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

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In the preceding essay (Vol. XIX), I mentioned, according to the school brochure, "The Summer Term," in "School Calendar," "Useful Information" and "Community Education" in Section 3. However, because of the limited space, I left the school lessons my son studied at the Manor Community College, except for Religious Education and French. Therefore, in this essay, I will tell you about the rest of the school lessons my son studied at Manor.

Library

This subject is not taught in Japan. So I did not understand the subject. The school brochure tells us about the subject to a certain extent: "The library was re-sited at the beginning of the 1985 / 86 academic year and is now located in a purpose-designed area with a very pleasant outlook. The librarian aims to provide an interesting, attractive and enjoyable place in which to read, research or relax. The library is normally open for these activities every break, lunch-time and most evenings until 4.30 p.m. All first and second year pupils receive weekly library lessons which require them to explore and utilize all of the facilities listed below. The library is also available for other departments to use." The brochure continues to explain the facilities. "The library has a loan stock of about 6,000 fiction and non-fiction books and an extensive reference section. Newspapers and magazines have been replaced by a teletext t.v. to provide an up-to-date news and information service. Manor Community College was the first school in Cambridgeshire to introduce Prestel and Micronet into the library. We have a fully integrated system allowing full two-way trans-

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fer of information and facilities to download to tape, disc or printer. The provision of the new P.T.I. moden and software has greatly improved possibilities in information technology.”

In short, in Library lessons they intend, in my opinion, to teach the students how to use the library synthetically by teaching them the system of the library, the Dewey decimal system, a classified table and how to find a book they want to borrow. I am going to refer to Awards Afternoon in the last chapter concerning the school lessons, they give the students “Library Certificate” at the end of the academic year.

At the same time, we must take notice of the role of librarians. I think librarians have a rather high status in Britain. Miss Elisabeth Leedham-Green, the librarian with whom I became acquainted through the contact of the Society for Visiting Scholars in the University of Cambridge, had a doctor’s degree. In fact, there are quite a few professors in the universities in Britain, and there are some librarians who are also professors.

Drama

This subject is not taught in Japan like Library. The school brochure does not refer to this subject. According to my son, in Drama, they teach students the fundamentals of drama, the basic exercises such as vocal exercises and posturing, and so on. And on the Open Day of the school, the students perform a play. Of course, Drama is one of the school subjects and is evaluated at the end of the academic year. In fact, there are some students, it seems, who are poor in mathematics and science, but who are very good at drama. As they receive a proper evaluation at the end of school year, I think they do not become frustrated and enjoy their school life.

Mathematics

The school brochure says, “We follow the new S.M.P 11-16 Mathematics course throughout the school; topics to which the pupil’s are introduced range from probability and statistics to transformation geometry. Nevertheless, the basic traditional skills are emphasised and linked to problem-solving in practical situations whenever possible. Sensible and efficient use of a calculator is an essential element of our work. All pupils will need a calculator throughout their five years at Manor. Suitable calculators may now be purchased

from the Mathematics Department at school. Due to the widespread use of calculators the importance of mental arithmetic, estimation, approximation and checking has increased greatly and these areas are all stressed. Television, video and microcomputer are also available to supplement the more traditional methods of teaching Mathematics. Many pupils will be entered for G.C.S.E. Mathematics at the end of the 5th Year. Alternatively the Cambridgeshire Mathematics Achievement Scheme is in operation for some fourth and fifth year students and certain pupils are prepared for the University of Cambridge Certificate in Numeracy."

