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SPECIAL REPORTS

ON

EDUCATIONAL SUBJECTS.

VOLUME 6.

PREPARATORY SCHOOLS FOR BOYS: THEIR PLACE IN
ENGLISH SECONDARY EDUCATION.

Presented to both Houses of Parliament by Command of Her Majesty.



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[Introductory Letter to Vol. 6 of the Series.]

To Sir G. W. KEKEWICH, K.C.B.,
Secretary of the Board of Education.

SIR,

I HAVE the honour to present to you the accompanying volume of Special Reports, descriptive of the work of Preparatory Schools for Boys and of the place which they occupy in secondary education in England.

The schools in question are an interesting and important part of the system of national education. In their history, organisation, educational aims and courses of study, they exhibit many characteristic features not found in the corresponding parts of secondary education in other countries. They provide for a large majority of the boys, intended for the Public Schools, the first three or four years of secondary education. During the last two decades they have made notable advances in general efficiency, and it is doubtful whether any other part of our national education has been distinguished by a more rapid and comprehensive improvement. In many respects they may be said to be the best schools of their kind in the world.

It is singular that no attempt has previously been made to describe in a systematic way the varied work of these schools, the conditions under which that work is carried on, and the relations which they bear to the Public Schools for which they prepare. The present volume has been written in order to fill this gap in our educational literature, and to provide for the students of English education materials which will enable them to judge of the aims, methods and special difficulties of this type of secondary schools.

The table of contents, following this letter, will best show the range of subjects with which the volume deals. The aim has been to give an account of the various sides of the work of English Preparatory Schools, in a form which will (it is hoped) be not unattractive to the general reader, while at the same time in sufficient detail to meet the special needs of the professed student of educational systems. I believe that the volume may be taken as giving a just idea of the present position of these schools in national education, of the intellectual standard reached by them in their work, and of the varied influences which they bring to bear on the character, the activities and the physical well-being of the boys committed to their care. And, as the

matter is not elsewhere discussed in the volume, this will perhaps be the most convenient point at which to state that religious instruction forms part of the curriculum in all English Preparatory Schools. While there is a general agreement, among those interested in the education of boys of preparatory school age, that the moral tone and religious atmosphere of the school, and the example of the masters and of the elder boys, leave a deeper mark on conduct than, taken by itself, verbal instruction can ever make, there is none the less a strong conviction among almost all concerned that religious teaching of a systematic kind, given in a form suitable to the age of the pupils, is a necessary part of all true education. As one outcome of the freedom which, in so many respects, is characteristic of English educational development, the religious teaching in preparatory schools has adjusted itself, naturally and without friction, to the varied shades of association and observance which are typical of the religious life of this country. The fact that the schools in question are mostly boarding schools has obviated many of the difficulties, practical and theoretical, which might have been encountered under other conditions. But, as things are, variety of influence has not given rise to conflict or to misunderstanding, nor has it in any way impaired the feeling of unity among those who, from somewhat different standpoints, are co-operating in this branch of national education.

It will be obvious to all readers of this volume that the welfare and outlook of the preparatory schools are closely and necessarily bound up with the traditions and requirements of the public schools. In regard to the course of instruction which still holds a dominant place in the public school curriculum, there is at the present time considerable difference of opinion. The subject is admittedly a complex one, and not easily determined either by theoretical considerations or by appeals to individual experience. Much is to be gained from a temperate consideration of the arguments advanced on both sides. Some persons incline to favour, others to distrust, attempts to alter the present prevailing curriculum. High authorities seem to differ on the question whether the ordinary classical course (taken at its best and with the present admixture of other subjects) could be made more "educational" without some loss of salutary discipline and of its power to correct inaccuracies in thought and expression. Hardly less divided again is expert opinion as to the degree in which a course of study, for boys of the age in question, can be made to combine "educational" and directly "practical" advantage. These differences of opinion are, as is natural under the circumstances of the case, reflected in the present volume, the contributors to which will be found to approach questions of curriculum from many points of view. But, however divergent in their opinions on other matters, they are all at one in their hearty appreciation of the service which the public schools have rendered, and are rendering, to national education.

Thanks are due to the ladies and gentlemen who, often at great inconvenience and under pressure of much other work, have been so good as to contribute articles on those aspects of the question on which their long experience specially entitles them to speak. Acknowledgment should also here be made of the kindness of large numbers of correspondents, who found time to furnish the materials on which the greater number of the following reports are based. The papers of questions which they answered for this purpose are printed in the Appendix.

