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

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In the preceding essays (Vol. XIX and XX), I mentioned, according to the school brochure and my son's notebooks and school letters, the school lessons my son studied at the Manor Community College; Religious Education, French, Library, Drama, Mathematics, Art Design, Music, and Physical Education. However, I left the explanation of Physical Education half done. Therefore, in this essay, first of all, I will tell you about the rest of the explanation of Physical Education and then I will explain the rest of the school lessons my son studied at Manor.

In the preceding essay, I finished explaining the aim and teaching plan of Physical Education at Manor, but I left the explanation of the sports such as Cross Country, Netball, Rounders, and Cricket quite unfamiliar in Japan. So I will tell you about these sports, but I do not know them very well, and I will mention them by consulting a dictionary and an encyclopaedia.

Cross Country has been rather familiar among Japanese people in recent years, and it is a sport "moving or directed across open country, rather than following roads."<sup>1</sup> I hear cross country is fit for bringing up marathon race runners. At the Manor Community College, my son says, they often let the students run cross country races at P. E. lessons in winter.

Netball, which was played at Milton Road Junior School where my younger daughter attended, and I hear it is often played by girls, is like basketball, but it is also unfamiliar in Japan. Maybe you can imagine that it is similar to basketball without board. So I think it is more difficult than basketball.

Rounders, which is also unknown in our country and which I do not know at all, is "a game played with a

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bat and a ball by two parties or sides, on a piece of ground marked off into a square or circle or pentagon, with a batter's station, and three (or more) goals or bases at equal distances. On the ball being thrown toward him the batter tries to drive it away as far as he can and run completely round the goals, or over any one of the four parts, before the ball can be thrown back to the batting station. The batter is declared out if he fails to secure a run after having had three balls, if a fielder returns the ball so as to strike him while running, or if the ball from his bat is caught in the air by one of the fielders."<sup>2</sup> In short, you may imagine that rouders is an English ball game similar to baseball. But I did not hear the game of rounders at all through my son's speech, and I think rounders was not played in P. E. at Manor.

Cricket, which I know by name but do not understand the minute rules, is "the national game of England, also played in the United States, Great Britain, Australia, South Africa, New Zealand, India, Canada and West Indies. Two opposing teams with eleven players on each side aim to make the highest number of runs. Wickets, consisting of three stumps, are pitched in the ground 22 yards apart."<sup>3</sup> Furthermore, Encyclopaedia Americana mentions the origin: "Cricket, like other bad and ball games, was not 'invented,' but slowly evolved from ancient Egyptian folk-fertility rites. Efforts to connect it with the Scottish 'Cat and Dog,' a 15th century 'Hardyn Handoute,' the French Criquet, and an uncertain 'Creag' have not been successful, but all such games are related."<sup>4</sup> The encyclopaedia continues as to the origin of the name: "The *name* cricket probably comes from the Saxon *cricce*, since there are so many forms of this word for the instrument used in the early generic games of club and ball. But the immediate ancestor of the *game* is stoolball, an Easter ball custom, associated with the church. Stoolball games were the times par *excellence* for courting between youths and maidens who participated: a characteristic definitely relating the game with the ancient spring-time fertility rites. In stoolball, one player threw a ball at an upturned three-legged stool, defended by another player. It was perhaps known in 1330, certainly by 1450. Later a second stool was added. A stool is also called a cricket, and it is possible that this was the origin of the name. However, this use of the word was not noted till 1643, whereas the earliest known reference to a *game* called cricket is 1598, in Florio's Italian-English dictionary, *A World of Words*. Until further evidence is found, we conclude that the *game* came from *cricce*, the Saxon stick. Modern cricket came of age with the printing of the first rules in 1744."<sup>5</sup> The encyclopaedia continues to explain the Modern Cricket in detail, but it is too long, so I will tell you about

