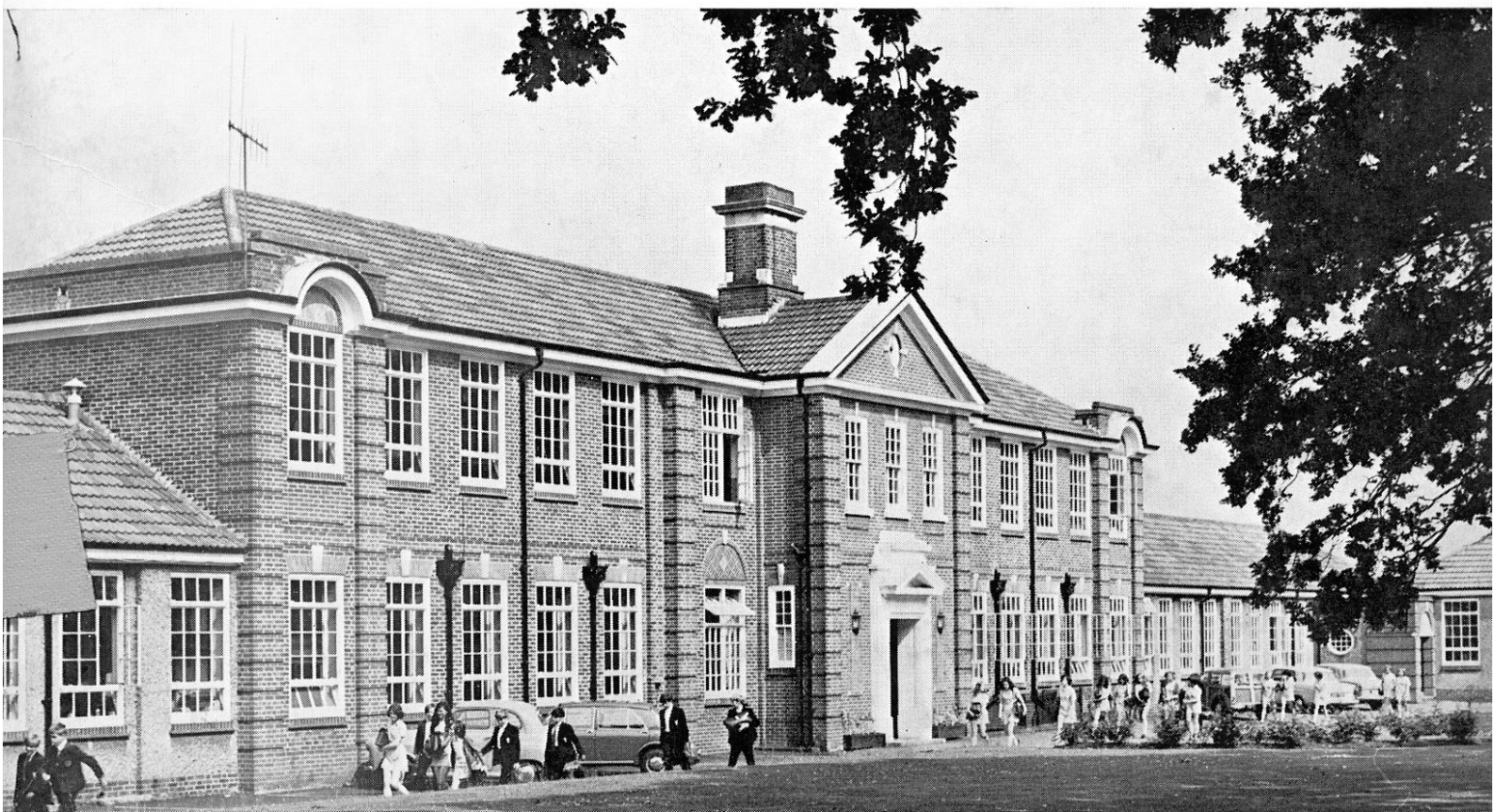


Imberhorne School
Library

1928-1970

*East Grinstead
County Grammar School*



Some facets of the Grammar School, and its origins, over its life of forty-two years, collected with the help of present and former pupils and staff and printed with the help of the Parent-Teacher Association. A record of its development as a separate school from its foundation in 1928 to August 31st 1970. After this date its life continues as part of a larger comprehensive school to be formed by merger and to be called Imberhorne School.



Our thanks are due to East Grinstead Courier for supplying photograph of high jumper, Malcolm Powell for photograph of 6th form charity walk group and Martin Bess who supplied most of the other photographs.

EAST GRINSTED

FREE GRAMMAR SCHOOL,

Founded by Mr. Richard Payne, of Newick,

In 1708,

And extended under the Provisions of the Act of Victoria 3 & 4. (77).

All the Boys received into this School, are taught the English Language, Reading, Writing, Arithmetic, Psalmody, the Catechism of the Church of England, and the Holy Scriptures.

The number of Free Children is Fifty, to be nominated by the Trustees, in whom is vested the entire direction and controul of the discipline and management of the School.

Other Children, than Free Children, may be taught in the School, for the benefit of the Master, to consist of two Classes :

1st. Class to pay One Shilling a Week, for every Child.

2nd. Class to pay Four-pence a Week, for every Child.

Children of Dissenting Parents are permitted to become Free Children, or to belong to either of the above Classes, being subject to the same Rules and Regulations, as Children of Members of the Church.

Every Child taught in the School, is to be brought to the Parish Church by the Master, whenever that Church is opened for the celebration of Divine Worship.

The School on *Sunday* is open at 9 in the morning, and 2 in the afternoon, into which are received all Children without any payment, who are unable to attend the School during the week.

The hours of School are from 9 to 12 in the morning; from 2 to 5 in Summer, and from 2 to 4 in Winter, in the afternoon.

The qualifications required are } Certificate of Baptism.
The age of 6 and not after 12.
The knowledge of the Letters of the English Language.

The Master is particularly enjoined as well by precept as example, to see that all the children entrusted under his care, both in School and out of School, behave themselves "*lowly and reverently to all their betters.*"

All Books, Slates, Pens, Ink, Copy Books, and other necessaries, to be provided by the Charity for the Free Boys only.

The Rev. R. F. FULLER,

Treasurer.

Vestry Room, East Grinsted,
December 29th. 1842.

19594



9X

BEGINNINGS: 1708—1928

By a will dated August 16th, 1708, Robert Payne, Gentleman, left Serryes or Surries Farm at Ashurst Wood to provide the income for founding and supporting a Free Grammar School in East Grinstead "to teach and instruct the youth of the said parish", and for "a learned and pious master". There is a reference to this endowment on the Payne mural tablet in the Parish Church.

The School seems to have been held in the vestry of the Church until its destruction in 1785. In 1816 it was combined with a National School at Sackville College, but was suspended in 1839 because of a dispute between master and trustees. A scheme was approved which no longer required Latin and Greek to be taught and the school seems to have been reopened by 1842 and certainly by 1847 when it was in Cromwell House. Later it removed to Old Road, where it was carried on until 1880.

In 1887 the Charity Commissioners reconstituted the endowment to provide (a) lectures on scientific, technical or literary subjects, and (b) exhibitions tenable for three years to provide the secondary education of boys and girls of the Parish between the ages of twelve and fourteen.

The chequered history of the old Grammar School is similar to that of many country grammar schools. Some, after periods of decline and closure, revived and found a new lease of life; others lost their endowments through litigation or misappropriation. Some grew into the great public schools of today. Fortunately, in East Grinstead the endowment was secured, and its value increased by the legacy of John Southey in 1899 which was intended to provide three scholarships for local children.