I am, however, under special obligation to Mr. C. C. Cotterill, who, throughout the two years during which this volume has been in preparation, has acted as honorary co-editor of the reports and has shared with me from the first the labours of correspondence, arrangement and correction. To him is due the original conception of the work in its present extended form, and without the help of his great experience and of his personal influence among preparatory schoolmasters the completion of the plan would have been impossible.

I have the honour to be, Sir,

Your obedient servant,

MICHAEL E. SADLER,

Director of Special Inquiries and Reports.

December, 1900.

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[The asterisk signifies that the writer is Headmaster of a Preparatory School.]

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APPENDIX.

The following papers of questions were circulated in 1899 among Preparatory School Headmasters, and on the replies received the greater number of the reports printed in this volume have been based :—

I. CURRICULUM.

1. What subjects are taught to all boys in the same form ?
Are they reclassified for—
 - (a) Greek ?
 - (b) French ?
 - (c) Mathematics ?
2. At what point do you begin Latin ?
3. Have you tried the experiment of teaching French before Latin ?
If so, with what results to boys' intellectual development ?
4. In teaching French (or German) do you adopt a method which as far as possible makes use of the foreign spoken tongue from the first and throughout ?
5. Do you substitute German for Greek in the case of boys destined for a modern side ?
6. At what point in the School Curriculum do you begin Greek (or German) ?
7. Are you in favour of postponing Greek till the Public School is reached ?
 - (a) For all boys alike ?
 - (b) For all except the clever boys ?
 In the latter case at what point would you begin Greek ?
8. Do you lay stress on the training of hand and eye and ear by teaching all boys—
 - (a) Drawing ?
 - (b) Carpentering ?
 - (c) Singing ?

9. Under the head of English what proportion of time do you devote respectively to—

- (a) Spelling and Dictation ?
- (b) Original Composition and Reproduction ?
- (c) Language (grammar, word-formation &c.) ?
- (d) Literature ?

10. Is elementary Science taught in your school ? State whether in the form of Object Lessons, Botany, Physics, &c.

11. Do you allow any boys to specialise with a view to preparing for Scholarship Examinations ?

If so, what change do you make in your time-tables in the case of these boys ?

12. Do you allow intervals of play between all your periods of class work and if so, how long are these intervals ?

13. What is the ordinary length of each class-lesson ?

14. How do you apportion the hours of work—

(a) On full working days ?

Before Breakfast.	Between Breakfast and Dinner.	Between Dinner and Tea.	After Tea.

(b) On half-holidays ?

Before Breakfast.	Between Breakfast and Dinner.	Between Dinner and Tea.	After Tea.

III. TEACHING OF HISTORY.

1. How much time is given to this subject? (a) In preparation? (b) In form?
2. What proportion of marks is allowed? (a) In the week? (b) In examination?
3. Is only English History taught, or Greek and Roman as well?
4. Do you use a text book and follow it closely, or supplement the text books by Geography and Drawing (*i.e.*, wall map and blackboard), Lantern Slides, Relief Maps, Models? Any information as to the method you find best in teaching History will be valued.
5. Is the use of note books allowed, or compulsory?
6. Is it your practice to deal with large periods, broadly, or with shorter periods, in detail?
7. Is it your experience that the subject is a useful part of the Curriculum in (a) Strengthening the memory? (b) Quickening the intelligence of boys?

IV.—TEACHING OF MODERN LANGUAGES.

1. How many boys learn German?
2. Do all the boys learn French?
3. How many French classes are there?
4. How many hours per week are devoted to French?
 - (a) Preparation?
 - (b) Lessons?
5. Is French taught by a Foreigner or by English Teachers?
6. Is French taught conversationally?
 - (a) in Class?
 - (b) during Recreation?
7. Is special attention paid to pronunciation?
8. Do you make any use of Phonetics?
9. Do you employ any special method of teaching French, as—
 - (a) the Gouin method?
 - (b) that known in Germany as the "new method"?
 or (c) do you teach French on the same lines as the Classical Languages?
10. What books do you use?
 - (a) For boys under 12—
 - (1) Grammar?
 - (2) Ex. or translation into French?
 - (3) Translation from French?
 - (b) For boys over 12—
 - (1) Grammar?
 - (2) Ex. or translation into French?
 - (3) Translation from French?

11. Is the time which you are able to devote to French in your opinion sufficient to produce a good result ?
12. Should you wish to alter in any way your system of French teaching supposing that the entrance and scholarship examinations of Public Schools permitted ?

V. TEACHING OF GEOGRAPHY.

1. Do you or your masters use any apparatus other than Text-books or Maps ?
2. Do you consider Geography of educational value, and would you like to see it more largely taught ?
3. At what hours is Geography taught in your school ?

