

NATURE AND SCOPE

This School was last inspected in 1933, when there were 140 boys over eleven years old, of whom 8 were over the age of sixteen. In 1935 the School moved into commodious new buildings. The numbers rose steadily to 189 in 1939, but there was a rapid increase during the war to 300. Since 1945 there has been a steady decline, and at the time of the 1952 Inspection there were 171 boys (all over eleven) of whom 33 were over sixteen years. The increase in the proportion of older boys, reflecting a longer average school-life, is gratifying, but there were only 13 boys in the Sixth Form in May, 1952.

During the past three years the average age at which boys have left the School has been sixteen years, nine months. Five boys have gone to University Colleges and four to Training Colleges. The Second Master is doing good work in helping boys to choose suitable careers.

The number of boys admitted to the School each year is far from constant; in one year the number may be just enough to make one Form, and in the following year there may be too many for one Form but not enough for two Forms of an economic size.

BUILDINGS AND EQUIPMENT

The excellent block of buildings erected in the Abbotsham road in 1935 at a cost of £18,500 comprise an Assembly Hall (with stage), Gymnasium, two laboratories, Handicraft Room, Art Room, Library, and eight classrooms. There are also a Masters' Common Room, Medical Inspection room, and adequate cloakrooms. The whole is well-planned, and there is no lack of light and air. The Library is small, and the classrooms are not large, but there is accommodation for nearly twice as many boys as there are at present in attendance.

One attractive feature of the building is the way in which the inscribed tablets and other historic relics, as well as "honours boards," have been preserved and incorporated, as a reminder of the School's ancient traditions.

A standard Kitchen-Dining-Room unit was erected recently and is connected with the main building by means of a covered way. The former Kitchen has been converted into a Prefects' Room.

The School site covers ten acres, but it is on a slope, and much levelling has had to be carried out in order to provide suitable playing fields. Unfortunately the levelling has not been carried far enough to enable the cricket square to be rested during the winter. The School possesses a good Pavilion, built in 1934 and mainly paid for by Governors, Old Boys, and friends of the School. The School and grounds are well kept.

In general the School is well equipped, but there is a need for additional apparatus in Physics.

STAFF

The Head Master has a first class honours degree of Nottingham University in Mathematics. He came in September, 1945, before the School had recovered from the war. He immediately introduced measures calculated to improve the standard of industry and discipline of the boys. He might now interest himself in those aspects of School life which should flourish outside the classroom. He has had the misfortune to see the numbers diminish, and to be powerless to arrest the decline. He is a competent teacher of Mathematics to which he devotes half of his time in School. He is assisted by a loyal Staff of ten full-time Masters and a visiting Master for Art, who form a well balanced team only narrowly adequate in numbers. The Staff are well distributed in age and experience, and although not highly qualified are as a body rather above the average as teachers and are on excellent terms with their pupils. Half of them have been appointed by the present Head Master, and although there have been a number of changes, and one Master who has

given forty years of devoted service to the School is in his last term, there is a good prospect of stability for a few years. The time is consequently appropriate for the Head Master to take the Staff more fully into consultation, especially as there is a need for reconsideration of the principles on which the organisation should be based.

ORGANISATION AND CURRICULUM

There are two Forms in the second year and in the fifth year of the School course; in each of the other years there is only one. This makes organisation a matter of annual improvisation. In Form I all boys take Divinity, English, French, Latin (3 weekly periods only), History, Geography, Mathematics, General Science, Art, Handicraft, Physical Education, and Music. Form IIIB do no Latin, and distribute the five periods made available thereby among the other subjects. In Form III Music is dropped, and so is Biology; Physics and Chemistry take their place. In Form IV increased time is given to Physics, which becomes alternative to History, and to Chemistry, which is alternative to Latin and to General Science; Art and Handicrafts are also alternatives from this Form onwards. Form V may (and VB do) give up French: the boys may choose one subject from each of these groups:—Latin, Art, and Handicraft; History and Physics; Chemistry and General Science. English "Language" is a compulsory subject, but English "Literature" is optional. The options available in the Fourth and Fifth Forms are designed to enable each boy to limit the number of subjects to seven out of a possible eleven. The choice in the Fourth Form is made by the boy; it seemed to the Inspectors that without good advice and firm guidance the responsibility is too great for a boy of fourteen. At the Fifth Form stage the choice of subjects to be taken in the examination for the General Certificate is based on the results of "trials" held in the middle of the Lent term; no boy is allowed to offer in the examination a subject in which he has "failed."

