

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 Loughton¹⁹⁾, 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 founded²⁰⁾. 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.

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 School²¹). 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 Education²²) and receives an annual grant from this authority²³).

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-

²¹) 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.

²²) cf. Regulations Ch. VIII.

²³) *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,²⁴⁾ 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.²⁵⁾

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*²⁶⁾.

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.

²⁴⁾ 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.

²⁵⁾ 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.)

²⁶⁾ *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 intervals²⁷⁾.

To attain this object, the boys, whose age ranges from 8—18, have been, divided into 7 forms²⁸⁾, 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, ₉	12	13	14, ₁	15	15, ₃	16, ₈
Total School Hours p. Week	25 ¹ / ₄	27	27	27	27	27	27
Daily Hours of Home Work, Normally Necessary	1 ³ / ₄	2	2	2	2 ¹ / ₂	2 ¹ / ₂	3
Religious Instruction	2	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂
English	4 ¹ / ₄	4 ¹ / ₂	4 ¹ / ₂	2 ¹ / ₄	2 ¹ / ₄	3	2 ¹ / ₄
Geography	2 ¹ / ₄	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂		
History	2	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂	1 ¹ / ₂
Latin		4 ¹ / ₂	4 ¹ / ₂	4 ¹ / ₂	4 ¹ / ₂	6	6 ³ / ₄
Greek				[3]*	[4 ¹ / ₂]*	[4 ¹ / ₂]*	[4 ¹ / ₂]*
French	4 ¹ / ₂	3	3	3	3	3	3
German				[3]*	[4 ¹ / ₂]*	[4 ¹ / ₂]*	[4 ¹ / ₂]*
Mathematics	4 ¹ / ₄	4 ¹ / ₂	4 ¹ / ₂	4 ¹ / ₂	4 ¹ / ₂	4 ¹ / ₂	4 ¹ / ₂
Science	1 ¹ / ₂	3	3	3	3	3	3
Drawing	1 ¹ / ₂	3/4	3/4	3/4			
Music and Singing	1 ¹ / ₂	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.]

²⁷⁾ Generally at the end and in the middle of the term.

²⁸⁾ 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.²⁹⁾

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 }

²⁹⁾ 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*³⁰⁾ 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.

³⁰⁾ 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.*³¹⁾)

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.³²⁾

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".

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

³²⁾ 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*³³⁾ (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.³⁴⁾

(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:³⁵⁾ 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.

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

³⁴⁾ *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".

³⁵⁾ 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.³⁶⁾ 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, Winchester³⁷⁾, 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

³⁶⁾ see also Breul p 825—833.

³⁷⁾ 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.*³⁸⁾, 1 *Sch. C.*³⁸⁾, 6 *L. C.*, in 1912 3 *H. C.*³⁸⁾, 6 *S. C.*³⁸⁾, ? *L. C.*, in 1913 2 *H. C.*³⁸⁾, 7 *S. C.*³⁸⁾, 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-year³⁹⁾.

³⁸⁾ according to the figures given in the *P. Sch. Y. B.*

³⁹⁾ 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 England⁴⁰), 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

⁴⁰) 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 impression⁴¹⁾. 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

⁴¹⁾ *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
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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) ^{41a)}		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,⁴²⁾ 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

^{41a)} Half the fee is paid by the School.

⁴²⁾ 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 Fee⁴³⁾ 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.⁴⁴⁾

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.

⁴³⁾ £2 2s for each boy.

⁴⁴⁾ see below *Detached Remarks*.

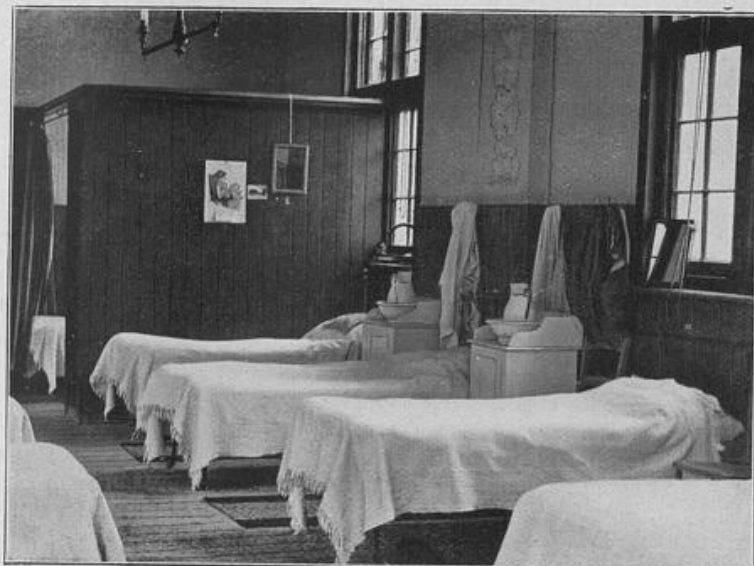
As a rule, boys between 8 and 11 must pass through the Preparatory Department before they are admitted to the School House, and no boy may remain in the School after the end of the school year in which he attains the age of 18 years, without permission of the Governors, which may be given upon the recommendation 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 1⁴⁵); 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,

⁴⁵) 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.⁴⁶⁾

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.

