

On the British Education System
and
The State Schools in Cambridge (Vol. XXXV)
—A School Report of Impington Village College—

Minoru SHIGETA*

In the preceding essay (Vol. XXXIV), I have told you about the certificate of studentship for my daughter, my small donation to Impington Village College and “Sports Day” in the college.

In this final essay, we will see the school report for my daughter throughout the academic year, together with an account of her achievements in the college. After that, I will add Postscript to this essay.

At the end of the final term after I left Cambridge for Paris, my daughter was given a school report as Mr. Hjort, head of sixth form, had promised me. As for the detached statement of the course she followed, I have already mentioned it in the preceding essay. The school report is 20.5 centimeters long and 8.5 centimeters wide. It is a kind of pamphlet and has a yellow paper cover and “Key to Symbols” overleaf. It consists of 8 slips, in which each subject teacher expresses an account of my daughter’s achievements in the college, and then Form Tutor gives her thoughts on my daughter, and next my daughter herself describes her self-examination, and last of all, Mr. Hjort, Deputy Head, writes down his comments. At the final page, they provide the slip for parents’ comments, and at the bottom of the slip, it says that this slip should be detached and returned to the Head of School Section. However, this slip has blank space because I had already left Cambridge by that time and my wife was not so good at English and must have left the slip unfinished. Now I will show you the contents of

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the report here and in the following pages.

IMPINGTON VILLAGE COLLEGE

Name CHIHARU SHIGETA Form R10

Date SUMMER 1987

CAMBRIDGESHIRE EDUCATION COMMITTEE

Key to Symbols

1. **Aim** 'A' = G.C.E. Advanced level; 'O' – G.C.E. Ordinary level; Joint 16+ C – C.S.E.; N.E. – Non Examination;
2. **Set** These, where applicable, are shown as a fraction; e.g. $\frac{3}{7}$ means that the pupil is in the 3rd set of 7.

3. Achievement/Effort

a) Years 1 – 4 and Non Examination Subjects

The grades for both achievement and effort are:

A. Very Good; B. Good; C. Satisfactory; D. Weak; E. Very Weak.

b) Years 5 – 7 – Examination Subjects

The grades shown for achievement correspond to those used by the examination boards.

G.C.E. "A" Level	A, B, C, D, E.	Pass grades.
	O.	Equivalent to pass at 'O' Level.
	F.	Fail.
G.C.E. "O" Level	A, B, C.	Grades equivalent to former 'O' Level pass grades.
	D, E.	Other grades.
	U.	Unclassified.
C.S.E.	1	Equivalent to grade A, B, or C, at 'O' Level.
	2, 3, 4, 5.	Other grades.
	U.	Unclassified.

The grades shown for effort are as for non-examination subjects.

Name Chiharu SHIGETA	Form III	Subject MATHEMATICS.	
	Aim/Set A level	Achievement Grade	Effort Grade
<p>Chiharu has worked consistently hard and well at the subject and has coped well with the very difficult situation. She has shown resilience and good understanding in homeworks but obviously test situations are not those in which Chiharu shows her talent. Good luck.</p> <p>..... M. S. G. Subject Teacher</p>			

Name Chiharu Shigeta	Form R10	Subject Mathematics	
Paper1 18% Paper2 43%	Aim/Set	Achievement Grade	Effort Grade
<p>Chiharu has worked hard this year. Her algebra is good, and this has helped her to understand new work in pure maths, and to answer questions correctly. She has found the mechanics part of the course very difficult, both because of the English used and because the ideas are unfamiliar to her. But she has always tried very hard and been most diligent, and I have been glad to work with her.</p> <p>..... J. Alwright Subject Teacher</p>			

Name Chiharu Shigeta	Form	Subject Art	
	Aim/Set	Achievement Grade	Effort Grade
<p>Chiharu has worked very hard this year, usually on objective studies rather than imaginative composition. She has produced some very delicate and sensitive pieces of work.</p> <p>..... Anne Pickles Subject Teacher</p>			

