

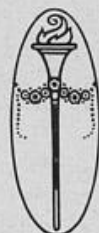
# A Summer Term In An English Public School

with

## Some General Remarks On Secondary Education in England

(Chigwell School, Essex, Summer 1913)

Part I.



OBERLEHRER DR. HERM. SOMMERMEIER

Beilage zum Jahresbericht des Realgymnasiums zu Halberstadt

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## Some Abbreviations.

- B. of Ed. = Board of Education.
- Breul = Baumeisters *Handbuch der Erziehungs- und Unterrichtslehre f. höh. Schulen*. 1897. I., "Groß Britannien" von Dr. K. Breul.
- Wells = Wells, *English Education*, 1910.
- Wendt = Wendt, *England*, 4. Aufl. 1912.
- O. & C. Sch. E. B. = Oxford and Cambridge Schools Examination Board.
- H. C., S. C., L. C. = Higher Certificate, School Certificate, Lower Certificate of this Board.
- P. Sch. Y. B. = *Public Schools Year Book*.

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## Introduction.

As it is rather difficult to get a temporary post at a good Secondary School in England through the Board of Education or one of the London scholastic agencies, I had applied to Prof. Viëtor, Marburg University, to whose lectures I had the privilege to listen almost all my university career, asking him if he could find such a post for me. He was kind enough to give me the address of one of his English friends, Mr. P. Shaw Jeffrey, M. A., Headmaster of the *Royal Grammar School of Colchester*, Essex, a well-known modern language man, who, on my application and some lines of recommendation from Prof. Viëtor, promised to receive me for the Summer Term, on the terms fixed by the B. of Ed. for the Exchange Candidates, i. e. free board and lodging for 12 periods a week. I accepted gladly, and soon all was settled, especially as the Town-Council of Halberstadt was liberal enough to grant the sum necessary for paying my substitute for the months of May and June. But in the eleventh hour, Mr. Jeffrey was obliged to write that he could not receive me, as the member of his staff who was going to leave and whose rooms I was to occupy, would stay with them for one more term. He added that he had written to a friend of his, who could perhaps take me in his stead. So I was grievously disappointed, but after a few days of awful suspense, a letter arrived from Mr. E. A. Stewart Walde, M. A., Headmaster of *Chigwell School*, Essex, offering me a post in his school on the same terms. I looked up Chigwell School in the *Public Schools Year Book*, found that it was a small but good old foundation, only some twelve miles from London, and accepted.

This is the suitable place, I think, to say a few words about the name "Public School". Many a reader, who knows something of educational matters in England, may have shaken his head when reading the title I have chosen. He has never heard of a Public School called Chigwell School; he knows only Eton, Harrow, Winchester, Rugby, and a few others, the so-called "sacred nine",<sup>1)</sup> the largest and best known of this peculiarly English type of school.

If you ask an Englishman for the definition of what he calls a Public School, he presumably tells you that it is an endowed institution, whose affairs are administered in perpetuity by a board of governors. They appoint the headmaster and have the control in all matters that affect the financial position of the school. But the headmaster is generally allowed a pretty free hand otherwise.<sup>2)</sup> Besides they are those schools where the "government by the governed" is cultivated. Almost all of them are boarding schools. The instruction they give is mainly classical, they are the schools that furnish most of the students of the ancient universities of Oxford and Cambridge. If you ask your English friend to give you a list of all the Public Schools, he is at a loss, I am afraid, for, as I mentioned before, this title is ordinarily restricted to the larger, older, and more famous of

<sup>1)</sup> Eton, Winchester, Harrow, Charterhouse, Westminster, Rugby, Shrewsbury, St. Paul's, and Merchant Taylors'. They were the first to be examined by a Royal Commission (Lord Clarendon's Commission 1861-64).

<sup>2)</sup> Wells p. 22.



the schools organised on these lines, but it is impossible to say precisely which you have to count amongst them and which not. Therefore the figures given by the books dealing with this subject differ very much. Breul<sup>3)</sup> e. g. speaks of 54—60, Wendt<sup>4)</sup> of 27, Wells<sup>5)</sup> of some 40. But now there is an organisation which comprises practically all the schools of this type, the *Headmasters' Conference*.<sup>6)</sup> In their regulations they give a definition of the schools entitled to be represented at their conference and to be described in their official book of reference, the *Public Schools Year Book*. The number of schools on their list to which the name of Public School, in the wider sense, can therefore be applied, was 113 in 1913<sup>7)</sup>, among them Chigwell School. All of them comply with the following conditions:

1. *That the school shall be controlled in the public interest by a Governing Body, created by some statute, scheme, or other trust deed.*
2. *That it shall contain at least 100 boys; and*
3. *That it shall count, among the undergraduates of Oxford and Cambridge, at least 10 who have proceeded to those universities directly from the school.*
4. *That it shall send up to Oxford and Cambridge an average of 5 or 6 boys each year.*



Chigwell School, Essex.

From this brief survey I can turn back to my report. On April 30<sup>th</sup> I left for London, via Hoek van Holland-Harwich, and arrived at Liverpool Street Station, the terminus of the Great Eastern Railway, at 9 o'clock a. m. Fortunately, the Fairlop Branch, on which Chigwell Station is situated, belongs to the suburban service of the same company, so that I had only to walk over to another platform, where the train which was to take me to my destination, was

just going to leave. After having passed the Eastend, the poorest and most sordid quarter of London, and some of the eastern suburbs, the green hills of Essex gave me a friendly welcome. Soon I had reached Chigwell Station, and ten minutes later, the only cab of the village drew up before the School House, a stately building in red brick overhung with ivy, where I was to pass the next three months. I was heartily welcomed by Mr. Walde, the headmaster, and Mrs. Walde, and it was through their kindness, above all, that I soon felt at home in my new surroundings.

<sup>3)</sup> Breul p. 767.

<sup>4)</sup> Wendt p. 286.

<sup>5)</sup> Wells p. 22.

<sup>6)</sup> Particulars in the *P. Sch. Y. B.*

<sup>7)</sup> One or two schools only, which fully comply with the conditions, are, by the wish of their headmasters, not represented at the Conference and therefore not described in the *P. Sch. Y. B.*



## Chapter I.

During the following weeks I became more and more acquainted with the School and its members, i. e. the staff and the boys, as well as with the beautiful country in the heart of which it is situated.

The School is *controlled in the public interest by a governing body* of 15 members. 2 of them are members *ex officio*, the Vicar of Chigwell and the Rector of Loughton, 1 nominated by the University of Cambridge, and 2 by the Essex County Council, 1 of them, the Chairman, is a member of the Governing Body by virtue of his office as a Member of Parliament, the rest are co-optative governors. The staff consisted of 6 university men, a music-master teaching also some other subjects, and a governess for most subjects of the Junior Department. The Headmaster was 'formerly scholar of Hertford College, Oxford', all the assistant masters being former members of different colleges of Cambridge University. The director of Gymnasium and Drill, as usual in the English Public Schools, was an ex-non-commissioned officer. In Germany, this staff would be very large for a school of 90 boys, considering that I, too, took part in the regular school-work with 14 periods a week. But here it was not, owing to the smaller forms and the many divisions and subdivisions for the different subjects, the whole staff were even overburdened, for our German ideas. The headmaster took about 20 periods a week, the average of periods for the assistant masters was 30—35, not including supervision at "Preparation", which was alternately taken for one week by each of the masters, so that each member of the staff took "Prep." about two weeks a term, the headmaster being exempted, of course. All the assistant masters were bachelors in the twenties and thirties, only the master of the Junior Department, being at the same time house-master of the Junior House, was married. The weak spot of many of the smaller boarding schools in the country is that there is accomodation only for unmarried masters, i. e. sitting-room and bed-room, both furnished, free board and lodging forming part of their salary. So every master who, unfortunately, falls in love and wants to marry, has to leave and find a post at a school where there are no such restrictions.

Here a few general remarks on the position of the English *assistant masters* will not come amiss.<sup>8)</sup> As the lists in the *P. Sch. Y. B.* show, all the Public Schools make a point of having on the staff as many men as possible with a good university degree. There is a certain scarcity now of good assistant masters, a natural consequence of the fact that the chances of a schoolmaster are not satisfactory in England. The course usually pursued by those who intend to take up the scholastic profession, is first to take a degree (B. A. or B. Sc.) at one of the universities and then to apply for a post of assistant master at a more or less good secondary school. As a rule he does so through one of the great London agencies, such as Messrs. Gabbitas, Thring & Co., J. & J. Paton, and Truman and Knightley Ltd.<sup>9)</sup> Other schools publish their vacancies in the educational papers. At the beginning of the career, the preparatory time of which is not so long as with us, in Germany, the salaries are not bad, ranging from £ 100 to 150 for non-resident masters, or £ 50 to 90, if board and lodging are given free. For the first few years the salary rises rapidly, mostly by £ 10 a year, up to £ 200—250, sometimes with possibilities of further increase, so that by the time a master is thirty, he will be earning about £ 250 a year. It is by this not unpleasant state of affairs that many a capable man, who has taken his degree, is attracted,

<sup>8)</sup> See Wells p. 99.

<sup>9)</sup> In the list of testimonials of the first firm I found the headmasters of many good Public Schools.

but after these first years, when £ 250 have been reached, the prospect ceases to be bright. As there is no further graduated rise according to seniority, he will have to live on £ 250 still when a married man of fifty, and what had been an ample income for a young unmarried man is now a starvation wage. Besides there is no general system of pensions and superannuation allowances yet<sup>10)</sup>, though long wished-for. Some schools have a kind of pension-system, i. e. the Governors give part of the premiums the masters have to pay for an annuity-policy, but at others, and these are by far the more numerous, they do not. At Chigwell School there is no such system. On the other hand the assistant masters are not appointed for life, and a man of forty, who loses his post, as he may quite easily do, stands a very bad chance of obtaining another, even if his qualifications are of the first order<sup>11)</sup>.

Of course, there are different chances for an assistant master to increase his income considerably. He may succeed in getting a post at one of the rich large schools, where the salary is higher than at the average secondary schools, and if he is at a large boarding school, he may get a housemastership, but these posts are hard to get, and not every assistant master is suitable for such a post where he has to manage twenty to forty boys. Or he may become a headmaster, and then his income is very good indeed. Generally it consists of the salary, the capitation fee, i. e. a fixed sum he receives for each boy in the school, and of the money made by the management of his House, the headmaster of a boarding-school being, as a rule, one of the house-masters. But it is not easy to get such a post at a good school, and to undertake the conduct of anything but a well-known, long-established school, is very risky. Other masters, who want to be independent, to a certain extent, and to increase their income, may buy or open a preparatory school, which pays well, if there is always a sufficient number of boys, and the master is a good man of business. But competition is very keen just in preparatory schools.

Another thing will certainly have struck the reader of these lines, the Public School headmasters do not insist generally upon the candidate's having received any preparatory training, either in the training department of a university or in a training college for teachers<sup>12)</sup>. There are several reasons for this strange neglect of professional training. The first is the traditional idea that, in a Public School, the boy is not to be taught, but to be educated, that the aim is not to give him as much knowledge as possible and to train his brains, but to form his character. Thus the master of such boys must be a character himself, which no system of training can make him, and therefore many headmasters think it a better qualification, if the man is himself an old boy of a good Public School

<sup>10)</sup> see *P. Sch. Y. B. 1912.* p. XXI.

<sup>11)</sup> That these conditions are not satisfactory is also admitted by headmasters. see *Secondary Education in England* by R. F. Cholmeley, M. A., Headmaster of Owen's School, Islington (Smith, Elder).

<sup>12)</sup> Closely connected with this fact is another grievance of the headmasters and assistant masters, a want which is apparently being satisfied now. As yet there has been no efficient registration of *duly trained* teachers at secondary schools, though several attempts have been made in the last 70 years, whereas a register of teachers at elementary schools has already existed for years. (see Breul p. 787, *P. Sch. Y. B. 1912.* p. XXI, *The Times Educational Supplement*, February 3 rd, 14, p. 32). In the *P. Sch. Y. B. 1914*, which has just been issued, I see that a *Teachers' Registration Council*, constituted by Order in Council, February 29 th, 1912, is now prepared to receive applications for admission to the Register. The applicants must comply with certain conditions framed by the T. R. C. All kinds of teachers are admitted such as University Teachers, Elementary Teachers, Secondary Teachers, and Specialist Teachers, the aim of the Register being *the unification of the Teaching Profession*. Ladies are included, of course. (*P. Sch. Y. B. 1914*, pp. XXII—XXXII.)



and if he is a good athlete besides, — for it is by their games and by athletics, in the first place, that the character of the boys is to be formed — than his having received a practical training in the art of teaching. Besides the headmaster can dismiss the master, if he does not give satisfaction, in some of the best schools the candidates have even to teach one year as probationers before being definitely engaged.

Wells (p. 102) believes that this system works satisfactorily at the larger schools at least, where there are plenty of candidates, however he admits that the system works badly in all the schools which cannot be ranked among the larger Public Schools. But even for these it cannot be



Chigwell School, Essex. Summer 1913. — The Masters are in 'cap and gown', the Prefects wear straw-hats

denied that a good training in the methods of teaching is, though not the only, yet one of the most necessary qualifications for an assistant master. And the Public School headmasters are on the point of breaking away from the old tradition, for at the Headmasters' Conference, which was held on December 20th, 1912, in London, a resolution was carried *nem. con.* "*That this conference would view with favour a system by which all student teachers would pass through a course of practical training in approved schools, under selected members of the ordinary staff, and in close connection with the training department of a university*".<sup>13)</sup>

<sup>13)</sup> P. Sch. Y. B. 1913. p. XXII.



It is dawning more and more on the leading men in England that, in the keen competition of our time, a high amount of knowledge is also required. And signs are not wanting, as we have seen, that there is a strong movement to readjust the Public Schools to the needs of our time. We may hope that the conservative character of the English race will prevent this reform from being carried too far, from degrading the English Public School to a mere "*Lernschule*" and destroying the excellent sides this typically English school undoubtedly possesses.

The range of this report forbids me to dwell longer on this subject, which leads right into all the complex questions of secondary school organisation in England, and its modern development.

So I turn to the other members of Chigwell School, *the boys*. The school consisted of 90 boys, Boarders and Day-Boys being in the proportion of 4:5. 85% of the boys came from the county of Essex, and the school was thus of a particularly local character. The number was ten below the minimum required by the Headmasters' Conference, but Chigwell School being a good old foundation, and the late headmaster, Canon Swallow, being well-known in the educational world, that was no reason for removing the school from the list. Almost all the day-boys came from the neighbouring places, such as Woodford and Buckhurst Hill, by train or bicycle, some on foot, every morning, Chigwell itself being quite a small village. Judging from the fees payable at the school, the parents of most of the boys were well-to-do people, but as there were a good many scholarships,<sup>14)</sup> there may have been boys coming from families who, otherwise, would not have been able to send their sons to a Public School. I confess that I never felt any difference in conduct or character between these Foundation Scholars coming from Public Elementary Schools and the fee-paying pupils, but, of course, there may be isolated examples, where the standard of a school is lowered by the admission of these boys, and thus one great Public School has refused to receive them,<sup>15)</sup> but all state-aided secondary schools are obliged to offer free places to boys coming from public elementary schools, at the beginning of every school year, the number of which must ordinarily be 25 per cent of the total number of pupils admitted to the school during the previous year.<sup>16)</sup> (*Regulations for Secondary Schools* Art. 20). This regulation has been relaxed in special cases where the school has been able to prove that the practice puts too great a strain on the school resources. (*The Daily News Year Book 1912* p. 251.)

The *School Premises* are a picturesque, clustered mass of buildings from different periods, but uniform and harmonious in style and character.

The centre is the venerable old School House, erected when the School was founded (1629). It is a stately ivy-clad building in red brick, overlooking the London highroad and separated from the street by a gravelled yard, which is bordered by a row of beautiful tall lime-trees and a low wall. In this building we find the ancient School, a lofty, large room, where several forms were taught simultaneously by different masters. Even now there are two desks in it and two sets of forms, and last Summer often two classes were at work there, but the room being very large, I do

<sup>14)</sup> In the School Roll of July 31st, 1912, 27 are marked as holding scholarships, boarders with *House Scholarships* (in value of £ 21 to £ 51) as well as day-boys with *Foundation Scholarships* or *Harsnett Scholarships*, entitling the holder to total exemption from the payment of tuition fees and all necessary charges.

<sup>15)</sup> *University College School, Hampstead (London)*, declined to continue to admit County Council free-scholars on the ground that their presence proved prejudicial to the general interests of the school. (*The Daily News Year Book 1912*, p. 251).

<sup>16)</sup> Particulars about the grants see "*Regulations for Secondary Schools*" 1909, ch. VI and VII.

not think that it did any harm. Besides there was a kind of wooden screen to divide the room into two, but it was not used, generally. Adjacent to the "Big School" is the "Prefects' Room" and, above it, on the first floor, the Headmaster's study, whereas the school room, being very lofty, is two stories high. From the Headmaster's study I stepped into my own room, whose window looked on the "Baks" of the School. On the right hand side stand the Headmaster's Dwelling-House and the Dormitories, on the left hand side, separated from the ancient School by a narrow road and some shrubs are Church-House, whose ground-floor and one story is occupied by the Library and the rooms of 3 of the masters and their housekeeper, and the Gymnasium. Behind this line of buildings, overlooking the large school-fields, are a new wing to the ancient School, with two modern class-rooms, and, behind the Dormitories, a new building, containing the Dining Hall, and, on the first floor, the Workshop, the Dark Room, and the rooms of one master. On this side the open Swimming Bath, too, has found its place. Between these two wings lie the School Chapel and the Changing Rooms for the boys, where they change before and after, their games. Over the highroad are the Junior House and the Laboratories.

Separated from the School-Estate only by a narrow lane, stands, in the middle of the church-yard, the Parish-Church, beautiful and large for this small village, but on Sundays all the country-houses round about send their inhabitants. And over the road, adjoining Junior House, stands the third celebrity of Chigwell, "The King's Head", an old inn, immortalized by Dickens in one of his novels, Barnaby Rudge, some chapters of which



Chigwell Village. — In the back-ground the lime-trees of the School.

are said to have been written there. These three buildings, besides which only the Coulson's Alms-houses, an old foundation of 1557, close to the School, on the right hand side, are worth mentioning, form the centre of the village, if one can call it a *village*, where there is not a single farm-yard to be seen. Some of the houses, judging from the beautiful flower-beds and parks, belong to well-to-do people, others are inhabited by men who go up to London every morning, and in the remaining houses there live the village grocers and other tradesmen. In almost all the small gardens, in front of these little houses along the highroad, you could see those placards with the inscription "Teas", so well-known to everybody who has travelled in England.

