

# Drayton Manor School

1930-1980



PHOENIX



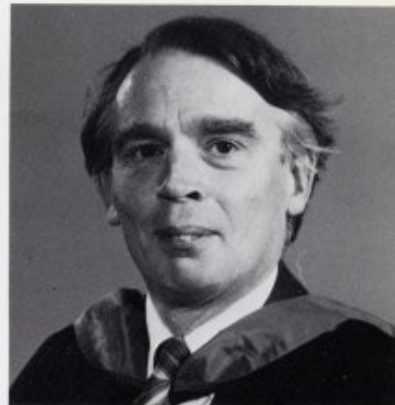
MR. S. ALLENBY, B.A., B.SC.  
*Headmaster: 1930-1946*



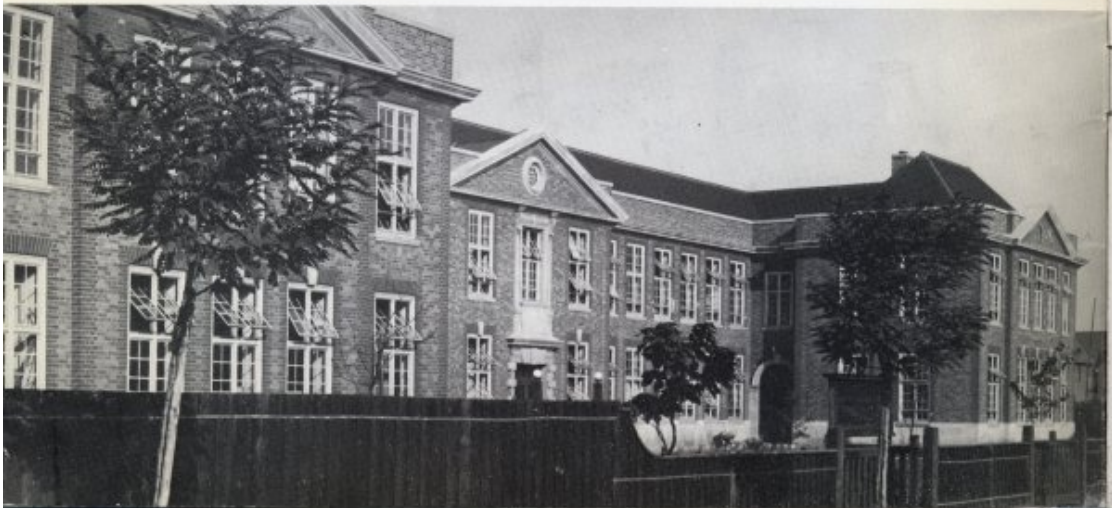
MR. C. EMMOTT, B.A., B.LITT.  
*Headmaster: 1946-1950*



DR. R. L. EVANS, M.A.  
*Headmaster: 1950-1970*



MR. C. J. EVEREST, M.A.  
*Headmaster: 1971-*



# PREFACE

By RAYMOND L. EVANS

I AM INVITED TO write an introduction or article for this special edition of the 'Phoenix' published for the 50th Anniversary of Drayton Manor. After twenty years as Head Master and ten years of retirement I am now fitted to write a finale rather than an introduction and thus close an era as the school moves on to the second half of its first century. As for an article, I could be guilty of trying to steal the thunder of more authoritative articles written by specialists of their subjects. Their very titles conjure up for me many of the interests I tried to further and some of the aims incorporated in a philosophy of a broad and well balanced education in an endeavour to develop in our pupils a well integrated personality where intellectual, aesthetic, physical and social qualities contributed equally to the moulding of the 'rounded figure'.

Hence the emphasis we placed on academic achievements and the efforts we went to, to establish accurate records of success at the Universities and at Colleges and Institutes of Further Education: the introduction, too, of Honours Boards, in the hope that pupils passing by them would realise and feel encouraged to emulate their predecessors. Regretfully we were never able to list entirely the professional achievements of many pupils, of which one learnt often only casually. The reproach was sometimes made of only being interested in University successes, which were easy to keep track of. I usually replied that Phoenicians had a habit of not communicating their successes, of hiding their light under a bushel.

The need to crowd so many 'academic' subjects into a curriculum of somewhat under twenty-five hours a week, left no 'school time' for extra-curricular or out of school activities, which can contribute so much to the development of the aesthetic side of the personality, affording the opportunity to do something one wants to do without external coercion. The variety of school societies and clubs seemed legion, meeting during the lunch-break and after school hours—to the running of which the Staff devoted so much of their time freely and unselfishly. Reference will no doubt be made to them in detail elsewhere in this magazine.

I shall single out two of them, which grew so much in these fifty years: Drama and Music, involving so many pupils for each production and concert. There were so many outstanding dramatic performances, particularly after the arrival on the staff of Mr. Adams, a brilliant producer and himself a fine actor, as he showed himself to be in the Staff plays. The high musicianship of Mr. Herrera raised the level of the school music to unprecedented heights. I would maintain that the standard of the school orchestra was unequalled by any school of any kind in the Greater London Area and the then County of Middlesex. Mr. Herrera often lamented from year to year that he would never be able to replace his best instrumentalists, as they left the school, so many to become professional musicians.

Physical Education, both boys and girls, has always reached a high standard, not so easy a thing to achieve in a co-educational school as in a single-sex school. It was quite startling the number of teams the school fielded on a Saturday morning. True, there was a relatively small number of girls (fewer boys) who tried to 'dodge' games and the clash between a Saturday morning job and the unavailability to represent the school in consequence was irritating to the Games Mistress. We tried to counteract any reluctance to play team games by the development and introduction of individual sports such as tennis, golf, fencing, badminton etc. I sympathise with the school in having still only one gymnasium. Even in my day the time-tabling of the use of the gym was a head-ache, with the Sixth Forms being almost left out.

I shall read with considerable interest, Mr. Russell's article 'Drayton Manor Abroad'. Before starting these comments, I hesitated whether I should have written an article entitled 'A Former Headmaster Living Abroad' or 'Ten Years on the Côte d'Azur'. It would have been the story of buying land (some five acres of it), of having constructed a first house, and then a second one further up the 'mountain' slope (some 450 metres up) with a wonderful panoramic view of the Mediterranean Sea, embracing Nice Airport, Cognes-sur-Mer, the Cap D'Antibes, the Heights of Cannes, with Grasse, as it were, tucked round the corner and the Pic de Courmettes (les Préalpes) rising behind (to 1250 metres): a saga of planting several hundred trees (pines, firs, cypresses, blue cedars, cherry and peach trees, one eucalyptus tree): of rescuing olive-trees prepared to survive in spite of having been ravaged by forest fires before we arrived: of planting out a thousand or so shrubs, bushes (especially roses) and flowering plants in poor strong ground, too steep to retain sufficient moisture in spite of a rainfall (according to the statisticians) equal to that of London, but much more violent and stormy and of much shorter duration: of building retaining walls, of levelling ground and gravelling: of getting to know the 'meridional French': of coming to grips with administrative, fiscal and local government planners.

As many of you know, Mrs. Evans is of French nationality and, incidentally, we shall be celebrating our own Golden Jubilee in 1984. In my University student days, I became a fervent believer in a European Community (not simply economic).

We were proud of the school's close links with France and Germany and of the hundreds of exchange visits arranged. A huge task of organisation, but helping so many pupils and their parents to a better understanding of some part of Europe. The nine countries presently making up the European Economic Community (how soon before there are twelve?) have come a long way in some 35 years. I had hoped they would have progressed still further towards becoming a community in the full sense of the word (but I am betraying the impatience of a man growing old). Progress cannot be fast where insularity and chauvinisms are still strong forces to be reckoned with, where democracy is too often confused with demagoguery or misinterpreted as the rule of minorities, where liberty is in danger of becoming synonymous with licence and its concomitants terrorism and gangsterism, where individual selfishness still too often dominates the common good, when almost everything including sports becomes a matter of politics for the short-term interest of politicians.

May these links between the school and European Schools continue in some form or other and grow in strength.

Perhaps throughout this limited review of the twenty years during which I directed Drayton Manor, the first person singular has obtruded too much. The School had already achieved much in its first twenty years. If it continued to progress still further, such progress was entirely due to the support, enthusiasm, loyalty and devotion of the teaching staff. I note too that I have written in the past tense. The present tense would have been just as appropriate, since the value of a school is the sum of what was best in its past, what is best in its present and what will be best in its future.

Mrs. Evans and I wish Drayton Manor School a successful Golden Jubilee, knowing that it will go on 'making history' and adding to its many achievements, and although we may not be able to be with you, we offer you a Toast, 'The Next Fifty Years'

# ACADEMIC STANDARDS

By Mr. C. J. Everest, Headmaster

To some readers, "*academic standards*" may mean PhD's, first-class degrees, Oxbridge Scholarships; to others, the number and grade of Ordinary and Advanced Level passes and the percentage pass rate in the G.C.E. examinations would be more relevant. A third and possibly the largest group would emphasise an up-to-date balanced curriculum suitable for the twenty-first as well as the twentieth century; others, again, use the phrase in a more limited sense when regretting the alleged decline in accurate spelling, standard English and traditional Mathematics!

A fair assessment of examination results is difficult enough in any one year given the number of candidates (now 300), of subject entries (now 1200) and of possible results (12). A survey extending over fifty years is almost bound to be either very impressionistic or a vast and highly selective mass of statistics. In spite of the difficulties, however, the Editor and I felt that a Jubilee Magazine without a comment on the School's academic work would be very like "*Hamlet without the Prince*".

Academic achievement was never the sole aim at Drayton Manor Grammar School or, indeed, of most Grammar Schools, but it was and is an essential part of the School's work and philosophy; academic attainment in examinations and the encouragement of intellectual interests in general a vital part of its purpose. Certainly the preservation or improvement of past standards, and their extension to a wider range of pupils than ever entered the selective school, ranks very high among our aims in the Comprehensive School today, although this does not imply any departure from the broader aims so clearly described by Dr. Evans in his introduction to this magazine.

A survey of academic attainment and of curriculum development at Drayton Manor is a small part of a nationwide story and needs to be seen in the context of the social, political and cultural changes, the economic growth and educational expansion of the last fifty years. In the 1930's most children were limited to what is called elementary education; only 20% entered secondary schools at the age of 11+. With the implementation of the 1944 Education Act by the abolition of all-age schools, secondary education became universal and compulsory up to the age of 15 (1947) and 16 (1973). Pupils were selected for Grammar, Technical or Modern Schools according to ability and attainment, as assessed in the 11+ examination. In the 1960's and 1970's most secondary schools were reorganised on "*comprehensive*" lines to avoid this selection at the age of 11+.