The organisation is exceptionally complex for a School of this size. The complexity is due partly to difficulties caused by diminishing numbers and a fluctuating entry, partly to a laudable desire to maintain in what is virtually a one-stream School the flexibility normally possible only in a School with two or more streams, and partly to an attempt to carry out certain of the ideas underlying the new General Certificate of Education. The time has come, however, for some simplification, and certainly for the establishment of clearer principles; the annual expedients make long-term planning of the courses impossible. Consideration needs to be given to the following questions: how long should be the compulsory course in Latin to be profitable both for those who continue and those who do not: to the options involving Science: whether it is really desirable to separate English Literature from English "Language."

There is no really weak subject, though some are undistinguished. In English the scheme is good but the treatment largely unimaginative; in Geography the reverse is true. Religious Instruction is very well done. French is promising. Latin is better than might be expected in such difficult conditions, but the aims need reconsideration. Music in School ceases after the second year. The work in Handicraft is good; the possibility of introducing Technical Drawing might be considered.

SCHOOL LIBRARY

The School Library, a pleasant room about four hundred square feet in area, is suitably furnished and well equipped. The expansion of the Library has made additional shelves necessary, and these are about to be installed.

The administration of the Library is smooth and efficient. The various sections are soundly arranged and clearly indicated, and an up-to-date system of reference enables borrowers to make ready use of the books available. An attractive display near the Library informs the boys of the latest additions to

the Library, and invites them to examine the new books. The School receives an annual grant of £25 which it usually supplements from its own resources.

The Library contains a very useful collection of books which serve to extend the work done in class and to meet the general interests of the boys. These interests are well covered, and although some sections such as Music, Fine Arts and Science are rather thin, they are growing. The Nature Study section is particularly good. The Reference Section has been carefully built up and is well used. Most of the established English authors are represented, and the works of the major novelists, poets and dramatists are available. Some books of modern poetry and later works of literary criticism would be welcome additions to the Library. There is a varied collection of fiction. Each term, the Devon County Library lends to the School about fifty books, fiction and non-fiction, and these are appreciated by the boys. Every Form has a set time each week during which books may be borrowed, but teaching practice throughout the School might well include regular exercise in the use of the Library's resources.

The Master in charge of the Library appreciates its proper part in the education of the boys, and he deserves encouragement for the quiet but successful way in which he carries out his duties.

SUBJECTS OF TEACHING

Religious Instruction

Religious Instruction has an important place in the life of this School. Until recently, all Forms devoted two periods a week to the subject; now, except in Forms I and IV, the time has been reduced to one period a week. Homework is set during the first four years of the course.

The Head Master is responsible for the work in the Fifth Forms. All the other boys are taught by the Master in charge of the subject, who holds a General Honours degree of the University College of the South-West. His belief in the value of Religious Instruction and his firm resolve to do the job well have given his teaching a notable strength and sincerity.

The syllabus is based upon the Agreed Syllabus of the County of Devon. Most careful thought has been given to skilful adaptation of the attractive courses offered there to provide a well ordered, coherent course suited to the needs of the School. The ground covered includes the great narrative portions of the Old Testament, a history of the Jews in outline up to the birth of Our Lord, and certain of the Prophetic writings. Due importance is given to the development of Jewish religious belief and to the progressive revelation of God. A study of the Gospel of St. Mark in the first year leads on to a careful survey of the life and teachings of Jesus and of the pioneer work of the Early Church. The lives and achievements of great Christian missionaries and reformers, of the present as well as of the past, the History of the Bible, Christianity and Social Problems—these and other topics of interest and moment to the Christian are aptly and opportunely introduced into the course.

