

NATURE AND SCOPE OF SCHOOL

The School was transferred to the Devon County Council in 1929. Since the last Inspection in 1922, when there were 137 boys in the School, numbers have gradually risen to the present record level of 173. Half the boys come from outside Bideford. There is no provision for boarders, but a few boys (7) drawn from Hartland and other remote districts receive boarding grants from the County and lodge at various houses in the town. One hundred and seventeen boys received their previous education in Public Elementary Schools.

Boys are admitted from the age of 8, and it is satisfactory to note that most boys now enter the School at or under the appropriate age of 11. A few boys, however, still drift in at a later age, and there seems no reason why a stricter policy in regard to overage applications should not now be adopted and made generally known. Similarly, it is suggested that the time has come to take a somewhat stronger line in regard to the standard of admission to the Main School, and also in regard to the superannuation of boys in the Preparatory Department who are unfit for promotion to the Main School at the normal age; the existence of a Preparatory Form with an average age (at the date of the Inspection) of nearly 12 is not merely anomalous, but an obstacle to efficient and economical organisation.

Recent statistics of average length of school life and leaving age show a distinct advance on the position in 1922, but the figures are still several months below the corresponding averages for the County as a whole. In this connection it may be noted that a new form of school-leaving agreement, with a penalty clause of £5, has recently been introduced at this and other Devon County Schools.

On leaving most of the boys go into offices and shops or on to the land. A School Careers Department has recently been instituted, and it is satisfactory to record that of the 31 boys who left the School last year only one is unemployed. Of the 99 boys who have left the School in the past three years, 7 have gone on to places of Higher Education, including 3 boys to the University College of the South West.

GOVERNING BODY

Meetings of the Governing Body are generally very well attended, and it is clear that the Governors—several of whom are Old Boys of the School—take a keen and active interest in its welfare.

FINANCE

The tuition fee was raised in 1923 from £7 10s. to £10 10s. a year (the general fee for Devon County Schools).

The Feoffees of the Bridge Trust have recently resumed payment to the Exhibition Foundation of £100 per annum. Altogether the income of the endowment amounts to about £180. Under the new Scheme of March, 1929, at least half of the income is applied to Internal and Leaving Exhibitions.

SCHOLARSHIPS AND EXHIBITIONS

The Free Places awarded last year represented 35 per cent. of the previous year's entry. Altogether 77 boys in the School are exempt from tuition fees, and 10 others pay half-fees.

The generous provision of Leaving Exhibitions available to the boys of this School, town and district has been further increased by the gift in 1929 of another ("Duncan-Hedden") Exhibition of £35 per annum, open to boys entering the medical, dental or other professions.

PREMISES AND EQUIPMENT

Since the last Inspection a site of eleven acres on the outskirts of the town, some distance from the present premises, has been acquired for the erection of a new school. The question of building is necessarily in abeyance at the moment, but part of the site has already been levelled and other parts are in use for football. Thus one of the most serious deficiencies of the School—the lack of a playing-field—has now been remedied.

Various minor alterations have recently been made to the School premises, partly with a view to accommodating the increased numbers. The Big Schoolroom has been partitioned into two classrooms, and the gymnasium made available for one or occasionally two classes; a small room next to the workshop has been brought into commission to give a little more space for Manual Instruction; an old basement kitchen is being converted into a staff room; a new bicycle shed has been erected and electric light installed in the Hut classrooms. These improvements make conditions a little more tolerable; but they do not touch the most serious defects of the premises—in particular, the deplorable general condition of the Hut classrooms, the insanitary and inadequate offices, the insufficient cloakroom, the basement workshop, and the absence of a school Science Laboratory.

While in present financial circumstances it is unfortunately true that for any substantial improvement in general conditions the School must await its new buildings, it may be urged as essential in the interests of health that the Hut classrooms should be kept meantime in as weatherproof, warm and fumeless a state as can be effected by temporary repair, and that the dangerous holes in the surface of the playground and approaches to the school building should be made good.

The urgent need for improving the Science equipment is dealt with in the subject report.

A scheme for hiring text-books to pupils at the reasonable charge of 4s. a term is now in operation.

