



English

Class: 12th

Subject: English (Novel) Goodbye Mr. Chips)

**Novel 13: Chatteries Requests Chips to Rejoin
Brookfield**

Author: James Hilton

❖ Important Short Questions:

1. What was Chips' first reaction to the outbreak of World War I?

Answer: Chips was initially cheerful and optimistic, believing the war would be over by Christmas. He openly shared this view, showing his hopeful but mistaken outlook.

2. Who was Forrester, and why was Chips' remark about him ironic?

Answer: Forrester was the smallest new boy at Brookfield. Chips joked about him joining the army, which was ironic because Forrester was later killed in action in 1918.

3. How did Chips feel when the first Old Brookfieldian was killed?

Answer: He felt it was tragically sensational. Chips reflected on how the sacrifices of one generation could cancel out those of another, showing his deep awareness of human loss.

4. What happened at Brookfield in 1915 during the war?

Answer: Military camps were set up near Brookfield, soldiers used playing-fields for training, younger masters joined the army, and Brookfield O.T.C. developed rapidly to train students.

5. How were fallen old boys commemorated at Brookfield?

Answer: Chatteris read out names and short biographies of old boys killed every Sunday in chapel. Chips remembered their faces personally, making the remembrance more emotional.

6. What was the effect of the Somme Battle on Brookfield?

Answer: Twenty-three old boys were killed, highlighting the high human cost of the war. Chips felt their loss deeply, as he personally knew many of them.

7. Why was Chatteris stressed and overworked during the war?

Answer: Most competent young masters had joined the army, leaving inexperienced substitutes. Chatteris had to teach, maintain discipline, and manage responsibilities alone, causing stress.

8. How did students misbehave during the war period?

Answer: Some students were disruptive, such as pouring ink on teachers in prep. This reflected the challenges of managing classes with less experienced staff.

9. Why did Chatteris ask Chips to return to Brookfield?

Answer: Chips' experience, popularity, and presence could help stabilize the school. Chatteris wanted him to hold things together and assist with small tasks as needed.

10. Did Chips have to take hard work upon his return?

Answer: No, he only needed to do light tasks of his choice. The main purpose was to provide moral support and maintain the school's unity.

11. How did Chips feel about returning to Brookfield?

Answer: He felt joyous and excited. His love for the school made him immediately agree to help without hesitation.

12. What was Chips' view of the war at first?

Answer: He was naive and optimistic, believing Germany was already defeated and the war would be over quickly.

13. How did the war affect the staff and daily life at Brookfield?

Answer: Younger masters left for the army, substitutes were inexperienced, military camps appeared nearby, and students' training and discipline became more challenging.

14. How did Chips react to hearing the names of fallen old boys?

Answer: He remembered their faces, not just names, making the loss deeply personal and emotional for him.

15. What was the Brookfield O.T.C., and why was it important?

Answer: The Officer Training Corps trained students in military drills and readiness, helping the school adapt to wartime conditions.

16. What challenges did Chatteris face with substitutes?

Answer: Substitutes were often careless, inexperienced, or foolish. Chatteris had to take prep and teach classes himself, leading to exhaustion.

17. Why was Chips considered valuable for Brookfield during the war?

Answer: His presence boosted morale, reassured students and staff, and helped maintain school traditions despite the challenges of war.

18. How did Chips view the sacrifices of past generations?

Answer: He thought about how sacrifices of one generation could cancel out another, showing his reflective and historical perspective on human loss.

19. What was Chips' role in helping the school outside of teaching?

Answer: He provided moral support, helped hold the school together, attended matches, met new students, and contributed to school magazines and clubs.

20. How did Chips' relationship with students affect his return?

Answer: Students respected and loved him, which made his presence a stabilizing and motivating factor for both staff and pupils during the war.

Note:

This chapter is designed to provide a solid foundation of knowledge, with the goal of deepening understanding and encouraging further exploration of the subject. The content has been carefully selected to support effective learning and inspire students to engage with the topic more deeply.

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Purpose: To contribute to education by offering insightful, valuable content that enhances learning and understanding.

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