Before the Second World War, expenditure on education accounted for no more than about 3% of the country's gross

domestic product. In the early 1950's the proportion spent on education was still no more than about 3%, but in the later '50's, the '60's and the '70's this figure began to rise to 7% of gross domestic product at a time when, in spite of a series of economic crises, total resources were growing at a rate rarely exceeded in this country. In money terms, expenditure rose from £500m in the 1930's to £10,000m in 1979. Such an enormous increase was brought about partly by a reassessment of the importance of education, but most of all by the growth in the numbers in the more expensive parts of the system—the upper forms of secondary schools and all sections of Higher Education. Sixth Form numbers grew from the very small groups of the 1930's to the large academic Sixth Forms of the 1960's. The average Comprehensive Sixth Form is smaller, but there are many, including Drayton Manor's Sixth, which are larger still. Higher Education has expanded ten-fold in the post-war years from 50,000 to 500,000 students, much of the increase following the foundation of new universities and polytechnics from 1962.

The School Certificate, Matriculation and Higher School Certificate examinations in which candidates were required to obtain passes in specific subjects or groups of subjects were replaced in 1951 by G.C.E. 'O', 'A' and 'S' Levels, a subject-based system which facilitated a very considerable increase in the number of pupils taking public examinations. The 'pass' standard of the new "Ordinary" Level examinations was established at the Credit standard of the School Certificate, and two passes at "Advanced" Level with passes in three other subjects at Ordinary Level became the minimum requirement for University entry. To this structure the Certificate of Secondary Education was added in the mid-1960's, at first for a relatively small number of pupils of average ability who were unlikely to succeed in the G.C.E. examinations. Now C.S.E. is taken by a great many pupils and, although attempts to reform the Advanced Level system have so far failed, there is to be a new examination system at 16+ bringing together G.C.E. 'O' Level and C.S.E. in the mid-1980's.

Through the post-war years examination syllabuses have grown with the advance in knowledge, and increasingly since 1960 a much greater emphasis has been placed on concepts. New subjects have entered the curriculum; new syllabuses have been adopted in traditional subjects and new methods of examining (multiple choice tests, listening comprehension, etc.) have made additional demands on teachers as well as on pupils.

Such extensive changes are sometimes said to have transformed beyond recognition the education that was normal in the

secondary grammar schools of the 1930's and 1940's. Although this view is exaggerated, and former pupils re-visiting the School would find much that they recognise, there is no doubt that greater knowledge and deeper understanding are now required by almost every G.C.E. syllabus. If some tasks, such as spelling or simple arithmetic, seem to be less-thoroughly mastered, it is important to realise the greater demands now made on pupils and teachers alike. By this, I do not mean that today's pupils are more capable than their predecessors who faced less-demanding syllabuses. No doubt those who were educated before, during and immediately after the Second World War would have managed very well if they could have been brought up to face the demands of the 1970's. What is important is that we recognise how the growth of knowledge has affected school syllabuses, that we appreciate the pace of change and the level of understanding now expected and that we are not misled by the deficiencies sometimes criticised in the press.

Drayton Manor has necessarily been involved in many of these developments. The small pre-war Sixth Form with four Higher School Certificate candidates in 1939 grew to twenty-five with 12 candidates taking the Advanced Level examination in 1951. In 1959 there were forty 'A' Level candidates, in 1969 fifty-eight, in 1979 fifty-two. By 1967 there were just under 150 in the Sixth Form, in 1979 more than 150 with two-thirds following Advanced Level courses.

Three Phoenixians entered University in 1936, by the mid-1950's there was a steady flow which reached a peak in entries to all forms of Higher Education (including Music and Art Colleges and Polytechnics) in 1969 (43), and of entries to the Universities alone in 1976 (21). From the first unselected year group which came to Drayton Manor in 1975, there are likely to be just as many applications for university entry as there have been in recent years. Our records are, sadly, incomplete but at least 400 former pupils are thought to have taken first degrees. Of these at least 35 have proceeded to a research degree, a figure which includes five Ph.D's in one year, 1969.

Syllabus development was most marked in the 60's and 70's. Only a few examples can be mentioned in this survey. Physics and Chemistry were taken as separate 'O' Level subjects from 1962 (previously the Physics with Chemistry examination had been taken); a Modern Mathematics course was introduced in 1968; Economics, Government, Spanish, Geology and, for a short time, Russian were added to the Sixth Form curriculum. The General Studies programme was greatly expanded; commercial courses, begun in the 60's for a small

# ACADEMIC STANDARDS

group, were followed in 1978 by nearly forty Sixth Form students; C.S.E. Mathematics, Physics and French were taken by some from 1973 and there were C.S.E. courses in almost all subjects from 1976; the music syllabus was developed in the 1970's and a steady flow of students has continued to the Music Colleges;

Drama came into the formal curriculum in the 1960's; the Nuffield Advanced Level Physics course has been followed since 1975 when the Arts/Crafts Centre made possible a very considerable expansion in the work undertaken in Technical subjects, Home Economics and Art; two new departments—Remedial and Social Studies—have been created since 1974.

Among so many changes in the syllabuses followed, in the examination system and in Sixth Form numbers, one statistic has remained remarkably constant. Between 1935 and 1950 Drayton Manor pupils gained 539 matriculation certificates, an average of 33.7 per year. Since the introduction of the General Certificate of Education in 1951, the number of pupils gaining five or more 'O' Levels has almost always been between 33 and 45. For the sixteen years, 1965-1980, the average was, in fact, 39.6 with 45 of the

first unselected year group achieving this standard, a number that, as far as I can tell, has only once been exceeded here in the thirty years of the G.C.E. examinations. When allowance is made for the fact that Matriculation required passes in specific subjects whereas five 'O' Levels can be obtained in any subjects, it is clear that the number of pupils achieving this level of success has changed very little over the years. Recent results also point to a very similar comparison at a slightly lower academic level, with approximately the same number of pupils gaining grades D and E at 'O' Level in a range of subjects recently as obtained General Schools (but not Matriculation) Certificates before 1951.

In more Advanced studies, the School was probably at its strongest in the late 1960's, though in the last two years—1979 and 1980—the percentage pass rate in the 'A' Level examinations at 81% and 82% has been higher than at any time since the expansion of the Sixth Form quadrupled the number of candidates. At the same time it has been possible to return to the practice of successfully entering about 25 candidates for 'O' Level English Language and Mathematics at the end of the fourth year.

Such results give good grounds for confidence in our pupils' continued success. It would be foolish to make extravagant claims—there are schools with a larger number of academically successful pupils, just as there are many schools with a much smaller number. What can be said with some confidence, is that in terms of examination successes Drayton Manor's relative standing has certainly not been harmed by the change to comprehensive education.

Former pupils will not have expected me to mention individual achievements, however distinguished, in an article of this kind, but to all those whose record forms part of the story described above, and to those whose successes have been gained mainly since leaving Drayton Manor, the School offers its congratulations and continued good wishes. Phoenicians will, I am sure, join me in paying tribute to past and present members of staff whose initiative lies behind so much of the curriculum development and whose efforts always assisted—and in some cases, alone, made possible—their pupils' academic achievements.

## INDIAN BEANS

by Brian Doggett



The observant visitor to Drayton Manor can hardly fail to notice the two large trees on either side of the main entrances. They are Indian Bean trees, rejoicing in the botanical name of *Catalpa bignonioides*, and were planted at about the same time as the school was built. Catalpas are most attractive, with large, light-green, heart-shaped leaves, and spectacular flowers in late July and August. The flowers are followed by curious long narrow seed-pods, whence the tree gets its common name. The best known examples in England are in the Palace yards, Westminster, whilst the tallest is at Batsford Park, Gloucestershire, and was 60 feet tall in 1963.

The tree is a native of Western Georgia and Florida, westward through Alabama and Mississippi, and the first account of it was published in "*The Natural History of Carolina*", by M. Catesby, who also introduced it into England as long ago as 1726. J. C. Loudon, in his "*Arboretum et Fruticetum Britannicum*" (1838), tells us some interesting facts about the plant. "*Catalpa is supposed to be a corruption of Catawba, an Indian tribe that formerly occupied a great part of Georgia and Carolina. . . If a portion of the bark of this tree be removed in spring, a venomous and offensive odour is exhaled. The bark is said to be tonic, stimulant, and more powerfully antiseptic than Peruvian bark.*"

Augustine Henry, in "*The Trees of Great Britain and Ireland*", Vol. IV, (1906), mentions that the leaves emit, "*when bruised, a disagreeable odour.*" Unfortunately, Indian Beans have a reputation of declining after 40 or 50 years, so the specimens at Drayton may soon be past their best.

# A HISTORY OF DRAYTON MANOR

By Mr J. Barker

THE history of Drayton Manor may be divided into three phases; The first phase saw the beginning in 1930 of a traditional grammar school inspired by the example of the Public Schools of the 19th century and by the Education Act of 1902. The war years of 1939-45 brought severe disruption, but whether evacuated from London or not the School continued to fulfil its original role. The second phase began in 1946 with the end of the war. Teachers returning from the Services, both political parties committed to building a Britain different from that of the 1930s and the new ideas of the Education Act of 1944 all contributed to a feeling that there was to be more and better education. It was during this phase which lasted till 1974 that very considerable expansion of the school took place. Then came the third phase when Drayton Manor began to be transformed into a comprehensive school. The last six years have been the busiest in its history.

The opening of Drayton Manor on 8th November 1930 was a triumph for the councillors and people of Hanwell who had agitated to have their own county secondary school. Alderman H. J. Baker, former Hanwell councillor and then Mayor of Ealing, who opened the school, spoke of the pleasure that he and his colleagues felt when they learned that the school badge was to be taken from the crest of the seal of old Hanwell with its Phoenix and that its motto, "Nee aspera terrent" (Let not hardships cause dismay), was also to be adopted.

The school building, costing without furniture £41,171, was on the site of Hanwell Park House as confirmed by the local historian, Sir Montagu Sharpe, who had been the former owner of the land and remembered the old derelict house still standing in his boyhood. The new building provided on the ground floor 10 classrooms, science laboratories, craft rooms, a combined assembly hall and gymnasium with a raised classroom at one end that could be opened and used as a stage. On the first floor were more science laboratories, an art room, the library, five classrooms, and at opposite ends of the corridor were the separate masters' and mistresses' common rooms, the senior mistress's room and the headmaster's room. Though the school was to be coeducational, the masters and mistresses were not expected to mix in their common rooms and when a mistress married she was obliged to resign. The total number of pupils was to rise to 450, but to start the school there were three First Forms and one Second Form comprising 127 pupils.

