On the British Education System and The State Schools in Cambridge (VIII)

Minoru SHIGETA*

In the preceding essays (Vol. VI and Vol. VII), I mentioned a general statement of Milton Road Junior School including the school organization, carriculum, extra curricular activities, P.T.A., school meals, educational visits, and so on, according to the school pamphlet.

As I mentioned in the preceding essay (Vol.II), compulsory education in Britiain begins at the age of five, and most primary schools cater for children up to the age of eleven, when they go to secondary school. Primary schools may be housed in a single building for the 5-11 year old children. Within this single school there are usually two departments, Infants and Junior with one head teacher. The same is the case with Milton Road Junior School. The children in infant schools are all under seven. The Juniors are aged from seven to eleven. School life in the first year in infant schools is like the enlarged and prolonged life of nursery schools, but it is educational, and the quality of school life becomes systematic. The aim of education is to form a good habit and conduct a training for social life, like that of nursery schools. Almost all infant schools adopt coeducation, and in most cases female teachers take care of pupils. At the age of seven infant school children go on to the junior school. The educational method is the same as infant schools, but remarkable change into study from play can be seen, and the curriculum is drawn up on a full scale about each subject, and comes to be much more based on the teaching schedule. At the age of compulsory education, the textbooks are lent, and some stationary such as notebooks and pasteboard is offered free, to all school children, and of course all the schools require no school fee. In the case of my younger daughter, she was ten years old then, so she was admitted in 4th Year of the school.

In this essay, I will tell you about my yonger daughter's school life including the school lessons and events, and miscellaneous things in which I took interest in the following chapters.

II. School Lessons

As I said in the preceding essay, my younger daughter went to school on Monday, 13th October, 1986 with my wife. This is my dughter's diary of that day: "My heart was trembling with joy that I was able to go to school. When my mother and I reached the school, we talked with the headmaster for a while, and then went to my classroom. When we entered the classroom, all the pupils began to make a noise. The homeroom teacher told me to tell them my name, I said, 'My name is Ritsuko Shigeta.' in English, and they laughed for some reason or other. A girl told me where I should hang

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my bag and where the restroom is, and then the teacher, showing the cards of pictures of dogs, cats, and so on, told me their names. During the break, I played with some pupils. It was very pleasant. As I was asked my name, I said, 'Ritsuko,' and they began to call me 'Ritsuko.' I thought girls looked nice because they wore necklaces and bracelets. As it was forbidden in Japanese schools to wear such things, I was much surprised."

As for me, I went to the Manor Community College with my son because it was also my son's first day to the lower secondary school. We reached the school and met Mrs. Brown, his homeroom teacher, and I went home after leaving him in the care of her. At any rate, my wife and I were much relieved to hear that my children's first day at their schools was rather good.

My younger daughter received a lot of school letters made of colourful sheets of paper from Milton Road Junior School. First of all, I will show you two timetables of Autumn and Spring terms, and I will tell you about some of the school lessons my younger daughter received at Milton Road Junior School.

There are two classes in the fourth year ; P4 and R4. The class R4 and P4 were named, in my opinion, after each homeroom teacher ; they named the classes after the initials of Mr. Phipps and Mrs. Russon. As the timetables indicate, sometimes the two classes have the same lessons, and other times they have the separate ones. And the duration of each lesson is 35 minutes, and of course some of the lessons are continuous. Playtimes are 10:40 to 10:55, and 14:15 to 14:30, and lunch time is 12: 00 to 13:15. School is over at 15:30 from Monday to Friday. Assemblies begin at 8:55 to 9:10 every morning except on Thursday. Only on Thursday they have hymn from 8:55 to 9:10. And they have Practice and Assembly from 9:10 to 9:40.

Now I will give you an outline of some of the school lessons according to my daughter's notebooks and drawings, worksheets, school letters, and so on.

Spelling and Reading

In this lesson, they literally teach pupils many words and the pronunciation of each word. As is shown in the two examples, they ask their pupils to match the word to the picture, or to find the same word in the brackets. And in the former question, the pupils first put in colours to each outline picture and draw a line toward the outline picture which they think correct. In this way, they teach the pupils the spellings of words and their pronunciations.

Language

As mentioned in the preceding essay (Vol. VI), language teaching extends all parts of the curriculum. The teaching of reading for information and pleasure continues throughout the school. The aim is that children are taught to comprehend and interpret what they read and hear and to express themselves clearly, appropriately and creatively. Considerable emphasis seems to be placed on the value of advanced reading skills. And all forms of writing is encouraged.