As to mathematics lessons, my son lay under a great obligation to Miss Anne J. Sinkinson, mathematics teacher at Manor. One day, at the beginning of February, '87, my son told me that Miss Sinkinson had told him to take his Japanese mathematics books to school. So I selected some textbooks used in the sixth year of Kamiube Primary School, and let him take them to his school along with my letter. And on the 11th of February, my son came home with her letter. It contained very affectionate words concerning my son's mathematics education: her letter said that in the Japanese maths books which my son took to her, the work was too easy for him and did not challenge him, and that as he was a bright boy he could be coping with some Algebra during that year which might help him when he returned to Japan. And she suggested that as there were a lot of Japanese scholars in Cambridge, there might be someone who spoke English and Japanese, who would be prepared to come in for 3 hours a week and translated for Yoshi [my son], and that then she could *really* begin to help him learn some useful Mathematics, adding that she was very worried that my son will become frustrated and not enjoy the subject any more. When I read her letter, I was filled with a deep sense of gratitude, and answered the letter, saying that I would contact the Society for Visiting Scholars and find someone who would help my son with his mathematics, adding that teachers of Manor were not as kind as she, because I had written to Mrs. Brown, my son's class teacher, concerning the academic progress of my son but I had not answered it at all. At once by return mail, she said that she was trying to be as helpful as possible with my son's mathematics education and had a colleague at the University Department of Education who had a small collection of Japanese texts which had been donated by visiting academics, and that the colleague would be bringing them to her on Monday so she would see if they could be of any help. Furthermore she said, "I am sorry you feel that teachers at Manor are unhelpful; that is certainly not the intention.

I have asked Mr. Hunter, the 1st year tutor, if he will ask all Yoshi's teachers to write a comment about Yoshi's progress in other subjects and then to let you know. Hopefully he will be able to do that during next week." And she finished the letter, saying "Please be assured that I will continue to help Yoshi all I can in mathematics—I'm already finding it interesting and challenging; not to mention very funny; trying to work out what the Japanese characters in Yoshi's textbooks are asking him to do with the numbers! Between us I'm sure Yoshi and I will both learn something." When I finished her letter, I was very happy to know that there was such a nice teacher as Miss Sinkinson at Manor and I fully appreciated her kindness, thinking that she *is* a teachers' teacher and that I would become such a good teacher.

In the meantime, I went to the Society for Visiting Scholars in the University of Cambridge and met Mr. Thwait, head of the Society, asking him to find some Japanese who could help my son's mathematics, and Mr. Thwait called up someone at once and promised me to find someone to fit the work. As the result, the trial ended in failure, though there were two Japanese women who might help my son's mathematics, and Miss Sinkinson came in contact with them. However, even now I remember Miss Sinkinson's kindness and affection to her Japanese pupil, and am filled with the deep sense of gratitude again!

Meanwhile, Mr. Hunter, head of pastoral care for the 1st year, wrote to me, saying that he had asked teachers at Manor to complete a progress check on my son and enclosed the replies. And indeed almost all the comments from the teachers were enclosed in the letter! About these comments, I will tell you at the Chapter of Reports and Awards.

As above-mentioned, I received a lot of letters and comments, and they are so nice that first of all I will show you one of Miss Sinkinson's letters, and then I would like you to see some of my son's exercises in mathematics and an answer sheet in mathematics examination in the following pages (pp.5-8).

CAMBRIDGESHIRE EDUCATION COMMITTEE

MANOR COMMUNITY COLLEGE

Arbury Road
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CB4 2JF



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11-2-87

Dear Mr. Shigata,

Thank you for your letter. Joshi brought his Japanese Maths books in yesterday and started work from the long, thin one. I'm still concerned that I cannot help him as much as I would like to, and also that the work, particularly in that book, is too easy for him and does not challenge him. He is a very bright boy, in my opinion, and I think perhaps he could be coping with some Algebra during this year which may help him when he returns to Japan.

I'm led to believe that there is quite a large contingent of Japanese visiting scholars in Cambridge and wonder whether, perhaps by approaching the Visiting Scholars Society of the Graduate Society in Mill Lane; there may be someone who speaks English and Japanese, who would be prepared to come in for maybe 3 hours a week and translate for Joshi. Then I could really begin to help him learn some useful Mathematics. I'm very worried that he will become frustrated and not enjoy the subject any more.

Perhaps it would be possible for you to ask around within the University?