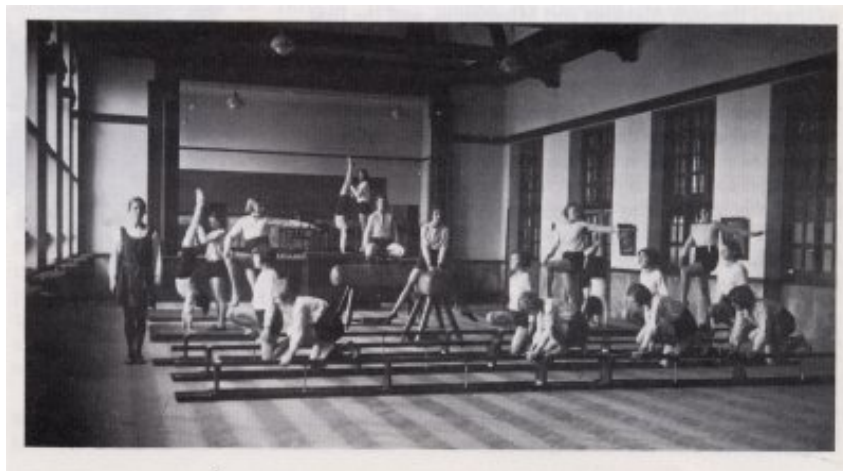
The purpose of the school in the 1930s was to offer a secondary education up to 16 or 18 years of age to at least a part of the child population who might be considered willing and able to go beyond the limits of an elementary school where education stopped at the age of 14. It was "liberal", that is, free from any specific vocational training, with strong emphases on foreign languages and the sciences and most pupils were expected to enter the professions having obtained a School Certificate for which passes in a broad range of subjects were required. The more academic pupils might hope to "matriculate", that is, obtain not just passes but credits or distinctions in a range of subjects including mathematics, English, a foreign language and two other subjects. A select few would stay for two years in the Sixth Form and take three or four subjects for the Higher School Certificate with a view to entering university.

Drayton Manor was fortunate to have a dedicated and able staff from the earliest years. Sewell Allenby was a persuasive, dignified but approachable headmaster striving to create a friendly, moral tone. Miss Redman as senior mistress accomplished much in establishing the English department and the Drama Society. Mr. Arnold became senior master. Other "originals" were Miss Dutton running the history department and Mr. Barbanel who laid the foundations of a strong foreign languages department. Miss Scott, appointed as school secretary, was to stay for 42 years. Soon Mr. Behmber arrived to take mathematics and exercise his many-sized talents in chess, running and fencing. Mr. Wright came to run the geography department and was later to become deputy head. Many others like Mr. Cherry and Mr. Hislop joined in the 1930s, of whom a remarkable number stayed for the rest of their teaching careers and so gave the school an air of permanence.

To encourage competition and cooperation between the pupils, Houses were introduced with the names Athenian, Roman, Spartan and Trojan as suggested by Mr. Barbanel. Societies such as the Drama, History and Debating, Chess, Science and Geography Societies, and a school orchestra flourished. Their activities are too numerous to describe here, but one society, however, should be mentioned in particular; namely the Phoenician Society, founded in 1935 with its own Football, Lacrosse, Chess and Drama sections. The School pavilion, erected in 1937, proved to be a very useful addition for both pupils and the Phoenicians.

Ill-omens of the coming war appeared as early as 1935. The school staying in Koenigswinter in the Rhineland was given a taste of National Socialism by the local Nazis but the meeting had to be abandoned when the discussion became too heated, and later at Easter 1939 the party going to Annecy in southern France found their coaches had been commandeered by the French Army for fear of war provoked by Mussolini's invasion of Albania.

The war took everyone by surprise in the summer of 1939. Not only was there no warning of the Russo-German Friendship Pact of 23rd August which, had it come earlier, would have alerted both authorities and the school to the imminent danger, but the declaration of war on Germany came on 3rd September, just before the autumn term had begun. The LEA had given no instructions except that if an emergency arose all the schools should remain closed. Drayton Manor was allowed to open on 21st September, but only for the number that could be given adequate shelter from enemy bombing—100 pupils. Not till December 1939 were there sufficient air-raid shelters to accommodate the rest of the school. By then the school was expanding to 600, taking in groups from Ealing County School for Boys and Ealing County School for Girls (now Ealing Green and Ellen Wilkinson High Schools) who numbered 130. Another thirty came from Acton County and twenty from Chiswick County Schools. These extra pupils were the remnants left behind after the majority of their schools had been evacuated from London.



*A gym lesson in the original school hall.*

# A HISTORY OF DRAYTON MANOR

The evacuation of Drayton Manor did not begin till October 1940 when the German bombing of London became intensive. A party of 150 pupils joined with Greenford County in setting up in Torquay what became known as the "Middlesex Grammar School" or sometimes "Green Manor". Miss Redman took charge while Sewell Allenby commuted between the two sections of the school. The evacuees were billeted in private homes and taught in local schools, first Audley Park School and later West Hill School. Their feelings about being away from home may be gauged by their cheerful memories in later years of the club where they could run their own activities and buy buns for a half penny each to supplement the radons in their billets and the pantomimes written and produced by a member of staff.

Meanwhile in Hanwell Mr. Barbanel organised that part of the school which remained behind. School began at 10.00 a.m. to allow for sleep lost during the air-raids and whenever the siren gave warning of approaching bombers, all the classes took refuge in the air-raid shelters and tried to continue their lessons. There was a total of 183 sessions in the shelters lasting from five minutes to four hours. The night-bombing meant that fire-watchers stayed in the school throughout the night and in fact three of them, Mr. McGarrick the school keeper and two Sixth Formers saved the building when the hall and masters' common room were hit by nine incendiary bombs. In 1944 Drayton Manor had roof-spotters to give warning to examination candidates to get under their desks. The strain on the staff was considerable. Nevertheless Mr. Barbanel (Flight Lieutenant) and Mr. Behmber (Flying Officer) found the energy to inspire and run a branch of the Air Training Corps with Sewell Allenby in the background as Squadron Leader. To remind us of the human cost of the war there is a bronze plaque at the entrance to the present hall to commemorate the names of the 36 ex-pupils who fought and died.

An entirely unexpected development during the war was the harvest camps organised by Mr. Wright. The farmers short of labour were relieved to have school parties camping and labouring among them to dig up their potatoes and stook the sheaves of wheat. The attraction of hard work in the open air, extra pocket money and enormous meals encouraged these camps to continue after the war till 1949.

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On March 22nd, 1947, Mr. Allenby, at a simple, dignified service, unveiled in the School Hall the War Memorial and read from the bronze tablet the names of those fallen. They watch over the new generations of pupils whose liberties they had defended.

Peter F. Bicknell	Ian Moderate
Ernest C. Bieri	Kenneth H. Morrell
Edwin G. Branchflower	Arthur J. Powell
Alfred J. T. Copping	James G. Price
Stanley J. Dudley	George P. M. Pridie
Roy W. Ellis	James A. Prior
Dallas A. Forder	Donald L. B. Ross
Denis E. Hamlyn	John Shelton
Donald Harding	Charles R. Sweeting
Laurence Hillier	Charles E. R. Tanner
Kenneth C. Hutchins	Frank Taylor
Joseph A. C. Kite	Joseph W. Thompson
Charles H. Ladd	George Tull
Norman J. Lock	Albert E. Winn
Charles P. Lovatt	Peter S. Woodham
Angus J. McDonnell	Derek Woods
Norman W. Mawby	Kenneth Davis
Richard H. Ames	Leonard J. Griffiths

Extract from Phoenix, the School Magazine, 1951

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The second phase of the school's history began in 1946. The visible signs were the men on the staff returning from war service (there were seven including Messrs. Arnold, Cherry, Hislop and Russell all of whom remained at Drayton Manor until their retirement from teaching), the retirement of Sewell Allenby who had completed 16 memorable years as head master and the coming of Mr. Emmott as the new headmaster. But more significant for the new phase was the 1944 Education Act which was encouraging the education authorities to develop three types of schools all enjoying what was called "parity of esteem". The secondary modern school would give a broad education with the freedom to experiment to the majority of pupils, the junior technical schools would provide a more practical bias to those pupils who had the aptitude for a technical education and thirdly the grammar school designed for the child with a "mind interested in learning for its own sake; which can take in argument or a piece of connected reasoning, is interested in causes, whether on the level of human volition (man's willing to do anything) or in the material world; it cares to know how things came to be as well as how they are; it is sensitive to language as an expression of thought, to a proof as a precise demonstration, to a series of experiments justifying a principle; it is interested in the relationship of related things in development, in structure, in a coherent body of knowledge. It is willing to suspend judgement, recognizing that sound criticism must be informed; it is willing to be detached in attitude in order that criticism may be impartial and free from sentiment. In short, it has that prerequisite of all successful pursuit and use of knowledge, the power and will to ask relevant questions" (Norwood Report 1942).

This somewhat grandiloquent description of the grammar school pupil defined the role of Drayton Manor for the next 28 years. What was essentially new was that such children would receive far more encouragement and support than ever before. The Sixth Form began to grow. During the 1950s pupils were urged to complete not five but seven years of education and then to aim at further education at a university or technical college. Grants to cover all expenses (subject to parents' income) became readily available from both the Government and local authorities. By 1960 a plan materialised for a considerable alteration and expansion of the school to provide a new kitchen and dining hall, gymnasium, three new science laboratories, extended handicraft and domestic science rooms and a new hall.

These developments coincided with the regime of Dr. R. L. Evans who had become headmaster in 1950. A scholar himself, he was keen to promote scholarship at all levels in the school and at the same time consciously to perpetuate the moral and friendly tone that had marked Sewell Allenby's headship. It was partly a measure of Dr. Evans' success that the Ealing Education Committee had decided to expand the school.

# A HISTORY OF DRAYTON MANOR

In the meantime the General School Certificate was introduced in 1951, which brought about a greater freedom for the pupil in his choice of subjects by making the certificate simply record the subjects taken to a rather higher standard than the old pass level. This was a considerable change from the former School Certificate which had required passes in a group of subjects. The effect was to allow pupils to drop subjects in which they failed to achieve progress, at the peril, however, of not satisfying the requirements of certain professions and employers. In order to give a wide choice of subjects, timetabling became more complicated than ever before.

Towards the end of this phase Dr. Evans retired, having given 20 years' service to the school and Mr. C. J. Everest succeeded. It was fortunate that the changeover came when it did because very shortly massive changes were about to be made to both the buildings and the intake of the school. The new headmaster was to prepare for these changes and make them as unsettling as possible to the existing body of pupils who felt some apprehension, and at the same time to establish policies which would ensure that Drayton Manor became a successful comprehensive school.

It was in September 1974 that the Borough of Ealing, taking heed of the Ministry of Education's Circular of 1965, which required the local education authorities to submit plans for making their secondary schools comprehensive, now began the transformation of its schools. Drayton Manor High School (as the school was henceforth to be known) received 170 pupils in the Third and Fourth Forms from those secondary modern schools which were closing down.

The controversy over what kind of schools Ealing should have was to subside now that the decision to "go comprehensive" had been taken. The arguments for the larger resources of comprehensive schools, the widening of opportunities for all pupils, the abolition of a selective examination at the age of 10+ and for schools which more truly reflected the social mixture had prevailed.

A new era in the history of the school had begun. Drayton Manor was in effect to adjust to the new society that had been taking shape since the beginning of the war. Growing affluence meant more wealth could be invested in education, that parents were more willing to keep their children at school till the age of 16, and that people's expectations were rising. The coming of the comprehensive schools was not so much the result of dissatisfaction with the grammar schools, but rather a sign of a growing appetite for higher education.