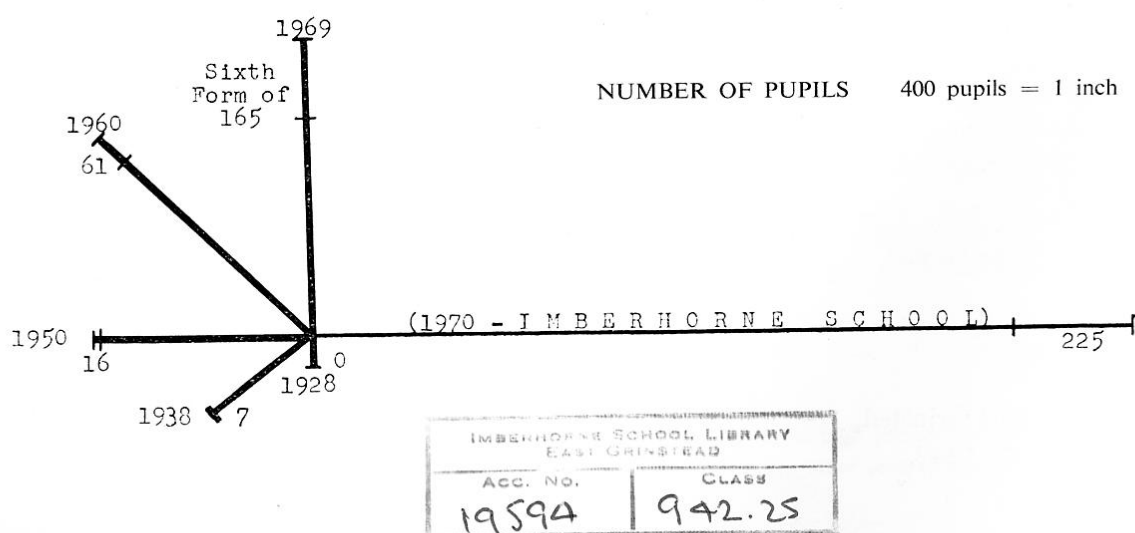
The early registers record the names of scholars at the new County School, when it opened in 1928, whose fees were so paid, up to 1936. In that year one scholar, a boy, came from Ashurst Wood Council School, and a boy and a girl from "East Grinstead Junior School", and a boy from North End School.

Even today there is still a link with the past as the Payne and Southey Endowments annually provide grants for East Grinstead children. One boy in the present Grammar School of 1970 so benefits from the will of Robert Payne, Gentleman, August 16th 1708.

The school opened when co-education in country grammar schools was more a matter of economic necessity than of principle, and so it was run as a "dual" school—in effect two schools, one in each quad and with a hedge down the field, till the war. Even as late as 1956 boys and girls only entered each others quads in order to go to lessons.

It began in 1928 with the first two years and five staff, and so built up. Meanwhile Uckfield Boys' Grammar School, an old foundation, was being phased out and the first Head, Mr. Treble, came from there.

from notes by P. H. SANDALL and M. J. LEPPARD



GETTING TO GRAMMAR SCHOOL

In the thirties you qualified for admission to the County School if you passed the Annual Schools Examination (the "Scholarship Exam") or if you could pay the fees. In 1934 the first form consisted of:

- 18 Special Place pupils (free places)
- 19 Fee-paying pupils from elementary schools
- 12 Fee-paying pupils "from private and other schools etc"

There were frequently requests to the Governors to allow fee-paying pupils to withdraw when they reached the minimum school-leaving age of 14. "I find I am no longer in a position to pay the school fees". "He is such a huge lad standing approx. 6 ft. 2 ins. and weighing about 13 stone that he seems totally unfit for a schoolboy, and local young men (he cannot associate with his own age) he associates with tease him terribly for going to school, which has made him lose all interest in lessons; I am sorry to say he is not a brilliant lad and this does not help him one bit . . . I can see no good purpose being served by keeping him at school another 12 months, for by that time he will be unmanageable by me". "She desires to graduate as an instructress in dancing, eurhythmics, physical culture etc., and being of an industrious nature desires to commence her course with all possible speed". "My husband left home on the 13th February and he hasn't been seen or heard from . . . I am very sorry to say I have not anything coming in only relief, do you think you would allow my son to leave school to help me." "We have had a very progressive post offered her" (this was a shorthand/typist in Croydon, starting at 25/- per week): "We have been offered a splendid opening for her at . . . Stores" (in a local village): "She has no desire for further education".

At this time the fees varied from £6 to £14 per year, and occasionally there was trouble: "Instructions have also been given that in the event of the fees due not being paid by the end of the current term, the child concerned is not to be admitted to the school at the commencement of the summer term". If you went to a private school, and gained the Head's approval, you could obtain a fee-paying place without examination.

In 1937 the Committee increased the number of Special Places from 30% to 50% of the intake, and "in conformity with the point of view expressed by the Board of Education" offered up to 25% "to those next in order of merit on the results of the Annual Schools Examination" as fee-payers—if the parent could afford it, and if the Secondary Head approved of the boy or girl. The Head Teachers of the Elementary schools were asked "to make this clear to the parents in a personal interview and to stress the importance and advantages in securing a measure of secondary education for the child where the circumstances of the parent are at all able to permit this".

Only in 1944, as one of the good things to spring out of the war years, did the Butler Education Act inaugurate free secondary education for all—in a Grammar, Technical or Modern School, depending on the Selection Tests often still called "the Scholarship" but mostly known as the Eleven Plus.

In my first year in East Grinstead, 1961-62, there were imposing lists of marks of the Part I and Part II exams., six scores for each child; then there were marks for the Part III exams held at the Grammar School and marked by the staff, and for a personal interview with me. Some pupils were obviously well-scrubbed and in their best clothes and this aspect of the eleven-plus has attracted vociferous criticism, although in fact in East Sussex the marks allocated to the interview were very small indeed. All these marks together resulted in a list of "definites" and a list of "possibles" and I spent many hours checking Part I scores against Part III and so on, before making a final recommendation.

Everyone knows that despite the careful work of so many teachers a proportion of the eleven-year-old pupils not recommended would be as able intellectually as those who would get a place. Sometimes this was shown when boys and girls joined our Sixth form five or six years later: and for some of these the iron had entered deeply into

their souls. "For six years I've passed the front of your school and wondered every day 'shall I ever get in' said one girl; and a boy said to me with loathing and scorn "When I failed the eleven-plus they said to me "Never mind—perhaps you'll be good with your *hands!*". Even to-day, others well qualified have been afraid of being outsiders if they did come.

After 1962 this selection process was simplified in East Sussex and made more exact; the personal interview was abolished: the number of tests restricted and taken more in the pupils' stride in the primary schools; pupils' workbooks and records were scrutinised by a Panel of four, who considered and carefully discussed past performance and future prospects before making recommendations. Other Counties have different systems.

In 1969 it was still the eleven-plus, with places in our Grammar School for about 20% of the children reaching Secondary age. By comparison it will be easy to get into Imberhorne School. There has been no eleven-plus this year. We shall be glad to accept every boy and girl living in the area which we shall serve: it will be a neighbourhood school. There are still tests, but to assess and not to select. I believe we can challenge the ablest as well in the future as in the past, indeed we shall be equally concerned with additional challenges: of boys and girls continuing to live as members of a community of young people of all abilities, as in the primary schools and as they will do throughout their adult lives: of developing a full and many-sided life: of building a world based on co-operation not competition.

One form of competition will always remain—reaching out to one's own personal best. In this race we all run, and no Education Act can remove the stimulating problems that it brings.

J. C. PIKE



BUILDINGS

There must have been a forward-looking brief for the architect who designed our school in 1928:

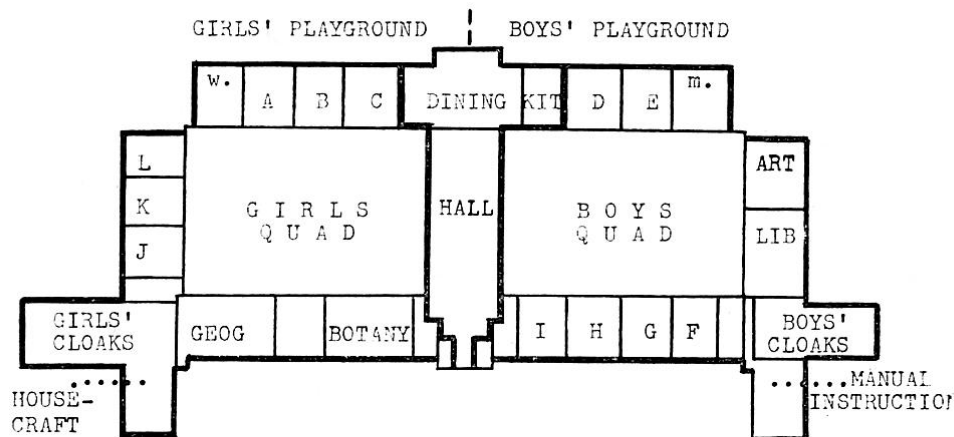
“A building to incorporate modern trends, with many specially-planned rooms—art, geography and not only science but a botanical lab., a chemical lab. and a physics lab. The boys must have manual instruction and the girls housecraft. Put in a library so that they learn to love books. They will travel in from the country, so we shall need a small kitchen. Let there be open corridors to let in the sun and the fresh Sussex air.