In the case of my daughter, the third day (13th October, '96) when she began to study, she got back with a notebook in which a lot of English sentences were written. And the English sentences had phonetic transcriptions in *kana* written at the side. Of course my daughter, obeying a lady's

CLASS: P4/R4 Year: 1986/87 (Autumn Term) TIMETABLE Class Teachers: MR I.D. PHIPPS MRS J.A. RUSSON

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.55	ASSEMBLY	ASSEMBLY	ASSEMBLY	HYMN	ASSEMBLY
9.10	P4 ↑ PROJECT; R4 ↑ SPELLING AND READING ↓ LANGUAGE (WRITTEN EXPRESSION)	P4 ↑ SPELLING AND READING; R4 ↑ PROJECT ↓ LANGUAGE	LANGUAGE	PRACTICE AND ASSEMBLY	P4 ↑ LANGUAGE; R4 ↑ LANGUAGE (WRITTEN EXPRESSION)
9.40			P4 MUSIC rcp/IP; R4 PE (Apparatus) rcp/JR	"ESCHER" LANGUAGE (POETRY) JRE; "PASCAL" PROJECT	
10.10			PE (Apparatus) rcp/JR; MUSIC	PE IP; MATHS JA	READING
10.40					
10.55	Sets ↑ MATHS; GROUP 1,2+3 MATHS JA	Sets ↑ MATHS	Sets ↑ MATHS	PROJECT ↑ PE JR; MATHS JA ↑ READING JR	Sets ↑ MATHS
11.30					
12.00					
1.15	GAMES	P4 ↑ PROJECT JR; R4 ↑ SCIENCE IP	PROJECT	ART AND CRAFT	P4 ↑ SWIMMING; R4 ↑ "CORT" THINKING IP/JR JRE
1.45					
2.15					
2.30	A/V - BASED LANGUAGE	SCIENCE IP; PROJECT JR		LANGUAGE	RELIGIOUS / MORAL EDUCATION
3.00				LANGUAGE; GROUP 4 MATHS JA	STUDY PERIOD
3.30					

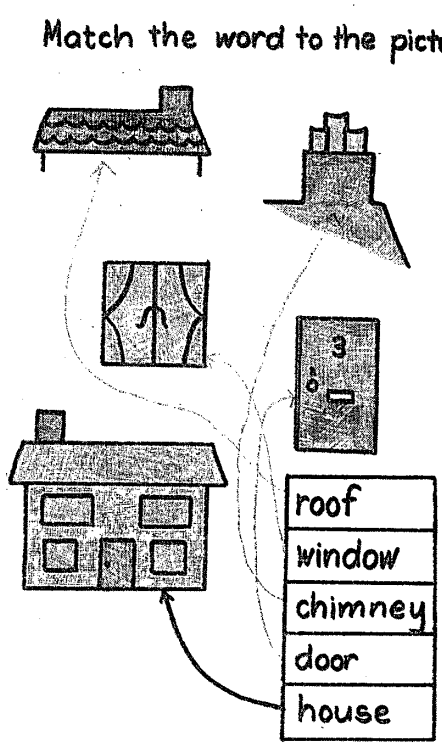
IP - MR. PHIPPS JR - MRS RUSSON JA - MR ADEY RCP - MISS PARKER JRE - MR. ELLIS

CLASS: P4/R4 Year: 1986/87 SPRING TERM TIMETABLE Class Teachers: MRS J.A. RUSSON MR. I.D. PHIPPS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.55	ASSEMBLY	ASSEMBLY	ASSEMBLY	HYMN	ASSEMBLY
9.10	SPELLING AND READING	PROJECT STUDY PERIOD	READING	PRACTICE AND ASSEMBLY	↑ LANGUAGE (SPELLING) ↓
9.40	↑ LANGUAGE (R4 CREATIVE WRITING) ↓	↑ LANGUAGE ↓	P.4 MUSIC IP; R4 P.E. (APPARATUS) JR.	"ESCHER" POETRY JRE; "PASCAL" PROJECT	
10.10			P.E (APPARATUS) JR.; MUSIC IP	P.E IP; MATHS J.A	READING
10.40					
10.55	Sets ↑ MATHS JR/IP; GROUP 1,2,3 MATHS J.A	Sets ↑ MATHS JR/IP; GROUP 4 TO J.A.	Sets ↑ MATHS ↓	PROJECT MATHS J.A; P.E. JR; READING J.R	Sets ↑ MATHS ↓ JR/IP
11.30					
12.00					
1.15	↑ GAMES ↓	↑ My Body PROJECT	My Body PROJECT	↑ ART AND CRAFT ↓	P.4 "CORT" THINKING JRE; R4 SWIMMING; JR/IP
1.45					
2.15					
2.30	↑ MIDDLE ENGLISH ↓	↓	↓	↑ LANGUAGE ↓ GROUP 4 TO J.A	RELIGIOUS / MORAL EDUCATION; TOPIC STUDY PERIOD
3.00					
3.30					