VI. SCHOOL LIBRARIES.

1. What class of books in your Library are most generally read ?
2. Is the Library much used ?
3. Do you place any restrictions upon the admission of newspapers and periodicals into the school ?
4. Have you formed any opinion as to the effect produced upon a boy by the constant reading of weekly and monthly popular papers and magazines ?
5. To what extent do you consider that literature expressly written for boys is desirable reading for them ?
6. Do the boys receive any guidance in the selection of the books they read ?
7. Do you exercise any control over literature brought into the school by the boys, or sent to them ?
8. Is there any regular system of reading aloud to the boys ? If so, what kind of books are read, and what is your experience as to the effect of this upon the boys ?
9. Do you place any restrictions upon the books that may be read by the boys on Sundays ?
10. Have you any reason to suppose that the literary taste of boys, as shown by the books which they select to read, is deteriorating ? If so, have you any suggestions to make towards correcting this ?

VII. ORGANISED OUTDOOR GAMES, SWIMMING, CYCLING, ETC.

1. Do you experience any opposition to compulsory games on the part of parents ?
2. According to your experience, what fraction would fairly represent a single boy's annual risk of serious accident (such as the breakage of a bone) arising from compulsory games ?
3. Similarly, what fraction would fairly represent his risk of other harm (such as serious illness) that could be fairly attributed to the compulsory games ?

4. "The compulsoriness of games should be modified in favour of individual boys possessing pronounced tastes of an open air but non-athletic order, with a view to their development."

(a) Do you agree with this view ?

(b) Do you find it possible to adopt it in practice (to the extent of one day in the week) ?

5. Do you insist on out-door exercise for healthy boys in wet weather ?

6. Do you allow paper-chases ?

7. If you hold athletic sports—

(a) Are your prizes of a miscellaneous nature, or specially adapted for bearing inscriptions ?

(b) What is the distance of your longest race ?

(c) In your experience, does the successful runner of the Preparatory School maintain his relative superiority afterwards ?

8. "As a general rule the Assistant Master in the Preparatory School devotes himself on four afternoons in the week to the supervision and advancement of its games."

Should you say that this overstates or understates the extent of his help in your school ?

9. Do your Masters who supervise the game also

(a) Take the direction of them as Captains of the sides ?

(b) Personally play in them ?

10. How many hours in a week are devoted to

(a) Compulsory cricket ?

(b) The games and practice of your better cricketers ?

(c) Compulsory football (or hockey) ?

11. How many matches (including return matches) do your boys play against other schools of the same class ?

(a) In cricket ?

(b) In football (and hockey) ?

12. Do you employ a cricket professional ?

13. What code of football rules have you adopted ?

14. To which of the following rules do you incline (as referring to Preparatory Schools) ?

(a) "The full benefit of cricket has been attained when boys play in the right spirit, and with sufficient skill to fully develop all the interests of the game."

(b) "Cricket, if worth teaching at all, should be taught with a view to develop the highest skill of which the pupil is capable."

15. Is it your personal opinion that athletic interests are stimulated to an unnecessary degree at our Public Schools and Universities ?

16. If you have a heated swimming bath, what is its length, breadth, and minimum depth of water ?

17. What percentage of boys leave your school unable to swim?

18. Do you allow your boys

	During the hours of the organised games?	At other times?
(a) To play golf - - -		
(b) To play fives - - -		
(c) To ride - - -		
(d) To cycle - - -		

VIII. HEALTH AND PHYSICAL TRAINING.

1. Are cases of sickness in your school nursed in a sick room, in the school house, or in a detached sanatorium?

(a) If in the latter, is the sanatorium reserved for infectious diseases only, or for all cases that require nursing?

(b) For how long have you had the sanatorium in use?

Should you say that you have found it easier during that time

(1.) To nurse illness?

(2.) To check the spread of epidemics?

2. (a) At what hour does school work end?

(b) Is your last "school" preparation for the next day's work?

(c) At what hour do the boys go to bed?

(d) At what hour do they get up

In winter?

In summer?

(e) What do you consider the best hours for meals for boys of preparatory school age?

(f) Do you have any school before breakfast?

If so, for how long?

And of what does it consist?

(g) Does your experience lead you to suggest any special order in the subjects taken in the day's school work in order to lessen fatigue?

e.g. What are the subjects which should be taken when the boys are freshest?

(h) How long do you think a lesson should last?

$\frac{3}{4}$ hour? 1 hour?

(i) What breaks do you recommend in morning work?

(k) Are the boys employed under supervision during the whole of their day; either in work or organised amusements?

Or do they have times of leisure when they can do as they please?

IX.—SCHOOL MANAGEMENT.