“Except when they must use the special rooms it is proper to keep the boys separate from the girls, and, to this end, build also a stout fence between the girls’ field and the boys’ field.”

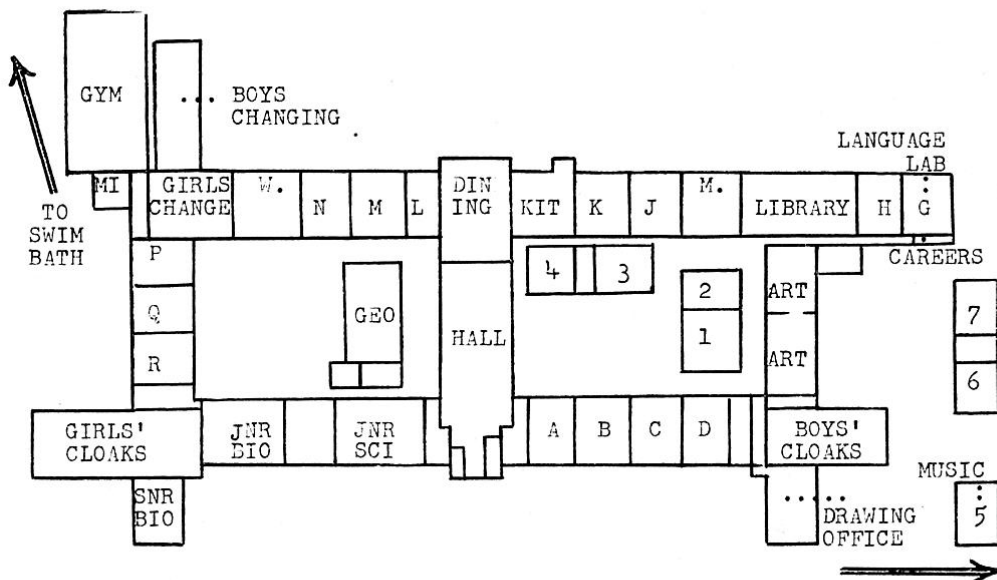
At least I shall go down to posterity for having abolished, at the first Assembly in September 1961 the then imaginary line still dividing the girls’ field from the boys.

Nobody thought a secretary or an office to be needed, but there was a projection room on the first floor (the middle piece of the present office) to turn the Hall into a veritable cinema and make easy use of this most modern teaching aid.

The original building had a dignity and an integrity now obscured by the many piecemeal additions.



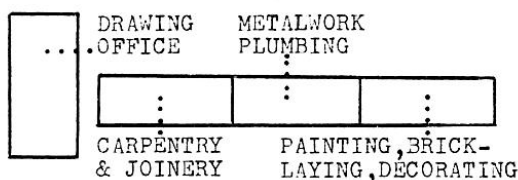
GROUND FLOOR PLAN 1928



GROUND FLOOR PLAN 1970

There was never enough money for a major building scheme, although plans were drawn up in 1953 and again in 1962. There was then to be a second gym with its own changing rooms, and the swimming bath was sited so as to be sheltered by these from the northern and easterly winds.

In 1948 the Junior Technical School, under Mr. Gaskell, was to become independent and so the technical block was placed at the end of the field, and here today's use still preserves the "dual" principle: boys separate and apart from girls.



Although the buildings as a whole do not conform to current ideas on what is needed for the younger children, they are of a friendly scale, more suited than many to the new uses from 1970 on.

J.C.P.

AS IT WAS IN THE BEGINNING . . .

September 1928 A delayed opening but late in the month some 50-60 boys and girls assembled in the school hall, girls on one side, boys on the other. With them the four full-time assistant staff, two mistresses and two masters. The first Head Master, Mr. Treble, faced this slightly bewildered-looking gathering. All the pupils were arrayed in brand-new grey school uniforms.

The first School List, dated October, 1928, lists 23 girls and 39 boys arranged in two forms of girls and two forms of boys. The staff of four, apart from the teaching given by a part-time Domestic Science Mistress and a part-time Woodwork Instructor, had to cope with the whole of the time-table except Maths, which the Head Master took.

Some of us found ourselves undertaking unaccustomed tasks. I, for instance, as the only piano-playing member of the staff, had to take 'Music'. This proved to be less educational than enjoyable. The whole school, boys and girls, assembled in the hall and with the aid of the book of English Folk Songs a boisterous yet happy time was had by all. No-one complained, as far as I knew, least of all the rest of the staff who had a 'free period' and a restful respite from teaching, provided they could find a spot out of earshot!

With numbers so small it was some time before organised games reached the stage where football, hockey, cricket and netball fixtures could be arranged with other schools.

Academic successes had to await the growth of the school and the development of 5th and 6th Form work but, present pupils please note, there was *no homework* for the first year or two! My memories of the early days include little to do with the academic side of school life. Perhaps we were concerned mainly with the establishment of a happy community and on the social side we had, I like to think, some success as well as fun.

Drama flourished and included visits to the Open Air Theatre, Regents Park.

Autumn Term, 1930 Production of 'Catherine Parr' by Maurice Baring. Roger ('Inky') Rothwell resplendent as Henry VIII, Jane Fox in Tudor magnificence as Catherine. Costumes made and decorated in school.

Even in those early days we had our 'discotheque', a Pye radio with turntable and pick-up attached. We had 'dance lessons' (very decorous) on Tuesdays after school.

At Christmas there was the School Party, later organised in two sessions. The Lower School, in the afternoon, enjoyed a sort of happy romp. The Senior affair, in the evening, took the form of a Dance and in this we let ourselves go and engaged the services of Mr. Charlton and his powerful Public Address equipment which 'belted out' the popular tunes of the day in hearty fashion.

Summer Term, 1930 The Adana Printing Press was installed in the Art and Craft Department, already feverishly engaged in turning out leatherwork, lampshades, weaving, stage properties, etc., etc. This latest acquisition inaugurated an era of frenzied typographical activity. We printed everything: notepaper, invitation cards, School Lists, Sports programmes, etc. and—a mammoth task—the School Magazine. Shades of the Victorians!—we even printed School Dance Programmes!

A final note of statistical interest:—

September, 1932 Number on roll 210. This included *four* sets of twins, *two* sets from one family.

J. A. ROYLE
(*The first Senior Master*)

RECOLLECTIONS. 1932-36 — from a pupil

I found myself a member of the form known as Boys 1 who had Mr. Sandall for its form-master. The first lesson was on Botany, given by Mr. Evans and we spent that period looking at flowers that he had recently gathered on the North Downs. I had never done any Botany before, but I can remember looking at some yellow flowers for about half-an-hour, and trying to find out what a stamen was. I don't think I'm very sure now, however, by looking quietly intelligent as I thought, I got through the first period safely.

The time drew near for the expected singing lesson. The diet here was the National Song Book, supplemented occasionally by Songs of Praise. We learnt an enormous amount of these songs, but comparatively few hymns, and those hymns we did learn seemed to be of Welsh vintage. However, I seem to remember that everyone sang up well at assemblies in the morning. The Headmaster, Mr. Treble, kept a keen eye on the Church's calendar, and never failed to say the collect for any Saint Day that might occur. The information about these saints was, curiously enough, not followed up in Scripture lessons. I have forgotten much of the scripture lessons, except for Solomon and Samuel, in which I became interested (but the reasons I have now forgotten) and St. Paul's voyages which I used to carefully plot onto maps.

