

A New Cambridge Assessment Archive Collection Exploring Cambridge English Exams in Germany and England in 1938

Gillian Cooke Cambridge Assessment Archives and Heritage

While the Archives of Cambridge Assessment sit within the Research Division and can be drawn on for traditional assessment research studies, this work represents a different type of research into the historical operations of the organisation. It focuses on a collection of correspondence and papers from 1938, recently acquired by Cambridge Assessment.

In 1938, Europe was on the cusp of the Second World War. The National Socialist dictatorship in Germany was aggressively pursuing policies to create an Aryan German Empire while many Cambridge English candidates at that time in Germany were Jewish. With 75th anniversary commemorations since the liberation of war time death camps in Europe (in 1945) still fresh, this is a timely look back at the role Cambridge Assessment, then the University of Cambridge Local Examinations Syndicate (generally referred to as UCLES or “the Syndicate”), played at the beginning of this period to keep the examinations flowing and to meet the demands of prospective candidates.

Archival documents are the raw data of the historian. When the historian pores over the primary source as an unexplored gem, it is not just the contents of the document under scrutiny, but the context, provenance and diplomatic qualities of the physical document that shape the interpretation. The interest is often in the minutiae, as archives offer the researcher information about topics that may never have been considered.¹ By cataloguing, the archivist aims to present original documents in a clear, objective way, but here I have prepared a form of extended catalogue as an essay which draws on each document in the collection. I have also linked some of the documents within the small collection, and with others in related archive collections, to create a narrative. In this, I have gone beyond the role of archivist, but the principle intention, to highlight the documents for further historical research, remains the same.

On 8 March 1938, G. H. Gretton, an English teacher in Hamburg, wrote to Jack Roach at the University of Cambridge Local Examinations Syndicate. Following up on his query about an English *Précis* examination, Gretton thanked Roach for clarification and apologised for his delayed reply. He regretfully declined a lunch invitation at Peterhouse in Cambridge, then told Roach of his decision to leave Germany—he needed a job for the following September—and, he revealed, “*I don't like the temper of recent exchanges.*”² With its references to Cambridge, to specific aspects of English examinations and to life in Germany under the regime of the Nazi dictatorship, this one letter captures the essence of a remarkable collection of papers which were presented to Cambridge Assessment in 2018.

The collection has survived through serendipity; rescued from a skip by Bill Shephard, a successor to Jack Roach pictured in Figure 1, it fell into the hands of his family after his death and has now been added to

the catalogued collection of Jack Roach papers.³ All the documents were written in 1938. Here I will consider what these papers tell us about Roach and the Cambridge Exams during this turbulent period, how Roach responded to different groups, and how his attitudes changed during the year. The collection broadly falls into two parts; one part consists of letters exchanged between Roach at the Local Exams Syndicate and correspondents in Germany, most of whom are Jewish teachers; the other part relates to syllabus development and the promotion of Cambridge English exams, and includes correspondence with Roach's UK contacts. Most of the correspondents are unidentified beyond the information contained in the collection.⁴



Figure 1: Jack Roach in the 1940s. Cambridge Assessment Archives
Ref: PP/JOR 10/2.

Jack Roach was a Modern Linguist and Europhile who became Assistant Secretary (deputy head) of UCLES in 1925. He inherited a tiny new exam called the Certificate of Proficiency in English (CPE), which he believed passionately should expand into an untapped market for English Language learning in Europe. The Certificate of Proficiency did not start out as a purely English qualification. It was launched in 1913 as part of Modern Languages and Religious Knowledge proficiency qualifications for over 18-year-olds but, while the French, German and Religious Studies candidates enjoyed initial success, the English papers proved to be fiendishly difficult and carried a very low pass rate. Eager to increase the accessibility and reach of the English qualification, Roach

persuaded the Syndicate to lower the exam fee and remove the particularly troublesome phonetics paper from the syllabus in 1932.⁵ He then convinced it to allow him grace leave to travel around Europe in the summer of 1937, to “*carpetbag for my examinations in Europe*.”⁶ After returning home he began to revise the CPE, develop the Lower Certificate of Proficiency in English as a sister qualification, and write a visionary ‘*Memorandum*’ to encourage the co-ordination of facilities for foreign language students in England, thereby promoting and increasing the candidature of Cambridge English qualifications throughout Europe.

