

Good report
I look forward to
the supplementary
details about
the teaching.

Report concerning the "Devonport High School" and the "Lutton Secondary School", Plymouth.

1. In this report I ~~omit~~ intend to omit writing about the buildings and their accommodation, furniture, gardens and playing fields, and I shall give my impression of the function and organisation of the above schools and my opinions about their advantages and disadvantages. I am obliged to do this for the following reason: a school is a compound organism of which the constituent elements are numerous. So I say in anticipation that I shall also pass over the curricula and the methods of teaching.
2. I should like to say from the beginning that we form our opinions about good or evil things according to ideals which we have already acquired from previous experience helped by observation, study and abstract thought. So, if I seem too severe in criticising some of the defects of English schools, I think, it is not I that am to blame but rather the ideals set up by educationalists. - or possibly your "previous experience helped by observation" etc.
3. The names "high school" and "secondary school" imply no difference either in the nature or the purpose

of the schools. Historical reasons and tradition did much for a great variety of school names to exist in England today, (f.e.) "Grammar", "Public", "Secondary", "Modern", "Senior" etc. etc., so that the Consultative Committee of the Board of Education has recommended that only three names should be retained heretofore for post-primary education, i.e., "grammar", ^{"Modern" and "Senior classes"} "Secondary" and "Modern".¹⁾ The reason is obvious; confusion should be avoided.

4. The above two schools, although different in names, are both of the academic type, equivalent to grammar schools. (They) receive pupils from all social classes and prepare them to enter the Executive, ^{and Clerical} Branches of Civil Service, the Universities and Training Colleges and (in the case of "Lutton Secondary School") the Dockyards.
5. About 550 pupils attend courses in the "Derouport High School" and about 460 in the "Lutton Secondary School". About 110 leave the former every year and about 90 the latter.
6. Fees for attendance are paid at both schools; the sum of £ 24 at the "D. H. S" and of £ 12 at the "S. S. S". Exemption is made in cases of Free Places and Special Places. The great majority do not pay any fees. This is indeed a striking feature of the education of a civilized nation.

1) Education of the Adolescent p. 95, 399.

7. In both schools admission is allowed after an application by the parents of the pupils, when a contract is signed that they (the parents) will send their children to the school for a certain number of years. Breach of this contract involves a fine of two pounds. In this way parents are induced to take their relations with the school in earnest consideration. Good, I should say.
8. Boys (both schools are boys' schools) here have to wear the school uniform, blazer and cap, and enrol as members in one of the four "Houses" into which the pupils of each school are divided. I do not like to write down the names of these "Houses", ~~at the moment~~ of which as they vary from names of saints to those of national heroes. A badge for each "House" is worn by ^{all} pupils belonging to it on the left side of their coat chests. School uniform, "Houses" and badges may, if working well, be beneficial, for they promote the school spirit and foster an activity which lead to progress. (p.t.o.)
10. Both schools, also, have the prefect system which, although I dislike ^{it} in principle, seems to ameliorate the school discipline. Both Headmasters assured me of that.
- The "senior" prefects, 12 to 15 in number in each school, are in charge of the supervision of pupils' behaviour and conduct within the schools' environment and they keep

a list of latecomers and absentees from lessons. They report to the Assistant director.

"Class" prefects supervise order in the classrooms and refer every disorder to the "senior" ones. All prefects are selected by the classes or nominated by the headmasters for one year.

9. The division into "Houses" particularly aims at exciting the spirit of rivalry in games and sports and at thus improving the boys' physical being. The results ^{No! are analogous} foot the bill. ^{But stress} more than necessary stress is laid on them: Boys who acquire bodily fitness enjoy great admiration on the part of their school fellows, as they bring shields and with them honour to the "Houses" and to the whole school. The school magazines, I was kindly given by both ^{Head}masters record with pride the names of such winners side by side with those of the boys who obtain distinguished scholarships and positions after their external examinations. (p. f. 6.)

11. Under the title "out of school activities" one sees in the "Devonport High School" magazine that societies named "Historical", "Dramatic", "Literary and Debating", "Junior Debating", "Orchestral" and "Scientific" have the school's aim in view as well as a "Chess Club", a "School Choir", a "Scout Log", a "Soccer Club", a "Rugby Club" and a "Swimming Club". The same clubs, with the addition of a "Boxing" one, are amongst the extra-

curricula^v activities of the "Lutton Secondary School" as well as the same societies, ^{minus "junior debating"} with the addition of "Geography" and "Hobbies" societies.

These clubs and societies seem to complete the school work's programme but I cannot say anything about their way of functioning as I was not able to collect the necessary material. One thing, however, might be said here: that, as far as they perform their prescribed activities, they make for the cultivation and observance of the health, spirit and tone of the school which necessarily must concern ~~the staff~~ ^{personnel} ~~staffs~~ and pupils. Games, sports and excursions together with the school holidays make a variety of the school life which from a psychological aspect has been tried and proved to be of great educational value.

12. The subjects taught in both these schools are for the greater part academic: English (language and literature) History, geography, French, German (in Devonport High School only), Latin, Mathematics, Science, Religious Instruction, Art, Music, Handicrafts (in D. H. S. only woodwork) and Physical Training. Nevertheless they may give the pupils of the two higher forms (there are six forms in each) chances of specialising in Science, Commerce or Industry and Arts. In this case the boys, who have decided to specialise, have to stay in the school for 7 or 8 years in all. The

examination they then take is equivalent to the University Intermediate. In this way these schools do not only prepare immediately for ~~the~~ life struggle but form the landing of a higher education staircase. Such schools are not to be traced in Cyprus (there are only classical and commercial schools there) ^{in the strict sense of the words.} but the need of a general reform is beginning to be ~~for~~ deeply felt.