it by making an extract from the explanation of the modern game: "Cricket stands pre-eminent in England among the many outdoor pastimes pursued during the summer months. Cricket is not solely a game of skill; chance is also a factor, and condition of the pitch and weather are so influential that in some cases a side which appeared to have little prospect of success has come out victorious.... For a double wicket game eleven players on each side are necessary. After the captains have tossed a coin to settle who shall have choice of innings, the captain of the fielding side places his men, and the other captain usually opens the innings by sending in two of his surest and safest batsmen to defend the wickets and to make the runs. The purpose of the opening batsmen usually is to take the edge off the fresh bowling to make way for aggressive and big-hitting batsmen. The placing of the field depends entirely on the style of bowling, whether it be fast, medium pace, or slow. The field having been duly placed, and the batsmen having their stand, the umpire calls 'play,' and the bowler sends down his first ball. After six balls have been delivered from one wicket (in some countries eight are bowled; in England eight is optional, but six balls are used in all first-class matches) the umpire calls 'over,' and the field is reversed subject to slight positional changes at the direction of the captain or the bowler. These 'overs' continue to be bowled from alternate ends until the eleven batsmen have been disposed of. When the tenth wicket falls, the remaining batsmen automatically retire and the other side now comes to bat. Runs are made by the batsman driving the ball far enough away to give him time to change places with the batsman at the other end, before the ball returns. Each change constitutes a run. Six is the largest number of runs that can be made from a single hit, that occurring when the ball is driven clear off the pitch or out of the grounds. A six could also be run by a fielder overthrowing when returning the ball to the wicket-keeper. The task of the bowler is to try in every possible way to dislodge one or both of the bails resting on top of the stumps defended by the batsman, or else to tempt him into hitting the ball into the air so that it may be caught before bouncing by one of the fielders. Besides being bowled or caught, a batsman may be 'run out,' that is, have his wicket hit by the ball while he is attempting to score a run, or he may be 'stumped-out,' which is to have the same thing happen when he rashly steps out of his crease to strike a ball and misses, enabling the wicket-keeper to ship off the bails. The batsmen can also be out 'leg before wicket,' which means that his legs have been struck his wicket. He can also be out, knocking off the bails with his own bat. The ball usually comes to the batsman on the first bounce and the bowler's skill is shown

in varying the pitch, speed and direction of the ball so that the batsman is uncertain whether to play forward or back. One of the best forms of bowling is what is known as 'bowling with the break,' the peculiarity of which consists in that the ball after striking the ground does not continue straight on but swerves or spins sharply to right or left like a 'cut' tennis ball. The art in batting is to play with a 'straight back,' that is, as far as possible to swing the bat at right angles to the ground, the advantage gained thereby being that the wickets are more completely covered and there is less chance of giving a catch. Extra runs may be made if the batsman misses, or the ball escapes the wicket-keeper or other fielders. An innings may be 'declared' when the captain considers his side has made a score so high that his opponents are not likely to catch up. The advantage of a 'declaration' is that it may enable a captain to win a match which normally could not be finished in the time allowed. Three full days are usually required for a first-class two-innings match. Bad weather, or a collapse by the batsman of one team, could curtail a first-class match to two-days, or even one-day's play. Consistent rain would prevent a match being started. In test matches in Australia the games are sometimes played to a finish and go on for many days. In Canada there are clubs in many cities, towns and villages."<sup>6</sup>

In fact, in England they often broadcast cricket matches on television at weekend, and sometimes cricket matches entitled "World Championship" are held in England, Australia, and India. Indeed, cricket may be called a national sport also like baseball in America. I have mentioned cricket, but I am afraid that you do not understand it very well.

Indeed there were numerous clubs and teams at Manor. One day in March, my son came back from school with a letter from Mr. Tippet, P.E teacher at Manor. The letter said, "I would like Yoshi to play for the second year football team in a game at Swavesey Village College tomorrow night, Wednesday. I expect to get back to school at 6.00. If you have any questions about the game, please do not hesitate to ring me." Later I will tell you about it, my son belonged to Kamiube Football Club in Japan, so he became a member of a football club called "Chesterton Football Club" when we settled in Cambridge. Maybe Mr. Tippet heard of my son, and selected him a member of the school team. And of course I wrote a letter to him, saying that if my son was of any help, I would like you to lift my son for a player and to shout at him as he had been used to such a thing in Japan. Later from my son, I heard that the school team had lost the game.