The earlier Roach collection includes a log of his tour of Europe in summer 1937 and visits to two Jewish schools in Berlin: Dr Goldschmidt’s European Jewish school, which prepared candidates for School Certificate and English Proficiency (and had grown considerably since becoming a centre); and the smaller private *Waldschule Kaliski*, a Zionist day school. Roach enjoyed “*tea and long conversation*” at Dr Goldschmidt’s school, but notes a “*slight uneasiness [at Waldschule Kaliski] over the fact that Dr Goldschmidt’s school is the only centre.*” Centre status, he observed, represented a particular “*privilege*” to German teachers and parents “*because in German recognised schools the staff themselves conduct the examinations, mark the papers and hold the oral tests.*”⁷ Schools recognised as centres by the Syndicate were printed on an annual centre list which included Dr Leonore Goldschmidt’s school in 1938.⁸

It should not, therefore, have surprised Roach to receive a request, the following January, for centre status from *Waldschule Kaliski*, although it is remarkable to see the next chapter of this story revealed in this new collection of documents. In his reply, Roach counsels against exaggerating the establishment of an examination centre “*into a privilege which in fact it is not,*” adding: “*we cannot give you a statement to the effect that you have been authorised by the Syndicate to prepare candidates for the examinations, since no such authority is required.*” But Dr Selver, the Director, is persistent; having successfully prepared four candidates the previous month, he writes of a further 12 candidates who can enter without seeking permission from German government bodies. Roach’s response shows some irritation, but eventually he agrees to the school becoming a closed centre for one year “*if, and only if, we receive the approval of the German authorities.*” Roach then writes to the British Consulate in Berlin, advising them of a prospective new centre; “*We shall be glad to know whether, in the event of the centre being forced, you could nominate a suitable supervisor*”, he asks, revealing ambiguous deference in his use of the word “*forced*.”⁹ Later correspondence indicates that the school duly became the second centre to provide regular courses of preparation for the CPE in Berlin.¹⁰

Accessibility to books is an issue Roach raised in 1937 on his European tour; “*the whole question of text-books is very difficult for these people*” he observed after visiting the two Jewish schools in Berlin. By 1938, these difficulties had escalated to examination fees and currency transfer. In February, the Rev L. G. Forrest, Chaplain to the Church of England in Hamburg, asked to transfer exam fees through British Embassy in Berlin, but Roach regretfully declined; “*I am therefore afraid that the nuisance must continue*.”¹¹ But the “*nuisance*” grew; in May, the Director of *Waldschule Kaliski* hinted at a new and complex governmental process, and in October the new director, Dr Jacob, accompanied his late entry with the plea: “*I sincerely ask you in this case not to insist on the extra fee of 5 shillings, as we would have to approach again the ‘Devisenstelle’ (the State Foreign Exchange Board) which we*

would very much like to avoid.” Roach does waive the extra fee “*in the circumstances*” but adds “*on this present occasion*” to the same sentence, just to emphasise his discomfort at this irregularity.¹²

Adherence to the standards and regulations is a common theme that runs through the correspondence with frequent references to deadlines, regulations and fees. We cannot know exactly what any of the correspondents knew of political circumstances at any given time during 1938, and although Roach’s stance becomes less dogmatic as the year advances, it is unclear if this did much to facilitate access to the qualifications. In February, Roach referred Dr Goldschmidt to the revised regulations, paragraph 15, to refuse her appeal for a candidate to take only a partial retake, but he did waive the late entry fee.¹³ In the same month, he provided Hamburg-based Gretton with exacting instructions about the *Précis* exam.¹⁴ In September, Roach offered to advance the introduction of the new Lower Certificate exam to meet *Waldschule Kaliski*’s needs, but the gesture elicits a flat response from Dr Jacob; “*even the month of June... seems in view of the present situation still too late.*”¹⁵ Indeed, while the Lower Certificate was introduced in June 1939, there are no candidates from Germany included in these first pass lists.¹⁶

Four of the German correspondents mention the urgent need of English qualifications for migration, citing high prospective candidate figures; Dr Goldschmidt promises 70 candidates, while Dr Jacob claims that 100 are being prepared for examination within the year.¹⁷ However, while the subsequent pass lists for the CPE include many Berlin candidates, and candidates from these schools, they fall short of these figures. This suggests that the numbers could have been exaggerated, events prevented the candidates from taking the exams, or, that many candidates failed to pass.¹⁸