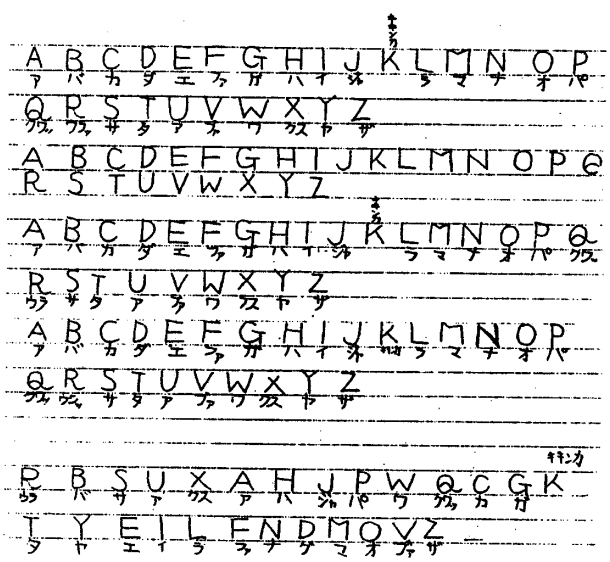
J.R.- MRS RUSSON IP- MR. PHIPPS J.A.- MR ADEY JRE - MR. ELLIS

directions, wrote the phonetic transcriptions. According to my daughter, a Japane-English lady came to teach her man to man as volunteer service for the language lesson. To hear that, my wife and I were very thankful for her kindness. Another day when my wife met her at school, she expressed her gratitude to her. At any rate, during the lesson, the lady taught my daughter English Alphabet. To my regret, the alphabets my daughter wrote, had also the phonetic transcriptions in *kana* written at the side. At first sight, I was much surprised because the phonetic transcriptions were quite different from those of Japanese. So I will put in the alphabets my daughter wrote, as they are. Moreover, the lady gave my daughter a lot of books and read them together in the lesson, and let her take home, where she read them loudly over and over again. As the proberb says, "The sparrows near a school sing the primer." I think it is a good way to learn a foreign language.



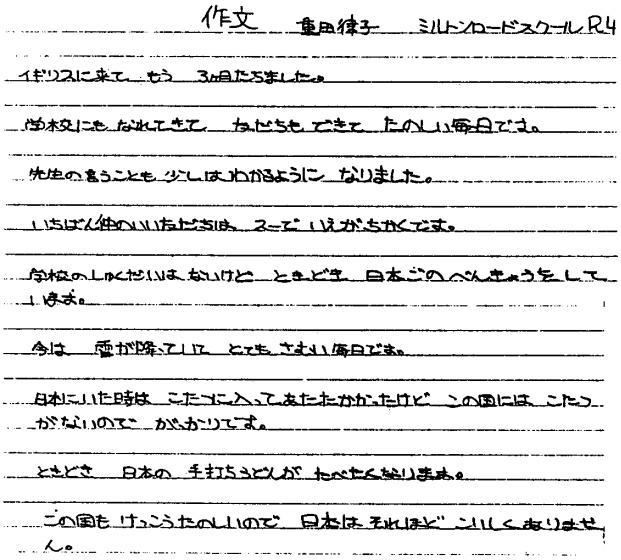
Find the same word. 15

house	horse honse house house
of	fo off of for
chimney	chimmy shimney chimney
door	roof rood door red
is	si it is in
roof	red door roof foor
blue	blue dlue big
it	ti is in it to
window	wall winnow window
has	house is has this
red	roof door rea red
my	by me ym my mi



In Spring term, they taught pupils language, especially creative writing for Class R4. One day my daughter wrote a composition. First she made a composition in Japanese, and then translated it into English in the next page, consulting a Japanese-English dictionary. She asked me to teach her how to express some sentences. Of course Past Perfect Tense was too difficult for her, so I taught her some difficult expressions. When I look at the composition some other day, the teacher looked over and corrected it. And at the end of the composition, the teacher gave her opinion on the composition, saying "Most interesting. Well done ! Gold Star." with a gold star on the paper and a picture of a smiling face, as is the case with the teachers' comments.