It is a beautiful country, this western part of Essex, in the heart of which Chigwell is situated. When I arrived, Spring was holding carnival in this blessed country, which reminded me of our "English Parks" in Germany. What an exquisite symphony of fresh colours the waking hills and valleys were playing. Everywhere as far as your eye wandered, the soft hills clad with a beautiful green, and this pale green of the hill-sides interrupted by the darker verdure of quick-hedges and of the tall oaks and towering elm-trees, looking so strange with their trunks bushy to the ground.



And dotted about on the hills, embowered in lilac and laburnum and overhung with ivy and roses, smiling and peaceful country-houses, "the free, fair homes of England". In the most glorious season of the year it was mine to enjoy it. The blue haze of the blue-bells had already disappeared beneath the beeches and pollarded hornbeam-trees of Epping Forest; by the roadside the last bunches of this sweet-scented wild hyacinth were offered for a copper, but soon the green of the meadows was gilded by millions of butter-cups, and the hedges of hawthorn put on their robe of delicate, white, clustered flowers. When in the fields the golden tints had faded, and the white masses of may had died away, the green meadows were gay with the white of the marguerite and the dark red of the



Elm-Trees and Stile.

sorrel, and in the quick-hedges the sweet-briar bushes were in full bloom. And over all these beauties a golden sun smiling down from a clear blue sky so constantly that my English friends again and again protested that this was not the real English Summer. But the best of all is that you need not admire all these glories from afar, from the dusty highroad, there are no sign-posts "Trespassers will be prosecuted", no, if you do not mind climbing over dozens of stiles, you may walk for miles on narrow foot-paths across the green meadows, or along the blooming quick-hedges, and enjoy the fragrance they exhale, you may lie down in the soft grass and look into the branches of the tall elm-trees and listen to the sweet melodies of the little birds, nobody will send you away so long as you do not disturb the cattle and the horses which are peacefully grazing there. It seems to be a cattle- and horse-breeding country, this part of Essex, almost all the ground being under permanent pasture. This pastoral, rustic character of the country is its prominent beauty, whose glories the neighbourhood of the huge city has not desecrated yet.

The School lies on a hill, and thus, from the back of the School-House, where we often

took our afternoon tea beneath a beautiful old walnut-tree, we had a wonderful view of the wood-clad hills of Epping-Forest rising on the other side of the broad valley of the Roding, a small tributary of the Thames. It was only an hour's walk to the foot of these hills, and many a day I rambled through the Forest, which is well mapped out, so that there is no danger of losing one's way, even for a solitary foreigner. For strange to say, these game-playing, out-door-loving Englishmen are apparently not fond of long walks, if there is not any sport connected with them. I am speaking from first-hand knowledge, it was practically impossible to find a companion for a 4 hours' tramp. The aim of most of my walks was High-Beech-Church, on the chief summit of the Forest (some 350 feet above the sea), whose spire, like a landmark, peeps out of the green ocean of waving



beech-woods. From a wide glade, close by, you look down the western slope of the hills, into the valley of the river Lea, which separates the county of Essex from Middlesex and Hertfordshire, and far into the heart of these counties. It is not advisable to go into the Forest on Sundays, for then all the roads and lanes and foot-paths are swarming with people, most of them East Enders. On the highroad there is an unbroken file of motor-buses, motor-cars, motor-bicycles, with and without side-cars, and bicycles, bringing out thousands of Londoners. For Epping Forest may be regarded as the largest of the breathing-places of the East End and the crowded eastern suburbs, where the workers reside. That is why the Corporation of the City of London acquired this great space of 5000—6000 acres for the use of the people for ever. I should prefer to call it Epping *Park*, for with its golf links and cricket grounds and vast open fields, where cattle are feeding, its lakes and well-kept highroads and lanes, its inns and tea-houses, it reminds us more of a huge park than of a German forest. Never shall I forget those glorious sunsets which I so often enjoyed from the school-fields, when the sun, huge and red, was slowly sinking down behind the hills of Epping Forest, and the undulating line of the beech-woods stood out dark from the red sky.

## Chapter II.

The best way of explaining the character of the Chigwell School of to-day is to give the outlines of its historical development, which will be the more interesting, as it shows all the characteristic features of the history of most of the Foundation Schools.<sup>17)</sup>

The Chigwell Schools were founded in 1629 by Samuel Harsnett, Archbishop of York “to supply a liberal and practical education, and to afford instruction in the Christian religion, according to the doctrine and principles of the Church of England”.<sup>18)</sup> The Schools were designed one for the teaching of the Latin and Greek tongues; the other that children might be taught to “*Read, Write, Cypher, and cast Accounts, and to learn their Accidence*”. The Endowment consisted of 3 houses and parcels of land at Chigwell, and the Rectory of Tottington in Norfolk, and the first Trustees appointed for the management of the School were the Vicar of Chigwell, the Parson of Loughton<sup>19)</sup>, 1 squire, of Chigwell, 5 gentlemen, of Chigwell, 1 citizen and grocer, of London, and 3 yeomen, of Chigwell. Thus the foundation of Chigwell School leads us back into the last years of that brilliant time of learning and schools in England, when about one half of the schools on the list of the Headmasters’ Conference were founded<sup>20)</sup>. But soon afterwards the struggle between Charles I. and the Parliament began, and in that time of revolution and bloodshed the interest in educational matters was stifled in England. Thus, for nearly a century, no records are to be found of the history of the School. Of this period only one name, well-known also in Germany, remains: It is a well-established tradition that William Penn, the great Puritan founder of Pennsylvania, who died in 1718, was educated at Chigwell Grammar School. In 1717 the School had fallen into financial difficulties, owing to the depreciation in value of the Rectory of Tottington, and a sum of

<sup>17)</sup> see Breul p. 744—762.

<sup>18)</sup> I am closely following the Introduction of the *School Register*, ed. 1907 by O. W. Darch and A. A. Tween, and the *P. Sch. Y. B.*

<sup>19)</sup> see the present Board of Governors p. 5.

<sup>20)</sup> see the figures I have given *Neue Sprachen* 1912/13. p. 569.

money was subscribed by friends of the School to remove the debt. Whereas, in the beginning, 12 of the Free Scholars were to be born in the Parish of Chigwell, 2 in Loughton, 2 in Woodford, and 2 in Lambourne, now the Governors were empowered by the Lordbishop of London, as visitor, to elect from time to time a certain number of boys of Chigwell and other parishes, whilst the Latin Master was authorized to receive payment for the teaching of other children from their parents. In 1775 the Latin Master of the School enlarged, at his own cost, the School House, and 22 years later a sum of £ 100 was given by a friend of the School towards other such improvements.

When the Napoleonic wars were over, which in England, too, had absorbed all the interests and also all the pecuniary forces of the nation, a new period of prosperity began for England's schools. Many new schools were founded, and the old foundations were revived. Thus also at Chigwell School a wave of prosperity arose, but unfortunately it was not to last long. About 1840 the Grammar School had again fallen into comparative decay, and at one time only *one* boy was attending the School. In spite of all the efforts of the successive headmasters, the School did not recover its ancient size, till, at last, a Committee of governors applied to the Visitor, Bishop Tail of London, and the Charity Commissioners for a new scheme for the management of the School<sup>21</sup>). It was not, however, till some years later, July 29th 1867, that the new scheme was finally agreed upon and issued by the Ch. C. At this time there were only some 12—15 boys in the School. But now a period of great prosperity began. By a subscription funds were raised to enlarge the School-Premises, in 1868 the foundation-stone was laid of an addition to the School-House, and the numbers rising rapidly, soon a boarding-house was built for the Headmaster, a second house being opened by the Second Master. In 1871 a new scheme was published by the Endowed Schools Commission, and under this scheme the School is working still. Since then the School-Estate has been extended by the purchase of adjoining property, the Latin or Grammar School has been improved and enlarged. During the years 1896—97, houses adjacent to the School-Close were repaired and enlarged for occupation as a Preparation School, and a new Library was added. In 1898 the Essex County Council made a grant for the equipment of the buildings, formerly occupied by the English School, as Chemical and Physical Laboratories, and for the maintenance of Science Teaching in the School. In 1910 a new Dining Hall, Workshop, and Dark Room were built. The scheme was further amended by the Board of Education, in 1903. Now the School is on the list of "Efficient Secondary Schools" established by the Board of Education<sup>22</sup>) and receives an annual grant from this authority<sup>23</sup>).

One thing stands out clear: The School is a Foundation or Endowed School and has been maintained on this endowment and, when necessary, by benefactions and subscriptions. It is not till quite recently that grants have been received from public bodies. This almost complete independence from any state-aid is a characteristic feature of the English Public School and reminds us of schools of a similar character in Germany, such as *Schulpforta* and the *Kloster u. l. Frauen in Magdeburg*. On the other hand we see how the State gradually gains some influence on many of these old foundations by issuing new schemes for a better management and for the readjustment of the curri-

<sup>21</sup>) About the activity of the *Charity Commissioners* etc. see Breul. pp. 749—751. Apparently the name of Ch. C. is not correct for these years.

<sup>22</sup>) cf. Regulations Ch. VIII.

<sup>23</sup>) *List of Secondary Schools in England, recognised by the Board of Education as Efficient (1911—1912)* London 1913. p. 22 l. 13, besides p. III, Art. VII, l. 8—10.



culum to modern needs,<sup>24)</sup> and, in recent years by establishing the "List of Efficient Schools" and the "Grant-List". Schools on these lists must be open at all reasonable times to the inspection by the Board. They may be removed, if the report of the inspectors is not satisfactory.<sup>25)</sup>

If on the preceding pages, an attempt was made to explain the general character of Chigwell School by giving the outlines of its historical development, in the following paragraphs I shall describe the result of this development, i. e. the School with its present organisation. In order to make this picture as complete as possible, I shall reprint part of the *Regulations* of the School and, with the kind permission of Mr. Walde, I shall add some articles of the new *Curriculum*, drawn up by him and approved by the Board of Education.

### *Education*<sup>26)</sup>.

It is the aim of the School to furnish a sound Practical Education on the Public School system, not limited to any special or professional purpose, but classical and general.

Latin, English, French, History, Geography, Mathematics, Elementary Science, and Divinity are taught throughout the School. In the higher Forms, Greek, German, and Natural Science (Chemistry and Physics) are added to, or substituted for, some of these subjects, as regular portions of the School Work. Drawing, Singing, Writing, and Manual Work are taught to all boys in the lower forms, and boys in the higher forms continue them, if desirable. There is a special teaching (but without extra charge) in Mechanical and Engineering Drawing, for boys who are preparing for the profession of Civil Engineering; and in Singing, and in the Theory of Music. Instrumental Music is taught as an extra subject.

Boys in the higher forms are prepared for entrance at the Ancient Universities, for the Naval, Military and Civil Services, for Civil Engineering, and for Public School Scholarships; for the Certificates of the Oxford and Cambridge Schools' Examination Board, and Matriculation at the University of London.

Boys are specially prepared for admission to the Royal Navy; and for the Preliminary Examination for admission to the Army, under the new Regulations of the Secretary of State for War; the School having been recognized for this purpose by the Army Council (see "School Certificates"). It is well for boys who do not intend to proceed to the University, or into one of the "learned Professions", to learn German, instead of Greek, so as to allow more time to be devoted to the subjects best adopted for their future career; but they should obtain Leaving Certificates.

<sup>24)</sup> In the *P. Sch. Y. B.* 1912, 30 out of the 51 old Foundation Schools say that they are working under a scheme issued by those above-mentioned authorities.

<sup>25)</sup> See '*Explanatory Notes*' of this List, Article 3: "It will be observed that it is not a condition of a School's inclusion in the List of Secondary Schools recognised by the Board as Efficient that the School should be in receipt of Grants from the Board, and the List accordingly contains Schools which are not, as well as Schools which are, in receipt of such Grants. All Secondary Schools in receipt of the Board's Grant are, of course, recognised by the Board as efficient: 885 such Schools are included in the present issue of the List. (Among them many Private Schools.) Of the other Schools in England whose aim corresponds with the scope of the Board's general definition of the term "Secondary School" (a School which offers to each of its pupils a progressive course of instruction (with the requisite organisation, curriculum, teaching staff, and equipment) in the subjects necessary to a good general education, upon lines suitable for pupils of an age-range at least as wide as from 12—17. Only *one* foreign language is required.) 101 have been up to the 31st July, 1912, recognised as efficient, and are included in the present issue, but there are, of course, many other Schools of high, indeed of the highest, efficiency which have not been so recognised, through not having applied for inspection, and which are therefore not at present included". (Of the "*Sacred Nine*" e. g. only *Harrow* is on the list, without being in receipt of Grants, of course. Out of the 113 Public Schools, 55 are included, 28 of which receive Grants.)

<sup>26)</sup> *Prospectus of Chigwell School* p. 5.



Boys are also admitted with a view to their Special Preparation for Scholarships at the larger Public Schools. Parents should be very careful to intimate their intention in this respect at the time of admission.

Prizes are awarded on the results of each Term's work; and a Report of each boy's conduct and work is sent home at convenient intervals<sup>27)</sup>.

To attain this object, the boys, whose age ranges from 8—18, have been, divided into 7 forms<sup>28)</sup>, the lowest form constituting a Junior Department with an organisation of its own. The remaining six forms are grouped for Mathematics into 2 "blocks" of 3 "sets" each, and there is a certain amount of "doubling" in subjects such as Scripture, English, Literature, History, which best admit it. The small size of the School does not allow a strict division into "sides", but an increasing approximation to this is secured by alternations from U. M. upwards. At the top of the School a fairly complete specialisation in Classics or Modern Side subjects or Mathematics and Science in particular is made possible.

In the following *Time-Analysis*, the "approximate amount of time devoted weekly in school to each subject in each division" is given.

Names of Forms	Junior School	III.	L. M.	U. M.	R.	V.	VI.
Approximate Number of Pupils	14	11	11	14	12	17	11
Approximate Average Age of Pupils on the 1st Day of School Year . . . . .	10, <sub>9</sub>	12	13	14, <sub>1</sub>	15	15, <sub>3</sub>	16, <sub>8</sub>
Total School Hours p. Week	25 <sup>1</sup> / <sub>4</sub>	27	27	27	27	27	27
Daily Hours of Home Work, Normally Necessary . . . . .	1 <sup>3</sup> / <sub>4</sub>	2	2	2	2 <sup>1</sup> / <sub>2</sub>	2 <sup>1</sup> / <sub>2</sub>	3
Religious Instruction . . . . .	2	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>
English . . . . .	4 <sup>1</sup> / <sub>4</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	2 <sup>1</sup> / <sub>4</sub>	2 <sup>1</sup> / <sub>4</sub>	3	2 <sup>1</sup> / <sub>4</sub>
Geography . . . . .	2 <sup>1</sup> / <sub>4</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>		
History . . . . .	2	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>
Latin . . . . .		4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	6	6 <sup>3</sup> / <sub>4</sub>
Greek . . . . .				[3]*	[4 <sup>1</sup> / <sub>2</sub> ]*	[4 <sup>1</sup> / <sub>2</sub> ]*	[4 <sup>1</sup> / <sub>2</sub> ]*
French . . . . .	4 <sup>1</sup> / <sub>2</sub>	3	3	3	3	3	3
German . . . . .				[3]*	[4 <sup>1</sup> / <sub>2</sub> ]*	[4 <sup>1</sup> / <sub>2</sub> ]*	[4 <sup>1</sup> / <sub>2</sub> ]*
Mathematics . . . . .	4 <sup>1</sup> / <sub>4</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>
Science . . . . .	1 <sup>1</sup> / <sub>2</sub>	3	3	3	3	3	3
Drawing . . . . .	1 <sup>1</sup> / <sub>2</sub>	3/4	3/4	3/4			
Music and Singing . . . . .	1 <sup>1</sup> / <sub>2</sub>	3/4	3/4				
Manual Instruction . . . . .	3/4	3/4	3/4	3/4			
Physical Exercises . . . . .	3/4	3/4	3/4	3/4	3/4		

[Out of School (voluntary) above L. M.]  
 [Out of School (voluntary) above U. M.]  
 [Out of School (compulsory) above R.]

[]\* = alternative. — Considerable specialisation higher up in the School, e. g. Classics instead of Science; Latin Literature, Politics, Scripture instead of some Maths. Maths or Science instead of some Latin and of Greek or German. [The result was that the poor Headmaster had to draw up some 20 different time-tables for his 90 boys.]

<sup>27)</sup> Generally at the end and in the middle of the term.

<sup>28)</sup> Junior School, 3rd Form (III), Lower Middle (L. M.), Upper Middle (U. M.), Remove (R.) 5th Form (V), 6th Form (VI).

The figures of the time allotted to each subject, need some explanation. The Time Analysis gives *not* the number of *periods* as in our German schedules, but the real amount of time. Religious Instruction in Junior School = 2 hours probably means 4 periods of  $\frac{1}{2}$  hour, or, perhaps, 2 periods of  $\frac{3}{4}$  hour and 1 of  $\frac{1}{2}$  hour. As a rule, a period lasts  $\frac{3}{4}$  hour. (For Junior School *see* below.)

I confine myself to reprinting the outlines which the curriculum gives for the instruction in *English, French, German, and Religious Instruction*. I have chosen the three modern languages, because I suppose most of the readers of this report to be modern language men, and the regulations for Religious Instruction in English Secondary Schools are very interesting, owing to their efforts to avoid taking any definite denominational line.<sup>29)</sup>

### *English.*

#### *Junior School.*

Reading } Poetry. Howson and Walldon's *English Verse* (Longman). Prose, e. g. Kingsley's *Heroes*  
Repetition }  
Composition: Simple Letter-Writing: composition of given words, lives from History. Reproduction, Dictation, Spelling, *pari passu* only, through dictation.  
Grammar: Capitals, Stops, (elementary, all), Principal parts of speech (identifying in reading). Call attention to inflexions. Simple sentence: cooperative building and analysis. Short story of formation and sources of English.