Drayton Manor was in a fortunate position to take advantage of these changes. It was a former grammar school with a well established Sixth Form, possessing the necessary facilities and staff for advanced work and, what was to prove equally important, with room for expansion.

The additional buildings came rapidly in three stages. First, in October 1974 the Sixth Form Centre came into use. Its provision for making refreshments, the purple carpeting and the large social area made a deep impression on everyone at the time. The second stage came in the autumn term of 1975 when the Craft and Arts Block was opened. The staff had been allowed three days before the beginning of term to have it ready and they felt quite exhausted by the time the pupils arrived. It too made a strong impression at the time because of its spaciousness and equipment. The third stage was the New Block opened in April 1977 with its social areas, store rooms and twelve classrooms for the English, Geography, History and French departments.

In the meantime the extra pupils were joining the school year by year. The newcomers of autumn 1974 who went into the Third and Fourth Forms found the transfer unsettling at first, but care had been taken to have them assimilated into the body of the school as rapidly as possible by avoiding any kind of segregation. In the autumn of 1975 the first "comprehensive" intake of 180 12 year olds arrived from 28 different middle schools and very soon made a favourable impression on the staff, although there was some concern lest the extra year in the middle school might have caused "slippage" in the cumulative subjects like French and mathematics. By the autumn of 1978 the intake of 12 year olds had risen to 240. The total numbers in the school had grown from 600 in 1974 to over 1,000 in 1980.

As the staff expanded in number so it was found necessary to provide extra accommodation; the staff office, study room and the general staff room came into being in 1978. It was soon noticed that only the staff room or the old library were big enough to take a full staff meeting. But much of the friendliness of Drayton Manor survived, helped by the end of term gatherings, the Christmas party and the Christmas dinner for which special occasion the staff room was taken over.

The House system which had lapsed in the late 1960s was re-introduced in the autumn of 1974. It led to a new development within the staff of Housemasters and their assistants. The Houses (named after two national and two local men of distinction, Newton and Shaftesbury, Brunel and Coleridge) would help the pupils to have a sense of belonging which for some might be difficult within the framework of the whole school and they would provide a competitive setting in many activities such as games, athletics, drama and music which would encourage the pupils to make the most of their talents. What is known as "pastoral work" now assumed great importance in the life of the school and constituted an interesting aspect of what was now considered to be a school's responsibility.

It was at this time, 1974-75, that the school achieved remarkable success in football by not only winning the Middlesex Schools' Tye Cup and the London Schools' Ebdon Cup but going on to reach the final of the National Individual Schools' Competition, drawing 1-1 with Mayesbrook Comprehensive School in Essex. It was an encouraging sign for the new Drayton Manor.

The accompanying changes in the curriculum and the organization of teaching groups reflected the policy of continuous development. Paramount has been the aim to maintain and improve the standard of scholarship originally expected of a grammar school, but wider provision was made in remedial education, in extended commercial and craft courses and, in the Sixth Form, of further courses for those who did not aim at the Advanced Level. The General Studies course with its optional residential study week and the introduction of authoritative visiting speakers strengthened links with the community.

The varied activities and the widening curriculum of the school today make the historian's task difficult. History merges into present policy, but it is already clear that Drayton Manor is offering to its pupils an education that embraces scholarship, the arts, crafts, links with the local community and society at large, games and athletics all of which have long established traditions in the school's first half century.

The historian is tempted to look forward to the School's Hundredth Anniversary in 2030. The technique of teaching will certainly change. The classroom teacher's role will surely be quite different. Pupils may become rivetted to the screens of their teaching machines, the printed word in books become old fashioned, word processors taking the place of pen and paper, and each mathematics room have its standard mini-computer. Less change, one might perhaps hope, will be seen in our music and drama. Perhaps there will be closer links with Europe. But whatever the changes will be, may the School continue to serve the community and pass on its traditions to the pupils of 2030 and beyond, as it has in the past.





The Dramatic Society has played a very important part in the life of the School since it opened its doors in 1930. While the Society's role and aims have changed little the conditions under which successive generations of producers, actors and stage crews have had to work have altered greatly in the last fifty years. Drayton Manor School, as it was then called, was vastly different from the school we now know and the original building has undergone major structural changes in the course of its history.

The old school hall ran from the Physics corridor to the corridor by Rooms 12 and 13 with the stage in the area which is now the medical room. Conditions, by modern standards, were rather primitive and the stage had no wings or purpose-built proscenium arch so that a stage "frame", usually curtains, had to be put up as required for each production. The scenery had to be relatively simple and of a manageable size as the access to the stage was from the main corridor up a flight of steps and through a side door. Stage crews and actors had to jostle for room in the cramped "area" behind the scenery. Of course scenery has to be lit if it is to come alive and, while Drayton Manor can now boast one of the best equipped and most sophisticated lighting galleries in the borough, in the 1930s, lighting was haphazard and quaint to say the least. In fact for many years the stage was graced by cumbersome footlights which provided the main source of lighting for school productions. Spot lights were virtually unknown until the early 1960s when Mr. Jewell was able to bring his professional approach to the staging and lighting of plays in the then new school hall.

Despite the difficult conditions under which everyone involved in Drama had to work previously, some very ambitious and stylish productions were presented in the old hall.

Every play requires a producer or, more properly called, a director, and the School has been able to boast some very talented staff who have filled this role most capably. Miss Mary Redman produced the first play at Drayton Manor in 1931: "*Catherine Parr*" (by M. Baring) and shared the production honours of those early years with Miss Jordan who produced the first Staff play: "*The Chinese Puzzle*" (by Bower and Lion) in 1934. In the 1940s Mrs. Flashman's name joined those of her predecessors with three very well received productions of Jane Austen's "*Pride and Prejudice*". Production honours in the 1950s were shared by Mrs. Shavreen, Miss Fine and Mr. Owen. The next "regime" was that of Miss E. Bracken and Miss M. Snow who joined forces in the 1960s for three productions of which the most outstanding was Shakespeare's "*Much Ado About Nothing*". Miss Snow also produced several Staff plays which were a much appreciated feature of school life. These Staff plays which had been so popular in earlier years were revived in 1968, when Mr. Adams produced Moliere's "*The Imaginary Invalid*", and continued until 1973 when Miss Snow produced Terence Rattigan's "*Harlequinade*" as part of a summer entertainment. Since 1969-all the school plays, excluding School Musical and Staff productions, have been directed by Mr. Adams. Of course, a director can do little without actors and, fortunately, talent has never been lacking in this area. Down the years many memorable performances have graced the stage (both old and new) and a mention of many will be found in the complete chronological list of all school productions at the end of this article.

In 1974, Drayton Manor undertook its first major musical production of Lionel Bart's "*Oliver*" jointly staged by Mr. Block and Mr. Adams. These popular productions have now become a regular feature of both the musical and dramatic life of the School and provide a chance for many actors and singers of all ages to become involved.

Actors, by the very nature of the play being produced, have usually been recruited from Senior Forms but this does not mean that younger talent has been ignored—far from it. Plays which require mostly adult casts may, nonetheless, contain parts which can be capably filled by Junior pupils. Although the roles may be small they provide important experience for young would-be actors and actresses. However, productions wholly intended for younger casts have been staged since 1936 when Miss Jordan directed "*The Invisible Duke*". The idea of plays for the Junior forms was developed into an Inter-House competition which was held at irregular intervals until 1968. The competition was revived in May 1975 in our first year as a comprehensive school to provide an interest for those pupils whose talents did not lie on the games field. As in earlier years, it was intended that Senior pupils should have an opportunity to stage a short play of their own choice using a Junior cast. It has now become an annual event in the House calendar with more and more seniors keen not just to help back stage but to "tread the boards" themselves.

In this Jubilee year, plans are now being laid for the School's most ambitious drama project—a short repertory season of three plays to be performed in the Spring of 1981. The season, organised by Mr. Adams, will be spread over eight days and will include both matinee and evening performances.

This venture, as anyone who has been involved in any aspect of play production will realise, will be immensely difficult creating vast problems not only for rehearsals (three areas to be found each evening) but especially for the wardrobe department and for Mr. Jewell and his technical crews who will have the physical burden of staging and lighting three diverse plays with, occasionally, two different productions being performed on the same day. Ambitious—yes!; a nightmare and a headache—most certainly!;

but at least, we will have had the courage to make the attempt and, undoubtedly, it will prove to be a rewarding experience for all involved. Perhaps it will be an opportunity to welcome back past actors and their audiences to see how the School has maintained the high standards of productions established in the 1930s and continued through 50 years of immensely varied and entertaining dramatic offerings. Their support, as indeed that of all past staff, pupils and friends of Drayton Manor, will be most welcome and will provide an occasion for the exchanging of reminiscences for anyone who has ever succumbed to the call of the greasepaint and who has entered into the spirit of that worthy institution—"the School play". Long may it survive!

D.H.A.

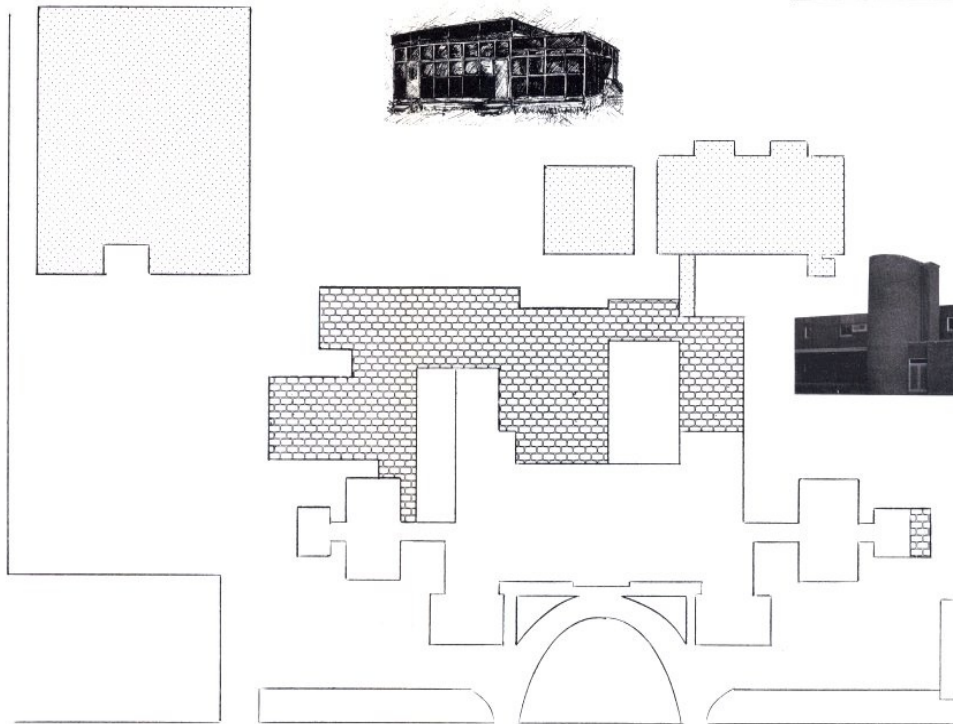
*The school production of "The Double Dealer" (1970).*