SCHOOL LIBRARY

There has been an annual grant of £15, reduced to £10 last year, but owing to lack of storage for books only a small part of this sum has been expended. It is now being spent and a library will gradually be built up; possibilities of purchasing books second-hand should not be overlooked. Definite steps are being taken to encourage reading and familiarise boys with the use of books.

The reference library (235 volumes) and the main fiction library (207 volumes) are now housed in the room used by the Sixth Form. There are also Form libraries in Form Upper V (154 volumes, mostly fiction) and in Form I (184 volumes of easy fiction).

Books are sometimes presented by boys or friends of the School, and there are on loan at the present time a number of books on League of Nations topics.

The Library is in the charge of one of the staff, assisted by some older boys.

STAFF

The present Head Master, an Oxford graduate and classical scholar, was appointed in September, 1931. Previously he had been for some years on the staff and in charge of a House at Dulwich College. He has made an excellent start at his new job; staff and boys have settled down happily under him, and he has already effected in an unobtrusive way several important developments in the work and life of the School. He is a very sound and effective teacher and has made himself responsible for practically all the Latin work of the School, as well as for the senior English.

The regular staff consists of 7 Assistant Masters and one well-qualified and competent Mistress in charge of the bottom Form; there are Visiting Instructors for Music and Physical Training. Four of the Masters are graduates, two with Second Class Honours. Numerically the staff should be adequate for a school of this size, but the existence of two Preparatory Forms averaging 15 boys each makes rather heavy demands on staff-time, and at present there is little margin for Sixth Form work. It is a hardworking and very fair staff, and includes one teacher of unusual quality.

The balance of the staff is rather heavy on the side of English subjects and Languages, at the expense of Mathematics and Science; indeed, one man (the Second Master, who has given long and loyal service to the School) has responsibility not only for all the Science, but also for the senior Mathematics. This is too big a task, and the earliest opportunity should be taken to give him relief in one subject or the other.

All members of the staff take a regular part in out-of-school activities; the Head Master himself being largely responsible for the school football and for the Dramatic Society.

ORGANISATION, CURRICULUM AND STANDARD OF WORK

In the Main School there is a five-year course to the School Certificate with two parallel Forms in the first year and a single Form at the other stages. The curriculum, which has Latin and French as its languages, is practically uniform for all, the main exception being that a few boys take extra English, French, etc., in place of Latin. A little Book-keeping is taken in the Middle Forms. English subjects and Languages predominate, the place assigned to Science being exceptionally small. This is partly due to tradition, partly to balance of staff (to which reference has already been made) and partly to the fact that since there is no laboratory at the School Science is taken off the premises. Till the last two conditions are rectified, no considerable development on the Science side can be expected. It is evident that many of the boys who come to this School are not of a literary or linguistic bent: and the importance of developing the Science course and adapting it to the environment of country boys scarcely needs emphasis.

Geography is an outstanding subject: History has also made considerable advance since the last Inspection; and Latin, in the hands of the Head Master, is unlikely to remain the weak subject it has been for some time past.

On the æsthetic and practical side, the recent development in Music is a welcome feature. Two periods a week are given to Art throughout the School. The development of Manual Instruction is hampered by the accommodation. Physical Training receives only one period a week in several Forms.

School Certificate results for recent years show that a fair number reach the examination and a satisfactory proportion pass.

In the past there has been very little work above this stage: it is satisfactory to record that there is now a Sixth Form of nine boys, three of whom are working for the Higher School Certificate. In the last three years two boys have sat for this examination and one has passed it; this boy won a Devon County Major Scholarship, taking first place.

Preparatory Forms.

These two classes, containing altogether 30 boys, are not organised as a separate department but form part of the School and are taught by members of the staff. Form I is taken by a skilful and experienced Assistant Mistress; she keeps the boys busy and keen and does much to develop their general interests; they make reasonably good progress. The average age of the 10 boys in it is 9 years 4 months. Reference has already been made to the average age of Form II; the age-range of this Form is much too wide, and for such an assortment of boys it is almost impossible to devise a suitable curriculum and time-table; it has apparently been decided to treat them all as backward and give them a double allowance of Arithmetic, History and Geography; for the younger boys this is not desirable and it is probably unnecessary for any. Most of the work is taken by a young graduate, who has a good deal to learn about class-management. It is unfortunate that in this Form such an important subject as English is divided between three teachers. The boys are bright and pleasant, but their attainments are not more than fair.