Name Chiharu Shigeta	Form R10	Subject Art	
	Aim/Set	Achievement Grade	Effort Grade
<p>During the relatively short time that I have taught Chiharu this year she has made very satisfactory progress. Her attitude towards her work has been good. I wish her success in the future.</p> <p>..... A. Cornish Subject Teacher</p>			

Name	Chiharu Shigeta	Form	10	Number of Subject Reports	2
<p>In the short time that Chiharu has been with us she has noticeably gained in confidence. In her quiet way she has made many friends and has been a valuable member of her tutor group. She has faced a difficult situation with admirable calm.</p> <p style="text-align: right;">..... A. Woodcock Form Tutor</p>					

Name	Chiharu Shigeta	Form		Number of Subject Reports	
<p>Art, I have enjoyed very much. I have done some pottery in Mr. Cornish's lesson, and I have learned drawing and painting in Mrs. Pickles' lesson. I think my technique has improved in Art.</p> <p>Also I have learned Maths I learned mechanics for the first time in England, so it was very difficult for me, but I have enjoyed it, and I think it will be useful when I go back to Japan.</p> <p style="text-align: right;">..... Form Tutor</p>					

Name <i>Chiharu SHIGETA</i>	Form <i>R10</i>
<p><i>Chiharu has always been courteous and respectful, and has won our admiration and respect by the determined and calm way in which she has approached the considerable demands she has faced here. We will remember especially the delightful piano recital she gave to the Sixth Form. We wish Chiharu well in the future.</i></p> <p style="text-align: right;"><i>D. J. O'Brien</i> Head of Year/Senior Tutor</p> <p style="text-align: right;"><i>D. Naman - Dent</i> Warden/Deputy Head</p> <p><i>July, 1987</i></p>	

IMPINGTON VILLAGE COLLEGE

Pupil's Name *Chiharu Shigeta* Form *R10*

Parents' comments :

.....
Parent

Date.....

This slip should be detached and returned to the Head of School Section.

Here I will take up some comments which I think are essential and thankful. The teacher who teaches Mathematics to Form R10 students says, "Chiharu has worked hard this year. Her algebra is good, and this has helped her to understand her work in pure Maths, and to answer questions correctly. She has found the mechanics part of the course very difficult, both because of the English used and because the ideas are unfamiliar to her. But she has always tried very hard and been most diligent, and I have been glad to work with her." As he has pointed out, I think my daughter was not able to cope with the language barrier well also in this subject. Mrs. Woodcock, Form Tutor, says, "In the short time that Chiharu has been with us she has noticeably gained in confidence. In her quiet way she has made many friends and has been a valuable member of her tutor group. She has faced a difficult situation with admirable calm." I think the tutor makes a good guess about my daughter's character. As above-mentioned, the report has a page of my daughter's own self-examination. She writes down, "Art, I have enjoyed very much. I have done some pottery in Mr. Comish's lesson, and I have learned drawing and painting in Mrs. Piclle's lesson. I think my technique has improved in Art. Also I have learned Maths. I learned mechanic for the first time in England, so it was very difficult for me, but I have enjoyed it, and I think it will be useful when I go back to Japan." As my daughter herself admits it, Maths teacher's comment is quite right concerning mechanics. Lastly Mr. Hjort, Deputy Head, makes comments upon my daughter: "Chiharu has always been courteous and respectful, and has won our admirations and respect by the determined and calm way in which she has approached the considerable demands she has faced here. We will remember especially the delightful piano recital she gave to the Sixth Form. We wish Chiharu well in the future." I feel Mr. Hjort writes up my daughter a little, but I think he also makes out her character well.

So far I have mentioned the Sixth Form in Impington Village College from Vol. XXIX to XXXV. The contents of these essays are entitled "Access to the Sixth Form in Impington Village College," "Hardships and Difficulties of Studying 'A' Level Subjects," "General Certificate of Education & Certificate of Secondary Education," "Governors and Parents Meeting of Impington Village College," "Careers Convention, Consultation Evening and House Photograph in Impington Village College," "The Certificate of Studentship for My Daughter and "Sports Day," and "A School Report of Impington Village College."

