

Introduction.

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

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

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

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

²⁾ Wells p. 22.

the schools organised on these lines, but it is impossible to say precisely which you have to count amongst them and which not. Therefore the figures given by the books dealing with this subject differ very much. Breul³⁾ e. g. speaks of 54—60, Wendt⁴⁾ of 27, Wells⁵⁾ of some 40. But now there is an organisation which comprises practically all the schools of this type, the *Headmasters' Conference*.⁶⁾ In their regulations they give a definition of the schools entitled to be represented at their conference and to be described in their official book of reference, the *Public Schools Year Book*. The number of schools on their list to which the name of Public School, in the wider sense, can therefore be applied, was 113 in 1913⁷⁾, among them Chigwell School. All of them comply with the following conditions:

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



Chigwell School, Essex.

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

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

³⁾ Breul p. 767.

⁴⁾ Wendt p. 286.

⁵⁾ Wells p. 22.

⁶⁾ Particulars in the *P. Sch. Y. B.*

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