

**ENGLISH HIGH SCHOOLS  
FOR GIRLS, THEIR AIMS,  
ORGANISATION, AND  
MANAGEMENT**

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English high schools for girls, their aims, organisation, and management by Sara A. Burstall

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# ENGLISH HIGH SCHOOLS FOR GIRLS

*THEIR AIMS, ORGANISATION, AND  
MANAGEMENT*

BY

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## INTRODUCTION.

THE following pages represent the endeavour, incomplete and partial as the work of any one student must be, to sketch the characteristic aims, organisation and methods of a modern English High School for Girls as these have grown up during the latter half of the nineteenth century, and as they are developing to suit the wants and difficulties of to-day. Broadly speaking, such schools are day schools with the direct intention of correlation between the school and the home in the girl's daily life; the writer's experience, indeed, has been almost entirely with such schools. The new schools which are being founded by local authorities are also for day pupils. It follows that the day school is the type mainly described here, but much in the matter of general educational principle and method applies equally well to boarding schools, and among the appendices is a note on the system of separate boarding houses sometimes attached to a high school. The type of school mentioned is also in the main public or proprietary, not private, and for the same reasons.

But here again also the sections dealing with actual teaching and organisation apply equally well to the school which is owned and fully controlled by a private individual.

The question of the co-education of boys and girls, important and interesting as it is, is outside the reference of this book, which deals with schools for girls only, and with the system and methods which have grown up in England under the influence of women who thought mainly, almost entirely, of the needs of their own sex in education, since boys were already well provided with schools.

The whole subject of girls' education is a very wide one and must be considered in sections.

First must come its aims and ideals, and the limits of that part of it which lies within the province of this book, namely, secondary education, as distinguished from primary or elementary, and from university or tertiary education.

The characteristics of a girls' high school, as explained in part by the historic evolution of such schools between 1850 and 1900, are suggested, and some discussion of possible differences in the education of boys and girls follows. An attempt is then made to analyse the aims and ideals of education for girls, and in broad outline to state the means required to carry these into practice. Then it is necessary to consider the organisation for the performance of such work. At once two divisions of the subject appear, which may be termed external and internal organisation; the first deals with the

relation of the girls' school to the community and to other educational institutions, its place in the organisation of education administratively; this division thus includes some treatment of the types of schools fitted for different localities and conditions, questions of finance and government, of endowments and grants, the legal status of a high school as well as the connection with primary or preparatory schools on the one hand, and the universities or technical colleges on the other. To these subjects Chapter II. is devoted. The second division, internal organisation, explains itself; it is a question of how a given school is arranged for the performance of educational work. To this is devoted Chapter III., which treats of the form system, bifurcation and specialisation, junior departments, hours and length of school sessions. The teacher herself is next considered, even prior to the building and equipment, since the living influence of a personality is more vital in education than the material body of brick or stone in which a school dwells. Chapter IV. deals with the qualifications, duties, appointment and salary of the teacher, the functions of the form mistress and the organisation of her work, and the division of subjects among teachers.

In Chapter V., building and equipment, on which whole books have been written, are treated briefly, and in special relation to the needs of girls and women.

The next five chapters are devoted to the pupil; first comes the healthy body (Chapter VI.), which