Mathematics



作文　重田律子　ミルトンロードスクールR4

イギリスに来て もう 3ヵ月たちました。

学校にもなれてきて、友だちもできて、たのしい毎日です。

先生の言うこともすこしはわかるようになりました。

いちばん仲のいいお友だちは、スーといえがちかくです。

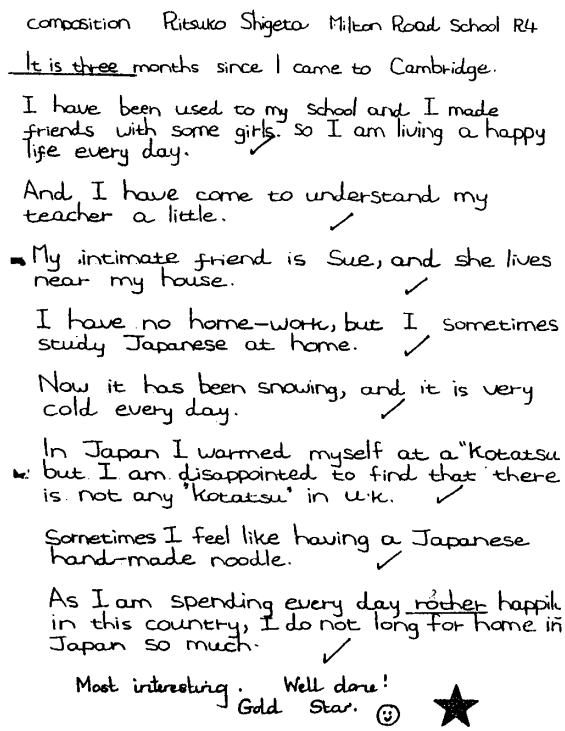
学校のしゅくだいはないけど ときどき 日本ごのべんきょうをしています。

今は、雪が降っていて とても さむい毎日です。

日本にいた時は こたつに入ってあたたかかったけど この国には こたつがないので さむさむしてます。

ときどき 日本の 手打ちうどんが たべたくなります。

この国も けっこうたのしいので 日本は それほど こいしくありません。



composition Ritsuko Shigeta Milton Road School R4

It is three months since I came to Cambridge.

I have been used to my school and I made friends with some girls. So I am living a happy life every day. ✓

And I have come to understand my teacher a little. ✓

My intimate friend is Sue, and she lives near my house. ✓

I have no home-work, but I sometimes study Japanese at home. ✓

Now it has been snowing, and it is very cold every day. ✓

In Japan I warmed myself at a "Kotatsu but I am disappointed to find that there is not any 'Kotatsu' in U.K. ✓

Sometimes I feel like having a Japanese hand-made noodle. ✓

As I am spending every day rother happily in this country, I do not long for home in Japan so much. ✓

Most interesting. Well done! Gold Star. ☺ ★

As the school pamphlet indicates, class teachers provide the main lesson guidance, following the school maths' scheme, and inject further enrichment or skills work themselves. Moreover children have the added advantage of undertaking timetabled class or group maths projects in another room devoted solely to mathematics and supervised by the teacher responsible for this subject. That is to say, children have the class work by class teachers, and the group work by several teachers. Here I will tell you about the group work in mathematics through my daughter's notebooks and the teaching materials given her.