There is a clear understanding that English qualifications were needed for German Jews to emigrate for work or study in English-speaking countries, and, as the year progresses, this pressure intensifies. In January, Dr Selver at *Waldschule Kaliski* tells Roach that currency issues prevent study in England, but that “*most of our pupils intend going [to America] sooner or later*” to which Roach confidently offers to “*make the situation clear... if you have any specific difficulty with the American authorities.*”¹⁹

In September 1938, having succeeded Dr Selver (who himself has emigrated to the US), Dr Jacob tells Roach of new requirements for “*Jewish physicians... to give up their positions on 1st October.*” “*The circumstances,*” he stresses, “*are at present extraordinary and more powerful than our real educational considerations.*” This is Dr Jacob’s first letter as the new head of *Waldschule Kaliski*, and he makes the most of the opportunity to bring Roach on side. After updating Roach on the fortunes of the successful candidates who have reached America or Jerusalem, he goes on to “*heartily thank the Cambridge examinations syndicate, and especially you, dear Mr Roach... who gave us the possibility for this examination to be held here at the School.*”²⁰

By this time, Dr Goldschmidt has asked Roach to support her appeal to the University State of New York for recognition of the CPE. “*It is very important for immigrants into USA, specially doctors of medicine, if they can pass their linguistic examination as a recognised one by the American authorities before their depart from Berlin*”, she explains. The response she received from Horace Field at the Bureau of Qualifying Certificates, University State of New York, dismisses the “*so-called Proficiency in English examination offered by your institution*” in a tone that must have piqued Roach, and he takes up the cause. He asks for the CPE to be given equivalent status to the state English admission exam, citing recognition

of the CPE by the Universities of Oxford, Cambridge and Scotland, but his pitch is misplaced, and Field remains unimpressed.²¹

The ensuing correspondence shows that the American authorities required a monitored comparison of the standard between the two exams; they ask for “at least a dozen” successful CPE candidates to come forward to take the US admissions exam. Roach’s realisation that this is extremely unlikely, his sensitive explanation to Dr Jacob of the difficulties confronting them,²² and his letter to the Director of the University of the State of New York on 19 October, reveal a sharp awareness of difficult circumstances. He explains that the candidates in question are “*Jewish doctors and others in Germany [who] cannot guarantee their movements for long in advance, and they even find it difficult to obtain examination fees.*” He offers the assistance of representatives of British Jews and of the Cambridge English Oral Examiner in Berlin, that they may “*guide us all towards a solution to this problem.*” He references individual risk and the need to save time and money, and he forwards copies to all the Syndicate’s Local Secretaries and the US Ambassador in Germany with a warning “*lest undue hopes should be raised.*”

Ultimately the US authorities stand firm, their conditions are not met, and Roach concedes defeat. The day following *Kristallnacht*, when Jewish schools throughout Germany were ransacked, Roach writes to his German correspondents: “*there is no immediate prospect of obtaining recognition for the CPE as exempting from the test in English for foreigners who are candidates for admission to professional licensing examinations in the state of New York. . . . Jewish doctors must judge for themselves whether they should act as pioneers in this matter in order to help others, but the Syndicate cannot give them any advice on this matter or hold out any particular hope of recognition.*”²³ While Roach fails to gain recognition of the CPE for US professional licensing examinations, it does show his greater awareness of the political situation over that of his US correspondents, a sensitivity to the plight of Jews in these professions, and a degree of tenacity.

Moving to the second part of the collection, Roach’s correspondence with his contacts at home deals with the development of the Certificate of Proficiency and the new Lower Certificate. His letters to H. L. Ellis at the City of London College bristle with some of the ideas he included, five months later, in his thirteen-page *Memorandum*. They discuss textbooks for a controversial new paper for social life, customs and government. “*Some books, however acceptable in themselves, might be unpopular in, say, Germany and Italy*”²⁴ writes Ellis. The suitability of examination content is also raised by A. L. Jeavons, Principal of the Marlborough London County Council Evening Institute in March 1938. His observations on the Summer 1937 papers are accurate and he draws uncomfortable analogies from the “*prophetic utterance*” of the prose passage to the annexation of Austria by Germany, earlier that month. He reserves his harshest criticism for the examiner who “*made the oral test an opportunity to air his views on Germany’s coup d’état in Austria, anti-semitism, and Dr. Niemoller*” (an outspoken Christian critic of the Nazi Regime). “*Personally, I agree with much that he said*”, writes Jeavons, frankly “*but it was surely bad taste to give an impression of antagonism, particularly in circumstances which do not call for the expression of any political opinion whatsoever.*” Roach’s response is tellingly unapologetic, he explains that the question paper was set long before recent events in Austria and defends the examiner’s “*sane British point of view*”, but he also invites suggestions for future content of the CPE, and the exam questions in 1939 are distinctly more benign.²⁵