In both Forms the boys would benefit by giving more time to Handwork, Physical Training and Music.

If the age-range of Form II could be reduced, a more economical use of staff-time in this part of the School might be possible.

SUBJECTS OF TEACHING

English Language and Literature.

The Head Master is responsible for the work of the Upper Fifth and Sixth Forms. His teaching is thoughtful and painstaking and he is doing a great deal to arouse an interest in English Literature and to treat it as something more than an examination subject. He encourages the boys to read more widely and is developing the Dramatic and Debating Society.

Below this the subject is in the hands of a Master who has worked in the School for twenty years. The teaching might be more stimulating. Written English is very fair, but (as at the time of the

last report) elocution needs much attention, and a greater effort should be made to develop a love of reading and an appreciation of verse as well as prose. Dramatic readings from the start would be invaluable as a means of enlivening the lessons.

Too many of the prose tales which are studied are of the same type; some are too hard. Much time is given to formal grammar; there is much repetition and it is doubtful whether the course is sufficiently progressive. The provision of a good modern text-book of composition would be useful.

The School Library needs to be enlarged considerably.

History.

For the last five years the History of the Main School has been in the hands of a young Master who took Second Class Honours in the subject at Bristol University. He is a keen and sound teacher and is developing the work creditably.

A liberal allowance of time is given. The syllabus is somewhat unusual. The first year is devoted to a general sketch of English history; the second to a general survey of the history of Western civilisation; the third and fourth to a more detailed survey of English history on a background of Continental and World history; and the fifth year to the Tudor and Stuart period, which is offered for School Certificate. The general criticism to which this course is possibly open is that in the first four years it entails too much rapid survey and does not allow enough detailed study, particularly of the eighteenth to the twentieth centuries. An alternative would be to plan for the third to the fifth year a consecutive three-years' course of English history (in its wider setting), from 1485 to the present-day, offering the modern period for the School Certificate. If, however, the Tudor and Stuart period is retained in the last year, it might perhaps be better to start with the survey of Western civilisation in the first year and devote the three middle years to the consecutive three-year course suggested above. Whatever the course adopted, it is important that recent history and "current events" should find a definite place in the curriculum of the last two years.

The lessons heard were well-planned and interesting, and recent School Certificate results confirm the opinion formed at the Inspection that the work is effective. Possibly the Master tends to resort too much to the lecture-lesson with the older boys and to demand from them too little oral response or active effort such as he gets from the first year boys; but his lessons evidently hold their attention. The work is illustrated by pictures, maps, and the reading of historical extracts, and some of the maps, sketches and diagrams seen in the note-books were very neatly executed. Small sets, or even single copies, of supplementary reading and reference books analogous to those available in the first year Forms would be valuable in the other Forms, and would enable the Master to encourage private reading and individual work in the form of lecturettes and essays alongside the ordinary classwork. At present the senior boys appear to have read very little even in the way of historical fiction. The History section of the reference library, just started, contains at present only about a score of books.

Some good written work was seen; this is wisely not confined to the ordinary History essay.

The Higher Certificate candidates in the Sixth Form are taking History as a subsidiary subject. They work on weekly assignments and have occasional periods with the History Master for the revision of their essays.

Geography.

This subject occupies an important place in the school time-table.

The syllabus of instruction has been carefully worked out for all Forms from the First to the Sixth, and it covers the requirements of the School Certificate and Higher Certificate Examinations. The different branches of the subject—regional, physical, political, human, commercial, economic—have all been considered in detail, and the treatment of their various natural points of contact and of their inter-relations form a special feature of the whole of the work in progress. Briefly, the different parts of the subject are deftly woven together, and the older boys seem to have acquired considerable facility in seeing geography as a whole and not as a mere series of half-related fragments.

Certain phases of the work are of special merit, for instance, the practical work out of doors; the study of modern maps; the accumulation of geographical data for the purpose of generalisation; the boys' careful filing of written-up notes, sketch-maps and diagrams; the boys' books of "individual exercises," consisting of sketch-maps and diagrams with questions directed to simple lines of research. The visitor is at once impressed with the way in which the whole subject has been organised, and with the deft handling of the many complications of modern geography.