#### *3rd Form.*

Reading } Poetry: *Globe Poetry II* (Macmillan) Prose e. g. Canton's *Book of Saints* (Everyman's Lib).  
Repetition }  
Composition: Letter, dialogue, short essay. Reproduction. Dictation. Spelling *pari passu* only.  
Grammar: Stops, (complete roughly). Sentence, clause, phrase, founded on e. g. Prose or History books: expand, condense, transfer. Parts of speech and, as identical with them, Noun, Adjective — Adverb — Clause (by building up complex clause and then analysis. Largely for sake of Latin Grammar). History and sources of English, to level.

#### *Lower Middle.*

Reading } Poetry: *Golden Treasury* (World's Classics). Prose: e. g. Hawthorn's *Tanglewood Tales*.  
Repetition }  
Composition: Chiefly narrative. Reproduction. Dictation. Spelling *pari passu* only.  
Grammar: Stops (complete). Make sure of parts of speech and clauses. Harder analysis, expand, condense, transfer. Metre. Rhyme, Rhythm etc. Elementary Metaphor, Simile etc. History and sources of English, to level.

#### *Upper Middle.*

Reading } with L. M., as above.  
Repetition }  
Composition: Less narrative. Reproduction. Dictation and Spelling occasionally as tests.  
Grammar etc. as above for L. M. (but more critical). History and sources of English as above for L. M.

#### *Remove.*

Reading } Poetry e. g. *Hamlet* (!) (they are boys of 15), Prose e. g. *Kenilworth*.  
Repetition }

<sup>29)</sup> See the propositions made by the *Curriculum-Committee* of the *Headmasters Conference* for a reform of the Curriculum of the Preparatory Schools (= Junior Dp.), in some subjects including also the instruction in the Public Schools (*Public Schools Year Book* 1913, pp. XXVIII—XXXVI).



*Composition:* Essays. Paraphrasing and abstracts. Spelling of rarer words, test occasionally  
Reproduction.

*Grammar:* Analysis, occasionally test. Fuller on rhetorical side (Metaphor etc.) Principles of essay-  
writing, e. g. development, proposition of parts etc.  
Sources of English. Analysing words.

*Fifth Form.*

*Reading: Poetry* }  
*Repetition: Prose* } *O. & C. Board L. C. books*<sup>30)</sup> as above for R.

*Composition:* Essays. Paraphrasing. Précis. Reproduction.

*Grammar:* Occasional analysis into simple elements. Make sure of Metaphor, apparent synonyms etc.  
Sources of English, relation and history of words.

*Sixth Form.*

*Reading* }  
*Repetition* } *O. & C. Board S. C. and H. C. books*, e. g. *Hamlet, Merchant of Venice, Chaucer.*

*Composition:* Essays, Précis. Reproduction.

This curriculum is perhaps influenced by the propositions made by the *Curriculum Committee* of the *Headmasters' Conference* (see *P. Sch. Y. B.* 1913 p. XXVIII) in order to improve the position held by the mother-tongue in the curriculum of Preparatory and Public Schools, where English has often been sadly neglected.

One thing must strike every German teacher: There are no "Readers" corresponding to our "Lesebücher", on the other hand continuous prose texts are read already in Junior School. — I admit that the different collections of poems, such as the "*Golden Treasury*" and "*Globe Poetry*", can be a satisfactory substitute for the poetical part of our "Lesebücher", but it is impossible to attain, by continuous texts, the aim we hope to attain by the prose part of our readers, i. e. to make the instruction in the mother-tongue the centre of the whole curriculum, and to give the boys, by this instruction, a picture as comprehensive as possible of the civilisation and the character of their people. Evidently the English are still far from realizing how important a part the English lessons can play in their national education. But perhaps I am wrong. May be that the reformers who, judging from the *Report of the Curriculum Committee*, have done, and are doing, uphill work, are practical enough to point out only what can be attained at present, instead of directing the eyes of their countrymen to ultimate and lofty aims. As to the Shakesperian plays given in the curriculum, it cannot be denied that their number is small for three terms, considering that they are the only dramas read in the whole School for this year, one of them, *Hamlet*, being treated in three different forms simultaneously, a sad defect resulting from the *O. & C. Exams*, for which the boys must be prepared.

*French.*

Conversation throughout.

*Junior School.*

Pronunciation taught on phonetic principles, phonetic symbols largely used. Siepman: *Primary French Course* (oral method). Oral translation into French. Elementary repetition.

*Third Form.*

Siepman's *Pr. Fr. C.* (continued) with elementary conversation on the lessons. Elementary retranslation. Repetition.

<sup>30)</sup> Means: books set by the *Oxford and Cambridge Schools Examination Board* for the *Lower Certificate Exams.* (for 1913). *S. C.* = *School Certificate*, *H. C.* = *Higher Certificate* (see below *Examinations.*)

*Lower Middle* (continuous texts first introduced).

Reading and Translation: Jules Verne: *Le Tour du Monde*. Add written translation into French. *Wellington College Grammar* for formalising results. Conversation.

*Upper Middle*.

Reading and Translation as for L. M. Translation into French continued. Add some Dictation.

*Remove*.

Reading and Translation: Unseen, Siepmann's *Elementary Series of Texts*. Regular Dictation. Add free composition.

*Fifth Form*.

Reading and Translation: Siepmann's *Series* as above, e. g. Daudet: *Tartarin*. Add reproduction, written and *viva voce*. (Standard: *O. & C. L. Certificate*.)

*Sixth Form*.

Reading and Translation e. g. Corneille: "*Le Menteur*". Vigny: "*Cinq Mars*". (Standard: *O. & C. S. Certif. & H. Certif.*<sup>31)</sup>)

### *German.*

Conversation throughout.

*Upper Middle*.

Siepmann's "*Primary German Course*". Oral Method. Elementary repetition.

*Remove*.

(Continuous texts introduced). Siepmann's *German Primer*. Translation and retranslation from and into German. Siepmann's *Elementary Series*, e. g. „*Das edle Blut*“ by Wildenbruch. Occasional Dictation.

*Fifth Form*.

Oswald's *Prose Composition*. Beresford Webbs' *Grammar* for formulating results and reference. Regular Unseen. Dictation. Reproduction. Translation etc. of part of authors for *O. & C. H. Certif.* (see below). [General standard: *O. & C. L. C.*]

*Sixth Form*.

Books as for V above. Translation etc. of *O. & C. H. C.* texts e. g. Schiller's "*Thirty Years' War*" and „*Die Piccolomini*“. [General standard *O. & C. H. C.*]

These outlines show that the two modern languages are to be taught on quite modern lines. Conversation throughout, a grammar only used *for formulating results and reference*, continuous texts as soon as possible, from which all the necessary grammatical knowledge is apparently to be derived. But on the other hand translations *into* the foreign language! We shall see that this disharmony — here, the standpoint of the extreme reformers as far as grammar is concerned, and there, translations into the foreign language, which those men detest — probably results from the present state of modern language teaching in England.<sup>32)</sup>

The fact that French i. e. a modern language is the first foreign language to be learnt, proves that the School, in this respect, is organised on the lines of our "Reform-Schule".

<sup>31)</sup> The two texts are set by the O. & C. Board of Exam. for the H. C. 1913.

<sup>32)</sup> In Part II I shall have to deal with this subject.



### *Religious Instruction.*

(*School Prospectus* pp. 50—51.)

The following Regulations are made by the Governing Body of the above-named School in accordance with Article 5 of the Regulations of the Board of Education for Secondary Schools and Clause 52 of the Instrument of Government.

(1) *Religious instruction in the Doctrines, Catechism, and Formularies distinctive of the Church of England*<sup>33)</sup> (according to the Order of the Book of Common Prayer) shall be given to pupils whose parents or guardians have, in the manner specified in these regulations, requested the Governors to provide such instruction for them.<sup>34)</sup>

(2) Any request for such instruction by the parent or guardian of a pupil must be made to the Head Master upon the admission of the pupil, or, in the case of a pupil already in the School, before the first day of the term in which it is desired that the instruction should begin, upon a copy of the form attached to these regulations.

(3) *No catechism or formulary distinctive of any particular Denomination shall be taught in the School to any pupil whose parent or guardian has not made such a request.*

(4) A copy of these regulations shall be given by the Head Master to the parent or guardian of each pupil hereafter admitted or applying for admission.

(5) The Head Master shall keep a record of all requests made in accordance with these regulations.

Instruction in Holy Scripture shall be given in accordance with the following Syllabus to all pupils who are not withdrawn therefrom under Article 18 of the Regulations of the Board of Education for Secondary Schools and Clause 52 of the Instrument of Government.

In the *Sixth Form* for boys who take Higher Certificates, it consists of (a) the outlines of a selected portion of the Old Testament and of one of the Synoptic Gospels, with (b) a portion of the Old or New Testament to be selected for special study. With a view to (a) the Old Testament is divided into three divisions (i.) extending to the death of Joshua, (ii.) from the death of Joshua to the death of Jehoshaphat, and (iii.) from the death of Jehoshaphat onwards:<sup>35)</sup> or as an alternative of this, a portion of the prophetic books may be substituted. There is a regular rotation of these coincident with the rotation of the three Synoptic Gospels. With reference to the portions of the Bible selected for special study, one of the Gospels or some portion of St. Paul's Epistles is always selected.

In *Forms V. and Remove*, where the majority of the boys are candidates for School or Lower Certificates of the same Board, the teaching in Holy Scripture consists of the outlines of Old Testament History divided into three divisions as in the case of the teaching for Higher Certificates, with some special period. As a rule this special period always consists of one of the Synoptic Gospels, or the Acts of the Apostles, but occasionally the Examining Board have reversed this order, and given the Synoptic Gospels for instruction in outline and a special period of Old Testament History. The former system is invariably adopted by the School if allowed by the Examining Board.

In forms below these, which are examined for Certificates, it is the practice of the School to teach the period of Old Testament History selected by the Examining Board as above during the Autumn and Spring Terms, and the Gospel so selected during the Summer Term.

In the Lower School, in which grants are only earned from the Board of Education in the case of boys admitted from the Preparatory School, Old Testament History is taught in one term only of the School year, and the Gospels the other two terms.

<sup>33)</sup> The School takes the Bishop of St. Albans' Diocesan Examination in Church History and the Prayer Book. (Nonconformists excused.)

<sup>34)</sup> *Reg. f. Sec. Sch. Art. 5 d*: "Such instruction, if given, must be provided from funds other than grants made by the Board of Education or any Local Authority".

<sup>35)</sup> In English schools the Old Testament is studied far more than it is in our German schools.

### *Junior Department.*

This consists of one form, of which the teaching is largely in the hands of a governess. On the whole, the periods do not exceed half an hour with a quarter of an hour interval (at least) in the morning. It has a separate class-room attached to the Junior Boarding House, and for certain subjects, e. g. Drawing, Singing, Geography, and some French and Arithmetic is staffed from the main School. For games etc. it is kept largely separate with special times for making use of the Senior School apparatus. The curriculum is arranged with a view to making the transition to the Senior School natural, while consisting roughly of 4 subjects only: English subjects  $10\frac{1}{2}$  hours, Arithmetic  $3\frac{1}{2}$  hours, French  $4\frac{1}{2}$  hours, Physical Training and the like 4 hours. Some preparation is suggested in French, for Science, and Nature Study: the general aim being to promote the idea that school-subjects are inter-related, and that the "new" are largely developments of the old, and closely connected with them.

### *Examinations.*

The whole School is examined every year, in July. In all the forms papers are set for the different subjects by the respective masters, on the result of which the promotion of the boys largely depends. But the two highest forms, V and VI, have to go in for the *Certificate-Examinations of the Oxford and Cambridge Schools' Examination Board*. On this Board a few words must be said.<sup>36)</sup> When Parliament i. e. the State had just begun looking after the Public-Schools, the two ancient universities of Oxford and Cambridge undertook to inspect and examine the schools which furnished them most of their undergraduates. In 1873 they founded their "Joint Board of Examination" "*for the inspection and examination of schools preparing boys for those Universities and to grant Certificates on the results of the examinations.*" Its work was early extended to Girls' Schools.

Some 15 years before, "*Local Examinations*" had been established by each of those two universities, which are still existing, but only a very small number of the Public Schools prepare their boys for them, while a large portion (80 in 1913) are inspected and examined by the Joint Board, whose standard is higher, apparently. It is obvious that, by these examinations, this Board exercises a strong influence on the curriculum of those 80 Public-Schools, and thus many of the large old Foundations, e. g. Charterhouse, Eton, Merchant Taylors', Rugby, Shrewsbury, St. Paul's, Winchester<sup>37)</sup>, which are perfectly independent from the Board of Education, are guided and directed by the Joint Board, i. e. by the two ancient universities. Perhaps for that reason the Board of Education has recognized the two universities as Inspecting Authorities. (Reg. of the O. & C. Sch. E. B. for 1913 p. 84 Note.)

According to the Board's Report of the year ending October 31 st, 1913, *Examinations or Inspections were held under the authority of the Board* at 106 Boys' Schools and 89 Girls' Schools, and at 2 Schools for both Boys and Girls.

The Examinations of the Board are mainly of two kinds:

a. **School Examinations:** i. e. Examinations of the whole or part of a School.

b. **Examinations of Candidates for Certificates.** Here only the latter are concerned. —

The Certificate Papers are specially composed for the purpose by experienced examiners appointed by the Board. These papers are ordinarily the same for all Candidates, and are set according to

<sup>36)</sup> see also Breul p 825—833.

<sup>37)</sup> Harrow is inspected also by the Board of Education. (see above p. 33 Note).



the time-tables published by the Board. All papers composed by the Examiners of the Board, for whichever purpose they are to be used, are submitted to a Committee of Revisers before they are sanctioned by the Board.

The Certificate-Examinations are three in number :

- (a) for Higher Certificates
- (b) for School Certificates
- (c) for Lower Certificates

(a) **The Higher Certificate Examination** is intended for Sixth Form Candidates of about 18. The Certificate can be obtained on Pass papers, but in all subjects opportunity is also given to Candidates to obtain distinction. The Certificate is awarded on a minimum of *four* subjects, but Candidates who hold Certificates or Letters (A *Letter* is granted to Girls who have passed in at least 2 subjects without obtaining a Certificate (*see below*)) showing that they have already passed in Latin or Greek, or Elementary or Additional Mathematics in the Higher or School Certificate Examinations, are allowed special privileges.

Higher Certificates give exemption, under certain conditions, from Responsions at Oxford and the Previous Examination at Cambridge, from the Matriculation Examination of Durham and of the Universities of London and Wales, from the Joint Matriculation Examination of the Universities of Manchester, Liverpool, Leeds, and Sheffield, the Matriculation Examination of Birmingham and Bristol, and the Scottish Universities, and from the Preliminary Examinations of the Royal Institute of British Architects, the Incorporated Law Society, the General Council of Medical Education, the Surveyors' Institution, and the Institute of Chartered Accountants; and other Institutes and Corporations in the United Kingdom.

It is obvious that this Certificate, by being recognized by an increasing number of Professional Bodies and practically by all the British Universities, is more and more developing into a substitute for our "Abiturientenzeugnis", although, especially as far as the number of subjects is considered, it does not reach the standard of the latter.

(b) **The School Certificate Examination** is intended for Fifth Form Candidates of about 17. It is a Pass Examination, intended as a test of general education. The Certificate is awarded on a minimum of *five* subjects. In the papers on Languages there are no questions on prepared books.

To obtain a Certificate, a Candidate must have been a member for three years of an inspected and approved School, and must produce a testimonial of satisfactory conduct during that time from the Head Master. But a candidate may enter for the examination after one year's attendance at the School, and if he passes, the Certificate will be awarded at the expiration of the third year, on the production of a testimonial covering the whole period.

The School Certificate Examination can be used by Candidates to obtain exemption from Responsions and the Previous Examination without the qualification of three years attendance at an inspected School. These Certificates are accepted by the Army Council, after inspection and approval of the School for this purpose, for nomination for Cadetships, if such boys have gone through a three years' course.

(c) **The Lower Certificates** are intended for boys of about 16, and are awarded on a minimum of *five* subjects. They give exemption, under certain conditions, from the Registration Examination of the Pharmaceutical Society of Great Britain and some Scottish Examinations, and are accepted by the Society of Incorporated Accountants and Auditors.

These Certificates are generally suitable for boys who are preparing for business.

**Girl Candidates** for Higher and Lower Certificates are allowed to take the necessary subjects in two Examinations. A Candidate who passes in at least two subjects without obtaining a Certificate will receive a *Letter* stating the subjects in which she has passed.

For the Examinations the subjects are divided into four groups: 1. Foreign Languages, 2. Mathematics, 3. English Subjects, i. e. Scripture Knowledge, English, History, Geography, and 4. Science. As a rule the subjects qualifying for a Certificate shall be taken from not less than three different groups. No Candidate shall be allowed to offer more than six subjects. For all the Certificates the Candidates shall be required to answer the questions so as to satisfy the Examiners that they have an adequate knowledge of English Grammar and Orthography, for the L. C. they shall also be required to write a good and legible hand.

According to the figures given in the Report of the Board, 1342 boys and 762 girls were examined for the *Higher Certificate* in 1913, 1145 Certificates were awarded (733 of which were obtained by Public-School boys. see *P. Sch. Y. B.* pp. 454—55), so that only some 50 per cent of the candidates passed. For the *School Certificates* the results were not better: Dec. 1912 136 were examined, 70 passed, and July 1913 425 Certificates were awarded to 759 candidates (355 out of these 425 Certificates were granted to Public School boys! In the Examinations for *Lower Certificates*, held in July 1913, there were in all 1141 Candidates (907 boys and 234 girls), of whom 617 obtained Certificates (507 boys, 110 girls). The School Certificates are only for boys. — Out of the 2104 candidates for the *H. C.* 1193 offered *French*, 786 passed (67 with distinction), only 264 were examined in *German*, 201 passed (46 with distinction). As compared with 1911 and 1912, the number of German candidates has increased: 1911 236 offered German, 192 passed (59 with distinction), 1912 only 200, 134 of whom passed (34 with distinction).