The Master responsible for the subject shows admirable readiness to vary his teaching practice to make the lessons as challenging and as stimulating as possible. Good use is made of pictorial and other visual aids, and dramatisation adds liveliness to the work. Moreover he carefully relates the content of his lessons to work done in other subjects. The boys work keenly and respond well to his lead.

Written work is very good. It includes the writings of narratives, passages of description and exercises in exposition. As the boys move through the course, written work increasingly challenges their powers of thought and understanding.

The whole course provides an enjoyable but disciplined study from which the boys may learn the history and beliefs of the Christian Faith.

English

The Senior English Master holds an Honours degree in French of the University of London. He is responsible for teaching the subject in every year except the fourth, and the advanced work in the Sixth Form is in his hands. He is helped by a younger Master with a General Honours degree of the University College of the South-West. This Master is a lively, persuasive teacher, alert to new developments in the teaching of English and ready to experiment. He is in charge of Forms IIA and IV, the less able boys in Form V, and the English course for boys in the Sixth Form who are studying Science.

A well arranged syllabus sets out clearly the work to be covered each year and gives some guidance as to aims and methods. Particular care has been taken to provide a varied course in literature, with a nice balance in each year between prose works, drama and poetry. The Sixth Form boys studying Science follow a suitable course designed to increase their power over the language and to widen their reading.

Written English is taught with great care and thoroughness; marking is most conscientiously done. There is some undue insistence upon written exercises, especially in grammar. Some of this work could, with advantage, be treated orally, and the time saved used to give practice in writing compositions to meet a variety of situations. The programme of written work in Form IV shows a design and progression that could well be found elsewhere. Varied topics within the boys' experience are set, and the response is lively. In all Forms there are boys who express themselves clearly and easily, and the more enterprising approach to written work seen in some Forms should give the pupils further opportunities for creative writing.

Literature lessons are enjoyed by the boys, but at times the tempo is slow and the treatment somewhat laborious. One Master has succeeded in interesting the boys in poetry, and he is strengthening their appreciation and understanding of it. A measure of his success in literature lessons is that he has persuaded the older boys to be more adventurous in their own private reading. There could be some enrichment of the syllabus by means of additional provision for drama; such extension could well include plays by authors other than Shakespeare. Some of the well chosen prose books already studied can be read at a good pace and may need supplementing. The boys are on occasion somewhat passive in literature lessons, and a more active interest could be roused, and their critical powers sharpened, by brisker discussion and more incisive questioning.

Three boys are following the advanced course in English; they are being taught in a methodical way. There is a deliberate attempt to help them to master the books set for special study, but their powers of thought and reflection could be more fully cultivated. In addition they need to be encouraged to read more widely outside the narrow compass of their set books. Their written work is well expressed and they show occasional flashes of insight and perception, but their essays reflect the conscientious but unambitious nature of the teaching.

History

The Second Master teaches History throughout the School; he holds a Second Class Honours degree of Bristol University and has taught the subject here since 1928. He is a well informed teacher with an arresting gift of narrative and an enthusiasm for the past which captures the imagination of his pupils. A clear thinker, he has drawn up a lucid and coherent syllabus, and has equipped his Department well. The presence in the Library of a useful stock of historical fiction, in addition to works of reference and scholarship, bears witness to the value he attaches to wide reading by his pupils.

At the beginning of the current School year, History became an optional subject in the Fourth Form, and a number of boys dropped it in order to give more time to Science: previously, all boys had studied it for five years, though not all had presented it for external examination. The innovation has meant that some boys terminated their historical studies at the Stuart period, since the syllabus provides first for an initial year spent on the Ancient World, followed by a four-year survey of British and European History in chronological order. In the later years of the course, the Master devotes considerable attention to current events, both at home and abroad, in order to impress upon his pupils the continuity of History. In the Sixth Form, modern periods of British and European History are studied; one third-year and three first-year boys are following the advanced course.