We used to arrange outings to Lewes Cement Works, the Monotype Works at Horley, and various London visits. The Monotype Works was the most popular of all, as they always gave the schoolboys a splendid feed afterwards. In fact because of this we had to limit the numbers going. There was never such a queue-up for the Cement Works or the Telephone Exchange.

If I were to be asked about my chief impression of the school in the mid 30's, I believe it would still be the morning assembly, boys on the left, and girls on the right, with Mr. Treble, with his snow white hair and gleaming glasses ascending the stage while we all waited, usually in silence, for him to announce the hymn.

My days at school continued to be happy and contented until they ended in 1936. Mussolini had just about conquered Abyssinia at that time, but I think that at our ages then we could see very little difference between him and Francis Drake. I don't remember any students' riots or teachers' strikes, but I remember some bright pupils, and some dull ones. I think I was, like so many, between the two.

I'm glad to have gone to a dignified looking school, and not one of the glass and concrete varieties of the 70's.

From notes by
ROY LANGRIDGE

FROM THE SCHOOL MAGAZINES
—THE FEATHERS

No. 1

June 1930

Ed.: Miss M. I. Wilson

Printed and published by the pupils of the County School, East Grinstead

Formal opening 18.12.28 performed by Lord Eustace Percy, President of the Board of Education. H. C. Burra, Chairman of East Sussex County Council in the Chair.

1st Prize Distribution 4.12.29. Chairman J. J. Lister (Governor) suggested there should be a School Song—Bunyan's Pilgrims Song chosen.

1st Athletics Sports 2.7.30. School divides into three Houses: Nevill, De la Warr and Blount. F. E. Richards (Governor) presented Challenge Cup.

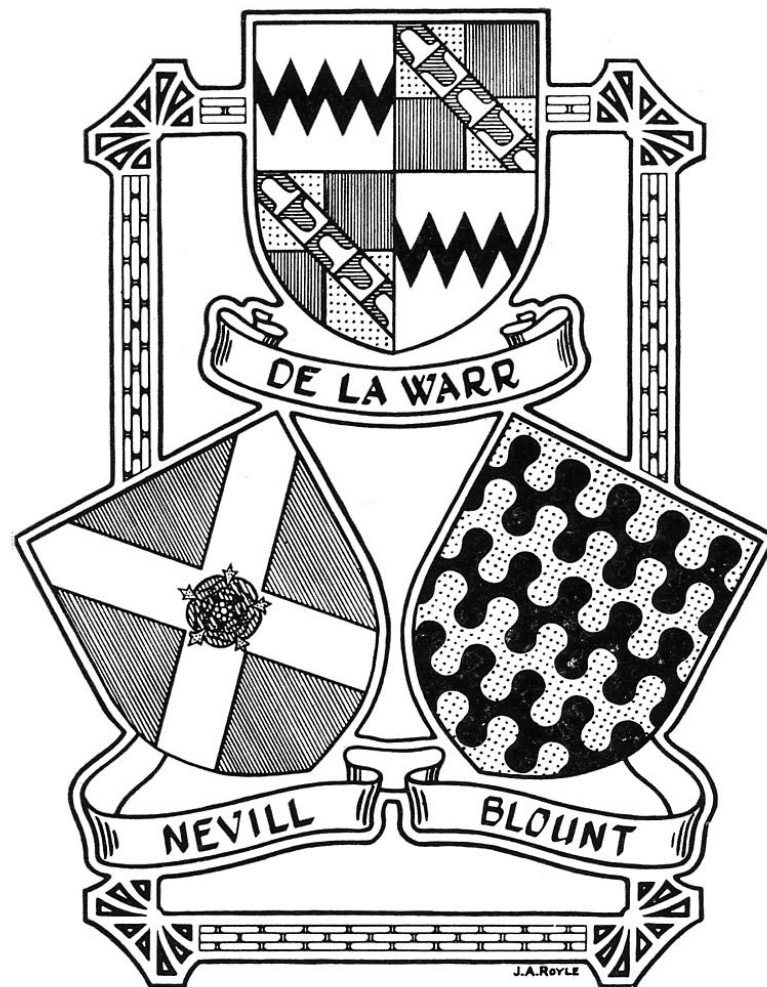
The Feathers No. 2

May 1931

Prizegiving

Two Latin plays formed a new feature of this year's programme. The pompous Latin periods were rolled out in all solemnity to an amused, if not altogether understanding audience.

The Houses



Frontispiece: Arms of De la Warr, Nevill and Blount (drawn in 1931 by J. A. Royle who also designed the school badge). The blazon, or heraldic description is:

De la Warr: Quarterly—1, 4 Argent, a fess sable, dancetté
2, 3 (Quarterly) Or and gules, a bend vair.

Nevill: Gules, on a saltire argent, a rose of the first, barbed and seeded or.

Blount: Barry of six, nebulé or and sable.

The Blounts came over with William the Conqueror and lived at Imberhorne Manor and built the Roman Catholic Church in London Road. The Nevills also accompanied William, produced the famous Warwick the Kingmaker, lived at Kidbrooke. The present head was the Marquis of Abergavenny. The De la Warrs gave their name to the State of Delaware. The present Earl was Parliamentary Secretary to the Ministry of Agriculture.

Arts and Crafts

Work is now steadily in progress for the sale of work which we hope to hold at the end of the winter term of this year. This time the articles offered will embrace a wider field of activities and will include hand decorated pottery, linoprint calendars, articles made on the roller braid looms, leatherwork and possibly hand painted lampshades.

In common with other out of school activities we find the terms all too short for the projects we have in mind and are almost tempted to murmur (gently, lest it reach Olympus) that holidays are a waste of good time!

Athletic Sports 1930

In order more conveniently to accommodate spectators the fence separating the boys' field from the girls' was temporarily removed.

Competitors were dressed in white singlets and shorts, with a lozenge of House colour on the breast. The colours were:

	Blount—Gold	Nevill—Blue	De la Warr—Red
Results:	157	165	225

Prize Distribution 12.11.30

The Head Master regretted that the School was not better supported by the people of East Grinstead and thus the majority of the pupils were drawn, not from the town, but from the country districts round.

The Feathers

No. 3

July 1932

Reference made in the Editorial to the Christmas Parties (magic words which bring back vividly to mind the gaily decorated hall, dainty party frocks, Sunday suits, music, dancing, competitions, feasting, peeps into Wonderland with Alice and the White Rabbit, and an atmosphere of excitement and jollity), the various activities of the Parents' Association and the first official social gathering of the Old Feathers'. Epidemic of measles. This, together with the number of vaccinated arms and legs made it necessary to postpone the Sports."

The first examination results of July 1931 were a pleasant surprise to most of us. Two candidates, Hodgkins ma. and Wheller ma., obtained Honours, Hodgkins with Distinction in Geography and General Science, Wheller in French, while ordinary School Certificates were obtained by B. Holmden, V. Smith, Dunster, Miles, Mortimer and Payne.

The staff list included Miss M. M. Matthews, B.A. and Mr. P. H. Sandall, M.A.

In July 1931, The East Grinstead County School Old Feathers' Association was formed.

The School Orchestra

Commenced rehearsals with 8 violins, cello, double bass, flute, clarinet and piano. Volunteers were asked to play the oboe and cornet. The difficulty about music stands was being solved by 'the excellent workmanship in the manual room'.

Prize Distribution 25.11.31

The Head Master said that the examination successes of the previous term were a strong argument against homework except in the Vth forms where only a limited amount of 3 hours per week was done.

The Feathers

No. 4

July 1933

SPATS . . . "of course no self-respecting man would be married without wearing spats . . . "

Natural Science Club

'Before the Gliding demonstration, Mr. A. Swallow (left 1933 to go to Harrow Weald, replaced by Mr. Bain) gave a lecture on aeronautics to explain the fundamental principles of flying. On Saturday afternoon the Glider was assembled and ascents made from the School field. Unfortunately the machine struck the School wall after making several successful flights, and further experiments had to be postponed owing to damaged wings. Successful gliding requires a large space, and thus the necessity for missing the cricket pitch rather cramped the gliders' style. The spectacle of one or two rotund members of the elastic rope team trying to escape from the charge of a machine travelling at 35 m.p.h. was extremely funny!'