For the *S. C.* 806 offered *French*, 446 passed, whereas only 144 were examined in *German*, 77 of whom obtained the Certificate.

At Chigwell School boys have gone in for these Examinations since 1883. In 1911 there were obtained 4 *H. C.*<sup>38)</sup>, 1 *Sch. C.*<sup>38)</sup>, 6 *L. C.*, in 1912 3 *H. C.*<sup>38)</sup>, 6 *S. C.*<sup>38)</sup>, ? *L. C.*, in 1913 2 *H. C.*<sup>38)</sup>, 7 *S. C.*<sup>38)</sup>, 5 *L. C.*

The Examinations for the Certificates are written examinations and last about a fortnight for the *H. C.*, 10 days for the *S. C.*, and a week for the *L. C.* The papers set by the Board are sent to the respective Schools in sealed parcels, which must not be opened till the day fixed for the different subjects by the time-tables published by the Board. The papers must be written under supervision, the supervisor is sent down by the Board or provided by the Headmaster and approved by the Board. As a rule, it must be a graduate of one of the two universities. When the time fixed by the Board is over, the papers must be collected at once and sent up to the Board on the same day.

I confine myself to giving the details of the Examination for 1913 in *French, German, and English*. These details are published at the end of the preceding school-year<sup>39)</sup>.

<sup>38)</sup> according to the figures given in the *P. Sch. Y. B.*

<sup>39)</sup> In order to give an idea of the standard required in these examinations I reprint the papers set in 1913 for the *H. C.* in French, German, and English (see Appendix).



## a. Higher Certificate.

### *French.*

The Examination shall include

- (a) Grammar.
- (b) Translation into English, from books not specially prepared.
- (c) Dictation.
- (d) Prose Composition.
- (e) Oral Examination.
- (f) Portions of standard authors to be specially prepared.

Candidates in 1913 may select one of the following portions of standard authors:

- (1) Select Fables of La Fontaine (Moriarty), with Taine, La Fontaine et ses fables (Part II and III, ch. I.)
- (2) Delavigne, Louis XI, with Michelet, Louis XI et Charles le Téméraire.
- (3) Vigny's Cinq Mars, with Corneille, Le menteur. [Chigwell School had chosen (3)].

In order to pass in French, Candidates shall be required to satisfy the Examiners in Grammar, in the Translation of easy English into French, and in Free Composition, and in Translation from books not specially prepared.

Section (a) will not be necessary for obtaining a certificate, but the certificates of Candidates who satisfy the Examiners in this section will be endorsed "including Oral".

No candidate will obtain Distinction unless he satisfies the Examiners in the Oral Examination. (For this Oral Examination an Examiner came down to Chigwell a few weeks before the Written Examinations.)

### *German.*

As above in French.

Candidates offering this Subject in 1913 may select one of the following portions of standard authors

- (1) Schiller, Dreissigjähriger Krieg, III, with Schiller "Die Piccolomini".
  - (2) Scheffel, Ekkehard (Meyer's edition), with Grillparzer, Sappho.
  - (3) Oxford Book of German Verse. (No. 143 to 297), with Freytag, Dr. Luther.
- (At Chigwell School no boy took German for the Higher Certificate.)

### *English.*

The Examination shall include

- (a) Prose Composition.
- (b) Portions of authors to be specially prepared.

The papers on the portions of authors to be specially prepared shall contain questions on grammar.

Candidates in 1913 shall be required to offer (1) Shakespeare's Hamlet and either Merchant of Venice or Coriolanus, and (11) one of the following portions of authors:

- (1) Chaucer, The Prologue, the Knight's Tale, and the Nun Priest's Tale.
- (2) Spenser, Faery Queen I.
- (3) Burke, Speeches on American Taxation and on Conciliation with America.
- (4) Tennyson, Poems of 1842.

(Chigwell School had chosen the Merchant of Venice and (1).)

A Candidate, who does not offer English as one of his subjects and desires exemption from Part II of the Previous Examination at Cambridge, may be examined in Prose Composition, and if he satisfies the Examiners, a statement of the fact shall be endorsed on his Certificate. If a Candidate offers English as one of his Subjects and does not pass in it, but satisfies the Examiners in Prose Composition, a statement that he has so satisfied the Examiners shall be endorsed on his Certificate.

## b. School Certificate.

### *French.*

The Examination in French shall include —

- (a) Unprepared Translation.
- (b) Translation of English sentences into French (some of which will involve only simple constructions), and easy continuous composition.
- (c) Reproduction in French of a story read in English.
- (d) Dictation.
- (e) Reading and conversation in French.

In order to pass in French, a Candidate must satisfy the Examiners in Unprepared Translation and Composition, and must show in his work a satisfactory knowledge of French Grammar. If a Candidate passes in French and satisfies the Examiners in (e), the fact will be recorded on his Certificate should he obtain one.

### *German.*

As in French.

### *English.*

The Examination in English shall include

- (a) English composition and Précis-writing.
  - (b) Reproduction in brief of a passage read to the Candidates.
  - (c) Shakespeare's Hamlet with one of the following:
    - (1) Kingsley's Hereward the Wake.
    - (2) Selected Poems of Mathew Arnold (George and Leigh, Clarendon Press.)
- Chigwell School had chosen (1), as far as I know.

In order to pass in English, a Candidate must satisfy the Examiners in (a) and (b): if he satisfies the Examiners in (c), also the fact will be noted on his Certificate.

## c. Lower Certificate.

### *French and German.*

The Examination shall include —

- (1) Grammar.
- (2) Dictation.
- (3) Composition.
- (4) Translation from Books not specially prepared.

The Composition shall consist of an easy piece of Prose and some short sentences to illustrate regular constructions. Free Composition will be set as an alternative.

### *English.*

The Examination shall include —

- (1) Grammar
- (2) Easy Composition
- (3) Dictation
- (4) Portions of Authors to be specially prepared.

In 1913 the portions to be specially prepared shall be Shakespeare's Hamlet, with one of the following: —

- (1) Scott's Kenilworth
- (2) Scott's Marmion
- (3) Macaulay's Essays on Clive and Hastings (Chigwell School had chosen (1).)



An interesting proposition made by the Board for the Higher Certificate in French and German is worth noting in this connexion :

In order to encourage the study of French and German Literature in their historical connexion the Board has decided to set in 1913, as an experiment, the following subjects, any one of which may be taken as an alternative to the ordinary Bookpaper in French or German.

If a candidate does specially good work in this subject, it will count towards distinction in French or German (as excellent Latin or Greek Verse count for distinction in Latin or Greek).

#### *French.*

The Romantic Movement (1815—1848). A 2½ hours' paper will be set containing.

- (1) Passages for translation and discussion from the books named below:  
The Romantic Movement in French Literature (Steward and Tilley).  
Oxford Book of French Verse pp. 278—421.  
Victor Hugo, *Hernani*.  
Mérimée, *Chronique du règne de Charles IX* (Clarendon Press.)
- (2) Questions on the outlines of French history in this period, including the literature;

#### *German.*

*Either* German Literature from Frederic the Great to the French Revolution (incl.) (1756—1793).

A 2½ hours paper will be set containing —

- (1) Passages for translation and discussion from the books named below:  
Lessing: *Minna von Barnhelm*.  
Freytag: *Der Staat Friedrichs des Großen* (Pitt Press ed.)  
Goethe: *Hermann und Dorothea*.  
Schiller: *Wilhelm Tell*.
- (2) Questions on the outlines of German history in this period, including the literature.

*Or* German Literature from the French Revolution to the Wars of Liberation (incl.) (1789—1815)

A 2½ hours paper will be set containing.

- (1) Passages for translation and discussion from  
Goethe: *Hermann und Dorothea*.  
Schiller: *Wilhelm Tell*.  
Fontane: *Vor dem Sturm* (selection by A. Weiss, Macmillan).  
Kohlrausch: *Das Jahr 1813* (Pitt Press ed.)  
Kluge: *Auswahl deutscher Gedichte*: Arndt, Schenkendorf, Körner, Fouqué, Rückert.
- (2) Questions on the outlines of German history in this period, including the literature.

According to the Board's Report, these papers were taken by but few candidates, "some of whom, however, did remarkably well in them".

The fees for these examinations are high (*see below Table of Fees*.)

I thought it permissible to dwell longer on this subject for two reasons; firstly because I am afraid that most of my colleagues have only a vague idea of these examinations, which are guiding for a very large portion of the best Schools for boys and girls in England<sup>40</sup>), and secondly because they show the methods employed, and the standard reached, by these best English schools. But one thing must be kept in mind, there is one fundamental difference between the *Papers* set in the English "*Exams*" and the "*Aufgaben*" of our German "*Reifeprüfungen*": In England they

<sup>40</sup>) the figures given by Breul (p.831) are only of an historical interest (1895). Besides he dwells longer on the *Local Examinations* and confines himself to a few remarks on the "*Joint Board*".

are no doubt *above* the standard of the average boy, in Germany they are, or are meant to be, *for* the average boy. The idea, in England, seems to be, which of the boys will most nearly reach the standard — a result, perhaps, of the many competitive examinations —, in Germany, every average boy must be able to attain the aim. That at least was my impression<sup>41)</sup>. This impression is corroborated by the results of these Examinations (*see above* p. 21) and by a look at the papers which I reprint in the Appendix. Many of the grammatical questions are picked-out difficulties smelling of cram-books, and also the translations are not easy. Unfortunately I had no opportunity of seeing the papers the boys had written, but I am afraid that the amount of mistakes even in the papers of good candidates was considerably higher than we expect to find in the “*Prüfungsarbeiten*” of our “*Abiturienten*”.

In the competitive examinations, for prizes or scholarships, this standpoint can be understood. That candidate obtains the prize who comes nearest the aim. I assisted at the examination for the “*Modern Language Prize*” and saw the paper set for the “*English Literature Prize*”. For our German ideas there were a good many mistakes even in the work of the best boy in the former examination, though the paper was not bad considering the number and the difficulty of the questions. As to the latter examination, I leave it to the reader to judge of the paper: (1) What are the chief forms that English Literature has assumed? Date roughly the time of the prevalence of each and give an author and a work in each. (2) Define shortly “*Renaissance*”, “*Golden Age*”, “*Metaphysical Poets*”, “*romantic*” and “*classic*”, “*irony*”. (3) “*Longfellow was always an indifferent poet*”. Try to disprove that by quotation and criticism. (4) “*Browning is difficult*”. In what ways, how far does his subject matter? [Two out of these.] (5) Show by quotation Tennyson’s characteristic excellence. (6) “*Mathew Arnold was a Greek*”. Criticize. (7) A Précis of your favourite lyric poem. Why your favourite poem. (8) “*The superiority of English Poetry lies not in art but in morality*” (Arnold). Instance this in as full and varied a manner as possible. — I add that the books (Mathew Arnold, Tennyson, Longfellow, Browning) had been advertized some months before, but the boys who intended to go in for the examination had to prepare for it by private work. In my opinion only (1) and (7) were suitable to the standard of the candidates, boys of 16 to 17. I remember that the Headmaster, who had set the paper, admitted that e. g. (5) had been answered “fairly well” only by *one* candidate. He did not tell me about the result of the other questions.

Besides there were examinations for “*Prayer Book Prizes*”, for the “*Rector of Loughthorpe’s Prize for an English Essay*”, for a “*History Prize*”, and for a “*Prize for Natural History*”, all of them awarded at Midsummer, only the Prayer Book Prizes at Easter by the result of the Diocese of St. Albans Examination. (*School Prospectus* p. 45).

The School was inspected *twice* in the course of the Summer Term, in May by the Inspector of the B. of Ed, Mr. Barnett, and in June by the Inspector of the O. & C. Sch. E. B.

I am afraid that, if a country is exam-and inspection-ridden, it is not Germany, but England.

When speaking of the Certificate Examinations, I mentioned that the fees are high for our German ideas. I think a list of all the *School Charges* will interest the reader of these pages, and thus I reprint, from the *School Prospectus*, the

<sup>41)</sup> *see* Rogozinski’s remarks on Examinations in England: *Mängel und Schwächen des englischen Schul- und Erziehungswesens*. Monatsschr. f. höh. Schulen IX, 3 u. 4. pp. 142—154. He is just of the same opinion as I am.



Table of Fees.

Day Boys—	£	s.	d.
Tuition (including use of Books and charges for School Games)	18	18	0
<hr/>			
Boarders—	£	s.	d.
Tuition (inclusive)	18	18	0
Domus Fee for Library, Lectures, and other House Charges	2	2	0
Board—In School-Houses	51	0	0
In Harsnetts (=Junior-House.)	48	0	0
	<hr/>		
	£72 or £69		

Voluntary Extras:

Cadet Corps—	£	s.	d.
Equipment	£1 1s. 0d. to	2	2 0
Annual Subscription		1	1 0
Expenses of Camp		1	10 0
Carpenters' Shop (with Tuition)		2	2 0
Dinner in Hall (for Day Boys)		10	10 0
Instrumental Music		8	8 0
London Matriculation Fee		2	0 0
Oxford and Cambridge Schools' Examination Board—			
Higher and School Certificates (half fee) <sup>41a)</sup>		1	1 0
Lower Certificates (half fee)		0	10 6
Exemption from Responsions, or Previous Examination		0	5 0
Photographer's Dark Room (per year)		0	7 6
Private Tuition (per term)	£3 3s. 0d. to	4	4 0

a. Boys in Higher Forms who require Lexicons and any special books are charged for them and they become their own property. For the rest there is no extra charge for the use of books except in case of loss or wilful damage.

b. When Special Sick Nursing is required it is obtained from St. John's House, and the charge varies from a guinea and a half to two guineas a week.

The burden of these fees, by no means high for an English Public School,<sup>42)</sup> is mitigated by a number of *Scholarships* (see above p. 8 Note.) and *Exhibitions*.

Scholarships.

The Governors maintain in the School Scholarships, called Harsnett Scholarships, at the rate of not more than one for every 10 boys in the School, but not less than three in number, each Scholarship entitling the holder to total exemption from the payment of tuition fees and, in particular cases, to a yearly payment of not more than £5. These are awarded to boys whose parents are, or, if

<sup>41a)</sup> Half the fee is paid by the School.

<sup>42)</sup> see the figures in the *P. Sch. Y. B.*, and Breul pp. 821—825.

dead, were, resident in the Parishes of Chigwell (including Buckhurst Hill), Loughton, Woodford, or Lambourne, and who are in special need of such assistance. The Governors also have power to remit the whole or part of tuition fees in the case of boys who deserve assistance.

The Governors provide Foundation Scholarships, at the rate of one for every 10 boys admitted to the School, open to boys who have for two years previously been educated at Public Elementary Schools, entitling the holders to exemption from the payment of tuition fees and all necessary charges.

There are also seven House Scholarships, varying in value from £21—£51, which are awarded by open competition, but which may be held in addition to Harsnett or Foundation Scholarships.

The date of Election to Scholarships is in July. The examination for Entrance Scholarships on the second Thursday in the month. Scholarships are also awarded to boys already in residence by the result of the School Examination.

No Scholarship is awarded to any boy above the age of 15, and preference is given to boys of 12—13, which is the limit of age for Foundation Scholarships. There is a preliminary Examination in English Subjects, Holy Scripture, and Arithmetic; and [for elder boys] in Latin, French, and Elementary Mathematics; with Greek or German, Latin Composition, Natural Science, and Higher Mathematics, which are optional.

The usual tenure of each Scholarship is for 4 years, so long as the boy continues in the School, and gives satisfaction to the Head Master in conduct and progress. Boys who are proceeding to the University may be re-elected for the remainder of their School career on the recommendation of the Head Master; and Special Scholarships are awarded to such boys by the result of the Examination of the Oxford and Cambridge Schools' Examination Board.

No Admission Fee<sup>43)</sup> is charged to any boy who is elected to an Entrance Scholarship.

### Exhibitions.

The sum of £1,000 bequeathed by the late Mr. James Mills, Lord of the Manor of Chigwell, is invested in the hands of the Charity Commissioners, and realizes an income of about £30 a year. "The Mills Exhibition" is tenable at either of the Universities of Oxford or Cambridge, or in the Royal Military Academy at Woolwich, or the Civil Engineering College, Cooper's Hill. Candidates must have been educated at Chigwell School for at least three years immediately preceding election, and may hold the exhibition for two years, subject to their regular residence and good conduct. They are eligible for re-election, for a third year, in case of no more suitable candidate presenting himself.

The Governors may, if and so far as the income of the School will permit, maintain Exhibitions, each of a yearly value of not more than £50, tenable for not more than four years at any University or institution of higher education approved by them, to be awarded to boys who then are and have for not less than two years been in the School.

Boys who have been educated at Chigwell School for three years are eligible, and with boys from other Essex Schools to be preferred, *caeteris paribus*, for the Essex Scholarships at Hertford College, Oxford. These are of the annual value of £100 for five years; and vacancies occur almost annually.<sup>44)</sup>

To make the picture of the organisation of Chigwell School as complete as possible, I reprint the whole of the *Regulations (School Prospectus pp. 12—17)*.

### General Regulations.

Boys are eligible for admission to the School at the age of 8 years—on passing a simple examination in Reading, Writing, Dictation, and the Elementary Rules of Arithmetic. No boy above 12 is admitted without a Certificate of his good conduct and character from his former master or tutor; and assurance to the satisfaction of the Head Master that he is able to take a position in the School suitable for his age.

<sup>43)</sup> £2 2s for each boy.

<sup>44)</sup> see below *Detached Remarks*.



As a rule, boys between 8 and 11 must pass through the Preparatory Department before they are admitted to the School House, and no boy may remain in the School after the end of the school year in which he attains the age of 18 years, without permission of the Governors, which may be given upon the recommendation of the Head Master, until the end of the school year in which the age of 19 is attained.

There are two Boarding Houses:—

The School House (the Head Master), which has accommodation for 45 boys.

Harsnetts (W. A. Simkins, Esq.), which is in close proximity to the School House, has recently been enlarged for the accommodation of 15 boys, and is capable of further additions, such as will adapt it for a still larger number. It is used as a Preparatory Department for boys under 12 years of age; and parents are urged to send their boys here in preparation for the School, rather than to other Preparatory Schools. These boys are under special regulations suitable for their age; but are in close touch with the life of the larger School, for Chapel Services, Lectures, and other matters of general organization.