# CHRONOLOGICAL LIST OF ALL SCHOOL PRODUCTIONS 1930-1980

- 1931 "Catherine Parr" (M. Baring) Director: Miss M. Redman
- 1932 "The Bathroom Door" (G. Jennings) "Shivering Shocks" (C. Dane) Director: Miss M. Redman
- 1933 "Julius Caesar" (Shakespeare) (Marks) Director: Miss M. Redman
- 1934 "The Chinese Puzzle" (Bower and Lion) Staff (Miss Dutton, Miss Shand, Mr. Harrison) Director: Miss A. L. Jordan assisted by Mr. A. F. Behmber
- 1936 Scenes from "Oliver Cromwell" (Drinkwater) Director: Miss M. Redman "The Invisible Duke" (Smith) Junior Cast Director: Miss A. L. Jordan  
"The Shoemaker's Holiday" (Dekker) (Lawler, Daphne Pringle) Director: Miss A. L. Jordan
- 1937 "Arms and the Man" (Shaw) (Lawler, Joan Hill, Ingerson) Director: Miss A. L. Jordan
- 1940 "Tangled Skeins" (Ould) Director: Miss D. F. Baker "It's Autumn Now" (Johnson) Director: Mr. M. L. Houston  
"The Insect Play" (Brothers Capek) Director: Mr. L. R. Gleed
- 1941 The evacuated section of the school at Torquay staged two very successful pantomimes
- 1943 "She Stoops To Conquer" (Goldsmith) Director: Miss E. M. Kibble
- 1946 "The Hubbards' Christmas Eve" Junior Cast Director: Miss S. M. Mills "The Rehearsal" (Sheridan) Director: Miss M. Redman  
"The Proposal" (Tchekov) Staff (Mrs. MacDermott, Mr. A. F. Behmber, Mr. G. T. Greig) Director: Mrs. B. M. Flashman
- 1947 "Dr. Faustus" (Marlowe) (R. G. Brenchley, Daphne Budgen) Director: Miss M. Redman "Wurzle Flummery" (Milne)  
Staff (Mr. Behmber, Miss R. M. Dutton, Mr. Greig, Mr. Houston, Mrs. MacDermott) Director: Mrs. B. M. Flashman
- 1949 "Pride and Prejudice" (Jerome) Director: Mrs. B. M. Flashman
- 1950 "Thunder Rock" (Ardrey) (Peter Carter) Directors: Mrs. D. M. Evans and Mr. H. B. Cardwell
- 1951 "The Miser" (Moliere) (J. R. Aldous) Director: Miss M. Redman
- 1953 "Othello" (Shakespeare) 6th Form (Meredith) Director: D. Meredith/R. Aldous "Shivering Shocks" "Seeing the World" Junior Cast Director: Jill Young L.V.I  
"Androcles and the Lion" (Shaw) (Jill Young, Brian Lee) Director: Mr. W. H. Owen "The Red Velvet Goat" (Mexican Folk Play) Staff  
Director: Mr. A. F. Behmber
- 1954 "Toad of Toad Hall" (A. A. Milne) (Leon Corington, Terence Durn, Joyce Cayless) Director: Mrs. B. E. Shavreen
- 1955 "The Shoemaker's Holiday" (T. Dekker) (Ingersent) Director: Mrs. B. E. Shavreen
- 1956 "Ambrose Applejohn's Adventure" (Hackett) (Sylvia Daykin, Ingersent) Director: Miss M. Fine
- 1958 "Berkeley Square" (J. L. Balderston) Director: Mrs. B. E. Shavreen
- 1959 "Escapade" (R. MacDougal) John Pencavel, Anthony Phipps, David Johnson) Director: Mr. K. G. Reeves
- 1960 "The Rivals" (Sheridan) (Ann Buckingham, Albert Briggs, Linda ConCannon) Director: Mrs. B. E. Shavreen  
(This was the last production in the old hall)
- 1962 "A Midsummer Night's Dream" (Shakespeare) (Lorna Knight, J. Briggs) Director: Mrs. B. E. Shavreen
- 1964 "Billy Liar" Director: Mr. J. Addison "Macbeth" (Shakespeare) (Mr. R. Hunter, Lorna Knight) Director: Mr. R. Hunter
- 1965 "She Stoops To Conquer" (Goldsmith) (Theresa D'Oliveira, Lorna Knight, N. Palmer) Directors: Miss E. Bracken and Miss M. Snow
- 1966 "A Man For All Seasons" (Bolt) (John Ralph, Nicholas Palmer) Director: Mr. D. Curtis "Much Ado About Nothing" (Shakespeare)  
(Lorna Knight, John Ralph) Directors: Miss E. Bracken and Miss M. Snow
- 1967 "An Enemy of the People" (Ibsen) (Craig Randall, John Fenn, Theresa D'Oliveira) Director: Mr. S. Farrow
- 1968 "The Imaginary Invalid" (Moliere) (Mr. Adams, Mr. Grant, Mr. Arm, Miss Bracken, Miss Snow, Dr. Muir) Director: Mr. D. Adams assisted by Mrs. P. Glover  
"The Alchemist" (Jonson) (Angela Williams, Keith Barbrook) Directors: Miss E. Bracken and Miss M. Snow
- 1969 "The Murder of Maria Marten" Staff (Mr. Adams, Miss Bracken, Mr. Grant) Director: Miss J. Cracknell  
"Thieves' Carnival" (Anouilh) (Linda D'Oliveira, Keith Barbrook, Terry Prickett) Director: Mr. D. Adams
- 1970 "One Way Pendulum" (N. F. Simpson) Staff (Mrs. Hayward, Mrs. Preston, Dr. Muir, Mr. Adams) Director: Miss M. Snow  
"The Double Dealer" (Congreve) (Keith Barbrook, Louise Rogers, David Reading) Director: Mr. D. Adams
- 1971 "Black Comedy" (Shatter) Staff (Mr. Adams, Mr. Richardson, Mrs. Hayward, Mr. Mulliner) Director: Miss M. Snow  
"A Flea In Her Ear" (Feydeau) (Robert Wiffin, Louise Rogers, Trevor Morris) Director: Mr. D. Adams
- 1972 "Joseph and The Technicolour Dreamcoat" (One Act version) (T. Rice and A. Lloyd-Webber) Directors: Miss J. Cracknell and Mr. N. Richardson  
"The Real Inspector Hound" (Stoppard) (Mr. Mulliner, Mr. Adams, Mrs. Hayward, Mr. Richardson) Director: Miss M. Snow  
"Pygmalion" (Shaw) (Mark Lacey, Elizabeth Schwarz, Janice Horsnell) Director: Mr. D. Adams
- 1973 "The Demon of Adachigahara" (Crosse) A mime to music - Junior Cast Directors: Miss J. Cracknell and Mr. Richardson  
"Harlequinade" (Rattigan) Staff (Mr. Richardson, Miss Kierney, Mr. Adams) Director: Miss M. Snow  
"Twelfth Night" (Shakespeare) (Mark Lacey, Jane Clegg, Graham Reading) Director: Mr. D. Adams with original music by Mr. N. Richardson
- 1974 "Wait Until Dark" (Knott) (Lee Hopkins, Jane Clegg, Mark Lacey, G. Reading) Director: Mr. D. Adams
- 1975 Three Melodramas (Kilgariff) "Set A Thief" "The Bells" "Black Eye'd Susan" (Ann Nolan, Jane Clegg, Mark Lacey, Eugene O'Connell) Director: Mr. D. Adams  
"Hotel Paradiso" (Feydeau) (Eugene O'Connell, Liz McNicol, David Bilson) Director: Mr. D. Adams
- 1976 "Oliver" (Bart)  
(David Render, Mark Harland, Matthew Stones, Sean Donaldson, Judith Moreland, Mr. D. Adams) Directors: Mr. D. Adams and Mr. S. Block  
"After Magritte" (Stoppard) "The Bald Prima Donna" (Ionesco) (Liz McNicol, Graham Church, David Bilson, Sharon Fowler) Director: Mr. D. Adams
- 1977 "All the King's Men" (One Act Opera by Richard Rodney Bennett) Director: Mr. S. Block  
"Hay Fever" (Coward) (Liz McNicol, Eugene O'Connell, Paul Forde) Director: Mr. D. Adams
- 1978 "Joseph and The Technicolour Dreamcoat" (Full version: T. Rice and A. Lloyd Webber)  
(Mark Harland, Michael Wiggins) Directors: Miss S. Slee and Mr. S. Block
- 1979 "Le Bourgeois Gentilhomme" (Moliere) (Mathew Gibson, Ruth Burgess, David Render) Director: Mr. D. Adams  
"Trial by Jury" (Gilbert and Sullivan) (Julian Turner, Valerie Harrison and Mr. C. Seward) Director: Mr. S. Block  
"How The Other Half Loves" (Ayckbourn) (Miss S. Slee, Julian Turner, Kim Pooley, Peter Thompson, David Ronder, Angela Stevens) Director: Mr. D. Adams
- 1980 "Orpheus In The Underworld" (Offenbach) (Peter Thompson, Mr. C. Seward, Karen Smith-Gillette, Mr. R. Frapwell) Directors: Miss R. Bunting and Mr. S. Block

# Expansion & Development



The original facade of the school has not changed over the last fifty years. However, to the rear of the main building there have been major developments, the first phase being in the early 1960's and the second being completed only in the last few years. The original buildings are shown on the diagram in outline only.

Additional building 1960   
 Additional building 1980 



The 2nd picture down on the left is the Craft Block  
 The centre picture at the top is the Sixth Form Block

The Text reads as follows:

The original facade of the school has not changed over the last fifty years. However, to the rear of the main building there have been major developments, the first phase being in the early 60's and the second being completed only in the last few years (before 1980). The original buildings are shown on the diagram in outline only.

Additional building 1960 (brick graphic)  
 Additional building 1980 (dot graphic)

# Our World of Music

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Unity and variety—these form the foundation of good music. At any rate this is what I tell my examination classes. If a theme is repeated too often it becomes tedious, but if it is always changing the mind has nothing to hold on to and still gets bored. It is all a question of balance therefore.

Unity is not a difficult thing to achieve in the field of musical activities. We musicians are generally pretty gregarious. We have a common language of expression, and we naturally like to get together and practise that language whenever we can. We do it in choirs, bands, orchestras, quartets and in pop groups—each according to his or her own personal talent and inclination. Hence there has always been a hard-core of musicians at Drayton Manor, and the activities that have sprung from it have depended on its make-up as to talent and inclination, and of course upon the personal inclination of the Head of Department.