The Feathers No. 5 July 1934
Prize Distribution 22.11.33

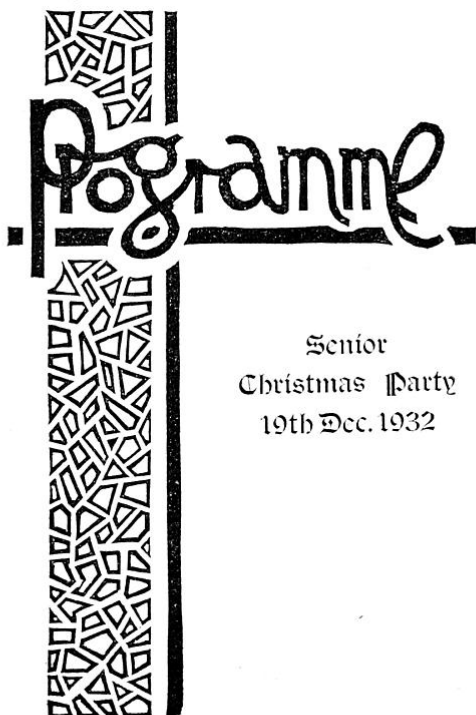
The Headmaster said that His Majesty's Inspectors after the Inspection in October, said that "The School was thoroughly satisfactory in every particular" and that "they had seldom seen a school which impressed them so much."

The Feathers No. 12 July 1946

The readers of this first-post-war Magazine will be conscious of both pride and sorrow; pride in the record of Staff and Students in the Armed Forces and other forms of service, pride in the continued progress of the School, but sorrow at the sadly long list of those who have died . . . The Staff and pupils cannot adequately express their deep sympathy with the relatives and their regret at the loss of so many young lives of high promise.

As the Magazine, owing to paper restrictions, has not been printed since 1940, it is impossible to give a full account of all activities . . . we all remember day and night alarms, distant explosions, gunfire, dogfights, flying bombs, sudden retirement under desks, long and weary hours in shelters. In spite of all these interruptions and many Staff changes, results have steadily improved; perhaps the pupils were stimulated by the competition of evacuees. We were agreeably surprised to find that our standard compared well with theirs . . .

An interesting experiment in practical democracy has been the formation this year of Senior and Junior Councils, whose members have discussed problems and aired grievances finding that it is not so easy as they had thought to make constructive suggestions to remedy them.



XMAS PARTY 18 DEC. 1930

- 2.30 Balloon Game
 - 2.45 Musical parcel (two prizes)
 - 2.55 Competition—Birds, animals and fishes.
Prizes for best girl and best boy.
 - 3.10 How green you are!
 - 3.20 Games. A. Balloon race
B. Lighting Candles
C. Tailing the pig
D. Drawing the donkey
E. Fishing for a bottle
F. In the pond, on the bank
 - 3.45 Adjective letter
 - 3.50 Nursery rhyme game
 - 4.00 Song Competition—Prizes for best girl and best boy
 - 4.15 **TEA**
 - 4.45 Play, by boys from form V, from the Latin
 - 5.15 Duke of York
 - 5.25 Auld Lang Syne
- A Cinematograph show will be given in the Geograph Room at times to be fixed by the M.C.



PROGRAMME

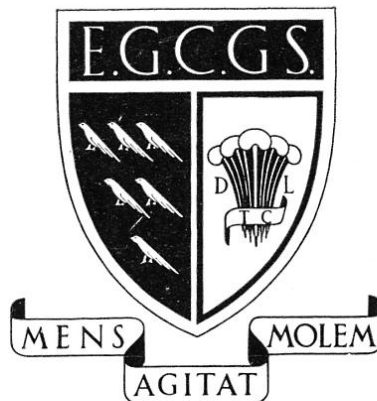
UPPER SCHOOL
CHRISTMAS DANCE
14th December, 1934.

PART I

1. Quickstep.
2. Paul Jones.
3. Fox Trot.
4. Waltz.
5. Fox Trot.
6. Valeta.
7. Fox Trot.
8. Paul Jones.
9. Fox Trot.
10. Supper Waltz.

PART II

11. Waltz.
12. Cinema.
13. Paul Jones.
14. Fox Trot.
15. Valeta.
16. Fox Trot.
17. Paul Jones.
18. Last Waltz.
19. Auld Lang Syne
20. National Anthem.



'And thence from Athens turn away
our eyes,

To seek new friends and stranger
companies.

Farewell, sweet playfellow; pray thou
for us,

And good luck grant thee thy
Demetrius!'

A Midsummer Night's Dream

FAREWELL AND MIDSUMMER BALL

at

The Red Barn, Blindley Heath
on

Thursday, June 25th 1970
8.30 for 9.00

Buffet Supper Dress Formal

Aluminium Tangerine Discotheque

Admission by ticket only 12/-



THE SCHOOL IN WAR TIME—by a Pupil

We returned late for the September term of 1939 because of the disorganisation of evacuation, and found a number of new members in our form who were staying with friends and relatives in unofficial evacuation from London. They brought quite a new element, and we envied them their freedom from parental supervision although they often had irksome conditions to live in. One remembers the overcrowded conditions in school with so many class rooms used by Clapham College our evacuee school, and the unfamiliar sight of Xaverian Brethren in staff room and corridors. I was intrigued once when I was having a study period at the back of a Chemistry lab to hear the originality and ingenuity of homework excuses from Clapham boys. "My lady was using the sewing machine on the other end of the table, Brer., so I couldn't write properly".

Soon boys, and girls too, who had recently left school returned to visit us looking very impressive in smart uniforms; and it was a great excitement when any member of staff came back so accoutred. Unfortunately, it was not long, either, before we began to have news of casualties amongst them.

The ATC was very active and also the Red Cross Detachment. We assiduously attended training classes and sat examinations, and took periods of duty at Queen Victoria Hospital, but I seem to think that much of our efforts went into collecting money. There was the 1d. a week fund, and innumerable concerts and competitions and one or two rather successful dances. I was very proud to be part of a Red Cross Youth Detachment review held on Buckingham Palace lawns and inspected by the Queen. There was a review by the King of the Home Guard in Hyde Park on the same Sunday afternoon and our South-East Detachment nearly marched head on into a Home Guard column near the Mall, as manoeuvring evolutions were not our strong point.

During weeks when most nights saw Air Raid activity everyone vied with everyone else next morning to have the best bomb story, and to produce the best piece of shrapnel or bullet case. Raids during the day time meant long sessions in the Shelters when boredom was relieved by singing or games and sometimes lessons went on in most unpromising conditions. On one occasion, when the All Clear went, we emerged to find columns of smoke billowing up from a wrecked German plane shot down just over the hedge at the bottom of the field. Ashes were falling on the shelter steps as we came up. On another occasion we had a raid in the middle of a Higher Certificate examination, and we had to be sworn to silence during the couple of hours in the shelter; afterwards we went back to finish the paper, knowing that there had been a raid on the Town, and I believe a report went to the Examining Board explaining that there had been extenuating circumstances.

School in war time seemed a bit unreal and irrelevant because what seemed then to be the important things were happening elsewhere. We were sometimes afraid but it was the irksomeness and monotony of restrictions made necessary by war time, which required more fortitude. Life was mostly very unglamorous.

GWEN BROAD

REMINISCENCES OF E.G. GRAMMAR SCHOOL 1949-56

I entered the School in Sept. 1949. The final stage of the eleven-plus was an interview at the School with Mr. (as he was then) Sandall. I had to read a passage about the Dead Sea in a geography text-book and answer questions on it and on myself.

In the first year I was in 1A. Our form mistress was Miss Gwen Smith, a recently qualified old girl of the School. We used regularly to put the waste-paper basket over the door so that it fell on her head as she came in.

There never seem to have been any great difficulties of classroom discipline throughout my time, either in the A-stream or in the mixed group in the options or in the all boys' classes. Things seemed to be run in an easy and friendly way. The only punishments I recollect were lines, being kept in or (for one or two) the cane. There were no detentions (I believe they were introduced in 1958). The most senior masters and mistresses had sufficiently terrifying reputations, anyway.