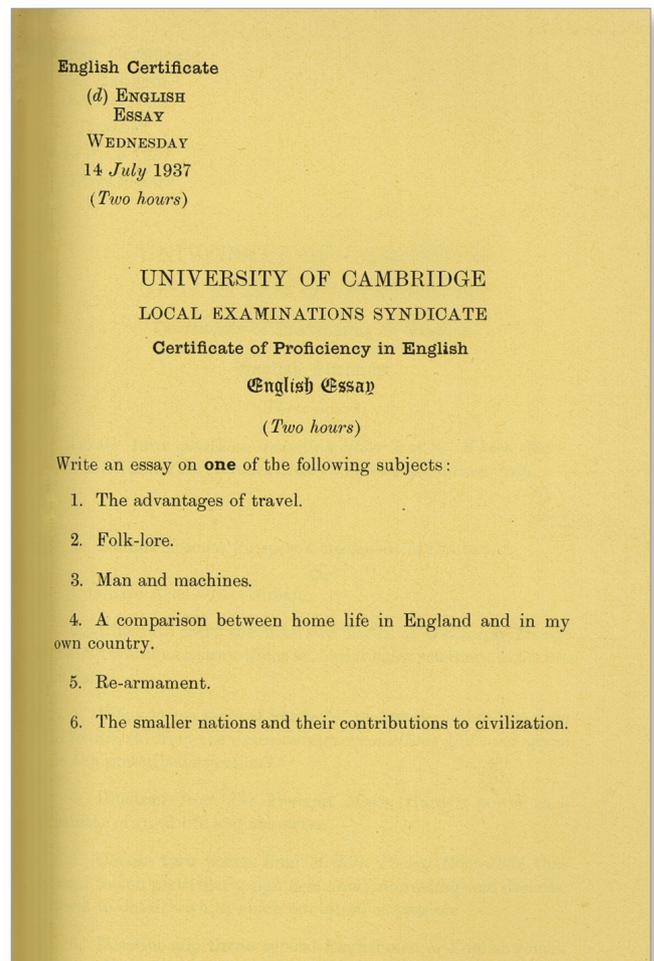


Figure 2: Certificate of Proficiency in English, English Essay Question Paper, July 1937. Cambridge Assessment Archives Ref: Bound Volume, 1937.

Although Roach is the principal advocate of the Cambridge English exams, it is clear from the collection that he is also heavily involved in the overseas candidature of the School Certificate and Higher School Certificate exams as well, and the collection includes references to standards between these qualifications. Jeavons made a strong case for disparity between the literature standards of the School Certificate and the CPE, and Roach admits: “*we are perhaps handicapped by the fact that we have to provide for candidates in different countries and with very varying facilities for study.*”²⁶ Roach was mindful of overseas centres which prepared candidates for both School Certificate and Proficiency, noting in his 1937 log that Dr Goldschmidt employed eight teachers for the School Certificate.²⁷ He also referenced the standard of School Certificate English in correspondence with the US authorities at New York State University.²⁸ Development of the new Lower Certificate syllabus complicated these discussions; while the introduction of a new lower level English exam was welcomed by Sir Stephen Gaselee at the Foreign Office, and by representatives in Baghdad, Bucharest and Tripoli, the Syndic S. W. Grose was more cautious. He warned of the limitations of a vocabulary list set at around 1500 “*essential*” words from the Oxford English Course,²⁹ and, in September, Roach was forced to address Jacob’s misinterpretation of the standard of the new qualification at *Waldschule Kaliski*.³⁰

References to costs for European students are not confined to Roach’s German correspondents and are peppered throughout the collection. The undated draft regulations for the Lower Certificate reference the affordability of the new exam, at ten shillings,³¹ and Ellis suggested

obtaining text books more cheaply from abroad for preparation of the new British Life and Institutions Paper for the Certificate of Proficiency.³² In his August *Memorandum*, Roach declares “our great difficulty for foreign students is the price of English books”. He also advocates the use of public libraries and inter-library loan services,³³ and raises the possibility of collaboration with the Oxford University Press.³⁴

