—the First Examination stage. There is a suitably equipped biological laboratory and a greenhouse. The School possesses four microscopes, an adequate number for advanced classes; but for the larger lower Forms these need to be supplemented by a microprojector.

The following points were discussed with the principal members of the Science staff:—

(a) The desirability of treating all branches in the first year as a *whole*, any one of the teachers taking a class along a syllabus on general science lines, in which topics are taken and treated from all aspects, chemical, physical and biological.

(b) The importance of setting some reading preparation in all stages of the work. While there is an admirable collection of books in the laboratories and the pupils are encouraged to take them out, yet it is suggested that several sets (i.e. 30 copies) of suitable Readers would be invaluable for handing out to a class for a definite piece of reading which could afterwards be tested in lesson.

(c) The possibility of linking up the chemistry taken by the girls with that which is connected with Housecraft.

There are 23 pupils in the Science Sixth working on Higher Certificate lines. Of these, 12 are in their first year. The work reaches a good level of attainment, and the number of Higher Certificate successes in past years has been satisfactorily good—out of 8 entries last year all passed in chemistry and 5 in physics. The introduction of a full course in magnetism and electricity in the main school course would materially help the Sixth Form work in physics.

Commercial Subjects.

The pupils in the Sixth Commercial Form are for the most part following a two-years' course in Geography, Elements of Economics, English Economic History, Accounting and French with a view to qualifying for exemption from the Intermediate Examination for the

degree of B.Com. of London University. There are nine pupils taking this course, six in the first year and three in the second year. It is satisfactory to find that the Commercial work is definitely arranged as a post-Matriculation course, but it is very doubtful whether the present course meets the requirements of the majority of the pupils, and comparatively few remain at school to complete it. It is suggested that it would be well to organise a post-School Certificate Commercial course to extend over one year only. Such a course could be planned to meet the requirements of the majority of the pupils, and at the same time provide some preparation for the few who wish to stay for a further year with a view to taking the Intermediate Examination for the B.Com. degree. Suggestions as to the character and the content of such a course were discussed with the Head Master at the time of the Inspection. In addition to the subjects at present being taken in the commercial course it is very desirable for the pupils to receive further instruction in English and Arithmetic, and the possibility of including Spanish in the curriculum merits careful consideration. For some of the pupils, training in the office arts might be provided. It is understood that some provision for this is already made out of school hours.

A favourable impression was formed of the teaching of English Economic History. It was pleasing to find that the pupils were being taught how to read books critically and how to use standard works of reference in this subject. The School has a small but very well chosen selection of books on Economic History. Some quite good essays were seen in this class.

Good work is being done in Accounting, and it is evident that the teacher has succeeded in arousing in his pupils a real interest in this subject. The present syllabus of work, however, is too ambitious for some of the pupils. While the majority of the written exercises seen in this class were neatly and accurately set out, there was a tendency for the more advanced pupils to pay less attention to style than is desirable.

The instruction in Economics is careful and painstaking, and the teacher has rightly endeavoured to keep it as simple and as realistic as possible, but to some extent she has been hampered in doing this by the examination syllabus being followed. For many of the pupils it is too analytical and too much concerned with topics remote from their experience, and consequently much of it could be simplified with advantage. A few of the pupils may be able to manage it satisfactorily, but for the majority a simpler treatment of the subject on more descriptive lines is very desirable.

Art.

At the time of the last Inspection, all boys studied Art below the School Certificate Forms and in those Forms the girls took either Art or Domestic Science. Now neither boys nor girls carry on the work above the Lower Fifth Form and boys who enter Form IVA stop the work then. One result of this curtailment of the course is that the Art Master, who still only gives three days a week to this School, is able to give all the instruction and there is no longer any need for a member of the staff to assist him as formerly. None of the work reaches a high standard. It is characterised rather by care and neatness than by strength, vigour, originality, or artistic quality. For so short a course too great a variety of work is attempted and better work might be done if time

and effort were concentrated on fewer branches and these brought to a higher level. A school of this size usually employs a full-time Art teacher and undoubtedly more can be accomplished when this is done.

The large and well selected collection of reproductions of pictures by the Old Masters which the previous Head Master made it his special concern to collect and arrange and to which he devoted a great deal of time and study has been further extended since the last Inspection and is now very complete. Grouped as they are according to Schools, boys and girls can readily gain a knowledge of the characteristics of each School and the work of individual artists. Lectures are given on these by various members of the staff. Numerous excellent books on the History of Painting have also been added to the Library. In few schools is there so good an opportunity therefore to study this side of artistic effort and achievement.

Needlework and Housecraft.