It was a 2-stream school, expanding to 3 in about 1955. Until about that year there were two anomalous forms, T3 and T4, boys only, third and fourth years, recruited from the secondary modern school (Sackville, on Mayfield site) to provide a token form of the 1944 Education Act's "technical" schooling, with their own Head, who ranked fourth in the hierarchy of the whole School. They learned no languages, doing brick-laying, metalwork and technical drawing instead. This ended because there were never enough suitable vacancies locally for their technical skills to earn them a living.

Although shorthand, typing and book-keeping could be learned in the middle school there was, curiously, no parallel "technical section" (as it was called) for girls.

When I entered the Sixth Form (1954) the Headmaster used to lament that he could only just get us into one classroom, whereas when he came in 1938 he and the Sixth could all gather round the same table.

The School had by then a well-established tradition of a few University entrants each year, especially to London where many did very well. Oxford and Cambridge seemed to be too remote ever to mention (perhaps because we only had 3 Cantabs and no Oxons on the staff?) so my Oxford application, in which I took the initiative, almost totally in the dark, was regarded as a harmless eccentricity before the serious stuff of getting me to London. I can only recollect two before me in my time who went to Cambridge and only one predecessor at Oxford at all. At least we were not under great academic pressure!

Though it was no hot-house, there was a good deal of breadth in our A level work, not least because both years of the Sixth Form were normally taught simultaneously.

Thus in English we did both our own set books and most of those of the year before. S-level History was very broadly interpreted and several good discussions arose in the A level periods—often on religion. As the only Latinist I was in effect *the* Classical Sixth Form and so had excellent personal attention, very generously provided for on the timetable, and even including an introduction to Greek.

The G.C.E. period was always my favourite time of year as it put the gym out of action for several weeks! There we did fairly formal gymnastics and, later, “circuit training.” On the field we stuck to formal team-games on the ridiculous principle that the 22 (or 30) best players always had a game while the half-dozen left overs “practised,” i.e., mucked about on the edges and gained nothing. It was assumed that we knew how to play the games by the light of nature. Rugger replaced Soccer in 1951, so as to provide a better fixture list we were told; one hopes also as the more suitable game for schoolboys. There was some athletics in the summer (chiefly dismal house practices after School) and cross-country in the spring. Our original course began at what is now the Imbehorne Lane open space across the site of the School there and finished along the line of Fair-lawn Drive. The second, via Hackenden, is now almost under the Durkins Farm Estate.

Of representative games I know nothing. As the games master and mistress had to carry the whole thing virtually single-handed one can understand if we were not very distinguished. There was a time when we spent several weeks’ P.E. lessons excavating the cricket nets.

Music was very neglected till *c.* 1955 when a specialist was appointed to the staff. The first two years had class singing, chiefly from the heavily (and obscenely) annotated *New National Song Book* (with a rare listen to one of the half-dozen gramophone records), but there were no instrumental lessons, no choir, no orchestra, no concerts and no music competitions—hardly surprising as first the Latin master and then the “Commerce” mistress had to cope with music as well as their own subjects.

In alternate years we had School plays and House plays. The latter, though a good idea, suffered from being limited to one-acters; the former were classics—Goldsmith, Wilde, Shaw—but never Shakespeare, partly, I suspect, because the standard scenery was 10 flats forming an enclosed room (reversed for change of scene or play). For a while we had annual form plays too. In my first year 2A even did one in French. And once we had a competitive “English Jamboree” (H.M.’s phrase) of reading, reciting, writing, etc.

Dancing every lunch time from November to February was an excellent custom, even if we learned nothing more modern than the Fox-trot. It formed the staple part of the Christmas parties, when staff and pupils always seemed to be (and, I think, were) really enjoying themselves. (So one scarcely noticed the weak orange juice in plastic beakers!) A feature of them all was the ingenious entertainments provided by the Sixth Form. Another was Mr. H. Ward playing a dreamy last waltz in the dark.

There is much to be said for a School which can enjoy itself so simply all together.

There was no tuck shop, that title being claimed by Messrs Simmons, bakers in Lingfield Road. In my earlier years every form had an official tuck shop monitor, permitted to go there daily at break with commissions from his form.

When I entered the School short trousers were universally worn by the youngest boys and even by two fourth formers. As far as I can calculate those who kept their short trousers for the greatest length of time are now Ph.D’s. (I refer to Merrett and Broadbent). On one Friday Mr. Sandall announced: “We do not like small boys coming to School in trousers”—a word he evidently reserved for the long-legged variety.

The boys wore royal blue blazers and caps throughout the School. The prefects were distinguished by caps with a yellow horizontal band and a dull blue and yellow striped tie issued free. The girl prefects wore a yellow tassel on their berets. Girls wore

more sober grey jackets with blue piping over gym-slips or skirt and blouse in winter, or, in summer, dresses of a blue checked cloth made up at home to any pattern of their choice.

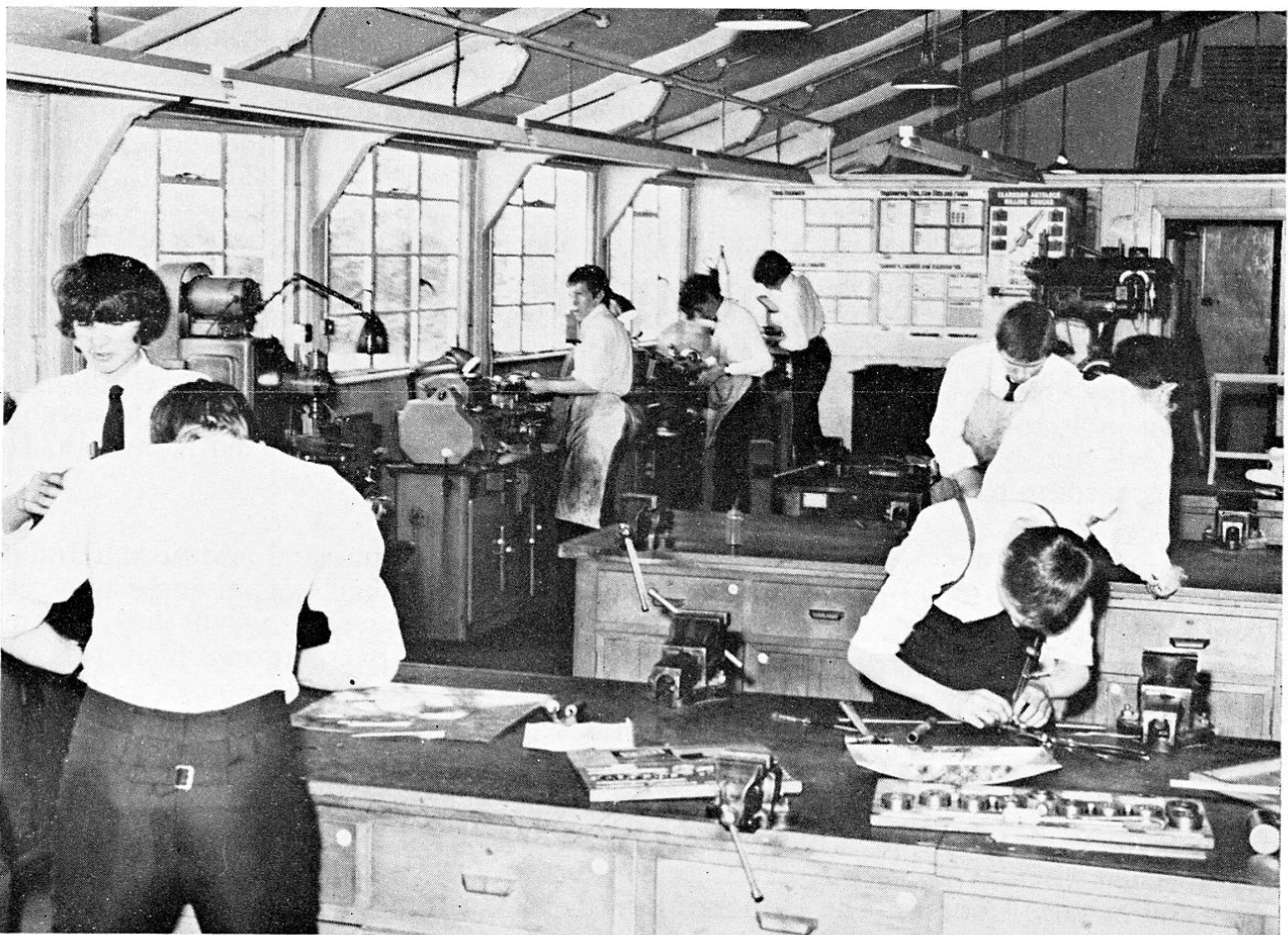
The lesson bell was a hand bell rung in both quads by a fourth form boy selected annually as one of the few possessors of a watch and permitted for the purpose to leave his classes a few moments before they were due to end.