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

⁴⁶⁾ 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.⁴⁷⁾ 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

⁴⁷⁾ *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

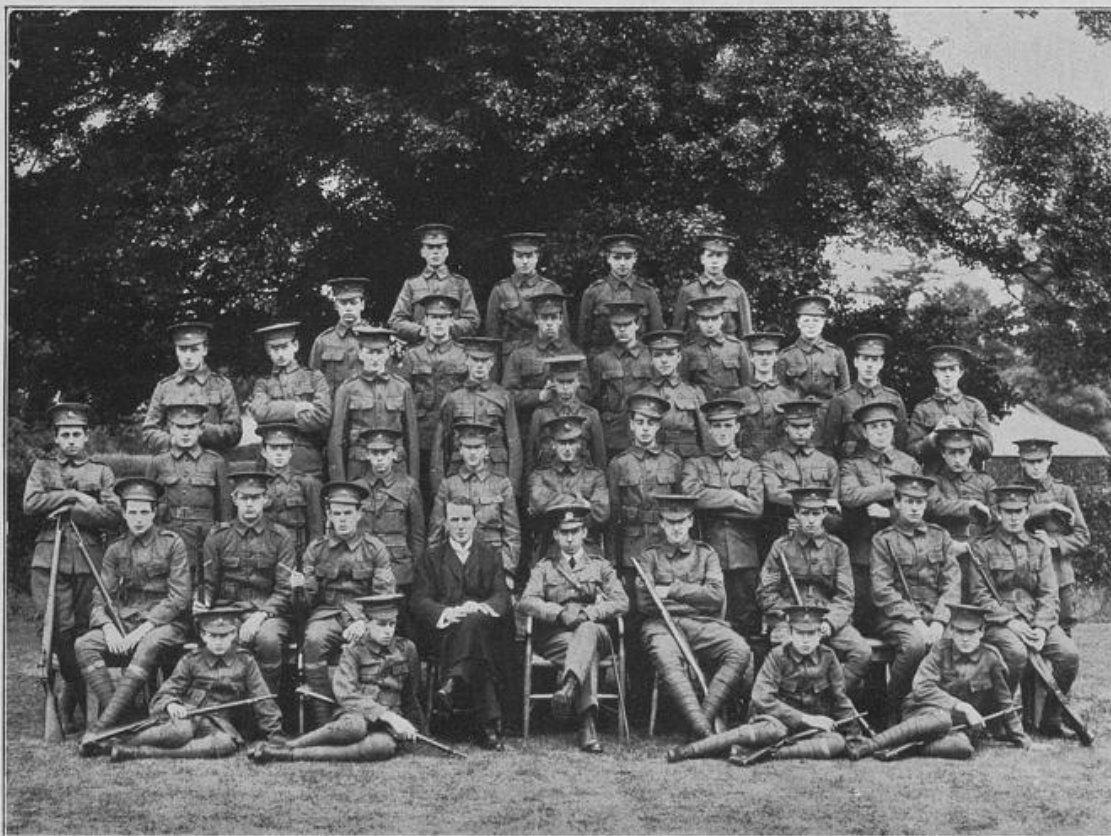
take part in the fight, sends a team of 8 boys, who have to shoot at 200 yards and 500 yards, with service-rifles only, aperture-sights being allowed, however. The Ashburton Shield Competition is immensely popular, and long before the chances of the different teams are discussed in the papers and the 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 advertised 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)⁴⁸ 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 Mission⁴⁹ 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 Review⁵⁰ 24. O. E. (= Old Eastbournians') Association 25. O. E. Cricket Club 26. Bethnal Green Letter⁵¹ 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)⁵² 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 Society⁵³ 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

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

⁴⁹) see above p. 30.

⁵⁰) see above p. 31.

⁵¹) see above p. 31.

⁵²) see above p. 16.

⁵³) *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 8⁵⁴). 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.

⁵⁴) *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.