In August 1938, Roach produced two papers on *the co-ordination of facilities for foreign students in England* in which he is critical of the English attitude to foreign language students. In contrast to the formal civility of his correspondence with German centres, here Roach is less restrained. The papers are accompanied by a long letter to Sir Eugene Ramsden, MP and member of the British Council: “There is much room for improvement, even in the treatment of foreign newspaper correspondents by persons in more or less high places” he argues, and, with startling foresight: “The war is on, democracy against totalitarianism and it must be so!”³⁵

Addressed to the Department of Intelligence at the Board of Education, the *Memorandum* and its *Addendum* are less emotive but nevertheless promote radical ideas. They advocate state sponsorship of English language candidates, recommending incentives for cultural integration, including the dissemination of literature about Britain, subsidised concert tickets and provision of transport. Roach proposes lecture tours dealing with democratic government and the British way of life, the registration of all foreign students entering the UK and the exchange of labour for learning (which brings him into conflict with the Ministry of Labour on the definition of an “*au pair*”³⁶). He recommends support committees for cases such as “the girl paying three guineas a week in a very lower middle class family with bad cooking and no social life” but is wary of developing a “reputation of the Home Office and its police surveillance.” His criticism is not limited to the Home Office; to achieve his aims he invites collaboration with the Foreign Office and the British Council while taking a swipe at both, by drawing uncomplimentary parallels between the British Council and bureaucratic government departments. His particular irritation is a government grant of £25,000 a year which he believes the British Council should distribute more evenly, and his view is supported by R. Howland, his Syndicate ally, who admits: “The British Council seems the obvious body to do something useful.” The *Memorandum Addendum* is written in response to a *Times* article by Professor Trevelyan where Roach predicts financial benefits to the economy in welcoming foreign students to England. Here, he challenges prospective English examination candidates to drop “an examination phobia about their set books” and embrace the new Life and Institutions paper to “make a serious study of our parliamentary democracy, our justice, our local government, our social service.” Roach references costs and affordability, and unashamedly advocates a “discreet twist given to their reading” without reference to the suitability of texts which preoccupied him and Ellis in March. Throughout this long, cultural call-to-arms, there is just one reservation: “I am assuming that we shall surmount the present crisis and that there will be no general war” he adds, in parenthesis, to Sir Eugene.³⁷

Roach’s proposals may be considered foolish or admirable but his intentions, towards the English reception of foreign students, and promotion of Cambridge English examinations, are well placed and clear. The aim of the paper is ultimately to gain Board of Education support for the Cambridge English exams, along the same lines as support given to School Certificate candidates at approved schools: “Is it too much to suggest that the taxpayer might properly pay £1 a head

towards the examination fees of candidates taking either of the two approved proficiency examinations in the United Kingdom?” he muses.³⁸

It is easy to dismiss Roach’s papers as fantasy, particularly as they were so eclipsed by the outbreak of war the following year, but it is likely that the political momentum itself fuelled the environment for his ideas. The *Memorandum* clearly represents a shift in Roach’s attitudes from earlier in the year, but however well-intentioned his stance towards foreign students, he seemed to have been unprepared for the speed of events.

The documents, and lack of them, towards the end of the year give glimpses of difficulties, actions and courage from correspondents which must have informed Roach and the Cambridge Local Exams Syndicate of an escalating political crisis, and undoubtedly contributed to Roach’s shifting attitude. In March, following Austria’s annexation, Roach queried the return of the unopened examination papers from Vienna.³⁹ The absence of a reply would have fed his growing unease. In October, Roach learned that JAWNE, the *Jüdisches Reformrealgymnasium* in Cologne, had re-invented itself, as shown in Figure 3, when the same director, of the same centre, wrote to him from the *Aerztliche Vorbereitungskurse* on newly headed paper where the word “*Jüdisches*” has been carefully concealed. (Now aptly named for “special preparatory courses for taking the American State Board Examination for Doctors, and also for the examination in English”).⁴⁰ In the autumn, Roach reassured Triebig that candidates “are quite at liberty to prepare privately for the examinations”⁴¹ and Dobson, also in Berlin, that the “rumours of a new lower certificate” are indeed true.⁴² There is no further correspondence from Dr Jacob or Dr Goldschmidt after October but the final entry for the year is a typescript note, written by Roach on 8th December,