None of the staff wore academic gowns: the only one we saw was the Head's at Prayers and for Governors' meetings, except for the prizegiving when full academic dress was worn by all.

On Fridays there were separate prayers for boys (Mr. Sandall, Hall) and girls (Miss Broadway, Geography Room). On other days the whole School stood in the Hall, by forms, boys one side, girls the other, and the staff lining the walls. When I was in the Sixth Form we had a Prayers Committee of which I was "the Dictator" (H.M.) and given a surprisingly free hand.

It would be invidious to speak of the Staff, though mention must be made of the then Headmaster, Mr. R. V. Dawes, who gave me much encouragement. An unforgettable sight was his riding his bicycle to School, wobbling to a stop at the end of Windmill Lane, clutching the lamp-post and then launching shakily off when the road was clear enough for him to turn. Several others of the staff then cycled or walked to School. We once had some work returned which had fallen out of a bicycle basket into a puddle.

When we entered the fourth form some boys wanted to take up Domestic Science, quite a sensible idea but over-ruled. The only time we seemed to derive anything from



the girls' doing it was when they gave us burned cheese straws—most of which finished in the ink wells.

In those days all the ink wells were kept full of ink and many of us still used dip-pens. These were issued, in any case, either thick- or thin-handled, together with nibs. There was once a campaign to get us all doing italic hand-writing but it quickly ran out of steam.

A peculiarity of the time-table was that some lessons took place in alternate weeks, which were called "red" and "blue" and indicated by a piece of coloured card hanging in the entrance hall.

A standard end-of-term activity was to be herded into the Geography room (since a second Biology Lab.) to fill in our answers on Mr. Sandall's "interest-charts" to such questions as "Would you rather listen to *The Archers* or mend your bicycle?" When completed they were scored under various headings as a tool for careers advice. On the strength of his analysis of such tests over several years Mr. Sandall obtained his doctorate. My chief interest was revealed to be money and a boy who went on to read Classics at King's College London was forecast to be more suited to be a butcher than anything! (Of course, I'm here recollecting our worm's eye view, I'm not trying to cast doubts on their validity.)

At the start of every term we had a house meeting. Ours, in Blount, always lasted the longest because we kept minutes and had them read in full each time. As in most day schools the House system was no more than a device for running competitive games, though as small boys we believed in our Houses fervently and all along I felt able to tell what House anyone was in from what he looked like.

A friend of mine was once rather distressed to find, on looking up the School motto in a reference book, the comment "generally used of slow or dull-witted persons." (Of course in its original context *mens agitat molem* was a reference to a kind of world soul and not to the human mind and body.)

Taken from notes by M. J. Leppard.

DEVELOPMENTS 1945-61

A happy chance allowed me a year in East Grinstead before the war. During this year I was able to get to know the school and particularly the staff and also to arrange for the girls and boys in separate forms, G1, B1, to be placed in mixed forms, 1a, 1b, graded according to ability.

Returning in 1945, welcomed by friends, one found an unusual addition, a Junior Technical School, which, under the charge of Mr. G. S. Gaskell, was giving a two year course in Building Crafts to boys aged 13-15 and subsequently, when they became apprentices, advanced instruction on two days a week. Part of a national plan, this was successful for several years but when the number of boys interested in building declined it was merged in the general enlargement of the school.

The post war years saw the gradual but steady growth of the Sixth Form and towards the end of my time it numbered fifty, twenty in the Upper Sixth. Also the stage was reached when we could offer a choice of fourteen or fifteen subjects divided between Arts and Science Courses. The Honours Board records the Academic distinction of the most able of these pupils.

In 1948, Latin was introduced in the 'A' stream commencing in the second year and later when the somewhat rigid School Certificate was replaced by the General Certificate of Education, we were able to offer a considerable choice of subjects in the Fourth and Fifth years. These were known as the options and included a second modern language, Spanish and both Physics with Chemistry and Biology instead of General Science.

This year marks the Centenary of the Education Act of 1870 when the State undertook to provide Elementary Education for all children. In short the 'Three R's'.

The Education Act of 1944 undertook to give education to every child up to the age of sixteen according to his age, ability and aptitude: eleven the age of transfer from the Primary (Elementary) to the Secondary School: ability assessed by the 11 plus Tests. Research seemed to show three aptitudes which could be satisfied in three types of Secondary School—Grammar, Technical and Modern.

When the County Development Plan was published early in the fifties, I learned that we were to be increased to four form entry, two forms grammar and two technical, thus providing for two aptitudes. This seemed to me to overlook the important fact that each aptitude is found in all grades of ability.

Fortunately a General Inspection of the school was held at this time and I was able to discuss the proposals with the Chief Inspector. He agreed with my thesis and advised the Chief Education Officer to restrict the increase to three forms of entry, thereby avoiding too wide a range of ability and to allow the technical studies to be included in the options available to all pupils. The additional technical options comprised Engineering, Technical Drawing, Commerce with Accounts and Commerce Secretarial (including Shorthand and Typing).

I have mentioned two Education Acts, it remains to mention a third, that of 1902 and the subsequent order by the Board of Education in 1906 which authorised Local Authorities to rehouse and maintain existing Grammar Schools and to build new ones where none existed. Thus Thomas Peacock's House in the High Street, Rye, was a free Grammar School from his death in 1638 until a new school was built in 1908, about as quickly as possible after the Board's order. For what reason I know not, ours was not opened until 1928.

The Act laid down that in all these Maintained Grammar Schools, one quarter of the pupils each year should be admitted free from the Elementary Schools. We were called County School in the first place to mark the fact that we were a new school built by the County and not an old Grammar School transferred. This caused some confusion and it was not until 1960 that we were authorised to adopt the style East Grinstead County Grammar School.

R. V. Dawes

Mr. R. V. Dawes was Headmaster from 1938-1961 with the intermission of the war years when he was on active service: his stewardship, as his account shows, saw the introduction of co-education, the considerable extension of the curriculum and the full establishment of the school as a County Grammar School.

Until the Secondary Modern Schools were built, children not selected for Grammar School completed their education in the Elementary or Primary Schools. The opening of Imberhorne in 1958 and the move of Sackville to its new buildings in 1964 saw the full implementation of the 1944 Act. In this same year the three Heads first met to discuss comprehensive education in East Grinstead.

J.C.P.

EAST GRINSTEAD COU



DISTRIBUTION OF PRIZES

GRAMMAR SCHOOL

School Certificate

M. Atchison	N. Gilson	E. Parsons
B. Awcock	C. Godfrey	C. Simpson
B. Betchley	G. Holcombe	P. Smith
B. Browning	J. Hopkins	J. Squire
J. Chapman	E. Lawrence	W. Streatfield
M. Clutton	B. Medhurst	G. Thomas
A. Cramp	A. Nash	E. Underwood
A. Denman	J. Pannell	
Agate	Hopkins	Smith
Billett	Humphrey	Streeter
Brown	Kennett	Tanner
Butcher	Le Gry	Taylor
Desmond	Newnham	Wood

Higher School Certificate

J. White	Minson	Sears
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FURTHER EDUCATION

1950

Bristol University	B. Manktelow (Veterinary Science)
Reading University	D. Minson (Agriculture)
Brighton Technical College	J. Marchant (Engineering)
Brighton School of Art	Joan Whitehorn
Avery Hill Training College	Audrey Sims
Whitelands Training College	Hazel Honeybun
S. Gabriel's Training College	Mary Baldy
Westminster Training College	E. Maynard
Oakhill Training College	J. Westmuckett

TECHNICAL DEPARTMENT

School Certificate in Building

Baldwin, A.	Funnell, I.	Parmenter
Best, R.	Hawkins, L.	Patten, M.
Brooker, J.	Hearn, B.	Sayers, D.
Brooker, P.	Manning, R.	Scrace, G.
Cheal, D.	Meadmore, R.	Smith, K.
Cotterell, D.	Mercer, D.	Spink, S.
Cox, R.	Mutton, A.	Tanswell, D.
Critcher, S.		