Mr. Pascal, maths teacher for the 4th Year, gives the pupils three sheets of paper, which indicate the group of each pupil, including the group and a day of the week in using computer, and the pages of the teaching materials, and their contents. He gives the groups four names after mathematics ;

Tetrahedrons, Prisms, Cylinders and Pyramids. He also gives each pupil a sheet of paper entitled "Maths Weekly Targets," and gives directions and comments on the work. Now I will show you one of the teaching materials and a copy of the notebooks in which my daughter tackled mathematical problems. Mr. Pascal's group division runs as follows :

Group Work

		Book 5
TETRAHEDRONS		
1)	Anita	Fractions page 12
	Arran	〃 〃
	Justin	〃 (revision) 〃
	Nisha	〃 〃
	Lorraine	〃 〃
		〃 〃
2)	David	Statistics page 8
	Catherine	〃 〃
	Emma	〃 〃
	Ildiko	〃 〃
PRISMS		Book 4
	Timothy	Decimals page 51
	Sue	〃 〃
	Marion	〃 〃
	Antonio	〃 〃
	Ritsuko	〃 〃
	Edwin	〃 〃
CYLINDERS		Book 4
	Lenny	Fractions page 3
	Tom	〃 〃
	Melissa	〃 〃
	Saul	〃 〃
	Dionne	〃 〃
	Andrew	〃 〃
PYRAMIDS		Book 4
	Ben T	page 3 Money
	Ken	〃 〃
	Justin	〃 〃
	Daniel	〃 〃
	Nicola	〃 〃
	Defne	〃 〃
	Annie	〃 〃
	Michael	〃 〃
	Mandy	〃 〃

COMPUTER SPRING TERM

Before 1/2 term	
MONDAY	WEDNESDAY
1) Manday, Nicola	1) Lorraine, Emma
2) Justin, Daniel	2) Ildiko, Catherine
TUESDAY	FRIDAY
1) Anita, Nisha	1) Timothy, Edwin
2) Arran, Justin E.	2) Sue, Marion
After 1/2 term	
MONDAY	WEDNESDAY

1) Defne, Annie	1) Saul, andreW
2) Ben T, Ken,	2) Ritsuko, Lenny
TUESDAY	FRIDAY
1) Antonio, Tom	1) David, Michael
2) Melissa, Dionne	2)

MARKING

BOOKS TO BE HANDED IN AT 12:00 ON THE APPROPRIATE DAY (EXCEPT THURSDAYS WHEN THEY SHOULD BE PLACED ON MY DESK BY 9:35 a.m.)

MONDAY	TUESDAY
Pyramids	Tetrahedrons
WEDNESDAY	THURSDAY
Cylinders	Prisms

GROUP WORK

Book 5

Statistics
Fractions
Solid and Plane Shapes
Area
Algebraic Relations
Decimals
Accuracy

Book 4

Angles
Fractions
Algebraic Relations
The Circle
Decimals

The material is in my opinion, ingeneously contrived in order to arouse each pupil's interest ; it has the pupils get a correct answer by the same way as they do a crossword puzzle. And the copy tells us how the teacher teaches fractions and multiplications to the pupils. I think the method of teaching is quite different from that of Japan.

Another ingeneous device which the maths teachers use in order to arouse pupils' interest seems to be "Math Project." On one occasion, the teacher sets pupils a home task called "My Body Maths," for which each pupil must measure his / her body, such as height, weight, chest, shoulder and so on. Then they have pupils make a "My Own Personal 'ID' Profile" by using the data of the assignment. The ID Profile contains each pupil's body bar code and personal data, such as date of birth, age, adress, postcode, and so on. On another time, the teacher sets pupils another project ; he gives each pupil a sheet of paper in which he explains what pupils should do. He gives instructions to pupils in this way :

[A] [1] Planning a school trip or planning a holiday abroad then
[2] Imagine you are a travel Agent and produce an attractive advertisement & include details of cost and type of accomodation, how to get there and points of interest

[B] Stage one would be to list as many things as possible you would need to consider when planning travel, trips, or holidays. Spend a lot of time gathering information. Then organize your information, perhaps at this stage arrange the details into an appropriate order. Think about how you will use this information.

[C] Stage two : now that you have a destination and all the details organized, you can present a final statement of [1] , and then proceed to [2] .

And then he gives each pupil a sheet of paper written "Holiday Planning" and gets each pupil to write down the details.

Apart from the maths lessons mentioned above, they opened the meeting of Mathematics on Monday, 16th March, 1987 at 7:30 p.m. As my wife and I were concerned about the meeting, we went to the school. The meeting began at the appointed time. First Mr. Adey, maths teacher, introduced us to the mathematical materials, apparatus, worksheets, examples, etc., which were on display. There was also an opportunity for us to try some of the mathematical tasks and investigations of the kind the children were likely to undertake. At 7:40 they had "Viewing and Practical Sessions" at the Hall and Mr. Adey's room. Then Mr. Adey made a speech on "Mathematics at Milton Road Junior School" for half an hour. Then they had "Questions and Discussion," followed by an opportunity to continue our enjoyment of the mathematical tasks and to talk to teachers or examine materials and apparatus. The meeting closed at 9:30 p.m.