The responsible Master's main difficulty is to devise means of filling up the many lacunæ in the boys' knowledge of Science, in order that the physical geography may be rationally taught. He cannot assume, as he ought to be able to assume, that the boys are acquainted with such topics as conduction, radiation, absorption, convection, fluid pressure, the chemistry of air and water; and all these things have to be taught incidentally during the course of the Geography lessons. The application of such principles to Geography necessarily cannot be taught until the principles themselves are known, and the Geography Master is thus compelled to pull himself up and deal with matters that ought already to have been done in the Science course. It is not only a question of breaking the thread of the Geography teaching; there is the further question that Science taught as a chapter of unrelated topics cannot take its place in the pupils' minds as a complete picture. This is no sort of reflection on the Geography teaching; rather it points to the need of a stronger course of work in Science and to the freeing of the Geography Master from much of the incidental Science teaching he is now called upon to do.

The Master in charge of the Geography is an able man, he has a wide and sound knowledge of his subject, and he is a teacher of unusual skill and power.

The various types of maps in use have been well chosen, and the Geography equipment is good generally. The Geography section of the School Library, though not extensive, is representative and modern.

French.

The Assistant Master in charge of this subject has worked in the School for six years; until the present Head Master came, he took the junior French only; he now takes the top two Forms as well. The teaching is thoughtful and thorough. Considerable attention is paid to pronunciation which improves very much as the course proceeds; in the first year, the boys are fairly ready to express simple thoughts in French, but above this stage they lack confidence; more recitation, some easy dramatic work and regular oral practice based on the reading lessons should help them considerably in this respect. Translation from French is creditable and the School Certificate results show that the boys have a reasonably sound knowledge of accidence and simple syntax.

At the present time no boy is taking French as his main subject for the Higher School Certificate Examination; several are taking it as a subsidiary subject.

A promising start is made in the first year which is taken this term by a young graduate.

The time allowance for the subject is generous and the equipment adequate, though there is no French section in the School Library.

It is hoped that the responsible Master may be able to spend some weeks in France before long; he has not been there since 1913.

Latin.

Latin has not been a successful subject, and the new Head Master set himself to the task not merely of raising the standard of work in itself but of making Latin contribute as it should to the general intellectual training and interests of all who learn it, a task for which he is well fitted as his academic qualifications are in Classics and he has been on the classical staff of a large Public School. Judging that the situation called for drastic change he has made himself responsible for most of the actual teaching and has introduced the Direct Method which, begun last year in the beginners' class, has now reached the second year.

It is early yet to say to what extent the changes will enable the Head Master's aims to be realised. In the case of the older boys not much can be expected, but the work of the first and second years is very promising, for the boys have made marked progress and they are decidedly keen. The changes, however, raise awkward problems. As regards the use of the Direct Method the Head Master's skill and experience as a teacher will enable him to make such adjustments in the method as special circumstances may require and, too, the difficulty of providing for pupils who do not start at the beginning of the course should disappear as the conditions of admission are made stricter. But the really serious problem is whether the Head Master can spare to Latin so much of his teaching time. The solution of this problem seems mainly to rest on the ability of the Master who previously was in charge of Latin and now takes one Form so to adapt himself to the new order as to further the development for which the foundations are being laid.

Latin is normally begun by all boys, but after a year, or it may be later, it is discontinued by those who clearly make no headway. There is a four years' course up to the First Examination, and the allowance of time is 5, 5, 5, and in the fourth year 6 periods.

Three boys in the Sixth Form are continuing Latin, of whom one hopes to take it as a full subject in the Higher Certificate Examination.

Mathematics.

With the exception of just one boy in the Sixth Form, the teaching of Mathematics is confined to the prescribed course of arithmetic, algebra, and geometry for the School Certificate Examination. The Sixth Form boy has read a little trigonometry as well.

There is no Master with any special mathematical qualifications, and the subject is divided up amongst several members of the staff, the senior Assistant Master taking the work of the Fifth Forms. Despite this division of labour, the quality of the actual teaching in nearly all the Forms is good, though the actual handling of algebra is less expert than that of arithmetic and geometry.