In the School House there are 21 cubicles, assigned to boys by the Head Master according to seniority, or as a reward for good conduct and hard work. The other dormitories are open, containing room for 10 and boys 15 respectively.



Dormitory with the Prefect's Cubicle.

For Breakfast the commons consist of hot or cold mate, or fish, or eggs, porridge, bread, butter, tea, or coffee.

For Dinner, soup, meat, two vegetables, pudding, and bread.

For Tea, bread, butter, tea, with jam, or cake. Boys are *allowed* to bring in such extras of their own at this meal as are approved of by the Head Master, *but they are not by any means necessary.*

For Supper, bread and cheese, or soup, or bread and butter or cake.

Delicate boys can have milk (or wine, if ordered by the Doctor) and other extras at 11 a.m. and cocoa at supper-time, by arrangement with the Matron; but all such extra commons are charged for.

Parents are requested to aid the Head Master in restricting the growing habits of self-indulgence and extravagance by sending little or nothing in the way of Hampers.

Every Boarder is required to have a small weekly allowance for pocket-money, according to his age and place in the School; and parents are requested not to give their sons large sums in addition.

The Sanatorium is a short distance from the School, under the charge of a Trained Nurse, and ensures the immediate isolation of all infectious sickness. The Medical Officer is resident in the village.

Visiting hours at the Sanatorium are between 2 and 5, and the Head Master requests visitors to leave their cards for him, or to enter their names in the Visitors' Book. In case parents desire to see their sick sons at other hours, they are requested to call at the School House; and "the family doctor" is welcome in consultation with the Medical Officer of the School.

The clothes to be brought by each boy on his admission, and on his return after every Vacation, are to be according to the Regulation List, and it is required that only black or dark gray coats or jackets be worn: and ties of black or dark silk, with no admixture of white, or other colour. Knickerbockers

are allowed only for boys under 5 feet, and below the Fifth Form. All clothes must be marked clearly with the boy's name. A fair amount of mending, such as can be done in the houses, is free of charge; all repairs done outside are charged for.

The hours and arrangements for the Boarding Houses are as follow:—Preparation from 7.15—8; Breakfast at 8; Chapel at 8.45; Morning School from 9 to 12.15 or 1<sup>45</sup>); Dinner at 1.15 p.m.; Afternoon School from 2.15 to 4.30 (*without any interval!*); Tea at 6.30; Preparation from 7—8.15 p.m.; Supper at 8.15; Chapel (for the School House only) at 9. Lights are put out in the Dormitories, for boys in the Preparatory House at 8.30, for other boys under 14, at 9.30, and for the rest (Sixth Form excepted) at 10. Calling-over before Chapel (morning and evening).

There are half-holidays on Mondays, Wednesdays, and Saturdays, with a calling-over for all Boys (Day-Boys as well as Boarders) below the Sixth Form, at 4 o'clock.

On Sundays there is a Celebration of the Holy Communion, in the School Chapel at 8 a.m.; Morning Service in the Parish Church at 11; and Evening Prayer and Sermon in Chapel at 5. There is also a Divinity Lesson at 9.45

It is characteristic of the School that opportunity is afforded to Day-Boys to get all the good which can be derived from School Life and Discipline, together, with the benefit of Home Influence. To accomplish this, parents are earnestly requested to make suitable arrangements, after conference with the Head Master, for the preparation of Home Lessons; and to encourage their sons to attend the School Chapel, to take a regular part in School Games, and to enjoy all other things connected with the School.

The Dining Fee for Day Boys includes dinner on half-holidays only as a condition that they take part in School Games.

There are three vacations in the year—one of seven weeks, commencing at the end of July, one of a month at Christmas, and one of a month at the end of April. Boys are held to be personally responsible for their punctual return, and are liable to punishment or suspension of privileges if absent beyond the time appointed, without leave from the Head Master, who should be communicated with at once in case of illness or accident.

The School "Health Certificate" of freedom from infection must be signed for each boy by his parent or guardian, and *posted to the Head Master 24 hours before the boy returns to School after the holidays*. Any boy arriving at the School before his Health Certificate has been received is liable to be placed in quarantine in the Sanatorium. It causes inconvenience if this is not sent at the time indicated, nor to the Head Master direct, and by post.

No boy may enter, or return to the School, from a house in which there has been any infectious disease within six weeks preceding, without first obtaining the permission of the Medical Adviser of the School.

Boarders are not allowed to sleep away from the School during Term time, except in case of sickness, or for some other such urgent cause. No Day-Boy may absent himself from the School during Term time, except for sickness, unless he has first obtained the Head Master's sanction.

There are occasional holidays, on which Boarders of good character and position in the School may get such leave as enables them to visit any friends they may have in the neighbourhood, under certain conditions.

There are Playing Fields of 10 acres adjoining the School; a Swimming Bath 60 feet in length; and a Gymnasium, under the direction of a qualified Instructor.

All boys are expected to take a regular part in Games, Gymnasium, and Swimming: the expenses of which are covered by the School charges. Only those boys are excused who are medically certified as unfit, or who obtain special leave from the Head Master.

To encourage Swimming among the boys, Mr. Arthur Gray, a Governor of the School, has given a Challenge Cup, which is competed for annually in July.

A Cadet Corps was formed during the Boer War. The cost of Equipment varies, according to the purchase of second-hand or new uniforms, from one to two guineas, and the Annual Subscription is one guinea. Mrs. Arnold Hills presented a Silver Challenge Cup for Shooting, in memory of her brother,

<sup>45</sup>) There is only *one* interval of 15 minutes at 11 a. m.



Captain W. B. Lafone, of the Devonshire Regiment, who was killed before Ladysmith in January, 1900; and Mrs. Christie (wife of the Colonel commanding the 1st Essex V.B.) one for Drill.

The Corps has been accepted by the War Office as a contingent of the Officers' Training Corps; and a detachment of 50 per cent. is required to go to Aldershot early in August to join the Public Schools' Camp for ten days' training.

The School has the use of a Rifle Range at Tilbury; and there is provision for Morris Tube practice within the School Close. The drill of younger boys is directed by the Officer commanding the Cadet Corps, and is preparatory for it.

The School Library contains 1,000 volumes, besides newspapers and magazines. Every Boy is expected to make a contribution to it on leaving the School. It is open at least three hours daily and the whole of Sunday for reading purposes.

There are also small Circulating Libraries in the Houses.

Lectures are given fortnightly during the Winter Terms on subjects of Literary or Scientific interest, illustrated by slides, with a Limelight Lantern.<sup>46)</sup>

There is a Dark Room for Photography.

The Debating Society holds meetings occasionally.

The *Chigwellian* (School Magazine) is published at least once a Term. It contains articles of School or general interest, and correspondence on School topics, by past and present boys.

All applications for admission, and correspondence with reference to details of School-work and management, should be addressed to the *Head Master*. A fitful taking up and abandonment of special subjects is strongly deprecated; nor can any work be dropped at the beginning of a Term, unless the Head Master has been communicated with *at least a fortnight before the end of the holidays*. (*Is not strictly observed, however!*)

The station at *Chigwell*, on the Fairlop Branch of the Great Eastern Railway, from Liverpool Street and Fenchurch Street, is ten minutes' walk from the School.

Parcels should be sent there, and telegrams to *Chigwell School, Woodford Bridge*.

Telephone *Chigwell* No. 14.

*Chigwell School, July 31 st, 1912.*

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In order to prepare the boys for their future responsibilities towards the needy and the poor, there is a *College Mission* in most Public Schools. (*see Breul p. 842.*) As a rule the boys have to pay small contributions towards the maintenance of some "Club" or "House" connected with the Home Mission. Chigwell School has undertaken to assist one of the Clubs in connection with Oxford House, in Bethnal Green. The aims of the House are to encourage *Oxford men to take part in the Social and Religious Work of the Church in East London; that they may learn something of the life of the poor; may try to better the conditions of the working classes as regards health and recreation, mental culture and spiritual teaching; and may offer an example, so far as in them lies, of a simple and religious life*. For this purpose the Oxford House runs some boys' and men's Clubs, four of which are assisted by Public Schools; among them Chigwell School. Besides Men's Services are held, Camps are arranged for men and boys to give some hundreds of East Enders a holiday, Baths and Recreation Grounds are provided, a Cadet Corps has been formed, etc. (A most interesting article on this subject was

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<sup>46)</sup> Subjects in the Winter Terms 1912—13 (The lectures were held by masters and friends of the School): Nov. 11th and 18th, 2 lectures on *Clocks*, illustrated by models and slides. — Nov. 25th a lecture on the *Work of the Universities Mission in Central Africa*. Nov. 29th a lecture on *Evolution*. — Febr. 3rd a lecture on *Diving for Treasure*. — Febr. 24th *Eyes or no Eyes: Common Objects of a Country Walk*.

published in the *Arena*, August 1912, *Tonbridge School Mission*. -- *The Arena* is a splendidly illustrated Monthly, incorporating *University and Public School Life and Amateur Sports*. London E. C., Tudor Street).

It is well-known in this country that in England social work is, to a large extent, founded on private enterprise and on the activity of the ministers of the different denominations. In the East End the Church of England takes a prominent part in this mission work. It is not till quite recently that the State has begun to trouble about the social conditions of the lower classes, thanks to Mr. Lloyd George.

### Some Detached Remarks

may be added on the *Scholarships and Exhibitions*, the *Prefects*, the *Cadet Corps*, and the *School Magazine*.

As for the *Scholarships and Exhibitions*, their number and value are quite adequate to the numbers and the resources of Chigwell School. The rich large Public Schools, of course, offer larger sums, but, on the other hand, the fees for boarding and tuition are much higher there. Charterhouse e. g. has 60 scholarships tenable at the School, by which, however, the fee for boarding and tuition is only lowered from £ 115 to £ 39 (Junior Scholarships) or to £ 19 (Senior Scholarships). The same school offers five or more Exhibitions every year for boys leaving School, which amount to £ 80 per annum and may be held for four years at one of the Universities or elsewhere, as approved by the Governing Body.

It is obvious that in this way, i. e. through scholarships, which very often exempt the holder from all the school charges, many a poor, but clever boy can make his way through the Public School and the University without his parents paying a penny for him. But there is an increasing number of Englishmen who urgently demand a reform of the present scholarship system. "The scholarships and exhibitions given by 'pious donors' to help the poor boy to public school and university education go in many cases not to the necessitous, but to those whose parents have been able to provide an expensive preparatory training or the most scientific 'cramming'." (*The Daily News Year Book 1912*, p. 251.) — There is certainly much truth in these words, and the Government, in their efforts to democratize higher education, no longer rely upon those scholarships, but require all the state-aided schools, as we have seen above, to offer a certain number of freeplaces for picked boys from Public Elementary Schools. And then, after running through a good Public School, the best of them may succeed in obtaining leaving scholarships and University or College Exhibitions. I am convinced that here in Germany, where the fees of all our secondary schools are much lower than in England, and where university life is far less expensive, we are a good deal more democratic in this respect than our cousins across the Channel, whatever people may say, who, very often, have only a vague idea of the conditions in England, as they really are. This is not only my own impression, but was frankly admitted by Mr. Walde in one of our most interesting discussions on this subject.

There were nine *Prefects* in the School, most of them being 6th Form boys, but also some 5th Form boys among them. They had a room of their own (*see above* p. 9), where they did their preparation and could sit in their spare-time; but the School being small, their duties were not many. For each dormitory there was a Prefect, who had to look after the boys; he had



a cubicle of his own (*see* the picture p. 28). Besides they had to take Prep., before the master came in, and partook of the general control of the boys. I admit that the part they actually played in the school-organisation was perhaps more important than it appeared to the eye of a foreigner, who lived with them only for a term.<sup>47)</sup> I, certainly, had the impression, it is true, that the Headmaster, who was himself an old boy of one of the largest Public Schools, took the Prefects into his confidence, in certain cases at least, to secure their co-operation in carrying out his ideas. There were no fags in the School. This institution seems to be confined to the larger Public Schools.

Another institution, which lends a distinctive feature to the best English schools, is the *School Cadet Corps*. According to the figures in the *P. Sch. Y. B. 1914* (pp. 624—626) 91 out of the 113 Public Schools give military drill to a certain percentage of their boys. The strength of the different corps depends upon the size of the respective school. On the whole, most of the boys eligible for the corps have joined them (*see* the figures in the *P. Sch. Y. B.*), so that in 1913 15,108 cadets were enrolled in these 91 contingents. But these cadet corps are not confined to the Public Schools. On the list of contingents (*P. Sch. Y. B. 1914* pp. 627—631) there are no fewer than 159 School Contingents and 18 University Contingents. One of the tabulated lists in the *P. Sch. Y. B. 1914* gives also the years when the corps of the different Public Schools were founded, and from these figures we can learn something about the history of this movement.

Out of the 91 contingents only 35 existed before 1899, the year when the Boer War broke out; Rossal, Eton, Felsted, Harrow, and Marlborough being the oldest (1860). The Chigwell School Corps was founded 'during the Boer War', as the Regulations say, and so were no fewer than 21 (1899—1902). It was through this great national crisis that the movement received a powerful stimulus. In those years the corps were called 'Volunteer Corps'. Their members were drilled in musketry, signalling, and other branches of elementary military training; but only a few years ago, in 1908, these different contingents were organized into the *Officers Training Corps* (O. T. C.) and received, in this way, a distinct aim and a great national importance. For, as the name of the new organisation says, now the corps are expected to *train officers*, not for the regular army, but for the Special Reserve and the Territorial Force. This object is clearly pointed out in the first article of the 'Regulations for the Officers Training Corps' (1912, p. 7):—

*The primary object of the Officers Training Corps is to provide students at schools and universities with a standardized measure of elementary military training, with a view to their eventually applying for commissions in the Special Reserve of Officers, or the Territorial Force. It should, therefore, be understood that the aim of every university and school which provides a contingent for the Officers Training Corps must be to provide as many officers for the Special Reserve of Officers and the Territorial Force as possible. The degree to which this result is attained will be the main consideration in deciding whether the Officers Training Corps as a whole, or any individual contingent which forms part of it, are respectively giving to the State an adequate return for the expenditure incurred in their administration and training.*

It is well-known, not only in England, that it was very difficult to find a sufficient number of officers for the Special Reserve and the Territorial Force. To supply this want by interesting the educated classes in the national defence, the O. T. C. was founded. It was organized in 2

<sup>47)</sup> *see* Wells pp. 31—35. He describes the conditions in Eton College.

divisions:— (1) *Senior Division*, composed of University Contingents, (2) *Junior Division*, composed of School Contingents. Lord Roberts was one of the leading men. It was at his suggestion e. g. that in the *P. Sch. Y. B.* a series of articles were published (1905—1908) to make the project popular in the Public Schools. The figures in the *P. Sch. Y. B.* show how these responded to the appeal. Whereas from 1903 to 1907, when the enthusiasm of the Boer War had already died away, only 8 new corps had been founded by Public Schools, their number increased by 9 in 1908 and 9 in 1909, 10 being formed from 1910 to 1913. — Apparently the efforts of the Government in this way to raise the supply of candidates for commissions in the Special Reserve of Officers and the Territorial Force have been successful. As the figures in the *P. Sch. Y. B. 1914* (pp. 627—631) prove, from July 1908 to September 1913 367 cadets and ex-cadets of the Junior Division have been appointed to commissions in the Special Reserve and 838 to commissions in the Territorial Force. Besides 363 commissioned officers of the Special Reserve and 524 of the Territorial Force came from contingents of the Senior Division. On the other hand these numbers are not very large as compared with the total strength of the O. T. C. (20,000 to 25,000 in 1913).

Every Cadet Corps that wants to join the O. T. C. must ask the Army Council for inclusion in the O. T. C. It is eligible if it shows an enrolled strength of not less than 30 cadets and has at least one commissioned officer per company. For purpose of organisation and control the O. T. C. is directly under the War Office, whereas the training is under the direction of the Chief of the Imperial General Staff, the universities and the school authorities retaining their ordinary powers of supervision and discipline, of course. The school-contingents comprise infantry and engineers only, but at the universities they have also cavalry, field and heavy artillery, cyclists, signallers, field ambulances, and sections of the Army Veterinary Corps. I shall confine myself to some further remarks on the School-Contingents; the reader who wants to learn more about the Senior Division, too, will find a most interesting article with many photographs '*The O. T. C. at the Universities*' in the *Arena* (issue of August 1912).

The boys may only join the contingent of their School after attaining the age of 13, so that Preparatory Schools are excluded. Beyond this the conditions for enrolment, service, and dismissal of cadets are in the hands of the headmasters and the school authorities. The boys have to provide their uniforms, but rifles, belts, bayonets, and ammunition are furnished by the Government. The uniforms are the universal service dress as worn in the Regular Forces and Territorial Force, the designation of the unit being worn in brass or black metal on the shoulder-strap of the jacket, and the school-ensign usually serving as cap-badge; at Chigwell School it was a mitre. The training in the cadet corps comprises:—(1) Instructional parades and exercises and field operations, (2) musketry, and (3) annual training in one of the camps organized for the O. T. C. As a rule the boys are trained by masters who hold commissions in the Special Reserve of Officers or the Territorial Force, assisted perhaps by an instructor, mostly an ex-non-commissioned officer. Cadets who distinguish themselves can be promoted, under certain conditions, to non-commissioned rank. All the contingents are inspected annually by officers deputed by the Chief of the Imperial General Staff.