As above-mentioned, I think it is mathematical education that they pay most attention to of all the subjects. At the meeting, Mr. Adey, knowing I was much interested in the teaching materials, was so kind as to give me a lot of worksheets and teaching materials.

Now I have finished mentioning mathematical education at Milton Road Junior School. Lastly I will finish this easay, adding through three pages two copies of the worksheets and a copy of examples on computational skills which I think are rather interesting. About some other school lessons, the school events and miscellaneous things in which I took interest, I will talk in the next essay.

(平成6年9月20日受理)

Name Ritsuko Shigeta Date 3rd. February

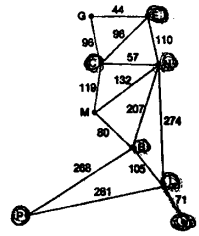
1 The road map shows the distances in kilometres between some towns.

a How far is it from L to C via B and M? 304 km

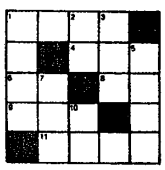
b How much further is it from L to N via B than by the direct road? 33 km

c Which is the shorter route from P to E, via B and N or via L and N? BN and by how many kilometres? 585 km

d A man at D wants to visit each of the towns on the map using these roads and get back to D. What is the shortest distance he must travel? 414 km



2 Complete.



Across		Down	
1 2648 + 2184 =	4832 ✓	1 1879 + 2519 =	4398 ✓
4 2316 − 1737 =	579 ✓	2 214 − 179 =	35 ✓
6 176 − 79 =	97 ✓	3 581 − 307 =	274 ✓
8 121 − 75 =	46 ✓	5 5683 + 3944 =	9627 ✓
9 1614 − 789 =	825 ✓	7 185 + 539 =	724 ✓
11 1388 + 3249 =	4637 ✓	10 100 − 44 =	56 ✓

Good. ✱

3 A bakery has 5 delivery drivers and delivers bread on 5 days of the week. Complete the table showing the number of loaves delivered.

Driver	Mr Allen	Mr Brown	Mr Cass	Mr Davis	Mr Eden	Total
Monday	726	685	586	678	748	
Tuesday	538	429	328 ✓	436	549	
Wednesday	463	354 ✓	317		502	
Thursday	572	487	464		612	2597
Friday	869	743	689	812		
Total	3168 ✓	2698	2434	2755		14359

Use at any stage after Level II Book 5 Section 1.

LEVEL II – BOOKS 5 and 6 – SPIRIT MASTER 2

MY BODY MATHS

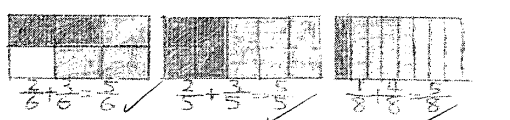
ASSIGNMENT:

[A]	1.	MEASURING MY —	MEASUREMENTS
	(a)	HEIGHT	143.5 cm ✓
	(b)	WEIGHT	45 kg ✓
	(c)	WEIGHT ÷ HEIGHT	3.1 kg per cm ✗
	2(a)	CHEST (AROUND)	82 cm
	(b)	WAIST (AROUND)	63 cm
	(c)	HIPS (AROUND)	22 cm
	(d)	THIGH (AROUND)	39 cm
	(e)	CALF (AROUND)	30 cm
	(f)	BICEP (AROUND)	22 cm
	(g)	WRIST (AROUND)	14 cm
	3(a)	LEG (LENGTH ALONG)	58 cm
	(b)	ARM (LENGTH ALONG)	41 cm
	(c)	FORE-ARM (LENGTH ALONG)	35 cm
	(d)	SHOULDER-TO-ELBOW (LENGTH ALONG)	28 cm
	(e)	HAND SPAN (LENGTH ALONG)	16 cm
	4(a)	SHOULDER (LENGTH ACROSS)	39 cm
	(b)	HAND SPAN (LENGTH ACROSS)	17 cm ✓