Looking back upon the college life my daughter spent in Impington Village College, I keenly feel that she was very happy, as Mr. Hjort, Head of Sixth Form, says in the school report, partly because she won the staff's admirations and respect by her determined and calm way in which she approached the considerable demands she faced in the college, partly because she took full interest in college life though she had to take the bus early in the morning to go to school, and the bus was so often delayed, partly because she was able to stay with her five female students' houses with the total of ten months, partly because she was able to belong to the Sixth Form in which many students make every effort to enter college, and partly because perhaps she took some happy and delightful memories back to Japan. Even now I am sure that she will feel yearning for the college life in Cambridge, and will miss her classmates and the teachers in Impington, and will want to come back to Cambridge and meet them again some day or other in the future.

Now I will finish this essay, expressing my heartfelt thanks to Mr. Hjort, Head of Sixth Form, and Mrs. Woodcock, Form Tutor, and other staff, of Impington Village College, whose generous, kind and friendly teaching and advice greatly helped my daughter to fit in well in the college and to enjoy her college life and increase mutual understanding among her classmates, and to take happy memories back to Japan.

Postscript

From the beginning of October in 1986 to the end of July in 1987, I stayed in Cambridge in England with the approval of the Ministry of Education and Science of Japan as an overseas researcher to seek further enlightenment of my study on Christopher Marlowe and collect the research materials in the University of Cambridge in whose Corpus Christi College Marlowe spent and studied in his student days, and is said to have written *Dido, Queen of Carthage* before he left Cambridge. The Chairman of the Faculty of English in the University, Professor D. S. Brewer, was so kind as to give me the permission to attend lectures given under the auspices of the Faculty of English during academical year 1986-87, and to waive the fee. I was also permitted to make use of the English Faculty Library and the University

Library. Moreover, the Society for Visiting Scholars in the University kindly arranged social and cultural events for visitors and sought for a house to let for me. On that occasion, I went there in company with my family (my wife and three children). After leaving Cambridge at the end of July in 1987, I stayed in Paris and New York for a month, and came back to Japan on 31st August in the same year. But my family stayed in Cambridge till the end of August partly because my children settled in their schools very well, and partly because they wanted to stay in Cambridge till the end of the academical year. Saying goodbye to their friends and acquaintances, my family came back to Japan on 31st August in the same year.

Looking back upon the past, I myself feel yearning for that lovely country, especially that city of Cambridge with old, splendid and beautiful colleges, the River Cam and the Backs. Even now, the dear faces of our English friends and acquaintances who were kind, generous and friendly to us, come across my mind like a revolving lantern. I am sure my family also had a very good time in Cambridge. Especially my three children did. It is because they went to the local state schools and made a lot of good friends there, I think. Perhaps they will never forget their happy school life in Cambridge forever.

As we have seen, I came back to Japan in 1987, and put various materials concerning their school life, and began to write a series of these essays, entitled "On the British Education system and the State Schools in Cambridge" in 1990. At first I thought I could manage to finish these essays in several years, but when I really began to write them, I found I could not describe them so briefly. In fact it took five volumes to finish mentioning the general statement of British education system on account of limited space of our research report, and it was not until from Volume Six that I was able to describe each school life of my three children including the school reports, event, and letters, etc. As the result, twelve years have passed since I began to write these essays! Therefore I am afraid the materials used in these essays have been rather old-fashioned, but I have finished them, hoping that these essays will be one of the reference materials to deepen our understanding of British education system, and that at the same time these essays will remind my three children of their happy life in Cambridge as long as they like.

Lastly I would like to express my heartfelt thanks again to Mr. Ellis, headmaster, and Mrs. Russon, Class Teacher, and other staff, of Milton road Junior School, Mr. Hunter, Pastoral

Care, and Mrs. Brown, Form Tutor, and other staff, of the Manor Community College, and Mr. Hjort, Head of Sixth Form, Mrs. Woodcock, Form Tutor, and other staff, of Impington Village College. At the same time, I would like to offer cordial thanks to our friends, acquaintances and neighbours in Cambridge who were always kind, generous and friendly to us and were willing to take good care of us.