



English

Class: 12th

Subject: English (Novel) Goodbye Mr. Chips)

**Novel 14: The World War, Death of Chatteries, Chips
as Acting Head**

Author: James Hilton

❖ Important Short Questions:

1. Where did Chips live after the war?

Ans: Chips lived with Mrs. Wickett but went to the school every morning. He felt fit and enjoyed teaching the students.

2. At what time did Chips reach the school?

Ans: He reached the school around half-past ten every morning and began his work without any difficulty.

3. Which subjects did Chips teach?

Ans: He taught Latin and Roman History, revising old lessons and pronunciation for the students.

4. What was special about the jokes Chips told?

Ans: He repeated old jokes like Lex Canuleia for the new students, and they were very well received.

5. How did Chips feel when his jokes succeeded?

Ans: He felt absurdly gratified and happy that the new generation appreciated his humor.

6. What did students admire about Chips?

Ans: Students admired how quickly he remembered every boy's name and face, showing his care for them.

7. How did Chips feel being useful to something he loved?

Ans: For the first time, he felt necessary and experienced a sublime feeling of fulfillment and joy.

8. What topics did Chips make new jokes about?

Ans: He joked about the O.T.C., food rationing, and anti-air-raid blinds, which amused the students.

9. What did Chips call the mysterious rissole on the menu?

Ans: Chips humorously called the rissole “Abhorrendum,” showing his wit and light-heartedness.

10. Who was Chatteris?

Ans: Chatteris was the headmaster of Brookfield who fell ill in the winter of 1917.

11. Why did Chips become Acting Head in 1917?

Ans: When Chatteris fell ill, Chips became Acting Head, managing the school and handling problems.

12. Why did Chips refuse the official headmaster position?

Ans: He felt unequal to it, did not want high expectations, and preferred to serve quietly during wartime.

13. How did Chips describe himself regarding the war?

Ans: He called himself a “ranker” or a war-time fluke, not a young ambitious man, showing humility.

14. What gave Chips confidence in handling school matters?

Ans: His vast experience and calm sense of proportion helped him deal with problems confidently.

15. What duty did Chips perform in Sunday chapel?

Ans: He read the tragic list of old boys who died in the war and often felt emotional about it.

16. How did Chips sometimes react while reading the list?

Ans: He sometimes shed tears, showing his humanity, and the students respected his emotions.

17. Who was Max Staefel?

Ans: Max Staefel was a former German master at Brookfield who had made many friends during his stay.

18. What news did Chips share about Max Staefel?

Ans: He announced that Staefel was killed on the Western Front, despite being an enemy, showing fairness.

19. Why was it unusual for Chips to include Staefel's name?

Ans: It was unusual because Staefel was a German and an enemy, but Chips valued dignity and generosity.

20. How did students react to Staefel's mention?

Ans: They were surprised and debated it, but they recognized it as an example of Chips' noble ideas.

21. What was Chips' opinion of bayonet practice near the cricket pavilion?

Ans: He called it "a very vulgar way of killing people," showing his humane and thoughtful nature.

22. How did students respond to Chips' bayonet remark?

Ans: They laughed and shared the story, admiring his pre-war manners and distinctive opinions.

23. What adjective was used to describe Chips by students?

Ans: Students described him as "pre-war," reflecting his old-fashioned dignity and humor.

24. How did Chips maintain a sense of proportion during wartime?

Ans: He remained calm and practical, using his experience to handle problems in a chaotic world.

25. What qualities of Chips are highlighted in the passage?

Ans: His kindness, generosity, dignity, humor, and sense of responsibility made him respected by all.

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.

Author: Muhammad Asghar

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

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