The quality of the work is high. In the lower and middle Forms the teaching is lively, the pupils' response is good, and the written work is varied and interesting. As the boys mature, the pattern of work matures with them; broad trends in modern History are picked out and illustrated by adequate factual evidence, and stress is laid on constitutional and Imperial developments. The Master employs his gifts of narration and exposition to good effect, and guides the pupils' reading with discernment. In the Fifth Form, where the essay work begins to make intellectual demands upon the pupils, quality varies more widely and many of the boys are plainly struggling; nevertheless, the work continues to be of benefit to most of the boys. The Sixth Form is reading steadily, though oral discussion does not appear to be strong; their written work seems to be of a standard in keeping with their abilities.

Results in external examinations have been consistently good. They have been achieved without any significant lowering of the value of the course in other directions. At all its stages the work gives to the pupils some solid factual knowledge, an appreciation of the significance of the past, and, to the able, a preparation for advanced work of quality.

Geography

An experienced Master with a General Honours degree of the University of London is responsible for the teaching of Geography. He is lucid in exposition, plies the boys well, and he holds their interest. He is assisted by a Master with no specialist qualification in the subject, who undertakes all the teaching in the first three years of the course. He has a pleasant style of teaching, and his work is fortified by very careful preparation.

The syllabus aims to cover, during the first four years of the course, most of the great natural regions of the world. In the fifth year a detailed study is made of North America, and there is revision of the previous four years' work. At all stages, Physical Geography is studied in relation to Regional Geography, and from the outset very good training is given in the use and understanding of maps.

The work in the first year is well conceived and provides a lively and interesting introduction to the subject through a simple study of the British Isles. During the next two years, the syllabus is heavily overloaded with regional studies of Asia, Europe and the Southern Continents. The thorough study of the British Isles in the fourth year is accompanied by a detailed survey of the Basin of the Torridge. This is, in itself, a most satisfying geographical study in which map reading, Physical Geography and Economic Geography exercise the boys' powers of reasoning and give the subject a particular vividness and application. Similarly, the course in the fifth year is not too wide in compass for a reasoned and satisfying approach to be made. It is suggested that some selection should be made from the material at present included in the syllabus, and that the content of what is eventually proposed should be spread more evenly over the five years of the course.

The boys show a keen interest in Geography and their written work is good. Note-making forms a minor part of it. Instead, the boys are set to write on well chosen topics, which involve the handling of geographical data and its interpretation. Their essays are substantial, the expression is lively and the material is handled with confidence. Map work throughout the School is very good, and at the end of the five year course the boys show skill in the interpretation of maps. Moreover, they have a sound knowledge of Physical Geography which sustains the regional studies made.

The Master responsible for the subject is keen to make the subject an important part of the boys' education. He has assembled a useful collection of film strips and photographs in the well equipped Geography Room.

There are four boys studying Geography in the Sixth Form, three of whom are following the advanced course. They are carefully taught and, although there is no one with marked ability in the subject, they are making satisfactory progress.

Latin

The Latin Master, who is on the verge of retirement, has served the School devotedly since 1912. He is an able teacher and a hard worker who is not discouraged by difficult teaching problems; he interprets his task broadly, requires a high degree of effort from the boys, and gains a good response from them.

There have been several changes in the organisation of the subject during recent years, and at one time its very survival was in doubt. The Head Master is anxious for advanced work to be available in the Sixth Form for suitably gifted boys; with this aim in view, he restricts Fourth and Fifth Form Latin to small sets of able boys, and allots six teaching periods in the Sixth Form. At present one second-year and one first-year boy hope to take Latin at the Advanced level in the examination for the General Certificate of Education. Below the Fourth Form, the organisation has varied from year to year. The Third Form and Form IIA are both completing their second year of Latin; Form IIB dropped it after a single year; and the whole First Form began it on entering the School.