Yours sincerely,

Anne J. Sutcliffe

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9.2.87

february

7.

$$\begin{array}{r} \text{a) } \text{£} \quad 1.25 \\ \quad 0.61 \\ \hline 3.13 + \\ \text{£} 4.99 \quad \checkmark \end{array}$$

$$\begin{array}{r} \text{b) } \text{£} \quad 0.84 \\ \quad -0.37 \\ \hline \text{£} 0.47 \quad \checkmark \end{array}$$

$$\begin{array}{r} \text{c) } \text{£} \quad 1.62 \\ \quad \times 4 \\ \hline \text{£} 6.48 \quad \checkmark \end{array}$$

9

$$\text{a) } 13-5=8 \quad \checkmark \quad \text{b) } 5-13=-8 \quad \checkmark \quad \text{c) } -5--13=\textcircled{-18}$$

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$$1. \quad 1 - \frac{3}{10} = \frac{7}{10} \quad \checkmark$$

$$2. \quad \text{a) } 0.8 \times 2 = 1.6 \quad \checkmark \quad \text{b) } 0.4 \times 8 = 3.2 \quad \checkmark$$

3. ?

$$\begin{array}{r} \text{6. a) } \text{£} \quad 34.12 \\ \quad 16.44 \\ \hline 50.65 \\ \text{£} 107.21 \quad \checkmark \end{array}$$

$$\begin{array}{r} \text{b) } \text{£} \quad 30.24 \\ \quad -18.92 \\ \hline \text{£} 11.32 \quad \checkmark \end{array}$$

$$\begin{array}{r} \text{c) } \text{£} \quad 3.74 \\ \quad \times 6 \\ \hline 22.44 \quad \checkmark \end{array}$$

Mr. Shigetani.

Could Yoshi bring in his Japanese Mathematics texts to work on - it would seem to be more sensible for him to work on his own syllabus in Mathematics lessons.

A. J. Sutson 9/2/87.

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Home work

Exercise B Letters for numbers
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a) $6a = 6 \times 4 = 24$ ✓

b) $a + 3 = 4 + 3 = 7$ ✓

c) $2a - 1 = (2 \times 4) - 1 = 7$ ✓

d) $3(a+2) = (4+2) \times 3 = 9$ ✗

e) $2(3a-4) = (3 \times 4) - 4 + 2 = 10$
 $2(3a-4) = 2(12-4)$
 $= 2 \times 8 = 16$

a) $7x = 7 \times 7 = 49$ ✓

b) $x + 7 = 7 + 7 = 14$ ✓

c) $4x - 3 = (4 \times 7) - 3 = 21$ ✗

d) $2(x-3) = (7-3) \times 2 = 6$ ✗

e) $\frac{1}{2}(x+3) = (7+3) \times 0.5 = 10.5$ ✗

a) $3p + q = (3 \times 1) + 3 = 6$ ✓

b) $4(p+q) = 4 \times (1+3) = 8$ ✗

c) $5(q-p) = (3-1) \times 5 = 7$ ✗

d) $2p + 3q = (2 \times 1) + (3 \times 3) = 11$ ✓

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a) $\frac{1}{2}a + b = (0.5 \times 8) + 5 = 9$ ✓

b) $\frac{1}{2}(a-b) = (8-5) \times 0.5 = 3.5$

c) $3b - \frac{1}{2}a = (3 \times 5) - (0.5 \times 8)$
 $= 11$ ✓

d) $\frac{a+2b}{2} = \frac{8+10}{2} = 9$ ✓

e) $3ab = 3 \times 8 \times 5 = 120$ ✓

A number outside
a bracket is telling
you to MULTIPLY

check your mistakes

Then: Page 21
Q 5, 6, 7.

1ST YEAR MATHEMATICS EXAMINATION ANSWER SHEET

NAME:- Hoshihiko Shigeta
FORM:- 1-1

1. a) 52 b) 17
 c) 35 d) 7
 e) 54 f) 67

2. a) $2 \times 6 = 12$ b) $8 \times 4 = 32$
 c) $6 \times 3 = 18$ d) $50 = 10 \times 5$
 e) $40 \div 4 = 10$ f) $16 \div 8 = 2$
 g) $21 \div 3 = 7$ h) $4 \times 9 = 36$

3. 329 people ✓

4. X

5.