The curriculum includes instruction in Needlework and Housecraft which comprises cookery, hygiene and handicrafts useful in the home.

The allotment of time to these subjects, however, leaves something to be desired. At present, all the girls in Forms II and III take needlework for two periods a week. Form IVA and Form IVB have neither needlework nor housecraft, but Form IVC takes cookery for two periods a week. The IVA and IVB girls pass into the Matriculation Form and if they are good enough to be placed in section A or section B they miss needlework and housecraft for another year. The IVC girls pass through Form Lower V where they are given one term of cookery, one term of hygiene and one term of needlework, each of two periods a week. Those who remain in the School then go forward to the D section of the Matriculation Form, in which neither needlework nor housecraft appears. The C division of the Matriculation Form is composed of girls who have passed the School Certificate Examination but have failed to obtain Matriculation. These girls take cookery for two periods a week. In Form VI those girls who intend to leave before the completion of the course take cookery and handicraft or needlework for two periods a week each. This means that a considerable proportion of the girls above Form III receive no instruction at all in either needlework or housecraft. It is strongly recommended that the organisation of the course be revised so that every girl, whatever her position in the School, may receive an adequate amount of instruction in these subjects. The following table will give an idea of the kind of organisation which would be suitable:—

Form II.—Needlework for 2 periods a week.

Form III.—Needlework for 2 periods a week. *as present.*

Form IV (all sections).—Cookery for 2 terms of 3 periods a week.
Needlework for 1 term of 3 periods a week.

Form Lower V.—Cookery for 2 terms of 3 periods a week.
Needlework for 1 term of 3 periods a week.

Post-Matriculation (all sections).—A special course in general housecraft and needlework suitable for girls of this age.

* As far as cookery is concerned, the present allowance of two periods a week is insufficient because it does not give time for the finishing of the dishes and discussion of the results.

The cookery room would be satisfactory if the School had full use of it. Unfortunately, it is used by another Secondary School on two half-days a week, and by an elementary school on one whole day. In addition, it serves as the kitchen and dining room for the School, and it is in use for evening work on four nights a week. It is hoped that this pressure on the room will be to a certain extent relieved when the other Secondary School has its own premises which are now in course of erection. Nevertheless, it will still be difficult to carry on the work satisfactorily, because the diverse uses of the room make it necessary for classes which ought to meet in it, to be held in other parts of the School, not so suitably equipped. Its use as a kitchen and dining room also, not only limits its availability for teaching purposes, but raises problems in relation to storage. The addition of a cupboard to the room would to some extent ease the situation.

All the work in Needlework and Housecraft is taken by one Mistress who is well qualified and efficient. She takes her full share in the general activities of the School and her interest and skill in various crafts add to her value.

The teaching of needlework is satisfactory, and with the re-organisation suggested above the standard will, no doubt, become higher and more uniform. It is pleasing to note that there is considerable co-operation with the Art Department of the School. The teacher is handicapped by having to teach the subject in rooms unsuitably equipped for the purpose.

The Mistress' work in cookery is equally satisfactory but, as has already been suggested, the lessons are too short, and therefore lose much of their value. In some classes the work is hampered by the fact that there are present girls who are beginning the subject along with girls who have done one year's work in it. The rearrangement of the curriculum would give the opportunity of framing a sound progressive course. Girls of this age ought to be provided with text-books, and reference books should be added to the School Library. The extension of the work which would result from the rearrangement of the curriculum would afford scope for a broader and more satisfactory treatment of Housecraft as a whole.

Manual Instruction.

There is a two-year course in woodwork in Forms II and III. Correct tool manipulation is taught in the first year by means of simple models, while in the next year freedom of choice of models is allowed. Some good examples of workmanship were seen. There is no attempt to give a course in metal-work since neither accommodation nor time allow of this, but a little simple metal manipulation is occasionally carried out by individual boys.

The Master is a careful and thorough teacher and good progress is made under his instruction. He interrupts the woodwork at times to give short lessons on various topics connected with engineering or building construction.

Those boys who pass into VI and also some in VII continue their manual training. In both these Forms some good work is being done. The value of such handwork for the older boys is undoubtedly considerable.

Physical Training.

The gymnastic instruction is handicapped to a considerable extent by the fact that it has to be given in the assembly hall and that there is nowhere for the pupils to change. It may be hoped that the provision of a gymnasium will not be long delayed. It may also be hoped that the excellent scheme of the Head Master to convert the hut, which stands on the games field, into a modern pavilion with changing rooms and shower baths at either end for boys and girls respectively will be proceeded with as soon as circumstances permit.