With this mixed background, attainment naturally varies. The subject is well taught; thorough linguistic foundations are laid and accurate work is demanded, while knowledge of Roman institutions and mythology is steadily imparted to the boys. Nevertheless, in the early years progress is slow, largely because the classes contain many boys with little linguistic ability. It is doubtful whether the Fifth Form pupils have reached a sufficiently high standard to undertake advanced work with confidence; they have had little practice in writing Latin prose, and are acquainted with few Latin authors at first-hand. If advanced work is to flourish, means must be found of enabling capable boys to reach a higher standard in the early years of the course.

The main difficulty, inevitable in a school of this size, is that of organising the course efficiently and economically. The School deserves credit for its recognition of the value of Latin, well taught, as a part of the education of many boys; but it is doubtful whether the number of boys likely to undertake advanced work, at any time, will justify putting all boys through a three-year course of Latin when they enter the School. By shortening this part of the course, or else by giving it selected membership only, time and effort might well be saved without abandoning the Head Master's praiseworthy aim. In particular, smaller sets of selected boys would probably make much more rapid progress in the early years than the present unselected Forms.

French

The bulk of the French is in the hands of a well qualified specialist Master who joined the staff in 1947. Patience is one of his attributes, so that he deals sympathetically with weak pupils without neglecting the able ones.

His lessons are lively, well planned, and contain many original elements, while his scholarship is more than equal to the demands of Sixth Form work. Some of the second-year French is taught by an experienced Master whose main subject is English; his French lacks the desirable precision, but he works conscientiously along lines requested by his colleague. Fully specialist teaching would be preferable, but present staffing resources do not permit it.

The time allotment is adequate. All boys learn French for four years; the weakest drop it in the Fifth Form; and in the Sixth Form there is an advanced course which four boys are now following. The syllabus is soundly conceived, and the Master supplements language work with glimpses of France and its institutions. The work is reinforced by the use of visual aids, party visits to France, and the encouragement of correspondence with French schoolboys.

The range of ability in many Forms is very wide, and the standards attained cannot fail to reflect it. So far as these conditions permit, the work is good. In the early years lively teaching, using spoken French as the medium of much classroom work, produces on the part of the boys a fair accent and good understanding, while some of them develop reasonable conversational facility. Written work is carefully prepared and corrected and reaches a commendable level of accuracy. In the Fifth Form it is of the type favoured in the external examination, and the requirements of set and free composition prove too exacting for the weaker boys. Regrettably, the amount of reading also has to be reduced in this Form. One of the problems of the Department is certainly how to promote fluency in writing French; a progressive course in free composition, from the very early years, might do much to solve it. Moreover, much of the other work could profitably be linked with it. The younger Forms enjoy their French, and, even when the zest for it fades, the older boys work at it with determination.

Bearing in mind the apparent capacity of the pupils, the Sixth Form work is of encouraging quality, and the Master shows himself well able to guide and stimulate it. What is known, is known well. The problem of fluency and of command of idiom in French essays is again to the fore, and the real answer to this must be sought in the lower Forms. In the advanced French, as in the earlier work, the Master may justly be congratulated on much of the present achievement.

Mathematics

The Master responsible for this subject holds a General Degree which includes only Pure Mathematics; he is also responsible for Geography. He joined the Staff in 1944 after fourteen years' experience in Central Schools. He is a sound teacher and he has framed a syllabus on enlightened lines. The Head Master takes the Sixth Form work in Pure and Applied Mathematics; he also takes the weaker Fifth Form. The First Form and the two second Forms are taken by the Master responsible for Handicraft; he is a lively teacher who makes good use of his knowledge of Engineering.

The work is well balanced between oral and written exercises in the lower Forms. Revision looms rather too large in the Fifth Form; it would be better to try to combine it with work which looks forward to the Sixth Form. At present there are eight boys doing advanced Mathematics in the Sixth Form; seven of these are in their first year and have six periods weekly, an allowance that is inadequate unless a start has been made in the Fifth Form.