Unity, or perhaps stability, is certainly present in Drayton Manor's history of music staff. It seems that in 50 years there have been just four Heads of Department, of whom the first two span no less than 39 years. Mr. W. Tolley laid the musical foundations of the School between 1930 and 1948. "Bill", as he was known, clearly encouraged a wide range of music at a time when the subject was still not considered by many as a particularly important one. It is true that singing was still the main activity in the junior classes (and how many of you remember the same *of your* music lessons?), but Bill Tolley was always willing to allow his young musicians to "do their own thing"—although he admitted later that he had doubts about boogie-woogie and all that modern stuff. His particular forte was choral singing and that art-form appears to have flourished throughout his reign.

It was Mr. W. Herrera who founded an orchestra at Drayton Manor. He too was known as "Bill", and like the other "Bill" he was popular with his pupils. He brought to the school an academic background which gained a much-needed respectability for the subject. There was no question of music being just a "filler" on the timetable. Many talented pupils have, with his encouragement and training, become valued professional musicians. As a music student myself I was privileged to know Bill during his final years at the school, and to keep up an occasional but fascinating correspondence with him after his retirement and emigration to his beloved Spain, until his quite recent death. He will be missed by many.

With the arrival of Mr. N. Richardson in 1969, an added variety of musical interest entered the school. I have already suggested that each Head of Department tends to mould activities according to his own inclinations and talents. Nick Richardson introduced two much-neglected fields of music to the school. One might describe them as the "early" and the "late". His interest and expertise in the singing of madrigals and motets, for example, produced many a fine performance at school concerts. At the other end of the time-scale, he did some valuable work with avant-garde techniques, particularly for percussion instruments, and proved to many children that music could be far more instantaneous and exciting than they had ever imagined. Under his direction, the School's first musical stage production took place, thus paving the way for our later stage extravaganzas. In 1974, Mr. Richardson left us to run the Music Department at Cranford Community School in Hounslow, where his valuable work has continued.

In that same year, Drayton Manor underwent a radical change, and numbers began to grow rapidly towards a thousand pupils. My problem, on taking up the coveted post of Head of Music, was to follow in the illustrious path of my predecessors but to cater for a wider range of tastes and talents than ever before. My policy then, and ever since, was to involve as many children as possible by catering for as many of those tastes and talents as was practical. Hence a school concert today may range from Bach to Beatles, from Elgar to Elvis, and consequently we are able to maintain an orchestra of 30, a windband of 40, a senior choir of 40, and a junior choir of up to 60 pupils.

Here then is that all important ingredient—variety—but moderated by the encouraging fact that many of the children are involved in *several* of these very different activities, not to mention the smaller groups which flourish alongside (Jazz Workshop, Recorder Ensemble, String Quartet etc.) We are also able to offer a wide range of instrumental teaching in the school. We have a first-class team of no less than 10 visiting music teachers, who help our pupils (over 80 of them) to keep up with the pressure of musical activities. And pressure there certainly is! In the last six years we have given no less than 30 evening musical performances, and taken part in a number of others outside school.

Since 1975, we have created a tradition of annual musicals or operettas—"Oliver", "All the King's Men", "Joseph and the Amazing Technicolor Dreamcoat", "Trial by Jury", and our latest extravaganza (March 1980), "Orpheus in the Underworld". Another tradition which has been firmly established is our annual House Music Festival—the cup for which has been held for four years by Coleridge House. Our two recent Carol Services at St. Mellitus have hopefully founded yet one more valuable tradition. We like to feel that when musical children leave Drayton Manor they have a wealth of experience upon which to look back.

All these activities, and the vital work that must be carried out in the classroom, including Advanced level, have grown so much since the early days of the School, that it has been necessary since 1975 to have two members of staff in the department. With the invaluable assistance of first Mrs. I. DeSouza and now Mrs. L. Buckley, Drayton Manor may be proud of its 50 years of music, and its achievement of that all important balance between Unity and Variety.





*Above: The musical production of "Oliver" in 1976.*

*Left: "Joseph and the Technicolor Dreamcoat" (1978).*

*Right: The School Orchestra, Summer 1950.*



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S. Block (1980)—Head of Music

# THE COMPREHENSIVE SIXTH FORM: CHANGES AND CHALLENGES

"What is the point of a pupil staying on into the Sixth Form at school?" Before reorganisation, this question would have seemed superfluous; the obvious reply would have been that the Sixth Form led, via 'A' Levels, to courses at colleges and universities or to a good start in various careers.

Pupils who stayed on in order to retake 'O' Levels were in a small minority and were absorbed into Fourth and Fifth Form classes for a year. Today, the answer is more complicated. Although well over half of a Sixth Form totalling about 150 are studying two or more 'A' Levels, others will be taking examinations at 'O' level, C.S.E., C.E.E., and various typing, shorthand and commercial courses.

Now that the Sixth Form is no longer the preserve of the purely academic, the problem of developing the right courses, which will be useful as well as within the capabilities of non 'A' Level pupils is certainly one of the main challenges. Although 'O' Level qualifications carry some prestige and are therefore popular, it must be accepted that, throughout the country, the record of success of Sixth Formers attempting to improve on C. S. E. results and to remedy previous failures is a very poor one. The long, drawn out debate over the acceptability of C.E.E. examinations has only hindered the task of finding suitable courses. This year, some of our pupils will be taking English examinations at C.E.E. for the first time, and although the results are not yet known, the syllabus has proved to be interesting and valuable in developing communicative skills. For the future we are considering some of the new City and Guilds Foundation Courses, which seem, at least in the technical subjects, to provide a worthwhile, vocationally orientated education for the pupil who has obtained lower grade passes at C.S.E.

With a large Sixth Form, it has become necessary to provide special facilities for relaxation and work. Instead of a "hut" for the Upper Sixth and a selection of classrooms for the Lower Sixth, there is a purpose built Sixth Form centre used mainly by the Upper Sixth and two special open areas in the new teaching block for the Lower Sixth. These contain facilities for making coffee and tea, for working and socialising, and are reasonably separate from the rest of the school.

Although the two "halves" of the Sixth tend to be separate, they are combined in the tutor group system. Each one of five tutors is in charge of a group of mixed Upper and Lower Sixth Form pupils and is thus able to oversee the progress of an individual throughout his or her stay in the Sixth Form. The tutor is able to help when there are problems and to contribute to references when they are required for employers or F.E. courses. In giving advice to pupils about their futures, Sixth Form staff work closely with the local Careers Officers. At the end of the Fifth Year, an Introductory Conference for those who hope to stay on gives an outline of all the options available and the qualifications needed for certain careers.

General Studies are part of every Sixth Form timetable. The priority allocated to them by pupils is probably less than the staff concerned would wish, although perhaps understandable. They provide an opportunity to develop new skills (such as typing and pottery), to hear speakers on a wide variety of topics of general and current importance and to study subjects outside normal academic courses, such as American culture, environmental problems, music and drama. At the beginning of each academic year, a Study Week is organised in some other part of the country during which many aspects of the history, geography, literature, art and culture of the region are studied. Cornwall has proved to be a very interesting area for this kind of study, but economics may well force us to travel less far in future.

Formally and informally, Sixth Form staff try to provide the opportunities for a varied cultural and social programme for the Sixth Form. We have developed links with other schools in Ealing. Last year we took part in a Sixth Form Conference with Twyford and Eithorne, and we are developing the tradition of an annual event with Eithorne. So far this has consisted of a debate on comprehensive education (won by us) and a general knowledge quiz (won by Eithorne). Outings to the theatre and to concerts have been organised. Camping weekends, parties and our annual day trip (usually to Brighton) help to relieve the daily grind. One of the most successful events of 1980 was the International Cuisine evening which was laid on for staff and members of the Sixth Form by a group of about 15 Lower Sixth Form girls who all cooked samples of their own national dishes and showed us their national costume. I don't think that until then anyone had fully realised just how many nationalities are represented by our pupils!

One of the ways in which the change from a grammar school to a comprehensive school has affected the Sixth Form is the question of its relationship with the rest of the school. The old tradition of having prefects has passed, but there are many ways in which the older pupils can assist the younger ones. Defending a door at lunchtime is not much fun but it does help to control movement around school. Assisting the remedial department by hearing younger pupils read, however, is more positive and when the time for House Plays arrives, members of the Sixth Form often discover hidden talents, in acting as well as managerial capacities. Selling crisps at Break is quite a challenge, since the customers are enthusiastic to say the least. Individual pupils assist the Games Department and help to pass on sporting skills to younger pupils, and others assist with tutor groups when required.

The Comprehensive Sixth Form is sometimes referred to as the "Open Sixth" because it caters for a very wide range of abilities. Pupils may be able to choose from sixth form colleges, tertiary colleges, further education colleges as well as their own school sixth forms. At Drayton Manor, quite a large proportion of pupils choose to stay on at school; the Sixth Form organisation is geared to helping them to select the right courses and subjects and encouraging them to work hard. For the enterprising student the challenges and opportunities of Sixth Form life are as great as they have ever been.

E. Bristow

*School Staff, November 1951.*



# The War Years

R. D. Wright

February 1980

To think back over the 40 years which separate us from the war years is to recall, unconsciously selectively, a host of impressions which can only be personal and individual. Others, I am certain, would report and interpret quite a different set of impressions. My over-riding feeling now is how amazingly "normal" everything was. I remember the mornings when I cycled to school from my Ruislip home, through Greenford, steering my way through the rubble-strewn roads after the bombings of the previous night to find at school that all the pupils were there in class ready for the normal day's work. Everyone, pupils and staff, expected to get on with the work as normal and few there were who sought excuses.

The air-raid shelters were our "other" classrooms. Imagine six or seven long concrete "tubes", about six feet wide and 20 yards long, half sunk below ground-level and covered with soil on top, running North-South on the edge of the field (now covered by the dining room area and kitchen). Each shelter had a bench seat each side and there was just enough room to walk between the two rows of knees. To these refuges the classes would go at the siren's signal. In these echoing, cramped conditions, sometimes three classes being actively taught in each shelter, a lot of normal, serious work was done. And it never occurred to any of us, staffer pupil, that conditions were so alarmingly unusual. Of course, we had a timetable. Of course we had preparation for exams. Of course, we had homework to do. Of course we had to be at school on time in the mornings, whether we had been bombed out or not the previous night.

Staff were, of necessity, compelled to double up in subjects. I remember Bill Tolley telling me he was successfully teaching three subjects to 'A' level in Torquay at one time. Other staff willingly, though perhaps not gladly, taught subjects in which their only qualification was necessity. Many a time since then I have wondered if any pupils in my Art classes knew I was colourblind. At least, they never had the discourtesy (or courage?) to call my bluff.

As the call-up for war service made heavy demands on the male staff (at one time only three men remained) new staff joined us temporarily from other local schools, while others came out of retirement or married women came back into teaching. It seems incredible now in 1980, to remember that, before the war, a woman teacher was compelled to resign her teaching post on marriage and could not thereafter teach in a state school. It would not be correct to assume that all our new recruits on the staff were of the same high teaching calibre as those they replaced. (I wonder if any former pupils can remember the day when an entire class quietly slipped out of the Physics Lab. while the teacher was busy drawing diagrams on the blackboard! And he was the fastest sprinter on the staff!)