Boys' Physical Training.—The boys of Forms II and III have two gymnastic lessons a week; the remainder, rather more than half, have only one lesson, which is insufficient for practical results. The instruction is given by a member of the staff whose knowledge of the subject is limited and whose methods of teaching are not such as to call forth a vigorous response or to secure a well-proportioned development of the body. A certain degree of precision is obtained in the performance of the exercises employed, but the lessons are not well balanced and their conduct is formal and lacking in energy. It is desirable that this Master should take an early opportunity of improving his qualifications to undertake the work, as for example, by attendance at a vacation course.

Provision is made in the time-table for games on three afternoons a week, and suitable arrangements are made for supervision and coaching. Inter-House matches are arranged, and school matches are played on Saturday mornings. Annual athletic sports are held.

Swimming instruction is voluntary. It is given at a local bath. The School holds the Trophy for the North Middlesex Secondary Schools Swimming competition.

Boxing as a voluntary activity might well be developed as opportunity offers.

Girls' Physical Training.—A well qualified teacher is in charge of the training of the girls. She is an experienced and very capable teacher and her ability and experience enable her to produce results in the gymnasium which with less favourable conditions could not be hoped for on the meagre provision of two lessons per week for the first three years and one only for the fourth year.

The post is not quite whole-time as she spends two mornings teaching elsewhere. When opportunity occurs she ought to be made a full-time member of staff, largely to permit of a more adequate time allowance, but also to lessen the pressure of her own work, to make her available during medical inspection, and to provide time for some remedial and corrective treatment where necessary.

The girls are bright and expectant in their attitude, quick and neat in their movements, and, in some cases, shew a certain training in good carriage. There remains, however, a great deal to be done in respect of posture, as the work generally is of necessity of an elementary nature. A higher standard cannot in the circumstances be looked for. If and when a special gymnasium is provided the scope of the training can be much extended and, among other things, various modifications in dress will be possible. A lighter and cooler kit for exercise would be a great advantage.

Organised games are played once a week on the playing-field adjoining the School. Netball has recently become the main game of the younger girls, leaving hockey for the seniors.

A good use has been made of pieces of ground beyond the hockey and football pitches to provide additional netball courts.

In the limited time available for Physical Training no dancing is possible beyond that incidental to the more recreative side of a gymnastic lesson.

Swimming is not taught during school hours, but provision is made for all girls during their first three years to learn at the public baths free of charge.

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE.

The School assembles each day at 9 a.m. for a short service at which the lesson is read by one of the Prefects.

The general behaviour of the pupils left a favourable impression during the Inspection. There are twelve School Prefects, six boys and six girls, to whom the usual authority and duties are given. They have the right to hold their own detention. To impress upon all the dignity and responsibilities of the position new Prefects are initiated by a little ceremony during which they take a vow. For the purposes of discipline detention is held for half-an-hour after school hours. This consists in sitting silently for the period.

For competition in games the School is divided into eight Houses, four boys and four girls.

Hot mid-day dinners are provided under the supervision of the caretaker and his wife. Some 20 to 30 take advantage of this arrangement. In addition all those bringing lunch are provided with the usual utensils and sit in the same room, namely, the Domestic Subjects' room.

There are many school activities, in particular the musical side is strongly fostered. The Operatic Society produces a Gilbert and Sullivan opera in the Spring Term. Senior and Junior Choirs practise every week and Verse speaking choirs twice a week. Besides Inter-House debates there is an Inter-House Musical Competition for the Walter Gay Cup. The Dramatic Society gives a play every Christmas, while the Debating Society for the Upper School meets fortnightly. Perhaps the most interesting of all the activities is the recent innovation of interchange visits with German schools. Holiday visits to both Germany and France are also made.

There is a very strong Parents' and Staff Association, numbering over 300 members, through which close touch is kept by the parents with the aims and ideals of the School.

Both the Old Boys' and the Old Girls' Societies are flourishing, and they meet frequently at the School for social gatherings.

GENERAL CONCLUSIONS.

The School maintains its high position amongst other Middlesex schools for thoroughly sound work and successful examination results. A better balance between the humanistic and the scientific and mathematical subjects is likely to accrue under the guidance of the Head Master. Stress needs to be laid upon the attainment of the School Certificate rather than Matriculation; the problem of providing fuller educational opportunities for the less academical pupils could then be still further explored.

*Operatic
Society.
omitted*

APPENDIX.

Organisation, Etc.