13. Matriculation Examinations take place at the end of the fourth and those for the School Certificate at the end of the fifth year of attendance (special arrangements are made for certain boys to take their school certificate at the end of the fourth year), when many boys leave the school and proceed upon their own way. Terminal examinations are also taken by all boys at the end of each term; these consist of ^{written} tests and marking is based on everyday questions, the home work and the results of these tests. 40% of the maximum is a promoting mark. We get ^{require} 50%.
14. There are 35 to 38 periods in a week. Each lesson lasts 45 minutes throughout the school and there are only two breaks during the day i.e. one in the morning after the second period (4 periods in the morning except on Wednesdays and Saturdays when they get 5, because schools do not work in the afternoon on these days) and one after the second period in

the afternoon. Work hours are from 9 to 12^{at 12} and from 2 to 4^{4:20} P.M. If one considers the sequence of various lessons on the time-table of any form one will see that psychological principles can hardly be observed: easy and difficult lessons succeed each other at random, but, of course, it cannot be avoided, and one might say that the pressing feeling of the pupils that derives from this haphazard succession of lessons in the morning is eased by the milk that they take just at the beginning of the break. Although the duration of a lesson may seem ^{unsuitable} ~~inconvenient~~ for younger boys the distribution of so many hours ^{with} ~~and~~ so many teachers (about 17) has been ~~done~~ made as well as possible.

15. Teaching is facilitated and made effective by the fact that the number of pupils in each class has a maximum of 30 and it is, as we read in the above mentioned (p. 2) "The Education of the Adolescent", the object of the Board of Education's attempts to achieve such classes all over the United Kingdom. How useful it would be if applied everywhere!
16. During my whole-week visit to these schools I was able to attend the teaching of all lessons and in almost every class, but, ^{now} I shall not write about the methods of teaching nor shall I say anything about their defects.

or good qualities, reserving myself to a discussion of this in a second report. For the present I continue to give my impressions on matters relating more closely to the functional characteristics of the schools.

17. Every morning the pupils are assembled in the school hall or, in default of this, as the case is with the D. H. S., in a large classroom and there prayers are ~~made~~^{said} and songs are sung by them. I think that it savours of much clericalism and surely it is not to the benefit of the pupils; this custom greatly influences children's souls and they unconsciously become incapable of free thought in religious matters. The awe in which I saw boys standing in the presence of their teachers struck my mind deeply and led me to the above conclusion.
18. I also noticed that, though one is drawn to admire the discipline that prevails throughout the schools I visited, one is brought to regret the attitude of the boys in the class towards their teachers; they are indeed attentive pupils and look very sage but they keep too passive an attitude during the lesson. So, one can see that questions are rarely or never put by pupils' own initiative; and a few of them only may put a question on occasion, they are called upon to do so; but again no discussion

as it should be
and analysis are made, at least in the higher forms. The interest of the pupils, generally, seemed to me not to be so alive.

19. Much to my admiration I was told that not only apparatus, and experimental instruments are provided by the LEA to all pupils but also all books and note-books necessary for the teaching of each subject with the exception of dictionaries and atlases. Shorts and sweaters as well as all sport equipment are also provided by the LEA. This, I should say, is a blessing for the education.
20. The ^{Staffs} ~~staves~~ of both the above schools consist of the Headmaster, the Assistant Director, the Senior Masters, their Assistant Teachers, the Fore^{m-}masters, each of them corresponding to one class, and the Porters. All of them get good salaries but they are specialists and work about 27 hours per week, that is, they are engaged in teaching throughout the school hours except the Headmasters whose responsibilities are heavier and ^{whose} administrative duties ^{are} greater. The duties of each functionary in running these schools are proportionately distributed so that no complaints can be heard from him. All ^{teachers} of them are pleased with both their school and social life. Things do not seem to change so easily in England.

21. The governing body of these schools is the Local Education Authority for Devonshire and Cornwall. The appointment of a headmaster is directly made by the LEA. In case of a teacher's vacancy, at first applications must be lodged at the LEA's office; then these are sent to the Headmaster of the school, in which the vacancy occurs, and he examines the applications and submits his opinion to the LEA as regards the qualifications ~~and of the~~ of each applicant. The ^{candidates} ~~applicants~~ have to present themselves before the LEA and they have their travelling expenses paid by them to do so. They then are interviewed at a meeting of the LEA members, in which the headmaster is called to participate. The results of the interview decide the appointment. In this case, the headmaster is ^{very wisely} given by the LEA an authority to choose his collaborator for the benefit of the children and the society. This authority ^{does} he deserves and he must have it. This ~~does not~~ happen is not done in Cyprus.

22. Many attempts are made in both schools to excite the interest of parents and society in children: Parents Association, fixed day in every week for parents to see the headmaster, speech days and camping are among the activities, which ^{help} tend towards that purpose. The school ~~stave~~ ^{staff} and the LEA deserve much praise

23. The fact that inspection of secondary schools is made

occasionally and in "every five or ten years", while inspectors for elementary schools may "drop in at any moment", is rather disappointing, for it suggests that no uniform system has been established in England throughout the whole education; but on the other hand it points to the fact that teachers in secondary schools have been believed to be trustworthy workers who perform their duty quite conscientiously.

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