Special stress is laid on the musketry training of the cadets. For this purpose most schools have a miniature range for Morris Tube practice, and the larger of them also a rifle range of their own, while the smaller have the use of a military range. To encourage rifle-shooting in the Public Schools — a few schools where there exists no Cadet Corps, teach shooting at least — there is an annual competition at Bisley, for the *Ashburton Shield*. Every Public School that wants to



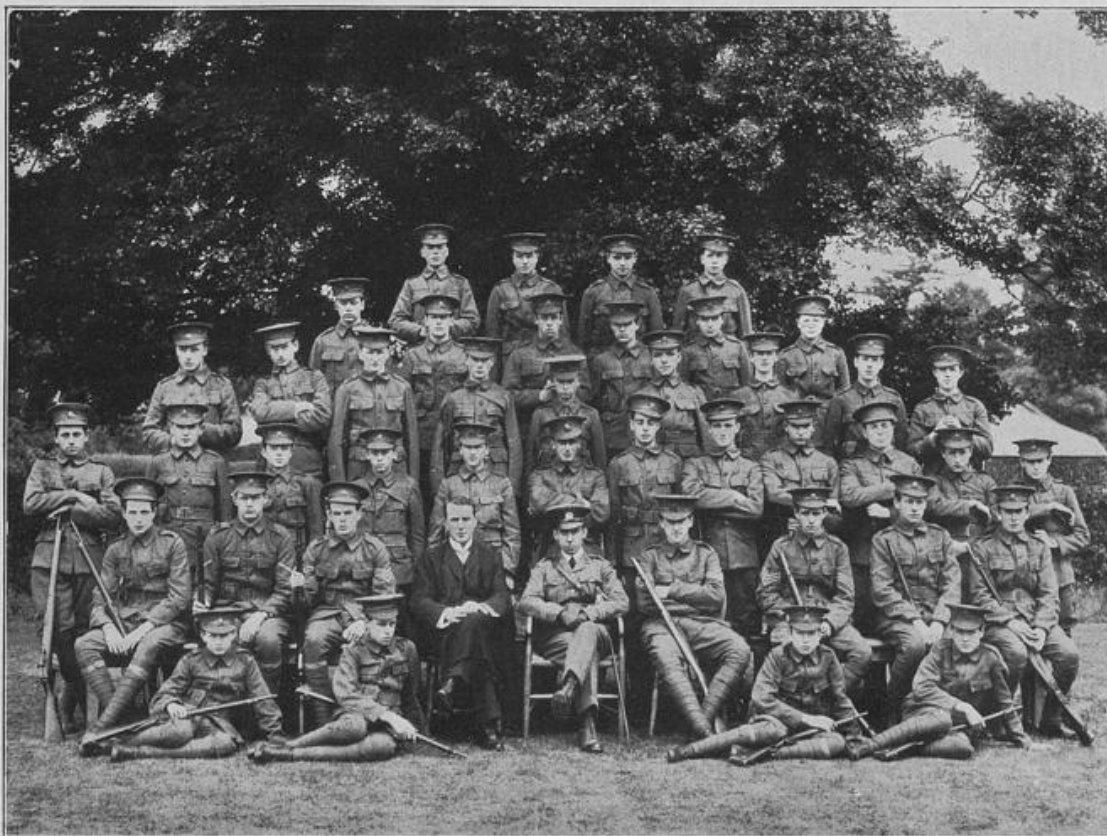
take part in the fight, sends a team of 8 boys, who have to shoot at 200 yards and 500 yards, with service-rifles only, aperture-sights being allowed, however. The Ashburton Shield Competition is immensely popular, and long before the chances of the different teams are discussed in the papers and the result is eagerly commented upon. (In 1912 Rugby won the Shield, Edinburgh Academy in 1911). But this is by no means the only trophy, there is the *Spencer Cup* for individual competition, and the *Cadets' Trophy* for a pair, besides the "*Schools of the Empire's Competition*", which is shot on private ranges, in the presence of strange officers, who report the results to the central authority. Now also *Miniature Range Competitions* have been introduced, one for boys over fifteen, and one for those under. Besides there is a *Country Life Competition*, embracing snapshooting, rapid fire, and landscape target work. Also a great number of Preparatory Schools teach their boys to shoot, with air rifles or miniature rifles, and even compete for challenge shields (see *P. Sch. Y. B. 1914* pp. 632—644). We see keen attempts are being made now across the Channel to revive the old tradition that every Englishman should be trained in the use of arms. (In the above mentioned issue of the *Arena* there is also an interesting article on this subject, "*The Public Schools and the Range*", with a great number of photos of the Bisley Competitions.)

The details of *field operations*, in which several contingents take part, are worked out direct with the General Staff of the command in which the field day is to be held.

Every year, in July, the contingents of the Junior Division go to camp for no less than 8 days, 50 p. c. of each corps being required to come. But no cadet under 15 is eligible to attend camp. Here out of the school contingents battalions and regiments or even brigades are formed, often under the command of a regular officer; the whole camp is always commanded by a regular officer. In field operations and in camp the cadets co-operate with regular troops sometimes.

There are also two *Certificates* obtainable by special proficiency in O. T. C. work. *Certificate A* can be awarded to members of the Junior Division after not less than 2 years' successful training, but many cadets obtain it only as members of the Senior Division. At Chigwell School e. g. only 7 cadets have obtained it as yet (1908—1913). The standard required is that of *the commander of a section in an infantry company*. To receive *Certificate B*, which can only be awarded to cadets of the Senior Division who are already holders of Certificate A after a total of not less than 4 years' consecutive training, the candidates must show the standard required of a *2nd lieutenant joining a special reserve or reserve unit of his own branch of the service on the outbreak of war, and liable to pass from it to a regular unit in the field*. — The examinations are partly written and partly oral. — From July 1908 to September 30th, 1913, 2808 Certificates A and 967 Certificates B have been granted to members of the Senior Division and 3296 Certificates A to cadets of the Junior Division (*P. Sch. Y. B. 1914*, pp. 627—631.) Numerous advantages are conferred on cadets, who after obtaining one or both certificates, accept commissions in the Special Reserve of Officers or in the Territorial Force or offer themselves as candidates for the Royal Military Academy, Woolwich, and the Royal Military College, Sandhurst, or the Royal Army Medical Corps. Considering the great national importance of the O. T. C., the Government subsidizes the contingents by paying capitation grants for each cadet who has fulfilled certain conditions, and assists them in any possible way.

At Chigwell School the Cadet Corps was comparatively strong; out of 45 boys eligible for the O. T. C. 40 had joined the Corps. The training was directed by a master, who was a captain in the Territorial Force, besides there was an ex-non-commissioned officer, who, at the same time,



The School Cadet Corps. Summer 1913.

was director of Physical Drill and Gymnasium. The Colour-Sergeant was a boy. There were 3 drills of 45 minutes per week, about 10 times the Corps went to the rifle-range at Tilbury, during the summer term. About Midsummer an officer of the General Staff came down and inspected the contingent. He was highly satisfied and congratulated the School on the 'smartness' of their cadets. On July 29th, 90 p.c. of the Corps marched out from School for Mytchett Camp, Aldershot, where they underwent a week's training in a larger unit. Two Challenge Cups have been presented to the Corps, one for Shooting and one for Drill. (*see above* 'General Regulations'.)

Many readers may expect a few words on the *Boy Scouts*, our German 'Pfadfinder'. I can dispense with them, for their domain are the Preparatory Schools and the Second Grade and Public Elementary Schools. Therefore their numbers are far higher than those of the O. T. C. According to the figures in the *P. Sch. Y. B. 1914* p. 649, there are about 150 000 Scouts in the British Isles, whereas the numbers of Cadets do certainly not exceed 25 000. There are only very few Public Schools where Scout work is done, and in these schools there is probably no contingent of the O. T. C. Just now strenuous efforts are made to introduce Scouting also into the Public Schools (*see P. Sch. Y. B. 1913*, pp. 625--630, and *P. Sch. Y. B. 1914*, pp. 646—651, with practically the same articles), but I am afraid they will not meet with much success.



Also on the O. T. C. I have dwelt longer than it may seem adequate to the range of this essay. I have done so, because I do not know any German book or any article in one of our Monthlies dealing with this subject. On the other hand the O. T. C. has certainly become one of the characteristic features of the Public Schools and Universities in England. Two facts, which I picked up, are worth noting in this connection, as they confirm my opinion. In the *P. Sch. Y. B. 1914* (p. 622) I read an advertisement of Trinity College School, Port Hope, Ont., *Canada*. It is organized on the lines of the English Public Schools, and therefore, besides the usual school games, O. T. C. work is done in a Cadet Corps. The second case is still more striking. When the Prince of Wales was an undergraduate at Oxford, last year, he was enrolled as a private in the infantry section of the Oxford University O. T. C. In June he went into camp with about 200 other undergraduates taking part in all the regular service.

At the end of this chapter a few words may be said on the *School Magazines*. As at almost all the Public Schools (*see P. Sch. Y. B. 1914*, pp. 682—693), there existed a school magazine at Chigwell-School, *The Chigwellian*, edited by one of the masters, who was assisted by the Head of the School (top-boy of the Sixth Form) as sub-editor. As a rule, they are issued once or twice a term, and a subscription fee is raised. As Chigwell School exchanged its magazine with some other schools, I had an ample opportunity to form an idea of the contents and the character of these papers. Their object is to report of all the events in the life of the School that can be expected to interest the Old Boys and friends of the School. But what are these events of interest? -- Under 'School Notes' the Editor, on behalf of the School, congratulates the members of the School who have won honours, welcomes new masters or says some kind words of leave to members of the staff who have gone etc. Besides other events of the school-community are announced or reported, such as school-concerts, lectures, cricket or football matches, athletics etc. A very large space is devoted to the accounts of the matches between the representative team of the School, the Cricket XI or the Football XV, and the teams of other schools or clubs. That may look strange, at first; but it must be kept in mind that the games play a far more important part in the English schools than in those of this country, the reputation of a school practically depends on them, to a large extent, and besides the Old Boys are sure to take most interest just in this side of the school-life, since their dearest remembrances are connected with the matches they fought for the School, or watched, at least, and this interest has been kept alive by most of them joining some cricket- or football-club, after leaving school. At Chigwell School there was an Old Chigwellians Cricket Week annually in July, when the school-examinations were over; Then as many Old Boys as possible came down, and an Old Boys XI played the School XI and other teams in the school-fields.

Often the school-magazine is the organ of the Old Boys' Club, so that all sorts of O. B. Club-Notes, such as 'births, deaths, engagements, and marriages', honours won by Old Boys, and other events of interest are advertized there, as well as all the meetings arranged by the O. B. Club, such as dinners, concerts, etc.

Besides there are occasional contributions of Old Boys, from all parts of the globe, and almost regularly an 'Oxford-' or 'Cambridge-Letter', from former members of the School at those universities. Seldom did I find a little sketch or a poem. On the other hand, all the statistics of our annual School-Reports are banished from these papers.

In order to enable the reader to control my résumé, I shall give the contents of some of the magazines I read at Chigwell.

(1.) *The Chigwellian* December 1912. School Concert p. 49. Football 50. Lectures 55. Oxford Letter 56. Our Contemporaries 56. (Under this heading the receipt of the Magazines sent in exchange by other schools is acknowledged). (2.) *The Chigwellian* April 1913. School Notes p. 1. O. C. (= Old Chigwellians') Dinner 1. Football 3. Athletic Sports 6. Lectures 7 Oxford Letter 7. Cambridge Letter 8. Our Contemporaries 8. (3.) *The Chigwellian* November 1913. School Notes p. 23. O. C. Notes 24. The O. C. Cricket Week 26. Cricket Characters 28. Cricket Matches 29. Cricket Averages 31. The O. T. C. in Camp 32. Our Contemporaries 32. (4.) *The Marlburian* (Marlborough College) April 1913. The Sports p. 45. In Memoriam: Prof. Adam Sedgwick. M. C. 1868—73. p. 53. Notes and News 54. School Honours: Cambridge 54. Into the Hockey XI. School Prizes 54. Gymnastic Competition 55. Rackets (= Tennis Retrospect) 55. Public Schools Field Day (Salisbury Plains)<sup>48</sup> 56. Natural History Society 57. An Answer and a Prospect (Extract from the Marl. Times 1950) 59. Contemporaries 59. Debating Society 60. (5.) *The E. O. S.* (A Journal of St. Edmund's School, Canterbury.) March 1913. Editorial p. 97. A visit of the Archbishop 98. School Notes 99. Old Boys' Notes 100. Oxford Letter 101. Old Boys' Manchester Dinner 102. The Christmas Entertainment 102. West African Letter 104. Football: 1st XI Matches 108. 2nd XI Matches 109. 1st XI Characters 110. 2nd XI Characters 111. Hockey: 1st XI Matches 112. 2nd XI Matches 117. House Matches 120. 1st XI Characters 121. 2nd XI Characters 122. Cross Country Runs 123. Correspondence 124. Chapel Offertory Account 125. Athletic Fund Account 126. School Shop Account 127. To Subscribers and Correspondents 128. (6.) *King's College School Magazine*. March 1913. Editorial p. 1. A Tale of the Alps 1. From Bolivia 6. Old Boys' Notes 9. Old Boys' Concert 11. Old Boys' Dinner 11. Maris Maria (Poem) 13. O. T. C. Notes 15. Shooting Prospects 16. Lecture 16. The School Mission<sup>49</sup> 17. Cricket Prospects 18. Oxford Letter 18. Football 19. The Pavillion (= an appeal for contributions, that the School might be able to build a pavillion for the school games) 22. Correspondence 22. Valette (= list of boys leaving the School) 23. School Notes 23. Our Contemporaries 24. (7.) *The Eastbournian* March 1913. Editorial p. 1. The Concert 2. Football 4. O. T. C. Notes 18. School News 19. Debating Society 21. Lectures 23. Natural History Society 23. The School Steeple Chase 23. The Arena Review<sup>50</sup> 24. O. E. (= Old Eastbournians') Association 25. O. E. Cricket Club 26. Bethnal Green Letter<sup>51</sup> 26. Indian Letter 28. Correspondence 31. Games Account 33. Our Contemporaries 34. Editorial Notices 34. (8.) *The Epsomian* April 1913. Editorial p. 61. Glee and Solo 61. Alleged Outrage (= comical sketch) 62. Natural History Society 62. General Paper 63. O. T. C. Notes 63. Entertainment 64. Cry of the Great Untrained 65. Hockey: List of Matches 65. Retrospect 65. Critiques 66. Matches 66. House Ties 68. English in Public Schools (= a bitter complaint that there are no English lessons or so few, at least, where good English authors can be read. Cry for a Literary Club)<sup>52</sup> 70. School Notes 70. Fives (= a game) 71. House News 71. Lower School Letter 73. Evening with Clubroom (= comical sketch) 74. Gymnasium 74. Oxford Letter 74. O. E. (= Old Epsomians') News 75. Sports Results 75. Debating Society<sup>53</sup> 76. Editorial Admonition 77. Correspondence 78. Answers to Correspondents 78. Notice to Correspondents 78. Our Contemporaries 79. Notice to Subscribers 79. (9.) *The Olavian* (St. Olave's and St. Saviour's Grammar School, London) April 1913. Editorial 43. Song of the Monoplane 44. Lectures 44. Two Notes on Shakespeare 53. Football: 1st XI 55. 2nd XI 58. The Houses 61. The Seamen of Queen Elizabeth's Time 64. Natural History Club 69. Musical Society 71. In Memoriam 73. School Notes 73. Old Boys' Reunion 74. Old Olavians 77. Elizabethan Notes 78. Our Contemporaries 80. (10.) *The Chelmsfordian Magazine*. (King Edward VI. School, Chelmsford, a Foundation School in Essex, on the Grant List of the B. of Ed., but not represented at the Headmasters' Conference.) April 1913. Editorial p. 1. The Playing Fields 1. House Notes 2. The Cadet Corps (not in

<sup>48</sup>) 1500 Cadets of the O. T. C. from 7 Public Schools co-operated with regular cavalry and artillery.

<sup>49</sup>) see above p. 30.

<sup>50</sup>) see above p. 31.

<sup>51</sup>) see above p. 31.

<sup>52</sup>) see above p. 16.

<sup>53</sup>) *Subjects*: In the opinion of this house modern life is too mechanical. 4 ayes, 8 noes. In the opinion of this house Franchise should be extended to women. 10 ayes, 11 noes.



the O. T. C.) 4. The Field Club 5. The Libraries 7. The Debating Society 8<sup>54</sup>). Entertainments 9. Sports 10. Old Boys Notes 14. Notes and News 16. Sports Accounts 18. Chelmsfordian Account 19. Magazine Subscribers 19. Patrons' Fund 20. Patrons' Fund Balance Sheet 20. (Illustrations after photographs.)

It is clear that by these papers the ties that link the Old Boys to each other and to their old School, are strengthened. On the other hand these school magazines make the boy feel that he is a member of a community which is not confined to those who are at present teaching and learning in his School, but that there are many other members in all parts of the world, who take as much interest in, and feel as warmly for, the *antiqua domus* as he himself. About 'the Boy and his School' I shall have to speak in Part II.

## Conclusion.

I am afraid I may have disappointed some of the readers. The title promised an amusing sketch, and they found that the chief part of the report consisted only of a compilation of Curricula, Regulations, and a good many bald statistics. I apologize, but I could not dispense with them, for what was attempted on these pages, was to give a picture as complete as possible of Chigwell School, its character and its inner organisation, with some sidelights on English Secondary Education in general; besides I was glad to furnish some materials complementary to those which Breul gave 20 years ago. On the other hand, however, I see myself that in this form the report is not complete, as yet the picture is too objective, what is lacking are the personal features. Therefore I hope to add a second part, where I shall give my own impressions and experiences as a temporary master in an English Public School. This part will be published March 1915.

<sup>54</sup>) *Subjects*: The Army is preferable to the Navy. 17 ayes, 33 noes. — Whether the railways should be taken over by the State. 16 ayes, 30 noes. — That no Place of Amusement should be opened on Sundays. 30 ayes, 3 noes.



## APPENDIX

Papers set by  
the Oxford and Cambridge Schools Examination Board  
For Higher Certificates. 1913

### A. German.

(1) GERMAN UNPREPARED TRANSLATION AND GRAMMAR.

[Time allowed - 2½ hours.]

[Candidates for a Pass must satisfy the Examiners in Section A and are not expected to do Section B.]