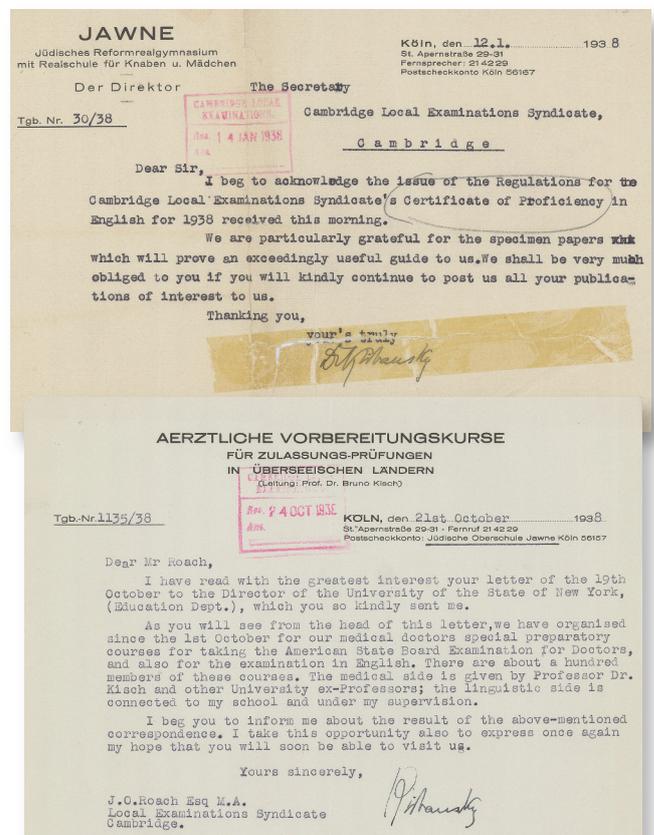


Figure 3: Correspondence from the Jewish English Centre in Cologne, which changed its name to Aerztliche Vorbereitungskurse in 1938, thereby hiding its Jewish affiliations, January and October 1938. Cambridge Assessment Archives Ref: PP/JOR 11/10 and PP/JOR 11/13.

referencing an encounter with Leonore Goldschmidt in Cambridge, “here to make efforts to transfer batches of her pupils to England.” He notes that he has enlisted her help to contact two Cambridge local examination officials in Berlin to explain that if relations are broken with them “this would in no sense be due to a feeling that they had done less than their duty to us while also fulfilling their loyal duty to the service which employs them.”⁴³

This quotation could well apply to Roach, whose sense of duty to prospective candidates, and the Local Examinations Syndicate, is evident throughout this collection. And, despite an overwhelming sense of foreboding, a glance at the pass lists shows just how much was achieved. The steady increase in candidate numbers peaks at the end of 1938 and includes candidates from Dr Goldschmidt’s school and *Waldschule Kaliski*.⁴⁴ Indeed, the correspondence from these centres is testimony that some successful candidates did make it out of the country; furthermore, Dr Goldschmidt made her own extraordinary achievement in relocating her Jewish school to Folkstone in 1939.⁴⁵

This collection is just a snapshot of Roach’s work for UCLES in one exceptional year, and this study highlights just some aspects of the extraordinary communications it contains. Despite the formality of the business correspondence and papers, it is clear that attitudes, including Roach’s own, shifted as the year advanced. But this collection has far more to give; set against a backdrop of Third Reich rule in Germany it reveals hopes, fears, ignorance, frustration, compassion, misplaced faith in authorities and a steely defence of examination standards.

Nearly a century later, there are overtones of these experiences in some of Cambridge Assessment’s work today. Second World War experiences may be seared into our organisational history, but conflict and community displacement continue, with growing demand to provide monitored standards of educational assessment to displaced learners. As our organisation has grown, and understanding of humanitarian crises matures, we are increasingly able to develop imaginative and appropriate responses. The most recent and far reaching of these, the UNICEF Learning Passport Project of 2019,⁴⁶ represents a university-wide collaboration, with other sponsors, to develop Literacy, Mathematics and Science curricula to displaced learners over a range of ages and backgrounds. Its scale and complexity is incomparable to our response to the circumstances of 1938 but, in the context of identifying displaced learners and responding to need, it remains helpful for Research colleagues in Cambridge Assessment to be aware of a real and fallible historical precedent.

The following references relate mainly to documents held in Cambridge Assessment Archives. The reference PP/JOR 11 is the prefix for documents in the new Roach collection in 1938.