1. Do you assign any powers, responsibilities, privileges, to the Head of the School or to any other members ?
2. What forms of punishment do you adopt ?
 - Do you resort to corporal punishment, and, if so, for what kind of offences ?
 - Do you impose any limits on "keeping in" ?
 - Do you set "lines" ?
 - Do you use fines ?
3. What supervision is exercised by the Masters—
 - (a) Out of doors, at games, and at times of leisure ?
 - (b) Indoors, at work, at times of leisure, in dormitories ?
4. Is there any extra coaching for specially clever or dull boys ?
5. Do you exercise any restriction on the amount of a boy's pocket money, or on his spending of it ?
 - Have you a boys' bank ?
 - Do you give boys a weekly allowance ?
6. Limits of liberty allowed to boys in different parts of the school :
 - Are they always under supervision ?
 - In view of the almost unrestricted liberty allowed in some of the Public Schools for which you prepare, do you allow any boys to take country walks alone ?
7. Do you allow "excats," and, if so, under what restrictions ?
 - Do you think them—
 - necessary ?
 - desirable ?
 - Have you any method of enforcing punctual return ?
8. Do you impose any restrictions upon buying and selling among boys ?
 - What rules have you as to borrowing and lending money ?
9. Are the school books the property of the boys or of the school ?
 - What about the destruction of books ?
10. What kind of desks have you found best ?
11. Do your Masters wear cap and gown ?
 - Have you any rules as to their smoking among the boys ?
12. Have your boys any special dress for summer or winter ?
 - What do you consider the ideal dress for young boys ?
 - Do you insist on their changing into flannels for games ?
13. Have you a school "grub shop" ?
 - Do you allow boys to go to such shops outside the school, and under what, if any, restrictions ?
14. Are hampers allowed ?
 - What number of meals do you consider necessary ?

X. EQUIPMENT.

[The Headmaster was asked to send with his answers the Prospectus of the School.]

A. SCHOOL.

1. (a) Number of boys in school on June 1, 1899?
 (b) Average age of boys at entrance?
 (c) " " " leaving?
 [If there are any girls in the school please show the numbers separately.]
2. Is the school for boarders only, or for day boys only, or for both?
 If for both, what are the present numbers (June 1, 1899) of day boys and boarders respectively?
3. (a) Number of Forms?
 (b) Number of boys in $\left\{ \begin{array}{l} \text{Largest Form?} \\ \text{Smallest Form?} \end{array} \right.$
4. Are the school books the property of the boys or of the school?

STAFF.

5. (a) Number of Teaching Staff $\left\{ \begin{array}{l} \text{Masters?} \\ \text{exclusively attached to} \\ \text{the school} \\ \text{Mistresses?} \end{array} \right.$
- (b) Number of Visiting Teachers $\left\{ \begin{array}{l} \text{Masters?} \\ \text{Mistresses?} \end{array} \right.$
- (c) Graduates of Oxford?
 " Cambridge?
 " other Universities?

B. HOUSE.

1. Number of class rooms?
2. In planning class rooms, how many square feet would you advise to be allowed for each boy?
3. Number of bedrooms?
4. In planning a school boarding-house, does your experience lead you to recommend separate cubicles or bedrooms containing a number of open beds?
5. In sleeping rooms, how many cubic feet do you think should be allowed for each boy?
6. If you recommend bedrooms with open beds, instead of cubicles, what does your experience lead you to advise as the maximum number of beds which should be allowed in any room?

C. OUT-DOOR.

1. Extent of play-ground?
2. Have you a sanatorium?
 Is it detached?
3. Have you a school chapel?

4. Have you a gymnasium, covered or open?
Instructor, resident or visiting?
5. Have you a school swimming bath, heated?
Instructor?
6. Number of fives courts?
lawn tennis courts?
7. Have you a carpenter's shop for manual instruction?
Instructor, resident or visiting?
8. Have the boys gardens?

NOTE.

Suggestions on any of the following points of Equipment will be welcomed:—

- (i.) Methods of lighting—Gas? Oil lamps?
- (ii.) Methods of ventilation of school rooms and bedrooms.
- (iii.) Methods of warming—Open fires? Hot-water pipes
- (iv.) Does your experience lead you to recommend any special forms of sanitary arrangement?
- (v.) Is it advisable to have separate rooms for—
School library?
Music room?
Museum?
Play room?
- (vi.) If you have a school museum, is it confined to natural history collections?
Is it much used?
Do the boys help to manage it
Is it useful as a collection of objects for use in various lessons on natural history?
geography?
history?
- (vii.) School desks? Should they be single or continuous?
Fixed or reversible?
Should each boy have a private cupboard for books and other possessions?
- (viii.) Do you use a lantern for illustration of any lessons?