I have written about the harvest camps held every summer holiday, in previous magazines. They made a real contribution to the general education of our "town-bred" boys as well as giving valuable help to farmers in getting in their harvest. By today's standards the boys sold their labour cheaply (about nine old pence an hour, or four new pence, if I remember rightly), but we managed to pay for our food etc., and to make a profit which was divided among the boys at the end of each camp. Another "out of school" activity which flourished was the School Squadron of the Air Training Corps, in which Mr. Barbanel and Mr. Behmber held leading positions.

The saddest days were those which began in morning Assembly when Mr. Allenby (the Headmaster) had to announce the death in action of one of our "old boys". As the months and years of fighting passed, the list grew inexorably to that Roll of Honour at the entrance to the school hall. I and others on the staff knew everyone of those lads as individuals; we knew their style of writing, their prowess on the football field or in athletics; we knew their manner of speaking, their smile, their faults even. Each loss was a personal loss. I remember them well, all of them, to this day.

But to return to my general impressions as I look back these 40 years, I am still amazed that so much normality survived, that difficulties were met as they arose, that pupils transferred to us from other schools so quickly settled and blended in with our own pupils, that staff worked so harmoniously and willingly as a team both in school and out of school. This is, after all, the best and biggest tribute to the gentlemanly and unflappable leadership of Sewell Allenby, our first headmaster.





# The School Abroad

During its half-century of existence Drayton Manor has made a variety of excursions abroad. These fall broadly into three categories: firstly, visits organised by the Modern Language Staff in the hope of improving their pupils' knowledge of French and German; secondly, those organised by the P.E. staff in the pursuit of Winter Sport; thirdly, rambling trips inaugurated by Mr. A. F. Behmber in 1960. In the course of this article I propose to confine myself to the first category.

The first visit took place in 1934, the destination being Paris. This was followed by visits to Konigswinter in Germany in 1935, to Montreux in Switzerland in 1937 and to Annecy in the Savoy Alps in 1939. It is this last trip which forms my earliest impression of Drayton Manor. I did not accompany the party but, on my very first day at the school, I found myself in charge of a Form (now called a "Tutor Group") of excited boys and girls, noisily exchanging snapshots taken on the visit from which they had returned but a few days previously. With some difficulty I quelled the riot but my ensuing unpopularity took me some weeks to live down.

The outbreak of war in 1939 caused such visits to cease although, of course, quite a large number of ex-pupils went abroad at H.M. Government's expense! Our first visit after the war was to Lugano in Switzerland in 1947, followed by visits to Sachsein (also in Switzerland) in 1949, 1950 and 1951. The reason for the choice of Switzerland as venue lay in the fact that, in the immediate post-war years, devastation and complete lack of amenities in France and Germany precluded any thought of tourist traffic. My most lasting impression of our first visit to Switzerland is of the delight and amazement of our pupils to see a land of milk and honey. In the shops nothing was rationed; coupons for food and clothing were entirely unknown; one could buy anything that money can buy, provided that one had the money! Our pupils, especially the girls, embarked upon an orgy of shopping—chocolates, shoes, underwear and most of all nylon stockings imported from the U.S.A. (tights were then unknown). My own special treat was a breakfast of hot white rolls and real coffee while we were waiting on Basle station to change trains. In those days one could obtain 17 Swiss francs for £1, instead of the meagre 3.50 at present rates of exchange.

In all the visits I have so far described there was just one disadvantage. The pupils went as a party and stayed together as a party, lodging in hotels or hostels. The result was that they spoke English to each other nearly all the time and had little opportunity of acquiring proficiency in a foreign language. This, however, was to alter.

In the early sixties, Dr. A. J. Muir (Senior French Master) established a link with a French school at Savigny, to the south of Paris. For the next 10 years there was a regular exchange of pupils between Drayton and Savigny. We took a party to France at Easter when each individual spent three weeks with a French family and returned the hospitality in the summer. The great advantage of this scheme was that a pupil just had to speak French. Some years later a similar link was established by Miss Bracken (now Mrs. Ralph) with a school in Wetzlar in Germany and was later continued by Miss Kierney. Sadly, these links withered in the seventies as a result of lack of interest both in France and in this country. In the last decade a tenuous link with France was maintained by the annual day trips to Boulogne. These were first organised by Mr. Phillips and, after his departure, continued for many years under the guidance of Mr. D. H. Adams.

In conclusion I should like to pay tribute to Mr. E. F. Barbanel whose untiring energy and superb organising ability in arranging all the pre-war trips were an inspiration to all the Modern Language Staff who followed him.

F. R. J. Russell



*Above: Returning by boat from France, 1934.*



*Left: Konigswinter, Germany, 1935.*



*Right: Near Chamonix with Mr. Allenby, 1939.*

# A Review of Sporting Achievements

Sport has always played an important part in the life of Drayton Manor, and sports teams and clubs have been a regular feature outside the curriculum.



*Cricket First XI who played against the Staff in 1932.*

## 1930-36: Physical Instruction

The term physical education is a recent development as only in the last few decades has physical activity been seen as helping the all-round development of children in education. In the early years of the school there was no Physical Education specialist so there were few highly organized activities other than those on the games field. Most sport took place inside the House System, the Houses being Romans, Spartans, Athenians and Trojans! Inter-House Competitions were held in sports that included football, athletics, cross-country, swimming and tennis.

The main winter activities were football for boys and lacrosse and netball for girls. In the summer athletics, cricket and tennis were offered. There were few inter-school fixtures at this time but as youth clubs were rare in those days, the school matches assumed great importance. It was traditional for captains to write a criticism of the team in the school magazine and W. Tolley, the school 1st XI Captain in 1934, made the following observations:

TAYLOR—Right-Back.

*"A dashing type of player with a kick coming from nowhere in particular and going in the same direction."*

LARNER—Centre-Half.

*"An uncommonly good footballer who can feed both wings to perfection."* (How the role of the centre-half has changed!)

## 1936-1972

Mr. Bob Cherry came to the school in 1936 and stayed for 36 years. He was the school's first specialist and took the subject of P.E. within the school from a peripheral position to one of prominence. The Government's 1933 syllabus influenced him strongly and words such as "flow" and "movement" took the place of drill-type commands.

Mr. Cherry's appointment in 1936 not only brought new ideas to the school but also a talented all-round sportsman. Mr. Cherry was to bring a stability to the Boys' P.E. Department. The latter years of this decade saw standards of performance rise as Mr. Cherry's work began to take effect; this in turn boosted the reputation of the school and enabled teams to enlarge their fixture lists.

The late 1930s was also important in that the Phoenicians' Association was formed for Old Boys. The improved standard of school leavers meant that the Phoenicians had a steady flow of good players coming into the club and this was reflected in the results of the Phoenicians' Football Club who had a couple of extremely successful seasons before the war under the captaincy of A. Poynton.

By 1939 both the Boys' and Girls' P.E. Departments were in a healthy state. The facilities were more than adequate for the numbers in the school. The girls had reached a fair standard in hockey and lacrosse and the boys now had football teams from the 1st form (U.12) to the 1st XI (U.19). Cricket, which was always Mr. Cherry's first love, was now of a respectable standard and for the first time the school made an impact in athletics. At the Middlesex Schools' Athletics Meeting, held at White City Stadium, the Drayton Senior Boys team came second in the Bowles Cup. The Bowles Cup was the Senior Schools' Championship for boys and 35 schools competed.

The war interrupted the development of the school and of the P.E. programme. A number of pupils were evacuated to Torquay where there were organized games but no concerted P.E. programme as facilities were poor. It was not until 1949 that school life recovered to pre-war levels. There were no outstanding teams at this time but some talented individuals such as R. Dunkley who broke the school record for the mile in the 1949 school sports and later went on to achieve international selection. The best school team was the (3rd Form) Junior soccer team who lost only two matches in the season.

In 1950 the school welcomed a new girls' P.E. mistress, Miss Phillips, who was a Welsh lacrosse international. She raised the standard of school lacrosse to a respectable level and lifted the girls' department generally so that netball too improved as more fixtures were found. It was in 1950 that a Fencing Club was started in the school, by courtesy of Messrs. Behmber and Austin whose enthusiasm ensured that the project was a success.

The promising Junior soccer team of 1950 became a talented 1st XI in 1953. The school 1st XI had its most successful ever season and the strength in depth at the school was illustrated in that both teams lost only a handful of games between them in the season. The 1st XI was captained by R. Merrett and the 2nd XI by M. Hemming.

The school had further success in 1954 but the triumph was to come from an unexpected source. The winter season was somewhat disappointing and although there were a couple of very good athletes the team was not considered to be outstanding. However, J. Smith, who was recognized as an outstanding sprinter, stirred up great enthusiasm amongst the Senior boys. The Senior team performed consistently to win the Southall Cup which was the Senior Championship for local schools but were less confident of doing well in the Middlesex Grammar Schools' Meeting at White City. A number of athletes achieved personal bests, however, and at the end of the afternoon J. Smith collected the Bowles Cup, the greatest achievement of any school's athletic team, and unique in the school's history. The last couple of years of the 1950s saw lacrosse lose the pre-eminent place amongst girls sport—enthusiasm waned with the departure of Miss Phillips.

Mrs. Smith who came to the school to replace Miss Phillips was a hockey enthusiast and this became the major winter sport alongside netball; this situation remains today.

The 1st XI of 1959 were quite successful and the season was to be the beginning of a success story in terms of school football. The following 15 years saw a succession of fine teams, culminating in the all-conquering side of 1975.

The first school sports of the 1960s saw R. Cole beat Dunkley's long-standing record for the mile with a time of 4.41.5 and in the middle school O'Brien was probably the finest all-round sportsman that the school has ever had, for as well as being a fine athlete he was a very good footballer. The school has had a number of fine footballer athletes with Smith (J.), Upsdell, Dick Guy, Mick Schuiz and Paul Jones coming immediately to mind. The girls were not so lucky in terms of available talent in upper years, but the mid-1960s were to change this, for even in 1960 there were a number of First and Second Form girls who were obviously going to be good hockey players or athletes.

Miss Cleary came to the school in 1962 and stayed for over 10 years. It was between 1963 and 1966 that girls' teams established themselves at County level for the first time. Regular practices were held and the benefit in results was soon apparent. The outstanding hockey players were probably Glynis Hullah and Janet Spink, both of whom later became P.E. teachers. Glynis became the first girl from the school to be picked for the Middlesex Senior Girls' Team and later represented the county at Senior level as well as playing cricket for England Ladies. In 1966 the 1st Hockey XI won all their traditional fixtures and went on to reach the final stages of the Middlesex Tournament. The strength in depth at the school at this time is seen in that a 2nd XI was fielded regularly and lost only one match.

The Fencing Club was flourishing by the mid 1960s and it was another girl who put in a number of outstanding performances. Lynda Concannon won the Ladies Foil at the All-England Schools' Championships and came fifth in the England U.20 Clubs championship which included fencers with international experience.