For details of how to access this archive collection, please contact archives@cambridgeassessment.org.uk

1. Powell, Nia. Obituary of A. D. Carr, Archivist and Historian; Archives and Records, 2019, Vol 40 No 3.
2. PP/JOR 11/8; Gretton to Roach 8th March.
3. Cambridge Assessment Archives: PP/JOR.
4. For background information about UCLES examinations at this time, see *Examining the World*, edited by Sandra Raban, CUP, 2008.
5. PP/JOR 1/1a; Bound Volumes, 1931 & 1932.

6. PP/JOR 2/1; Report on European Visit by Roach 1937.
7. PP/JOR 2/1; Ibid.
8. Bound Volume, 1938.
9. PP/JOR 11/7; Waldschule Kaliski and Roach 26th Jan, 3rd May & 16th May.
10. PP/JOR 11/11; Roach to Triebeg, 23rd Sept.
11. PP/JOR 11/6; Forrest and Roach 10th March.
12. PP/JOR 11/7; Waldschule Kaliski and Roach 11th May & 3rd Oct.
13. PP/JOR 11/9; Goldschmidt and Roach 17th Feb.
14. PP/JOR 11/8; Roach to Gretton 24th Feb.
15. PP/JOR 11/7; Waldschule Kaliski and Roach 3rd Oct.
16. P/EFL 13/2; LCE June 1939 Pass List.
17. PP/JOR 11/10; Recognition of exams in US 3rd Sept & 11/7; 7th Sept.
18. P/EFL 13/1; Dec '38 – 5 & 20 candidates; Mar '39 – 12 & 13; Jun '39 – 3 & 0 from Dr Goldschmidt’s School & Waldschule Kaliski respectively.
19. PP/JOR 11/7; Waldschule Kaliski and Roach 22nd & 26th Jan.
20. PP/JOR 11/7; Waldschule Kaliski to Roach 7th Sept.
21. PP/JOR 11/10; Recognition of exams in US 16th Aug, 3rd Sept, 20th Sept, 3rd Oct & 6th Oct.
22. PP/JOR 11/7; Waldschule Kaliski and Roach 20th Sept.
23. PP/JOR 11/10; Recognition of exams in US 19th Oct & 10th Nov.
24. PP/JOR 11/3; Ellis and Roach 10th March.
25. PP/JOR 11/4; Jeavons and Roach 30th March & 1st April.
26. PP/JOR/11/4; Ibid 1st April.
27. PP/JOR 2/1; Report on European Visit by Roach 1937.
28. PP/JOR 11/10; Recognition of exams in US 20th Sept.
29. PP/JOR 11/2; Proposal for Lower Certificate 26th April & 6th June.
30. PP/JOR 11/7; Roach to Waldschule Kaliski 20th Sept.
31. PP/JOR 11/2; Proposal for Lower Certificate undated.
32. PP/JOR 11/3; Ellis and Roach 10th March to 8th April.
33. PP/JOR 11/1; Paper on Co-ordination of Facilities for Foreign Students in England Roach and correspondents August.
34. PP/JOR 11/2; Proposal for Lower Certificate undated.
35. PP/JOR 11/1; Ibid 30th August.
36. PP/JOR 11/5; Ministry of Labour and Roach 29th Aug & 5th Sept.
37. PP/JOR 11/1; Paper on Co-ordination of Facilities for Foreign Students in England; Roach and correspondants August.
38. PP/JOR 11/1; Ibid.
39. PP/JOR 11/14; Roach to Captain Taylor, British Consulate, 29th March.
40. PP/JOR 11/13 & 10; 12th Jan and 21st Oct.
41. PP/JOR 11/11; Triebig and Roach 22nd Sept.
42. PP/JOR 11/12; Dobson and Roach 5th Oct.
43. PP/JOR 11/10; Recognition of exams in US 8th Dec.
44. P/EFL 13/1; Pass Lists March 1938–June 1939 include 82 candidates from Germany of which 30 Dr Goldschmidt & 33 Waldschule Kaliski.
45. Dr Gertrud H Thompson: leonoregoldschmidt.com
46. Cambridge University Press & Cambridge Assessment. (2019). *The Learning Passport Research and Recommendations Report: Summary of Findings*. Cambridge, UK: Cambridge University Press & Cambridge Assessment. <https://www.cambridgeassessment.org.uk/Images/577273-the-learning-passport-research-and-recommendations-report.pdf>