## English

According to the school brochure, the English Department has a range of related aims. It says, "There is an emphasis on sound technique in written work with students taught to handle various kinds of written tasks which are designed to equip them for the demands placed upon communication skills in the adult world; these tasks may be divided into descriptive writing, debate / argument, narrative, letters, written conversation, comprehension and summary. The curriculum is also aimed at developing ability and taste in reading by the close study of certain texts and by introducing each student to as wide a choice of reading material as the College's resources make available. Reading, seeing and taking part in plays is another aspect of our work. There are timetabled Drama lessons for all first and second year pupils, visits are made to the cinema and the theatre whenever these can be related to the curriculum and occasionally performances are given in the College by educational theatre groups. Following the introduction of G.C.S.E. English for which continuous assessment in speaking and listening is a requirement, we see it as increasingly important that oral fluency is a clearly defined goal. Every effort will be made to increase confidence in all our students in this area.. Thus the English Department seeks to play an important part in enabling students leaving at sixteen for either work or further education to speak their own minds, write what they have thought and have care for correctness of written and spoken English. Our efforts are aimed at making them understand what they read and hear and at mastering their ideas and restating them clearly. We will endeavour to make sure that they have an understanding of the different uses of language, of the language which relates, describes, evaluates, persuades and is the instrument of the creative imagination. The Department believes that skill in the student's writing will grow with continual practice under the influence of clear, systematic teaching. High morale in the pupil is seen as particularly important and neat, careful, well presented work is valued. We expect a lively and sustained personal response on the part of all pupils to the English programme which should lead them to a result in G.C.S.E. English which reflects their ability and effort.

In the following pages, I will show you my son's composition and exercises which he made for English lessons. The teacher requires my son to write a few sentences in English about his life at home in Japan, and lists four minute topics: 1) School in Japan 2) My house in Kamiube 3) My best friend is.... 4) Sports for

Write a few sentences in English about your life at home in Japan: -

1. School in Japan.
  2. My house in Kamiube
  3. My best friend is - . . . . .
  4. Sports for young people in Japan.
1. My school is Kamiube <sup>secondary</sup> school. This school is 2000. People go to and my class has 40 people. <sup>to</sup> walk from my house to school <sup>for</sup> a lot of time. <sup>costs</sup> My house in Kamiube of Ube city. and all of Japanese house is every one have to take <sup>short</sup> ~~house~~ off when they go ~~to~~ in side. My best friend is Shuhei Akaboshi. He is big boy and a very good football player. Sports for young people in Japan. and I in <sup>am in</sup> join football team. That ~~is~~ team is a very strong team.

6. The artist has numbered two things which the doctor is using so he will not catch the plague. What are they?

"They are Priests" He is smelling sweet scented herbs and the torches are also sweet-smelling. Both are <sup>was meant to cause the disease.</sup>

7. a) What are the people doing in the violence, c? Making fire, ~~striking~~ burning clothes in the bread oven.

b) Will this help to stop the plague? "Yes". No, not really but might kill some/less

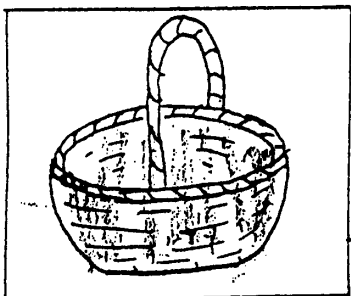
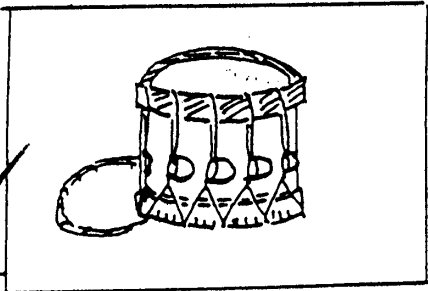
8. a) Feeling Whipping themselves

b) The writer describes four ways of avoiding the plague. Which one do you think gave you the best chance of not catching the Black Death? <sup>well?</sup>



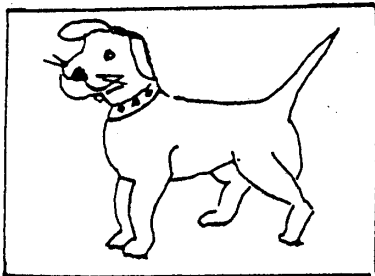
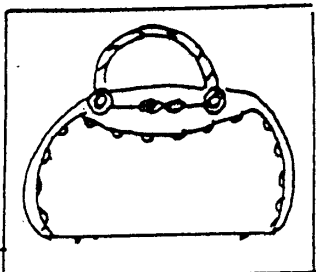
is this a bus or a  
bee?  
it is a bee ✓

is this a drink or  
a drum?  
it is a drum ✓



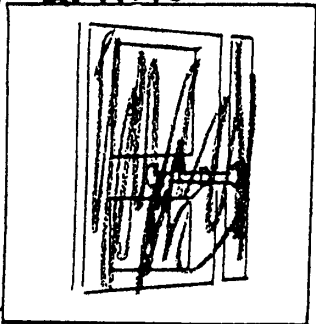
is this a bag or  
a basket?  
it is a basket ✓

is this a bag or  
a bat?  
it is a bag ✓



can the dog drink  
or draw?  
can the dog drink  
**The dog can drink**

can the door bolt  
or drip?  
The door can ~~drip~~ **bolt**



young people in Japan.