[B] WRITE A REPORT COMPARING OR ANALYSING THESE STATISTICS

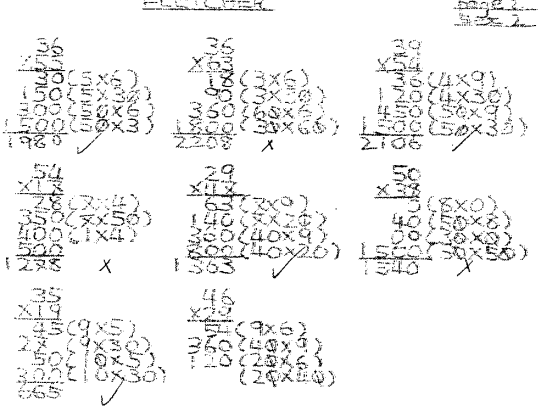
[C] DRAW CONCLUSIONS ABOUT SIZE/WEIGHT/ DIFFERENCES OF BODY TYPE BY COMPARING YOURSELF AND YOUR TABLE GROUP

©JA

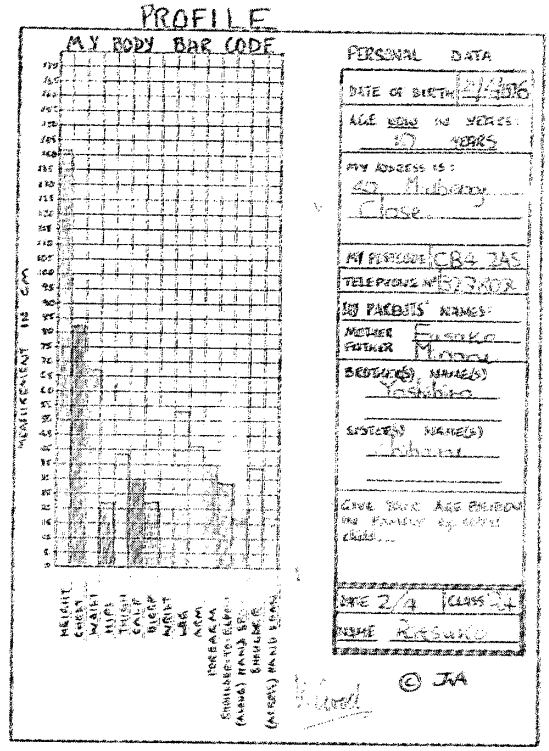


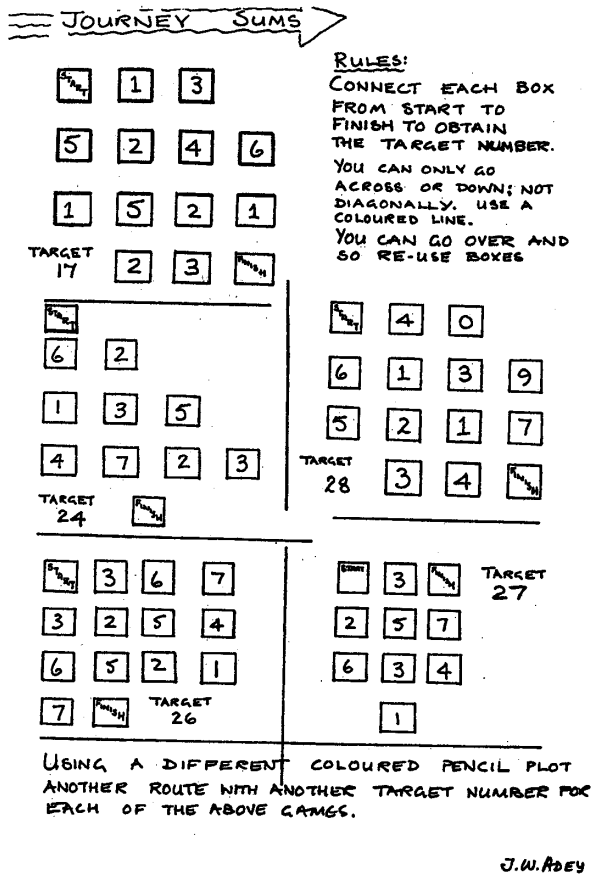
FLETCHER

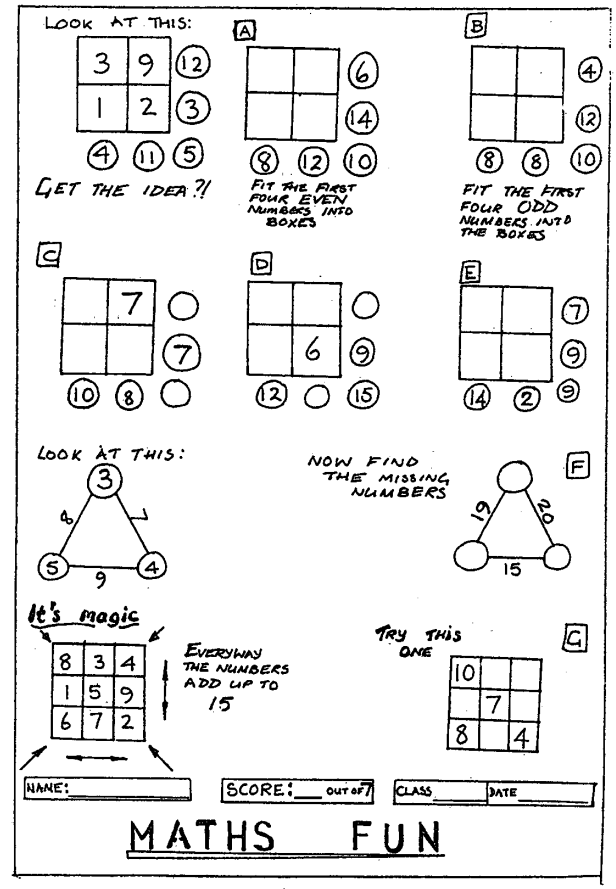
3rd May page 52



MY OWN PERSONAL "ID" PROFILE







COMPUTATIONAL SKILLS

Even in this age of the computer and calculator, we still see a need for children to learn basic computational skills. Such skills enable children to develop a "number sense" essential for checking whether an answer is "about right". Estimation skills are becoming more important for the same reasons.

In all computational work we try to ensure that the children realise the importance of place value by encouraging them to write only one number in each square of their paper. We also make sure that they write units under the units, tens under the tens and so on.

Although children gradually learn to realise that different methods can have the same result, it is important, especially in the early stages, that one approach is taken. We hope that this handout will show you which methods are used and at which stage of the "Fletcher" books new areas are introduced. The examples shown here are all basic arithmetic. However, alongside such examples we also introduce problems involving money, measuring and weighing.