In two important respects there is room for criticism: the pace is not quick enough, and the standard is not high enough. In every Form the work might be speeded up a little, and then the Fifth Form boys, whether or not they are going to take Mathematics in the Sixth, would be able to get beyond the bare requirements of their examination. That way would lie greater confidence on the examination day, and, incidentally, better examination results. At present the boys are not on the spot so quickly as they ought to be. They want more practice both in quick oral work and in problem analysis. It is not that Mathematics is treated in any way cavalierly; it is rather that the boys have come to look upon the subject as one for rather leisurely treatment. They want something rather harder to bite at, especially as the science is treated as a subsidiary subject.

Science.

It is a rare thing to find in a boys' school Science occupying such a subordinate place in the school time-table. The subject is not taught at all either in the Sixth or in the Upper Fifth, and it is not now taken in the School Certificate Examination.

This unusual position of the subject is largely due to the fact that the School has no accommodation for Science teaching, and such work as is attempted is done at the local Technical Institute on the quay-side, a third of a mile away. Here the boys of the middle Forms spend $1\frac{1}{2}$ hours a week, mostly in the lecture-room, and receive instruction from the demonstration table. The Institute contains a small chemical laboratory, but the boys seldom work in it. Indeed, apart from bottles of re-agents, there is very little apparatus or equipment for teaching Science of any kind. That for physics is extremely small in amount and it is very aged.

The syllabus of instruction for these Middle Form boys consists of a very elementary course of mechanics and physics and the bare rudiments of chemistry.

The whole subject requires serious attention, though until the new building scheme, with suitable laboratory accommodation, matures, something rather less than a final plan of campaign may be provisionally accepted.

Inasmuch as there is an old demonstration table in the main building, there is much to be said in favour of bringing the physics away from the Institute, where there is no better accommodation for teaching it, and for doing the bulk of it at that table, the Institute being used only for such chemistry as it may be decided to include in the revised course of instruction. But whatever is done, a serious beginning should be made in the provision of apparatus: £50 a year for two years would perhaps suffice for a start. The Governors would find it interesting to search for another Secondary School for boys so ill-equipped for Science teaching, interesting because their search would almost certainly prove vain. There is not a single piece of modern apparatus available. The boys leave school knowing virtually nothing about, for instance, the all-important subject of electricity: this is wholly unsatisfactory.

The senior Assistant Master (the senior Mathematical Master) takes charge of the work at the Technical Institute. The work in progress is much too elementary to be considered seriously as a suitable course of instruction. On the other hand, it is informative. Moreover, the Master has the gift of easily sustaining the interest of the boys throughout a lesson. He is apparently a good craftsman, but he has no tools.

The nature study lessons taken by the Assistant Mistress call for commendation.

Art.

The Master responsible for the Art teaching also teaches Handicraft. As he has been a member of the staff for little more than a year, during which time he has been working under difficult conditions, it is too soon to judge the results of his teaching. The scheme of work which he proposed to follow has been abandoned for various reasons, and as a result the exercises show little relation to one another, nor does there appear to be a clearly defined aim. A number of experiments have been tried with a view to interesting the pupils in the subject, and there are signs that these efforts are beginning to meet with success, but it is doubtful whether the end in view, important as it is, justifies some of these experiments; any exercise which does not in some degree play its part in developing taste has little value.

For the present it will be better to aim at doing simple things well: the pupils need the stimulus which comes from reaching a high standard in the work which they have undertaken.

It is probable that the Art Master's strength lies chiefly in his ability to develop Craft work, and very effective Art teaching is possible along these lines, but the present equipment and accommodation appear to be even less satisfactory for Craft than for Art teaching. If equipped with suitable desks the gymnasium would afford the best facilities for Art teaching; the room that was in use on the day of inspection is very inadequate for the purpose.

Manual Instruction.

Manual Instruction is given by a fully qualified teacher who is interested in several forms of handicraft. He was appointed to the staff in 1931 and gives instruction in handicraft during twelve periods a week.

The room in which the instruction is given is a cold, damp semi-basement, and the area is small. Tool equipment has been recently improved but is still very inadequate. All boys from Form I to Upper IV inclusive have two periods in the workshop each week and, in time, some boys will carry the subject to the School Certificate level.