#### Part I.

##### A.

Translate into English:—

Als Georg die Tür öffnete, richtete sich aus einer sehr gebückten Stellung die hagere, knöcherne Gestalt der Frau Rosel auf. Es war dies eine jener alten Dienerinnen, die, wenn sie von früher Jugend an in einer Familie bleiben, sich einbürgern, in die Familie verwachsen, und gleichsam ein notwendiger Zweig davon werden. Sie hatte ihre Nützlichkeit besonders nach dem Tode der Frau von Lichtenstein erprobt, wo sie Marie mit großer Sorgfalt pflegte und aufzog. Sie war so von einer Zofe zur Kindsfrau, von der Kindsfrau zur Haushälterin, von diesem Posten zu Mariens Oberhofmeisterin und Vertrauten avanciert. Sie hatte aber wie ein kluger Feldherr sich den Rücken gesichert, sie hatte jene Posten, aus denen sie in die höheren Stellen vorgerückt war, nicht wieder besetzen lassen, sondern verwaltete sie alle zusammen, wie sie behauptete, mit großer Gewissenhaftigkeit, und weil es doch sonst niemand verstehe. Sie hatte durch diesen Kunstgriff und durch ihre lange Dienstzeit die Zügel der häuslichen Regierung an sich gebracht; das Gesinde ging und kam nach ihrem Blick, und sie gab zu verstehen, daß sie beim Herrn alles gelte, obgleich seine ganze Gnade nur darin bestand, daß er sie nicht in Gegenwart der Übrigen anzankte.

W. Hauff.

##### B.

Translate:—

#### Das Alter.

Hoch mit den Wolken geht der Vögel Reise,  
Die Erde schläfert, kaum noch Asten prangen,  
Verstummt die Lieder, die so fröhlich klangen,  
Und trüber Winter deckt die weiten Kreise.

Die Wanduhr pickt, im Zimmer singet leise  
Waldvöglein noch, so du im Herbst gefangen.  
Ein Bilderbuch scheint alles, was vergangen,  
Du blätterst drin, geschützt vor Sturm und Eise.

So mild ist oft das Alter mir erschienen:  
Wart nur, bald taut es von den Dächern wieder,  
Und über Nacht hat sich die Luft gewendet.

Ans Fenster klopft ein Bot' mit frohen Mienen,  
Du trittst erstaunt heraus — und kehrst nicht wieder;  
Denn endlich kommt der Lenz, der nimmer endet.  
Eichendorff.

#### Part II.

[Forms C and D are alternative. Candidates may choose which form they will adopt. They must not answer portions of both. E should be taken by all Candidates.]



C.

[The questions are mainly based on the extract printed under A.]

1. Write down the stem syllables of the following: — Gestalt, einbürgern, Nützlichke t Vertrauten gesichert. Derive other words from these stems.
2. Decline in the singular and plural: — die hagere Gestalt, jener alten Dienerinnen, ein kluger Feldherr, ihre lange Dienstzeit.
3. Parse the following verbal forms from extract A above, and give the infinitive, 3rd pers. sing. pres. ind., and the past participle in each case: — bleiben, aufzog, verstehe, gebracht, gelte, bestand.
4. What different ways are there in German of expressing a command? Give examples.

D.

[The questions are mainly based on the extract printed under A.]

1. Write down the stem syllables of the following: — Gestalt, einbürgern, Nützlichkeit, Vertrauten, gesichert. Derive other words from these stems.
2. Form German sentences illustrating the distinction between—aber and sondern: denn and dann; wider and wieder; fallen and fällen.
3. Give synonyms of—Zofe, Kindsfrau, Feldherr, das Gesinde; and the opposites of—öffnen, gebückt, Sorgfalt, Gnade.
4. Supply als or wie in the following sentences:—Das Brot ist hart — Stein. Der Stahl ist härter — Eisen. Fill in the blanks in the following:—Diese Hitze ist — drückendst —, die ich je erlebt habe. Im Winter sind die Tage — kürzest —.
5. Supply a suitable preposition in the following sentences:—Der Herr erbarmt sich — die Seinen. Wir erinnern uns — alte Zeiten. Er fürchtete sich — der Strafe. Besinne dich — deine Worte! Hältst du mich — einen Narren?

E.

1. Rewrite into *direct* speech the following passage:—

Die Kundschafter berichteten, sie hätten die ganze Gegend drei Tagereisen weit durchforscht, ohne eine Spur menschlicher Ansiedelungen zu finden. Das Land sei überall un bebaut, kahler Felsen und grober Kiessand wechselten miteinander. Wasser fehle durchaus, Gras und Bäume mangelten, nur kümmerliches Gesträuch entspreiße hier und da dem dürftigen Boden. Wir dürfen es daher nicht wagen die Gegend zu durchziehen; ratsamer scheine es, umzukehren und den Weg durch die Engpässe zu erzwingen.

2. Pick out and classify *three* subordinate clauses in extract A, and change them into principal sentences.

(2) SCHILLER, *Die Piccolomini*.

[Time allowed—2 hours with a n o t e r half-paper.]

1. Translate into English:—

(a) Es soll nicht von mir heißen, daß ich Deutschland  
Zerstücket hab', verraten an den Fremdling,  
Um meine Portion mir zu erschleichen.  
Mich soll das Reich als seinen Schirmer ehren,  
Reichsfürstlich mich erweisend, will ich würdig  
Mich bei des Reiches Fürsten niedersetzen.  
Es soll im Reiche keine fremde Macht  
Mir Wurzel fassen, und am wenigsten  
Die Goten sollen's, diese Hungerleider,  
Die nach dem Segen unsres deutschen Landes  
Mit Neidesblicken raubbegierig schauen.  
Beistehen sollen sie mir in meinen Plänen  
Und dennoch nichts dabei zu fischen haben.

(b) O diese Staatskunst, wie verwünsch' ich sie!  
Ihr werdet ihn durch eure Staatskunst noch  
Zu einem Schritte treiben — Ja! ihr könntet ihn,  
Weil ihr ihn schuldig wollt, noch schuldig machen.  
O! das kann nicht gut endigen — und mag sich's  
Entscheiden, wie es will, ich sehe ahnend  
Die unglückselige Entwicklung nahen. —  
Denn dieser Königliche, wenn er fällt,  
Wird eine Welt im Sturze mit sich reißen,  
Und wie ein Schiff, das mitten auf dem Weltmeer  
In Brand gerät mit einem Mal und berstend  
Auffliegt und alle Mannschaft, die es trug,  
Ausschüttet plötzlich zwischen Meer und Himmel,  
Wird er uns alle, die wir an sein Glück  
Befestigt sind, in seinen Fall hinabziehn.

2. Translate, adding any necessary explanation:—

(a) Die Spanier, der Bayern stolzer Herzog,  
Stehen auf als Kläger wider Sie —  
Ein Ungewitter zieht sich über Ihnen  
Zusammen, noch weit drohender, als jenes,  
Das Sie vordem zu Regensburg gestürzt.

(b) Der Kelch bezeugt die böhmische Kirchenfreiheit,  
Wie sie gewesen zu der Väter Zeit.  
Die Väter im Hussitenkrieg erstritten  
Sich dieses schöne Vorrecht über'n Papst,  
Der keinem Laien gönnen will den Kelch

3. Write notes on:—die Goten, die Taboriten, Sesin, Pilsen.

4. What would you say in ordinary prose instead of:— Von Freund und Feindes Geißel; alles wartet Euer; die Not gebeut's; wie nimmt sich der Colalto; die Schwieger; die kläresten Beweise.

(3) SCHILLER, *Dreissigjähriger Krieg, III.*

[Time allowed—2 hours with another half-paper.]

1. Translate into English:—

Des langen Gaukelspiels müde, nahm der Minister jetzt einen ernsthaften Ton an und bedrohte den Halsstarrigen mit dem ganzen Zorne des Monarchen, wenn er auf seiner Widersetzung beharren würde. Tief genug, erklärte er, habe sich die Majestät des Kaisers erniedrigt, und, anstatt durch ihre Herablassung seine Großmut zu rühren, nur seinen Stolz gekitzelt, nur seinen Starrsinn vermehrt. Sollte sie dieses große Opfer vergeblich gebracht haben, so stehe er nicht dafür, daß sich der Flehende nicht in den Herrn verwandle, und der Monarch seine beleidigte Würde nicht an dem rebellischen Untertan räche. Wie sehr auch Ferdinand gefehlt haben möge, so könne der Kaiser Unterwürfigkeit fordern; irren könne der Mensch, aber der Herrscher nie seinen Fehltritt bekennen. Habe der Herzog von Friedland durch ein unverdientes Urteil gelitten, so gebe es einen Ersatz für jeden Verlust, und Wunden, die sie selbst geschlagen, könne die Majestät wieder heilen. Fordre er Sicherheit für seine Person und seine Würden, so werde die Billigkeit des Kaisers ihm keine gerechte Forderung verweigern. Die verachtete Majestät allein lasse sich durch keine Büßung versöhnen, und der Ungehorsam gegen ihre Befehle vernichte auch das glänzendste Verdienst. Der Kaiser bedürfe seiner Dienste, und als Kaiser fordre er sie. Welchen Preis er auch darauf setzen möge, der Kaiser werde ihn eingehen. Aber Gehorsam verlange er, oder das Gewicht seines Zorns werde den widerspenstigen Diener zermalmen.

2. Translate, adding any necessary explanations:—

(a) So tief sank der so furchtbare Kaiser herab, daß er mit seinem beleidigten Diener und Untertan beschämende Verträge errichten und dem hochmütigen Friedland eine Gewalt, die er ihm schimpflich raubte, schimpflicher jetzt aufdringen muß.

(b) Nicht ohne große Unruhe hatte Gustav Adolf den Kunstgriffen zugesehen, welche Spanien und Oesterreich verschwendeten, um seine Alliierten von ihm abtrünnig zu machen. So wichtig ihm das Bündnis mit Sachsen war, so viel mehr Ursache hatte er, vor dem unbeständigen Gemüte Johann Georgs zu zittern.

3. State briefly what you know of the following:—Pappenheim, Oxenstierna, Bernhard von Weimar, der Belt.

(4) GERMAN DICTATION.

[Time allowed— $\frac{1}{2}$  hour.]

[The Master is requested:

First, to read the following passage to the Candidates, in order that they may catch its general purport;

Then, to dictate it very slowly, pausing at the vertical lines, but without repeating any of the words, giving them ample time to write it down, and telling them where the full stops occur;

Lastly, to read it over a third time, that they may have an opportunity of correcting and punctuating what they have written.

The work of the Candidates must then be immediately collected.]



Während er so finster, | stumm und gepeinigt, | dasaß, | kam sein Jagdhund, | legte ihm den Kopf auf das Knie | und begann zu winseln. | „Marsch!“ | rief Friedrich, und als das Tier nicht sogleich gehorchte, gab er ihm einen derben Fußtritt. | Der Hund stieß einen kurzen, | heulenden Laut aus | und setzte sich in die Fensterecke; | frierend, | von Zeit zu Zeit leise winselnd, | verfolgte er Friedrich fortwährend | mit liebevoll flehenden Augen | und trommelte vergnügt | mit seinem harten Schwanze auf dem Boden, | sobald es ihm gelang, | einen Blick seines Herrn zu erhaschen. | Dieser brummte: „Verwöhntes Vieh!“ | erhob sich, | holte ein Polster vom Kanapee | und schleuderte es dem Hunde zu, | der es sogleich mit der Schnauze | in die Ecke schob | und sich darauf niederlegte.

## (5a) GERMAN COMPOSITION.

[Time allowed—1½ hours.]

[All candidates are required to do both parts of this paper.]

## 1. Translate into German:—

(a) A sailor was asked, 'Where did your father die?' 'In a storm,' answered the sailor. 'And your grandfather?' 'He was drowned.' 'And your great-grandfather?' 'He perished at sea.' 'How then,' said the questioner, 'dare you go to sea, since all your ancestors perished there?' 'Master,' replied the sailor, 'do me the favour of telling me where your father died?' 'Very comfortably in a bed.' 'Your forefathers?' 'In the same manner—very quietly in their beds.' 'Ah! master,' replied the sailor, 'how, then, dare you go to bed, since all your ancestors died in it?'

(b) Her curiosity grew so much greater than it usually was, that at last she approached the box. She was more than half determined to open it if she could. Ah, naughty Pandora! First, however, she tried to lift it. It was heavy; quite too heavy for the slender strength of a child like Pandora! She raised one end of the box a few inches from the floor and let it fall again, with a pretty loud thump. A moment afterwards, she almost fancied that she heard something stir inside the box. Positively, there did seem to be a kind of stifled murmur within! Or was it merely the singing in Pandora's ears? Or could it be the beating of her heart?

2. Write not less than twenty lines in German on *one* of the following subjects:—

- (a) Der Charakter und die Pläne Gustav Adolfs.
- (b) Gräfin Terzky.
- (c) Sapphos Eifersucht.
- (d) Die Hunnenschlacht in Scheffels „Ekkehard“.
- (e) Uhlands Balladen.
- (f) Doctor Luther auf der Wartburg.
- (g) Der Nutzen des Reisens.
- (h) Es wächst der Mensch mit seinen größern Zwecken.

## (5b) GERMAN COMPOSITION.

[Alternative Paper.]

[Time allowed—1½ hours.]

[All candidates are required to do both parts of this paper.]

## 1. Translate into German:—

(a) As a wolf was drinking at a brook he saw a lamb quenching her thirst at some distance down the stream. 'Villain!' said he, running down to her, 'how dare you muddle the water that I am drinking?' 'Indeed,' said the lamb humbly, 'I do not see how I can disturb the water, since it runs from you to me, not from me to you.' 'Well,' replied the wolf, 'did not you insult me several times last year?' 'Oh, sir,' said the lamb trembling, 'a year ago I was not born.' 'Well,' replied the wolf, 'if it was not you it was your father, and that is all the same; but it is no use trying to make me lose my supper.' And without another word he fell upon the poor helpless lamb and tore her to pieces.

(b) Hercules was wrapt in the skin of the biggest and fiercest lion that ever had been seen, and which he himself had killed; and though, on the whole, he was kind and generous and noble, there was a good deal of the lion's fierceness in his heart. As he went on his way, he continually inquired whether that were the right road to the famous garden. But none of the country people knew anything about the matter, and many looked as if they would have laughed at the question if the stranger had not carried so very big a club (Keule, *f.*).

2. Write not less than twenty lines in German on *one* of the following subjects:—

- (a) Die Schlacht bei Lützen.
- (b) Max Piccolomini.
- (c) Melitta.
- (d) Die Jünger des heiligen Gallus.
- (e) Schillers Lied von der Glocke.
- (f) Das Tragische in Luthers Leben.
- (g) Der Nutzen der Kolonien.
- (h) Wer gar zu viel bedenkt, wird wenig leisten.

(In the Papers all the German text was printed in Gothic letters.)

### B. French.

(1) FRENCH UNPREPARED TRANSLATION AND GRAMMAR.

[Time allowed—2½ hours.]

#### Part I.

[Candidates for a Pass must satisfy the Examiners in Section A and are not expected to do Section B.]

Translate into English:—

#### A.

La grande âme de Coligny fut à la hauteur du péril et du devoir, et il sut communiquer son courage à ses soldats. Il a lui-même raconté cette héroïque défense dans un récit d'une fière simplicité. On sent cependant bouillonner en lui l'indignation d'un homme de cœur indignement attaqué à l'occasion de la plus belle action militaire de sa vie. 'Je sens, dit-il, mon cœur assis en assez haut lieu pour le pouvoir défendre comme il appartient à un gentilhomme.' Les affronts ne lui furent pas ménagés. Le prince Emmanuel-Philibert de Savoie, général de l'armée assiégeante, traita son illustre captif de la manière la plus insultante. Il le reléqua au bas de sa table sans lui adresser la parole. La noble et fière attitude de Coligny fut à elle seule un châtement suffisant de cette insolence inconnue jusqu'ici. A un officier espagnol qui lui disait ironiquement: 'Les affaires de France vont bien, et nous avons encore à prendre le roi,' l'amiral répondit: 'Tu ne dis même pas dans cette heure de malheur, s'il plaît à Dieu.' Ce fut pendant sa longue captivité, à la suite de la reddition de Saint-Quentin, que Coligny se forma des convictions religieuses nouvelles par la lecture des Saintes-Écritures que d'Andelot lui avait envoyées après y avoir trouvé lui-même la consolation dans sa prison de Savoie. Coligny sortit du château de Gand, affaibli par la maladie, mais renouvelé dans son esprit, prêt à devenir le chef de la Réforme française.

De Pressensé.

#### B.

Dans les commencements je me suis tout permis  
Pour bannir de céans ces dangereux amis.  
Sortis par une porte, ils rentraient par une autre.  
Mon maître quelque temps a fait le bon apôtre;  
Il suivait mes conseils, s'en faisait une loi:  
A la fin les flatteurs l'ont emporté sur moi.  
J'allais être chassé pour toute récompense,



Et vingt coups de bâton m'ont imposé silence.  
Moi qui me plais céans, et qui m'y trouve bien,  
Je me suis radouci. J'ai fait comme ce chien  
Qui portait à son cou le dîner de son maître,  
Et, trouvant d'autres chiens qui voulaient s'en repaître,  
Quand il crut ne pouvoir le sauver du hasard,  
Leur livra le dîner, pour en manger sa part.

Destouches.

Part II.

[Forms C and D are alternative. Candidates may choose which form they will adopt. They must not answer portions of both. E should be taken by all candidates.]

C.

1. When should the relative pronouns *lequel, laquelle, lesquels, lesquelles* be used instead of *qui* and *que*? Illustrate your answer by four French sentences.
2. Form adverbs from the following adjectives:—*bref, commun, gentil, mou, prompt*.
3. Write down the 2nd person sing. present indicative and present subjunctive of *mourir, ouvrir, vaincre, vouloir*, and the present and past participles, where existing, of *absoudre, croître, falloir*.
4. Form three French sentences to illustrate the difference between *avant, devant, auparavant*.
5. Show by means of French sentences the tenses and moods which may be used after the conjunction *si*.
6. Translate into French:—  
(a) You were not at home when I came to see you just now. (b) I had just gone out. (c) Come and see me again to-morrow. (d) They employ more than 100 labourers. (e) You should have read the telegram. (f) Try as he will, he cannot hope to deserve your confidence. (g) Whatever he may say I cannot agree with him.

D.