According to the teacher's request, my son writes some sentences in English to satisfy the required topics. Of course, there are many grammatical mistakes in his writing, but I think he made a remarkable progress in English because I had not taught him English at all during our stay in Japan. So the teacher makes comment on his work, saying that it is very interesting, and requires him to leave a line between his writing so that he can correct his work beneath it, and tries to encourage him to write some sentences about his year in England. As I feel it to the teachers at Milton Road Junior School, the teachers in England, I think, are very good at praising and encouraging pupils.

### Technical Subjects

According to the school brochure, Technical Subjects contain Craft, Design and Technology. It tells us about these subjects rather minutely: "During the first two years all pupils will study units of Design based subjects:

**Unit 1**      **CRAFT DESIGN and TECHNOLOGY**

- a) Technology
- b) Design Graphics
- c) Designing and Making

**Unit 2**      **FOOD and FABRIC TECHNOLOGY**

- a) Fabric and Threadwork
- b) Nutrition and Food Studies

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- Unit 1**
- a) The course in Technology is an application of scientific principles to solve Practical everyday problems.
  - b) The Design Graphics work will be the preparation of drawings / sketches and illustrations to convey design ideas.
  - c) Designing and Making consists of the design and construction of a range of items in wood, metal and plastics – developing problems-solving ability and constructional skill.

The brochure continues: "Opportunity is given in year 3 for pupils to follow courses of study which involve a



combination of Units 1 and 2. After extending their experiences in years 1,2 and 3, all pupils have the opportunity in years 4 and 5 to engage in design / practical work to G.C.S.E. level in a variety of materials – viz. Wood, metal, acrylic, polyester and glass fibre. All work is design-based using a problem-solving approach. A G.C.S.E. Vehicle Design and Engineering Course operates at 4<sup>th</sup> and 5<sup>th</sup> year level where pupils learn to service and maintain four and two wheeled vehicles, where a key emphasis is placed upon the design and related technology. In addition, G.C.S.E. courses in Technology and Design Communication have been developed with a problem-solving base.” The brochure explains Unit 2: Food and Fabric Technology: “In this unit pupils are encouraged to develop an awareness of the implications of technology in the home and to develop competence in its use. A problem-solving approach is used in order to prepare pupils for a perpetually changing society. The course in Fabrics and Threadwork covers several areas:- Threads & Textures, Making Fabrics, Design Production and Machine Competence. All pupils have the opportunity in the 3rd year to develop their range of skills within textiles. The course is tailored to individual requirement thus enabling some pupils to investigate garment construction whilst others may look at items for the creative use of leisure time. Pupils will also study the contribution of textiles to society. The Nutrition and Food studies course involves a variety of topics ranging from ‘choosing food for a healthy diet,’ to developing management and decision-making skills which are required for the effective organization of family resources. During the 3rd year pupils can continue to investigate this in its widest context, including the production, processing, marketing and preparation of food; patterns and habits of eating and the effect of food on the body. Particular emphasis is placed on the needs of teenagers and the relationship between food and health. For 4th and 5th year pupils who wish further to develop their skills and interest we offer the following G.C.S.E. courses in Home Economics: Food & Nutrition, Child Development, and Textiles. These courses follow the problem-solving pathway developed in the lower school and focus on the home, family and community.

In short, Craft, Design and Technology (C.D.T.) are, in my opinion, very similar to “gijutsu katei” in Japan. Though I am going to mention later, my son was awarded “Progress” at C.D.T.

So far we have seen some subjects my son studied at Manor; Physical Education and some unfamiliar sports, such as Cross Country, Netball, Rounders and Cricket, English and Technical Subjects. However,

the space is limited, so in my next essay, I will tell you about the rest of the subjects my son studied at the Manor Community College.

(Continued)

#### NOTES

1. See *The American Heritage Dictionary of the English Language*, (American Heritage Publishing Co., Inc., New York, 1964), p.316.
2. *Encyclopaedia Americana; International Edition Vol. 23*, (Encyclopaedia Americana Corporation, New York, 1965), p.722.
3. *Encyclopaedia Americana Vol. 8, op. cit.*, p.191.
4. *Ibid.*
5. *Ibid.*
6. *Encyclopaedia Americana, op. cit.*, pp.191-191b.