After a couple of poor seasons the 1st XI football team did reasonably well, winning nine out of 16 games played. There were some useful players in the team, notably Wilson and O'Leary, who represented Middlesex. The Junior team had an outstanding season, losing only one game and there was also plenty of talent in the First Form whose intake included Hannafin, Watkins, Jones and Grimes, all of whom were to become fine footballers. 1966 also saw history being made when the school entered its first official competition when the 1st XI entered the Middlesex Grammar Schools' Cup. Unfortunately they lost in the first round.

*Fencing in the 1960's.*



*Football XI, Winter 1932-33.*



Since 1930 a number of sports clubs had come and gone and it was only the major games which developed a tradition. Another sport appeared in 1967 but those who were involved were more successful than they would ever have dreamed. 1967 saw the formation of a "Cycle Racing" club which was formed by enthusiasts within the school. The main event of the year was to be the National Ten Miles Road Race for schools—Middlesex/West London section. To most people's surprise the Championship was won and the team went on to the national final in which they finished a creditable fourth. The outstanding cyclists were Hefferman, Pearce and Hinton. Boys' hockey was also strong at this time but the team found it difficult to find regular fixtures. Rutter and the Walia brothers were outstanding players and when they played in the 1st XI, the team only lost a couple of games in two seasons.

There were great expectations of the school 1st Football XI in 1970 and at the end of the season they had lost only four matches. Ian Dodd and John McConnell were chosen for Middlesex during the year and attended the Skegness Easter Festival with the County side. Another feature at the school was the way in which basketball, recently introduced by Mr. Cherry, began to catch on. Elsewhere there were mixed results. The Senior girls' hockey team had a poor season, winning only one game. At the other end of the school there was a good First Form netball team, but the future of school football did not look very promising with the First Form football team losing 10 out of 11 games. What an improvement this team was to make! The 1st Football XI was now in the hands of Mr. Gaskell who helped the team greatly. It went through the 1971 season unbeaten and won both the Middlesex Grammar Schools' Cup and the newly-formed Middlesex Schools' League.

The following year was not an outstanding year for school sport but it is an important one as it marked the end of Mr. Cherry's stay at the school and his retirement was seen as the end of an era. As a fourth former at the time I remember how the boys were fearful of who might take Mr. Cherry's place. At first we felt that our trepidation had been justified as the arrival of Mr. Williams brought about some radical changes. However, he encouraged those who had ability in physical activity to express it in different areas, one example being that a number of boys suddenly discovered that they were good cross-country runners and the school began to enjoy great success in this field.

## 1972

The effect that Mr. Williams had on the P.E. Department was immense. His dynamic approach brought the school to the fore at County level in a number of sports and to National level in football and basketball. The school 1st Football XI seemed to be in a transitional period with all but four of the team coming from the Fifth Form for the first time in many years. The team made an early exit from both the Middlesex and National competitions but then began an amazing sequence of 21 successive wins which brought the team into contention for the Middlesex League and to the semi-final of the London U.19 Cup after a great win against Long Dean, the Hertfordshire Champions. The school team went to the semi-final of the London (Ebdon Trophy) Cup against St. Bonaventures as clear underdogs but surpassed earlier achievements by winning 3-1 in extra time after a fantastic display from Francis in goal. At this point the inexperience of the team told, and the Ebdon Trophy final was lost 0-3 to Sutton Manor at Selhurst Park.

The majority of the 1st XI were in the U. 16 team which reached the semi-final of the London U. 16 Cup. Again it was a case of what might have been when the school lost 2-3 against Holland Park. Those who played in both teams played over 50 games for the school in this year, a pattern that was to be repeated in the next couple of seasons.

The girls had their best year for some time in winter sports with the U.15 hockey team, captained by Frances O'Lough-lin finishing second in the Bishopshalt School Rally for West Middlesex teams. The First Form netball team won 10 out of 12 games.

The summer term also proved fruitful. Mr. Williams decided that those of us in the senior school were mostly beyond redemption as far as cricket was concerned but he spent hours coaching the younger boys whose results reflected this. The First Form team won seven out of nine games. The athletics season saw a large number of records broken at the school sports. This was to some extent expected, however, as the school had only changed to the metric system in 1969 so that a number of the earlier long-standing records were no longer viable.

The end of the school year in 1973 saw the departure of Miss Cleary who was replaced by Mrs. Lawrence. The 1st XI football team was thought to be very strong and included Donlevy, Whitthorn, Jones (C.), Francis, Jones (P.), Elster, Moore, Shapley and Kiely. However the team never blended properly. The potential in the Junior school lay in basketball. The U.14 team reached the final of the Middlesex Cup with Cardew and Banasiewicz being chosen for the County. A number of athletes represented Ealing in the County Championships, and Stefan Banasiewicz went on to the National Schools' Athletics Championships where he came second in the 400 metres. The school finished second overall in the West Middlesex Schools' Championships.

The outstanding achievement of 1975 was the success attained by the 1st XI football team. The Middlesex Cup was won before Christmas, which entitled the school to enter the National Schools' Cup, played for by the winners of each county competition. Drayton reached the final and in a fitting climax to the season drew 1-1 against Maysbrook and shared the Trophy. Along the way the team had also lifted the Ebdon Trophy, sponsored by the Evening Standard (London U.19), at Leyton Orient's ground.

By 1976 Miss Booker and Miss Richards had come to the school, and Mr. Vickers came to the boys' department. Mr. Williams' previous assistant had been Mr. Revel. The football season was expected to be less successful than the previous year and this proved to be the case. The cross-country teams did quite well however with the U. 19 team winning their section of the Ealing League. The Senior team of Powell, Hester, Mungo, Kelly and Banasiewicz was an outstanding one.

By now the basketball teams were doing well and in 1977 the U. 16 team won the Middlesex Cup with the U. 14s and the U.13s winning their leagues. The rise in standards has been due to the fine coaching of Mr. Williams, and later Mr. Revel and Mr. Brown. Also in 1977 the school played a number of volleyball matches with the Senior team winning nine matches out of nine. 1980 again saw success in basketball with the U.15 team winning the Middlesex Championships. Colin Hunt and Mark Stanton were both chosen for Middlesex. Another personal success of this year was in athletics, with Douglas Came-ron reaching the final in the National Schools' Javelin Competition. 1980 also saw the departure from the school and teaching of Mr. Williams.

Sport has always played an important part in the life of Drayton Manor and the next 50 years should certainly see the continuation of good standards in sport throughout the school.

M. Kiely

# Girls' Physical Education: 1930-1980

By Miss C. Booker

At the present time, we are catering for widely differing abilities, aptitudes and interests. We try to provide a sound preparation for post-school participation in physical recreation. We hope that senior pupils will leave school experienced and successful in one or more activities and become active members of local clubs and associations. Hence our curriculum for older pupils now includes experience of such sports as squash, judo, badminton, volleyball and golf as well as the major games, hockey and netball in winter, tennis and athletics in the summer.

The changing facilities have not changed in the past years, although most of the girls now have lockers in which they can keep their kit. One addition to the changing area is an automatic washing machine, kindly donated to us by the Parent Teacher Association, so that we can launder team kit worn by the girls and boys in matches. Not a day goes by without the machine churning out clean tops, shorts and socks, only to be used again later the same day!

From the beginning of the School, lacrosse played a large part in the life of the girls. Hockey has now taken its place over the years and recently two of our teams have won the Annual Ealing Tournament. Netball was also played right from the start, and we continue to field successful teams, often more than one team per school year.

Reading reports from past P.E. teachers, I find that there has always been a problem maintaining the school tennis nets! Even in the 1950s this posed difficulties, but we continue to play tennis during the summer term helped by the addition of four new courts!

In 1934 the School took part in swimming galas and pupils had lessons at the local baths. We still continue this tradition. All our Second Year pupils have a swimming lesson each week and at the present time we are Ealing Swimming Champions, coming first in last summer's Gala. As far back as 1934, there are written accounts of House matches in lacrosse and hockey. As the numbers of pupils have increased so much and we have several ladies on the staff who are willing and able to help organise these activities, we are now able to hold House competitions in many more sports such as netball, tennis, badminton, squash and swimming. These activities involve many pupils who enjoy the competition, but are not quite able enough to gain a place in the school teams.

Ten years ago, when Drayton Manor was a Grammar School, we took part competitively against other Grammar Schools and Independent Schools in Ealing and Middlesex. Now we take part in many sports in the Ealing League and with the number of girls on role at the moment have been most successful in recent years.

In the days when P.E. was known as P.T., most lessons were conducted either in the gymnasium or on our games field. Now we use many off-site facilities regularly, such as Hanwell Community Centre, West Middlesex Golf Club for squash lessons. Brent Valley Golf Club, and Ealing Baths. We have as many as six members of staff teaching and coaching our games groups, including specialist teachers in such sports as judo and golf.

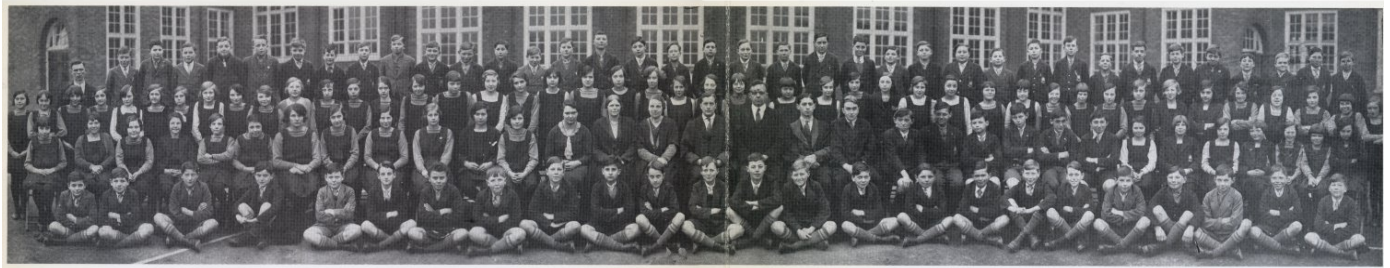
As well as enjoyment, we set out to achieve or maintain fitness, to foster a spirit of sportsmanship and fair play in our pupils in a way similar to that of 50 years ago!



Gwyn Williams and the Football first XI 1975, winners of the Middlesex Cup, London Cup, National Schools Cup  
Mr Brian Crowe at rest in class  
The first Lacrosse team (1937)  
Sports Day (1953)



Drayton Manor High School, September 1980 (This picture is very large - a link to the full sized picture can be found on [WWW.DMGS67.co.uk](http://WWW.DMGS67.co.uk))



One of the earliest pictures of the whole school (undated)



The Staff (1969)      Miss Scott  
Physical training in the 1930's



*Left to right, top to bottom: view of the rear of the school now occupied by the New Block; Mr. Sewell Allenby, Head Master 1930-1946; fencing in the 1960s; a lacrosse team of the 1950's trained by Miss Phillips; Dramatic Society production of "Le Bourgeois Gentilhomme" (1979); Mr. Bob Cherry correcting a javelin thrower at the School field; a Staff play, "The Imaginary Invalid" (1968).*