Little finished work was available for inspection and the class seen under instruction was in the elementary stage. The drawings of work done by the boys, however, show a wide application of handicraft to the school needs and to the boys' interests. The final impression was that though the Head Master had given full support to the persistent and praiseworthy efforts of the teacher, the poor accommodation and equipment had seriously hindered the proper development of the instruction. Now that some slight improvement of the conditions has been brought about the development of the instruction should be easier, but it is doubtful if, under present conditions, the teacher can ever do the best of which he seems capable.

Music.

A Visiting Master gives a weekly lesson to the boys in the Preparatory Forms and another to the grouped first year Forms. The work is taken in the gymnasium.

In the lesson heard with the first year Forms the time was spent mainly on voice exercises and instruction in musical notation; only two songs were sung, both taking the form of treble solos with chorus. Clearly the boys are getting a valuable training in voice production, but other sides of musical training—e.g. sight-reading and ear-training—receive less attention. With grouped classes and so little time it is difficult to plan a comprehensive and progressive course, as suggested in the chapter on Music in the Board's "Handbook of Suggestions for Teachers"; but if a definite scheme of work, with some plan of the weekly lessons and of the distribution of time between the different aspects of the training, were drawn up, it would help the Master to cover more ground and introduce more variety into the work. It is recommended that the time given to the singing of songs should be substantially increased, and the boys acquainted with a considerably larger number of songs. For this purpose the present song-book, containing some 15 songs, supplemented by a few sets of single songs, is altogether inadequate. A set of sight-reading manuals is also needed.

The provision of a gramophone with a small library of instrumental records would be valuable for purposes of musical instruction and appreciation.

Outside the class lessons, it is very satisfactory to record the general development in music which has taken place in the School in the last eighteen months, a development which is due in the first place to the interest and initiative of the Head Master, but for which the Music Master also deserves considerable credit. A choir consisting of some 70 boys drawn from all parts of the School has been formed which practises once a week in school hours; and a small orchestra has also been started. Six members of the staff (in addition to the Music Master) take part in Choir and Orchestra. A performance of Bach's Peasant Cantata was recently given; some parts of this were heard at the Inspection and were very well rendered. Music has in fact now taken

its proper place in the School as an important element in the education of boys of all ages; and its future development will be watched with interest.

Physical Education.

Gymnastics are taught by a part-time member of the staff, who attends on one whole day and two half days weekly. He is also employed in a similar capacity at the Barnstaple Grammar School, the two appointments constituting a full-time post under the Devon Education Committee. The Master, who is an ex-Royal Naval Instructor, is anxious to give of his best, and is unsparing in his efforts to achieve success, but, in spite of his keenness, the lessons seen left much to be desired in regard both to the suitability of the material used and the methods of instruction employed. He would be well advised, therefore, to take an early opportunity of attending a Summer Vacation Course in order to acquaint himself with recent developments in the theory and practice of educational gymnastics.

Administrative difficulties, arising from the lack of adequate classroom accommodation and the consequent use of the gymnasium as a Form room, assembly room and concert hall, operate against the attainment of a satisfactory standard of work. The desks which are stored in the gymnasium, and the presence of other impedimenta incidental to its use as a Form room, not only occupy valuable space and render certain important pieces of apparatus unusable, but they also result in an undesirable accumulation of dust and dirt, and seriously interfere with the value of the training.

At present, the lower Forms receive two gymnastic lessons and the upper Forms one lesson, weekly. Gymnastics for the Sixth Form are voluntary. The reduction of time in the upper Forms is to be regretted, and although the Instructor is fully employed while at the School, the provision for the boys' physical education must be regarded as inadequate until arrangements can be made for every Form to receive a minimum of two lessons a week.

Reference has already been made to the new playing-fields. The hilly nature of the land necessitates the playing pitches being arranged in terraces, and while, as yet, the whole of the available ground has not been prepared, two Rugby football pitches have been laid out and are being used.

In addition to the usual Saturday matches arranged for School and House teams, each Wednesday afternoon (nominally a holiday) is devoted to field games, which are compulsory. The majority of the boys, therefore, take part in a weekly organised games lesson. The Head Master has associated himself very closely with this branch of the boys' physical education and since his appointment the games scheme has been reorganised. He takes an active part in coaching, and in supervising the training generally, in which work he is assisted by the Physical Training Master.

Instruction in swimming is provided during the Summer term, when special transport is provided to take the boys to an open-air bath in an adjoining village.