There is a useful nucleus of Books on Mathematics in the School library.

Science

The Master in charge holds a General Degree in Science; he came to the School six years ago and teaches Physics and Biology. He is assisted by an Oxford graduate who teaches Chemistry and Biology, and who joined the Staff in 1951. These two men form an excellent combination; they are thoughtful and enterprising and secure the co-operation of their pupils.

In Forms I, IIA and IIB General Science is taught, each Form being in the hands of one Master. Form III do Physics and Chemistry, again with one Master. In Forms I and II the syllabus is designed to give a simple introduction to a wide field in order to arouse interest; this aim appears to be successful. In Form III the treatment is more formal, in order that boys may decide whether they have a genuine interest in Science or not. In Forms IV and V there is a choice between Physics and Chemistry or General Science. The boys who drop Biology after the second year can take it up again in the Fourth year as part of General Science or, later, in the Sixth Form. Five boys are taking Biology in the Sixth Form, three in their first year, one in his second and one in his third year, sufficient evidence of its popularity when it realized that for two of the boys it is their only Science subject; the other three boys take Physics and Chemistry in addition, and two others are taking Physics and Chemistry with Mathematics. Individual work in the Sixth Form is encouraged.

There are two laboratories, adequate in size but with a common store-room. Equipment is satisfactory except that there are one or two deficiencies for advanced Physics. Excellent use is made of the varied and interesting neighbourhood, with river and sea within easy reach. Boys are encouraged to collect, expeditions are regularly arranged, and aquaria are kept. There is a vivarium (an artificial pond and island) in one of the two enclosed grass quadrangles.

Music

The only Music on the School time-table takes place during the last period on Wednesday afternoon, when Forms I, IIA and IIB, a total of 69 boys, assemble in the Hall for singing. The Master responsible for Latin is in charge and at the piano; it is found desirable for another Master to be in attendance for assistance with discipline. Under these circumstances and with such a short allowance of time it is difficult to do more than practise a few songs, but a Carol Service is held at Christmas time, and this gives an objective. A small orchestra, which it was not possible to see in action, meets weekly at the house of the local musician who teaches stringed instruments; the boys pay a termly fee for this. A Music Society meets for the purpose of hearing gramophone records and, occasionally, 'live' music.

Art

A spacious and well-lighted Studio on the first floor, with sink and store-room, provides the centre for the teaching of Art. The furniture, trestle-tables for the most part, is not very suitable.

The Art Master visits for half the week only, devoting the rest of his time to the local School of Art. He is in his second year in his first post; he studied at the Cambridge School of Art and the Leicester College of Art, and holds the Art Teachers' Diploma and the National Design Diploma.

Forms I and III, which have 32 and 28 boys respectively, are divided into two sections; one spends the first half of an afternoon in the Studio, and the second half in the Workshop, the other section takes the subjects in the reverse order. By this device no class exceeds 20 in Studio or Workshop. In Forms IV and V the subject is alternative to Handicraft. One boy in the Sixth Form is studying Art with a view to a professional career. Interest is aroused, there is an active Art Club, and some excellent drawings, painting, and pattern work were on view. A sample of the School's work received very favourable notice at a recent North Devon exhibition.

The allowance of time is one hour weekly during the first three years, eighty minutes weekly in the fourth year and twice as much in the fifth year.

Handicraft

The School has a large workshop equipped for woodwork, with some facilities for metalwork, including a lathe and forge, in addition. The time

given to handicraft is only one hour a week for the first three years: after this the subject is optional, and the time allowed is 1½ hours in Form IV and 3 hours in Form V. The total time spent in the workshop during the boys' school course is thus very short, and even beginners need a longer period than one hour if any serious work is to be done. The workshop is in use for barely half time, and the metalwork equipment is hardly used at all.

The Master in charge of the subject qualified as a teacher after a fairly lengthy industrial experience and came here in 1941. Half his time is at present given to the teaching of Mathematics. He is a competent teacher of Handicraft and, considering the short time available, the boys make very good progress under his instruction. The School is fortunate in having good workshop facilities and a very capable teacher, and it is a pity that greater use is not made of them.