1. *The School* has been recognised under the Board's Regulations for Secondary Schools for the purposes of Grant since 1 August, 1907.
2. *Instrument of Government*.—Articles of Government of the Middlesex County Council's Secondary Schools.
3. *Constitution of Governing Body*.—Under the Instrument of Government the Governing Body is the Local Higher Education Committee for Southgate, consisting of 15 persons appointed :—
 Ten (including two women) by the Middlesex County Council of whom two shall be nominees of the Southgate Urban District Council.
 Five (including one woman) by the Southgate Urban District Council.
4. *Number of Assistant Staff*.—28 : Regular, 23 ; Visiting, 5.
5. *Tuition Fees (Yearly)*.—£12 12s.
6. *Total Number of Pupils* (all Day Scholars) on 1 October in each of the following school years :—

	1926-27	1927-28	1928-29	1929-30	1930-31
Boys	265	260	261	257	252
Girls	241	223	232	233	244
Total	506	483	493	490	496

Statistics of Pupils.

7. *Actual Figures* at date of Inspection.

- (a) Total Number of Pupils (all Day Scholars) 512 : Boys, 262 ; Girls, 250.
- (b) Numbers and ages of Pupils in Forms.

Form	No. of Pupils	Average Age on 31 July last	Number of Pupils now in the School whose ages reckoned on 31 July last were									
			10 and under 11	11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18		
		Y. M.										
IIC ..	35	11 4	4	13	1	—	—	—	—	—	—	—
			—	17	2	—	—	—	—	—	—	—
IIB ..	35	11 6	—	15	1	—	—	—	—	—	—	—
			2	16	—	—	—	—	—	—	—	—
IIA ..	35	11 3	2	15	—	—	—	—	—	—	—	—
			—	2	8	4	—	—	—	—	—	—
IIIC ..	34	12 6	—	3	14	3	—	—	—	—	—	—
			—	1	8	3	1	—	—	—	—	—
IIIB ..	33	12 8	—	—	17	2	1	—	—	—	—	—
			—	2	14	2	—	—	—	—	—	—
IIIA ..	34	12 7	—	1	12	2	1	—	—	—	—	—
			—	—	—	12	3	—	—	—	—	—
IVC ..	29	13 9	—	—	—	10	4	—	—	—	—	—
			—	—	1	9	4	—	—	—	—	—
IVB ..	31	13 7	—	—	—	12	3	1	—	—	—	—
			—	—	—	14	1	—	—	—	—	—
IVA ..	34	13 7	—	—	1	16	2	—	—	—	—	—
			—	—	—	—	9	6	—	—	—	—
VL ..	30	14 9	—	—	—	—	11	4	—	—	—	—
			—	—	—	—	3	12	2	—	—	—
MD ..	24	15 5	—	—	—	—	1	6	—	—	—	—
			—	—	—	—	1	14	2	—	—	—
MC ..	30	15 6	—	—	—	—	1	10	2	—	—	—
			—	—	—	—	16	2	—	—	—	—
MB ..	33	14 7	—	—	—	—	11	3	—	—	—	—
			—	—	—	—	9	4	—	—	—	—
MA ..	33	14 10	—	—	—	—	1	6	—	—	—	—
			—	—	—	—	—	3	6	1	—	—
VIL ..	16	16 3	—	—	—	—	—	2	4	—	—	—
			—	—	—	—	—	2	8	1	—	—
VI Comm.	16	16 3	—	—	—	—	—	3	2	—	—	—
			—	—	—	—	—	1	—	—	—	—
VI Arts ..	7	16 1	—	—	—	—	—	2	4	—	—	—
			—	—	—	—	—	6	8	1	—	—
VI Science	23	16 0	—	—	—	—	—	1	3	1	2	—
			—	—	—	—	—	3	—	—	—	—
Totals ..	512	—	6	51	34	44	48	50	26	3	—	—
			2	51	46	47	49	40	13	2	—	—

In the case of Forms containing both boys and girls, the upper figures in the age range columns relate to boys and the lower to girls.

8. *Areas* from which Pupils are drawn.

Percentages based on Returns for school year 1929-30 : Southgate, 100.

Mr. W. Auger. ✓

Mr. Paull ✓

Mr. R. Smith ✓

Mr. Knowles ✓

Mr. Johnston ✓

Mr. Armstrong ✓

Mr. Scott ✓

Mr. Wardhaugh ✓

Mr. Groves ✓

Mr. Swire ✓

Mr. Hands ✓

Mr. Thompson ✓

Mr. Hunt ✓

Mr. Mayne ✓

Miss Barham ✓

Miss Philipson ✓

Miss E.C. Smith ✓

Miss House ✓

Miss Bedford ✓

Miss Martin ✓

Miss Jeans ✓

Miss Rogers ✓

Mrs. Polishuk ✓

Miss Simmonds ✓

Miss Chapell ✓

Miss Slee ✓

Miss Burr ✓