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE

Daily assembly and prayers are held in the gymnasium.

Of the boys who do not go home for dinner some have it at various cafés in the town, the rest in picnic fashion in their classrooms. It is desirable that arrangements should be made for the latter to have their meal together in the gymnasium or elsewhere under better conditions and supervision; and some means at least of heating drinks should be provided.

The last eighteen months have seen a notable development of general school activities. Games are now compulsory, and Rugby football has been successfully introduced. Swimming is arranged in the Summer term at Westward Ho; and now that the School has a playing-field of its own it is hoped to organise cricket more satisfactorily. The Prefect system has been considerably developed and in conjunction with a system of Houses plays an important part in the life of the School.

In addition to the Choir and Orchestra, and the Careers Department already mentioned, a Dramatic Society (which performs plays in English and Latin), a School Magazine, and a branch of the National Savings Association have been started, and the Debating Society has become more active. The School possesses a small printing press on which programmes and so forth are set up and printed by boys under the direction of the Manual Instructor.

Last summer an Exhibition of Art, Manual and Geographical work was organised, at which some 50 boys gave demonstrations of drawing, map-making, carpentry, turnery, etc., including a representation of Roman Surveying carried out in the Latin language by boys in costume.

There is a flourishing Old Boys' Association which takes a keen and practical interest in the School.

The behaviour of the boys and their attitude to their work make a favourable impression.

GENERAL CONCLUSIONS

This School is in good hands and in several important respects—numbers, age of entry, length of school life, quality of staff, standard of work in the main course and establishment of Sixth Form work—has made a distinct advance since 1922. An even more marked development has taken place recently in the corporate life.

With its increased numbers the School should now be in a position to raise the standard of admission and adopt a somewhat stricter policy in regard both to age of admission into the Main School and to superannuation from the Preparatory Department.

The main desideratum on the scholastic side is the development of Science.

The premises are gravely defective and it is much to be hoped that financial conditions will permit of their replacement at an early date. //

APPENDIX

Organisation, etc.

1. *The School* has been recognised under the Board's Regulations for Secondary Schools for the purposes of Grant since 1 August, 1907.

2. *Instrument of Government*.—Articles of Government of Devon County Council's Secondary Schools.

3. *Constitution of Governing Body*.—Under the Instrument of Government the Governing Body is a Sub-Committee of the Education Committee of the Devon County Council, consisting of :—

- 16 Representative Governors appointed
 - 6 by the Council as Local Education Authority,
 - 6 by the Bideford Borough Council,
 - 2 by the Feoffees of the Bridge Trust of Bideford, and
 - 2 by the Magistrates in Petty Sessions ; and
- 4 Coöptative Governors.

4. *Number of Assistant Staff*.—10 : Regular, 8 ; Visiting, 2.

5. **Tuition Fee (Yearly)*.—£10 10s.

Statistics of Pupils

6. *Total Number of Boys (all Day Scholars) on 1 October in each of the following school years :—*

1928-29	1929-30	1930-31	1931-32	1932-33
154	152	161	154	172

7. *Actual Figures at date of Inspection.*

(a) Total Number of Boys (all Day Scholars), 173.

(b) Numbers and ages of Boys in Forms.

Form	No. of Pupils.	Average Age on 31 July last	Number of Pupils now in the School whose ages reckoned on 31 July last were									
			Under 9	9 and under 10	10 and under 11	11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18
I	10	Y. M.										
II	20	9 4	3	4	2	1	—	—	—	—	—	—
III B ..	24	11 4	—	1	6	7	5	1	—	—	—	—
III A ..	24	11 4	—	—	10	8	4	2	—	—	—	—
Lower IV ..	30	12 7	—	—	7	8	7	2	—	—	—	—
Upper IV ..	25	13 4	—	—	—	6	18	5	—	1	—	—
Lower V ..	17	14 5	—	—	—	2	7	11	5	—	—	—
Upper V ..	14	15 2	—	—	—	—	2	3	7	2	3	—
VI	9	16 3	—	—	—	—	—	1	4	8	1	—
Totals ..	173	—	3	5	25	32	43	25	16	16	6	2

8. *Areas from which Boys are drawn.*

Percentages based on Returns for school year 1931-32.

Bideford 51 Rest of Devon .. 49

* This fee is under revision.