Physical Education

Facilities for Physical Education are generally good though in some ways they could be further improved. The well equipped gymnasium lacks a store to take the portable apparatus and if one could be provided considerably more use could be made of the floor for activities such as indoor games and athletic training. The changing room contains only four showers and if any extension is possible to make a separate room with sufficient sprays for a normal sized class much time would be saved in showering at the end of a lesson. It is understood that the playing field may eventually be increased in size but meanwhile consideration should be given to improving existing conditions so that the present ground can be used more effectively.

All Forms have two periods a week in the gymnasium as well as a double period for organised games which are cricket and Rugby football.

The Master responsible for Physical Education, who is suitably qualified in the subject, was appointed to the School in 1948. His teaching is quiet and effective and he is organising the work on sound lines and to the obvious benefit of the boys. It is felt, however, that the general standard of gymnastic performance in the lessons seen could now be further developed. As an aid towards this the Master would be well advised to reconsider his present scheme with a view to (1) making fuller use of all the apparatus available; (2) establishing the right balance between the purely rhythmic exercises and those related to specific movements and skills; and (3) grading the boys into groups according to their ability so that they can attempt exercises suited to their capabilities for which they have previously been taught the leading-up stages. The general keenness of the boys and their turn-out in dress are to be commended.

The games are supervised by another member of the staff with the help of other Masters. They appear to be well organised on the whole and in the upper Forms the standard of play is promising. With the younger boys more coaching in individual practices, which should precede the playing of the game itself, should produce a better standard of play.

CORPORATE LIFE

The morning service is a dignified and well-planned ceremony conducted by the Head Master. It is preceded by the much less dignified marshalling of the boys into lines in the quadrangle outside to the accompaniment of a whistle, a procedure not normally found in Schools possessing a Sixth Form. In general the discipline and courtesy are good, but although the younger boys are alert and friendly the seniors are less forthcoming and have little to say. It may be that not enough responsibility is delegated to the Prefects and Monitors, who ought to be able to relieve the Staff of practically all 'police' duty.

The mid-day meal is cooked and served in a prefabricated Kitchen-dining-room. Boys help successfully on both sides of the hatches, which are

much too small for speedy and efficient service. The meal is well-managed, but the table manners of the boys leave much to be desired and there is some waste of food.

The School is divided into four Houses, Darrocott, Grenville, Strange, and Stucley for games and sports. There are a number of extra-curricular activities, including the Music Society, Crafts Club, Debating Society, National Savings Group, Science Society, Art Club; the School is affiliated to the North Devon Sixth Form Society, and there is a unit (voluntary) of the Army Cadet Force. The Dramatic Society lapsed in 1948, but there is a small orchestra which meets in the house of a local musician.

GENERAL CONCLUSION

It is unfortunate that this School, having moved into attractive new buildings on a fine site, should see its numbers diminish below those for which it was planned. It would be well, however, to accept the present size of the School as normal and to plan accordingly; many smaller Schools flourish exceedingly in greatly inferior buildings. With a keen, well-balanced and co-operative Staff this School is in a position to do excellent work.

APPENDIX

Numbers and Ages of Boys in Forms

Form	Total No. of Boys	Average Age	Number of Boys in the School whose ages on 30th April, 1952, were:—							
			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	18 and over
I	32	Y. M. 12.1	14	18	—	—	—	—	—	—
IIB	17	13.4	—	3	10	4	—	—	—	—
IIA	20	12.11	—	10	10	—	—	—	—	—
III	28	13.10	—	—	19	7	2	—	—	—
IV	24	14.11	—	—	—	13	11	—	—	—
VB	20	16.1	—	—	—	—	7	12	1	—
VA	17	16.2	—	—	—	—	7	9	1	—
VI	13	17.5	—	—	—	—	—	6	4	3
Totals	171	—	14	31	39	24	27	27	6	3

There is one boarder.