Input	Output
2	11
3	14
4	17
8	29
20	65
105	320

6. $5+3$ $6+2$ $1+5$ $4+2$ $3+3$
 $3+5$ $2+6$ $5+1$ $2+4$

7. a) D3 b) E4
 c) E2 d) Radio mast
 e) H6 f) wind mill
 g) ~~Pab~~

8. a) 20 b)

9. a) b)

10. a) 98cm x b) 1.5metres
 c) 1.15metres x d) 2.35metres

11. a) 163miles b) 470miles
 c) 7miles

12. a) 10 b) 12 c) 2
 d) 44 e) 13 f) 13
 g) 5 h) 11 i) 9
 j) 3 k) 2 l) 6
 m) 5 n) 14

13. a)

8	2
11	4
15	6
6	2
19	8

 b) x

14. a) 11 kilograms x
 b) x
 c) x
 d) x

15. x

16. a) 133 b) 12 c) 39
 d) 933 e) 294 f) 257 x

17. a) 299 x b) 89.6 x c) 100 x
 d) $\frac{2500}{3}$ x e) 720 x f) $\frac{3200}{7}$ x

CHECK YOUR ANSWERS VERY CAREFULLY

3600
 59
 81

73%
 Good

35

24

Art Design

The school brochure says, "During the first three years, students are offered a wide range of activities; printing of all kinds (including screen-printing during the third year), painting, drawing and collage. We cover these in termly courses so that everyone experienced everything. Using the thematic approach, we encourage students to develop their skills and talents as far as they can. Those opting for Art in the Fourth and Fifth years are encouraged to work on individually-based projects, taking up their interests and progressing in directions they want their work to go (under our guidance). They will be able to pursue those crafts that inspired them in the first three years, specializing and developing their work to the highest standard possible. Students studying Art in their last two years will be entered for the G.C.S.E. Art and Design (LEAG Board). Our pass rates for examinations are consistently well above the National average. We run a wide range of activities for students during dinner-hours, after school and during the holidays; as well as partaking in local exhibitions, sixth form activities, and mural painting." My son liked Art and Design and received a certificate of excellence concerning the department of Art Design at the end of the academic year. This will be mentioned later.

Music

According to the school brochure, "a lively, flourishing and successful" Music Department has long been the boast of the Manor. And it says, "Every aspect of music is covered in class, with a big emphasis on practical music-making leading the way to an optional course of study at G.C.S.E. in the fifth years. Your child may wish to learn a musical instrument. If so, tuition may be offered (via a visiting member of staff) on any of the following instruments: Violin, Viola, Cello, Bass, Flute, Clarinet, Oboe, Trumpet, Trombone, French Horn, Tuba or Percussion. The more musically inclined will have the opportunity of joining one or more of the following activities: Orchestra I; Orchestra II; Choir; or Light Music Group. Concerts or various kinds are staged regularly both within school and without. If it's a career on the stage your child is looking for, where better to start than in an exciting MUSICAL which is produced in school each year in July or in our Christmas Pantomime?"

Physical Education

According to the school brochure, the Manor has a fine sporting tradition based on much local success and many students who represent the District and County in a variety of sports. And it says, "All major games, gymnastics, dance, many minor activities are taught in season and in blocked amounts of time. One of our aims is to give our pupils as wide an experience of activities as is possible during their time with us.

Another is to promote health and fitness. G.C.S.E. Physical Education will be offered as a course for 4th and 5th years. Outside the curriculum numerous clubs and teams are organised by the P.E. Department and a number of other interested and active teachers. These include:—Football, Rugby, Basketball, Hockey, Gymnastics, Cross Country, Netball, Athletics, Dance, Fishing, Rounders, Softball, Badminton, Volleyball, Cricket, Tennis, Table Tennis, Trampolinig, Swimming."

Indeed the Manor Community College had numerous clubs and teams. Perhaps we Japanese will not know Cross Country, Netball, Rounders. Cricket very well. Therefore, I will explain these sports, but the space is limited, so in next essay, I will explain these sports and tell you about the other subjects which my son studied at the Manor Community College.

(Continued)