1. Complete each of the following expressions by a French sentence:—  
Je ne crois pas que . . .  
Je crains que . . .  
Je suis sûr que . . .  
Il me semble que . . .  
Je ne lui parlerai pas avant que . . .
2. Copy the following sentences, converting the adjectives given in brackets into the corresponding adverbs:—  
(a) Il m'a répondu (*bref*). (b) On le croit (*commun*). (c) Il a parlé très (*gentil*). (d) Ils ne se sont que (*mou*) défendus. (e) Je me suis (*prompt*) décidé.
3. Copy the following sentences, converting the present infinitives given in brackets into the proper form of the past participle:—  
(a) Elle a (*dire*) toutes les sottises qu'elle a (*vouloir*).  
(b) Il a (*faire*) tous les voyages qu'il a (*pouvoir*).  
(c) Voici la dame que j'ai (*entendre*) chanter.
4. Translate into French:—  
(a) When you come to see me, bring your son with you.  
(b) How many men did the Turks kill?  
(c) Did you speak to anybody about it?  
(d) If it should rain this afternoon, I would not go out.  
(e) If you had said so, I should have believed you.

5. Form *three* French sentences (one for each expression) to illustrate the difference between *avant*, *devant*, and *auparavant*.

6. Translate into French:—

(a) You were not at home when I came to see you just now. (b) I had just gone out. (c) Come and see me again to-morrow. (d) They employ more than 100 labourers. (e) You should have read the telegram. (f) Try as he will, he cannot hope to deserve your confidence. (g) Whatever he may say, I cannot agree with him.

E.

[The questions are founded on passages A and B.]

1. When is the French present participle inflected and when is it not inflected?
2. Distinguish between the use of *dans* and *en* (apart from time); *prêt à* and *près de* (before an infinitive); *la part*, *la partie*, *le parti*.
3. When is the agent after a passive verb expressed by *de* and when by *par*? Give four examples

(2) CORNEILLE, *Le Menteur*.

[Time allowed—2 hours with another half-paper.]

1. Translate into English:—

(a) Paris est un grand lieu plein de marchands mêlés,  
L'effet n'y répond pas toujours à l'apparence:  
On s'y laisse duper autant qu'en lieu de France;  
Et parmi tant d'esprits plus polis et meilleurs,  
Il y croît des badauds autant et plus qu'ailleurs.  
Dans la confusion que ce grand monde apporte,  
Il y vient de tous lieux des gens de toute sorte;  
Et dans toute la France il est fort peu d'endroits  
Dont il n'ait le rebut aussi bien que le choix.  
Comme on s'y connoît mal, chacun s'y fait de mise  
Et vaut communément autant comme il se prise:  
De bien pires que vous s'y font assez valoir.

(b) Il vint hier de Poitiers, mais il sent peu l'école;  
Et si l'on pouvoit croire un père à sa parole,  
Quelque écolier qu'il soit, je dirois qu'aujourd'hui  
Peu de nos gens de cour sont mieux taillés que lui.  
Mais vous en jugerez après la voix publique.  
Je cherche à l'arrêter, parce qu'il m'est unique,  
Et je brûle surtout de le voir sous vos lois.

(c) Je prends tous ces délais pour une résistance  
Et ne suis pas d'humeur à mourir de constance.  
Chaque moment d'attente ôte de notre prix,  
Et fille qui vieillit tombe dans le mépris:  
C'est un nom glorieux qui se garde avec honte;  
Sa défaite est fâcheuse à moins que d'être prompte.  
Le temps n'est pas un dieu qu'elle puisse braver,  
Et son honneur se perd à le trop conserver.

(d) Il aura cru sans doute, ou je suis fort trompée,  
Que les filles de cœur aiment les gens d'épée;  
Et vous prenant pour telle, il a jugé soudain  
Qu'une plume au chapeau vous plaît mieux  
qu'à la main.  
Ainsi donc, pour vous plaire, il a voulu paroître,  
Non pas pour ce qu'il est, mais pour ce qu'il  
veut être,  
Et s'est osé promettre un traitement plus doux  
Dans la condition qu'il veut prendre pour vous.

2. Write grammatical notes on the italicized parts of the following:—

(a) La plus belle des deux, je crois que *ce soit* l'autre.

(b) Nommer quelques châteaux *de qui* les noms barbares  
Plus ils blessent l'oreille, et plus *leur semblent* rares.

(c) Je le juge assez grand; mais enfin ces pratiques  
Vous peuvent engager en de *fâcheux intrigues*.

(d) *Avant que l'accepter* je voudrois le connoître,  
Mais connoître dans l'âme. — Eh bien! qu'il *parle à vous*.

3. Write a short note on each of the following: *Le Digeste*; *l'Infortiat*; *le Pré aux Clercs*; *le Palais Cardinal*; *la poudre de sympathie*.

4. From what sources did Corneille derive the plot of *Le Menteur*? What criticism would you pass on the ending of the play?



(3) VIGNY'S *Cinq-Mars*.

[Time allowed—2 hours with another half-paper.]

1. Translate into English:—

(a) — Oui, dit La Pipe, je vous connais bien tous, allez: Vous êtes pour les anciens soi-disant Princes de la Paix, avec les Croquants, contre le Cardinal et la gabelle; là! ai-je raison ou non?

— Eh bien, non, vieux Bas-Rouge! un Royaliste est celui qui est pour un Roi: voilà ce que c'est. Et comme mon père était valet des émérillons du Roi, je suis pour le Roi; voilà. Et je n'aime pas le Bas-Rouges, c'est tout simple.

(b) — Ma foi, Sire, reprit l'impétueux jeune homme, que l'injure avait choqué, que ne me laissez-vous retourner dans ma province que vous méprisez tant, comme j'en ai été tenté cent fois? Je vais y aller, je ne puis supporter la vie que je mène près de vous; un ange n'y tiendrait pas. Encore une fois, faites-moi juger si je suis coupable ou laissez-moi me cacher en Touraine.

(c) Tout était languissant et triste. Seulement quelques groupes de jeunes gens, emportés par la chasse, traversaient comme le vent l'extrémité d'une allée en jetant des cris ou donnant du cor; puis tout retombait dans le silence, comme, après la fusée du feu d'artifice, le ciel paraît plus sombre.

(d) Ce fut là que le Cardinal de Richelieu, avare de sa proie, voulut bientôt incarcérer et conduire lui-même ses jeunes ennemis. Laissant Louis le précéder à Paris, il les enleva de Narbonne, les traînant à sa suite pour orner son dernier triomphe, et venant prendre le Rhône à Tarascon, presque à son embouchure, comme pour prolonger ce plaisir de la vengeance que les hommes ont osé nommer celui des dieux; étalant aux yeux des deux rives de luxe de sa haine, il remonta le fleuve avec lenteur sur des barques à rames dorées et pavoisées de ses armoiries et de ses couleurs.

2. Comment on the mood of the words italicized in the following passages, which should not be translated:—

(a) Il ne comprenait pas que tant de mal *pût* être fait sans quelque motif puissant et secret.

(b) Il n'y a pas d'honnête homme qui ne se *fût* mis en fureur comme moi.

(c) Quelle apparence qu'elle se *résignât* à renoncer au trône pour attendre qu'un caprice de la fortune *vînt* réaliser des espérances romanesques!

(d) Son seul regret était que l'auteur ne *fût* pas brûlé à la place de l'ouvrage.

3. Write brief notes on—Le grand *Corneille*; le célèbre *Mairet*; *René Descartes*; *Schomberg*; des intrigues avec *Monsieur*; il a parlé de rappeler la *Reine Mère*.

Or,

Give a short account of the part played by Laubardemont in the story.

(4) FRENCH DICTATION.

[Time allowed— $\frac{1}{2}$  hour.]

[The Master or Mistress is requested:

First, to read the following passage to the Candidates, in order that they may catch its general purport;

Then, to dictate it very slowly, pausing at the vertical lines, but without repeating any of the words, giving them ample time to write it down, and telling them where the full stops occur;

Lastly, to read it over a third time, that they may have an opportunity of correcting and punctuating what they have written.

The work of the Candidates must then be immediately collected.]

La disette faisait | de jour en jour | des progrès effrayants, | car les chefs de la ligue | ne permettaient pas même | à ces tristes martyrs de la faim | la consolation de se plaindre | et de réclamer | un sort meilleur. | Le quatre juin, | plusieurs bourgeois, | s'étant hasardés à dire | qu'il serait utile | de faire la paix, | furent tous arrêtés | et jetés dans le fleuve; | quelques autres, | ayant exprimé | un pareil désir, | furent pendus | ou emprisonnés. | Bientôt, on fut réduit | à manger | les animaux domestiques, | dont la chair se vendait | à un très haut prix, | et qu'il fallut nécessairement | sacrifier | à la faim publique.

(5) FRENCH COMPOSITION.

[Time allowed—1½ hours.]

[All Candidates must attempt both parts of the paper.]

1. Translate into French:—

In Paris, pleasure-grounds (*jardins publics*) abound and no one can complain that the rich have the monopoly of the best. Where will you find such an exquisite park as the dear little Parc Monceau, with its ruins and its emerald slopes cut and watered to make them look like carpets of velvet, its alleys and gorgeous flower-beds (*plates-bandes*)? In London such a cultivated bit of fairy-land would be the exclusive property of the wealthy residents round this park; not so in Paris, where verdure and flowers are cared for in the interest of the public to whom they belong. The people of Paris have won their freedom for ever, and the privileges of the wealthy are reduced to those for which they can pay. Were they to attempt the appropriation of others, the Paris workmen are quite ready to start another revolution. Their argument is that so long as they are willing to work they have a right to live, and living implies not only bread and meat, but a fair share of pleasures, and these pleasures must cost them little.

2. For Free Composition:—

Write an Essay in French, of about twenty-five lines, on *one only* of the following subjects:—

- (a) The scene between Louis XI and François de Paule.
- (b) The defeat and death of Charles the Bold.
- (c) The character of Dorante in *Le menteur*.
- (d) The martyrdom of Urbain Grandier.
- (e) Compare Alfred de Vigny's conception of the historical novel with that of Sir Walter Scott.
- (f) The Balkan war and its possible consequences.
- (g) Home Rule for Ireland.

*C. English.*

(1) SHAKESPEARE: *Hamlet*.

[Time allowed—2½ hours with another half-paper.]

1. Write notes on any four of the following passages, and state the context:

- (a) The king doth wake to-night and takes his rouse,  
Keeps wassail, and the swaggering up-spring reels.
- (b) It is an honest ghost, that let me tell you.
- (c) I think their inhibition comes by the means of the late innovation.
- (d) My lord, you played once i' the university, you say?
- (e) The age is grown so picked that the toe of the peasant comes so near the heel of the courtier, he galls his kibe.
- (f) I once did hold it, as our statisticians do,  
A baseness to write fair, and labour'd much  
How to forget that learning.

2. Express in your own words the meaning of the following:

There lives within the very flame of love  
A king of wick or snuff that will abate it;  
And nothing is at a like goodness still,  
For goodness, growing to a plurisy,  
Dies in his own too-much; that we would do,  
We should do when we would; for this "would" changes,  
And hath abatements and delays as many  
As there are tongues, are hands, are accidents;  
And then this "should" is like a spendthrift sigh,  
That hurts by easing.



3. How do you account for Hamlet's treatment of Ophelia?
4. Either, Describe the character of Laertes, and show how he acts as a foil to Hamlet.  
Or, Show wherein Laertes resembles Polonius.
5. Explain,—soil our addition; a fetch of warrant; tickle o' the sere; Conceit in weakest bodies strongest works; It spills itself in fearing to be spilt.

(2) SHAKESPEARE, *The Merchant of Venice*.

[Time allowed—2½ hours with another half-paper.]

1. "Shakespeare has no heroes—he has only heroines". Does this criticism seem to you applicable to *The Merchant of Venice*? Give the reasons of your answer.
2. How do the following characters contribute to the action of the play: Jessica, Gratiano, Arragon?
3. Give from Shylock's point of view the grounds of his hostility to Antonio. Does Antonio's behaviour to Shylock in the play justify this hostility in any respect?
4. Explain these passages, give their context, and name the speaker:
  - (a) The duke cannot deny the course of law;  
For the commodity that strangers have  
With us in Venice, if it be denied,  
Will much impeach the justice of the state.
  - (b) I do know of these,  
That therefore only are reputed wise  
For saying nothing; when, I am very sure,  
If they should speak, would almost damn those ears,  
Which, hearing them, would call their brothers fools.
  - (c) And look what notes and garments he doth give thee,  
Bring them, I pray thee, with imagined speed  
Unto the tranect.
  - (d) I see, sir, you are liberal in offers:  
You taught me first to beg; and now methinks  
You teach me how a beggar should be answer'd.
  - (e) I would out-night you, did no body come.
5. Explain, with the context: the young-eyed cherubins—the narrow seas—the weeping philosopher—within his danger—an Indian beauty.

(3) CHAUCER: *Prologue, Knight's Tale, Nun's Priest's Tale*.

[Time allowed—2 hours.]

1. Explain any six of the following passages, and indicate the context:
  - (a) His purchas was wel bettre than his rente.
  - (b) Of his complexioun he was sangwyn.
  - (c) And also war him of a *Significavit*.
  - (d) Wostow nat wel the olde clerkes sawe,  
That *who shal yeve a lovere any lawe*?
  - (e) Ther saugh I Dane, y-turned til a tre.
  - (f) Ne how that lychewake was y-holde  
Al thilke nyght; ne how the Grekes pleye  
The wake-pleyes, ne kepe I nat to seye.
  - (g) But I ne kan nat bulte it to the bren,  
As kan the hooly doctour Augustyn.
  - (h) Redeth Ecclesiaste of flaterye,—  
Beth war, ye lordes, of hir trecherye.

2. Write grammatical notes on :
  - (a) For the nones.
  - (b) Oure aller cok.
  - (c) His nekke lith to wedde.
  - (d) Ne me ne list thilke opinions to telle.
  - (e) Do thilke carte arresten boldely.
  - (f) Hym mette a wonder dreem, agayn the day.
3. Scan the following lines :
  - (a) A fewe termes hadde he, two or thre.
  - (b) Til that deeth departe shal us tweyne.
  - (c) And thynketh, 'Heere cometh my mortal enemy'.
  - (d) Was cleped faire damoysele Pertelote.
  - (e) That I diffye bothe swevene and dreem.
4. (a) Wat places in the Low Countries and in France are mentioned in the *Prologue*, and in what connexion?  
(b) With which of the characters in the *Prologue* does Chaucer seem to you to have been most in sympathy?
5. State which of the three descriptions of the 'temples' in the *Knight's Tale* you think the best; and give your reasons.
6. Either, "Chaucer's humour is always kindly". Discuss this with reference to the *Prologue* and the *Nun's Priest's Tale*.  
Or, What works or authors are referred to in the *Nun's Priest's Tale*? Show how the references are introduced.

(4) ENGLISH ESSAY.

[Time allowed — 1½ hours.]

Write an Essay on one of the following subjects:

1. The Importance of Sea Power.
2. Chivalry.
3. Fairy Tales.
4. "Penny wise, pound foolish".

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As for the *Results of the Examination* for which these papers were set the *Report of the O. & C. Sch. E. B.* for the year ending October 31 st, 1913 says that in *French* the standard of the work was above the level of recent years, especially in *Unprepared Translation*. In answering the *Grammar paper* the candidates did not always take sufficient care to grasp the exact details of the question. The rendering of idiomatic English *Sentences* was often very unsatisfactory. The *Composition*, as a whole, showed a distinct improvement, especially in the matter of vocabulary. — In *German* the result was satisfactory. Both the *Composition* and the *Unprepared Translation* were on the whole well done, but many of the answers to the *Grammatical Questions*, except the simpler ones on accidence, were weak or incomplete.

In *English* much of the work done illustrated the steady advance to which attention has been drawn in previous years, especially in the direction of literary appreciation and interest. At several schools, indeed, the preparation of the set books seemed to have reached the limit of efficiency. The disparity between the work of the boys and that of the girls, so often noted in this subject, appears to have now shifted in favour of the former: certainly, the number of striking sets of answers was higher among the boys, though the girls had the lower percentage of actual failures. The essay work of the girls showed some improvement, more particularly in the treatment of a subject of political interest; but as a whole it remains on a lower plane than that of the boys.

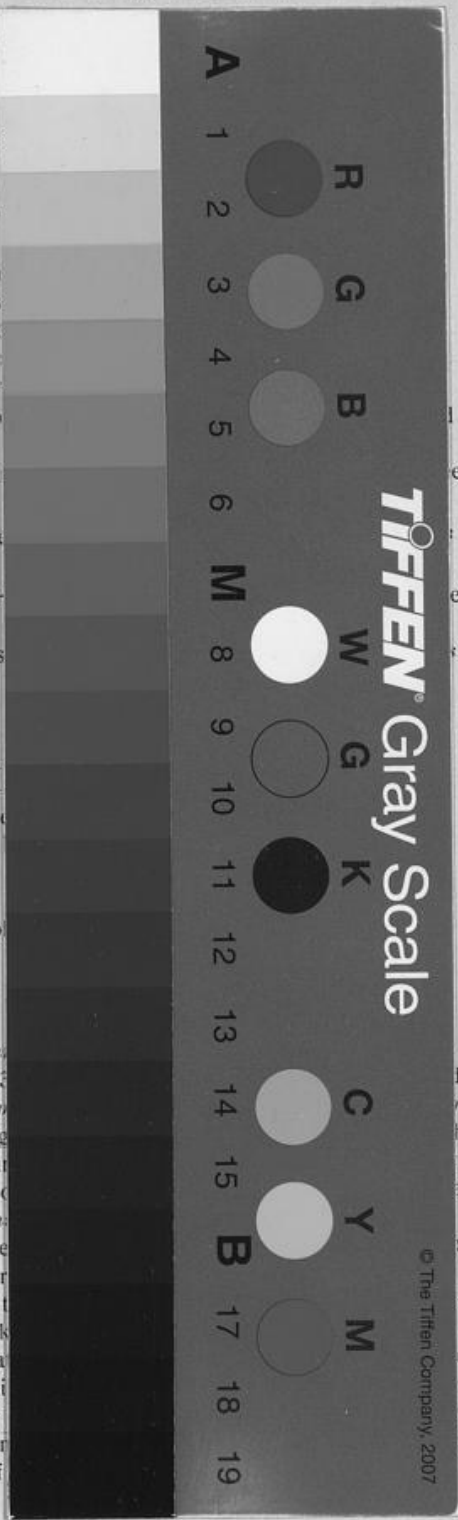


2. Write grammatical notes on
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  2. Chivalry.
  3. Fairy Tales.
  4. "Penny wise, pound fool

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