ADDITION

LANGUAGE USED: add, sum, total

BOOK 1
Number bonds to 20

$3 + 6 = 9$

$$\begin{array}{r} \text{tu} \\ 12 \\ +\ 7 \\ \hline 19 \end{array}$$

Tens, units

$$\begin{array}{r} \text{tu} \\ 16 \\ +22 \\ \hline 38 \end{array} \qquad \begin{array}{r} \text{tu} \\ 18 \\ +35 \\ \hline 53 \\ 1 \end{array}$$

BOOK 3
Hundreds, tens, units

$$\begin{array}{r} 234 \\ +145 \\ \hline 379 \end{array} \qquad \begin{array}{r} 572 \\ +367 \\ \hline 939 \\ 1 \end{array} \qquad \begin{array}{r} 167 \\ +259 \\ \hline 426 \\ 11 \end{array}$$

BOOK 4
Addition of fractions
—same denominator

$$\frac{1}{4}+\frac{2}{4}=\frac{3}{4}$$

Addition of decimals
—units, tenths

$$\begin{array}{r} 6.5 \\ +5.2 \\ \hline 11.7 \end{array} \qquad \begin{array}{r} 3.8 \\ +4.6 \\ \hline 8.4 \\ 1 \end{array}$$

BOOK 5
Thousands, hundreds, tens, units

$$\begin{array}{r} 3968 \\ 2997 \\ +1785 \\ \hline 8750 \\ 222 \end{array}$$

Addition of declmals
—different denominators

$$\frac{1}{2}+\frac{1}{10}=\frac{5}{10}+\frac{1}{10}=\frac{6}{10}=\frac{3}{5}$$

Addition of declmals
—units, tenths, hundredths

$$\begin{array}{r} 2.36 \\ +1.47 \\ \hline 3.83 \\ 1 \end{array}$$

BOOK 6
—tens, units, tenth, hundredths

$$\begin{array}{r} 42.35 \\ +43.49 \\ \hline 85.84 \\ 1 \end{array}$$