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.[8]) 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.[9]). 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,

[8]) See Wells p. 99.

[9]) 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[10]), 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[11]).

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[12]). 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

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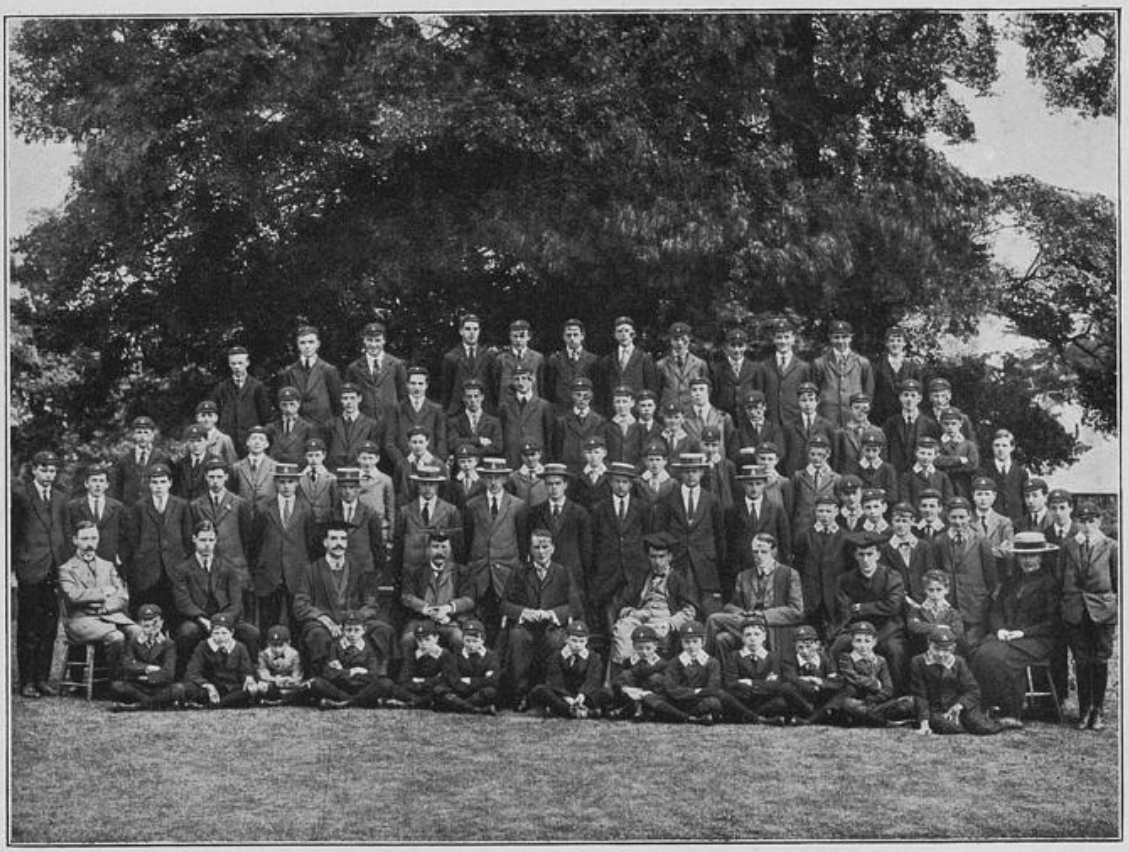
[10]) *see P. Sch. Y. B. 1912.* p. XXI.

[11]) 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).

[12]) 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".*[13])

[13]) *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 complexe 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,[14]) 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,[15]) 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.[16]) *(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

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[14]) 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.

[15]) *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).

[16]) 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 *"Backs"* 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.

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

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 are said to have been written there. These three buildings, besides which only the Coulson's Almshouses, 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 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 peacably 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.

Elm-Trees and Stile.

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.[17])

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"*.[18]) 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[19]), 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[20]). 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

[17]) *see* Breul p. 744—762.

[18]) 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.*

[19]) *see* the present Board of Governors p. 5.

[20]) *see* the figures I have given *Neue Sprachen* 1912/13. p. 569.