UNTY GRAMMAR SCHOOL



Thursday, May 11th 1950, at 6.30 p.m.

UNION OF EDUCATIONAL INSTITUTES

Grouped Course Certificates

First Year Craft Course

Brickwork and Masonry—		Dobbie, S. J. (1st)
Barnett, F. A. (2nd)	Mutton, P. E. (2nd)	Tomsett, H. J. (2nd)
Carpentry and Joinery—		Streatfield, J. R. (1st)
Arnold, J. A. (2nd)	Backshall, P. C. (2nd)	Buckett, J. C. (2nd)
Bone, M. J. (2nd)	Todd, C. (2nd)	Pollard, D. J. (1st)
Painting and Decorating—		
Plumbing—		Pearce, J. (1st)
Younger, J. K. (1st)	Newman, R. G. (1st)	
	Fleckney, R. W. (2nd)	

Second Year Craft Course

Brickwork and Masonry—		Hall, J. W. (1st)
Nunn, L. R. (1st)	Burtenshaw, P. H. (2nd)	Phillpot, M. A. E. (2nd)
Sumner, R. J. (2nd)		
Carpentry and Joinery—		Bish, P. C. (1st)
Brown, K. (2nd)	Coomber, R. J. (2nd)	Dyer, P. R. (2nd)
Everest, G. (2nd)		Mitchell, J. T. (2nd)
Plumbing—		Wells, C. C. (2nd)
Thorpe, H. A. (2nd)	Jones, R. P. W. (2nd)	
	Waddingham, G. L. (2nd)	

CITY AND GUILDS OF LONDON INSTITUTE

Department of Technology

Intermediate Craft Examination

Brickwork—		Nunn, L. R. (1st)
Phillpot, M. S. E. (2nd)	Hall, J. W. (1st)	
Carpentry and Joinery—		Borer, G. P. (1st)
Everest, G. (1st)	Dyer, P. R. (2nd)	Brown, K. (2nd)
Plumbing—		Jones, R. P. W. (2nd)
Mitchell, J. T. (2nd)	Laing, R. D. (1st)	Waddingham, G. L. (2nd)
	Thorpe, H. J. (2nd)	

Academic Achievements

The first public exam. results of the school are quoted above. The 1969 ones reflect the dramatic rise in numbers in the senior part of the school, especially in the Sixth Form. More stay on from the Fifth Form, and are joined by many fellow students from secondary modern and from private schools.

In 1969 80 fifth year pupils gained 460 G.C.E. "O" Level passes, with an additional 15 C.S.E. Grade 1 passes. Sixty-five Upper Sixth students gained 122 G.C.E. "A" Level passes, and left for a wide variety of careers and professions including 24 going to degree courses, 9 to Colleges of Education for teacher training, and 11 to full-time courses at Colleges of Further Education. Among our leavers each year one or two gain "Oxbridge" places, or University scholarships. We expect the proportion staying on into the Sixth Form to continue to rise.

THE CUSTODIANS

When it was discovered in New York, some years ago, that the Head Janitor of a large high school there was enjoying a salary considerably in excess of that paid to the City's Chief Education Officer, the shock-wave sent ripples of astonishment right across the Atlantic. Not long after this, a spokesman of the fraternity on this side boldly declared that the work of the "school-keeper" was more important than that of the head-teacher, and since a school could conceivably carry on without the latter, but could not possibly manage without the services of the former, it was clear that the time had come for a re-appraisal of the status of the caretaker in the educational set-up.

I think most of us would agree that we have, in the past, taken this service too much for granted, and not always appreciated the expertise that the job demands. The caretaker has always had to be a jack-of-all-trades, but as schools have grown in size and complexity of buildings, so increasingly heavy demands have been made upon his skills; not only must he be conversant with modern heating and cleaning apparatus, with paint and plumbing, lighting and loos, able to deal effectively at a moment's notice with break-downs and other emergencies, but able also to direct a small labour-force of cleaners, not easily recruited nowadays, and keep them in a good humour.

So, it seems only fitting that in this commemorative magazine we should pay tribute to the men who served the School so well in this capacity.

A former Chief Petty Officer of the Royal Navy, Charles Longhurst, had fought in the Battle of Jutland and served in the big ships in many parts of the world. A product of the rigorous training of the old navy, he brought those standards of order and immaculate cleanliness into his task, so that for the first twelve years or so the School was a model in this respect. The "invasion" by the evacuee school and other wartime conditions of course made it quite impossible to maintain these standards, and I am sure that this was a very bitter time for him.

Running the School tuck-shop in the Break discovered an unsuspected talent for salesmanship in him; it was something that he really enjoyed, and Mr. Treble used to declare that when he retired he intended to install Longhurst in a "contab" shop as a sound commercial proposition.

The appointment was a "joint one"; this meant that Mrs. Longhurst was expected to run the school dinners. This was not too irksome at first, when only about twenty hot dinners were served, but during the war years it was a harassing, thankless task at best, and one not sweetened by continual juvenile criticism of the kind exemplified by this anonymous rhymester:

"What's the use of a piece of pie?
That's not enough to satisfy
Us boys who gulp, without a wince,
Three times a week your mouldy mince."

This bad patch for both of them came to an end at last when the war was over, with the appointment of a paid cook-supervisor for the kitchen, and something like normal conditions in the buildings. When Mr. Longhurst retired, in 1954, the School acclaimed him with enthusiasm, and, although usually a man of few words, he made one of the best farewell speeches we ever heard. Meeting them from time to time in the town, we are glad to see that time seems to have dealt lightly with them both.

His successor was also an ex-naval man, with the same traditions of the Service to uphold. "Tubby" Roser—no-one ever calls him by any other name—was a Commissioned Warrant Officer with a fund of stories, mostly humorous ones, about his experiences in the Seven Seas, such as the time when he was in sole charge of a battleship, and how it felt to inspect Wrens at a shore base. Incidentally, it was while he was attached to the Royal Canadian Navy during the war that he met his future wife.

With its long hours of duty and being on call, and with evenings and week-ends increasingly filling with activities, the school-keeper's work is not to most people's taste, but Tubby tackled everything with infectious cheerfulness, and although the messy and mischievous propensities of pupils ought, by all reckonings, to make them the natural enemies of caretakers, Tubby, on the contrary, made them his friends, and as to the Staff we all felt that he was one of us.

Now, in their pleasant modern bungalow on the outskirts of Heathfield, Tubby points out proudly his view of the distant sea, as an old sailor should be able to do.

As to the present holder of the office, my good neighbour, Mr. Bert Solly, it is hardly for me as an outsider to attempt an appraisal of his work, nor is it perhaps the appropriate time to do so, but whenever I revisit the scenes of my educational crimes everything seems to be ticking over very nicely, and if the care of the sprawling edifice is a heavy burden, they are powerful shoulders that support it.

P.H.S.



From the School Magazines

THE PHOENIX

Vol. 1 No. 1

November 1950

Our Title—The phoenix was a mythical bird, supposed to have risen from its own ashes. The publication of "The Feathers", formerly produced by the School, was discontinued some years ago. Thus, although we do not for one moment suggest that "The Feathers" suffered the fate of banned literature in that it was burnt, our magazine may be considered to have risen from the ashes of that publication.

The Phoenix *Vol. 1 No. 2*

December 1950

Division

' to comment upon the present division of our more senior students. In the Boys' Fifth form-room there is a sense of security, a feeling (though not a sound) of peace, for the authorities have seen fit to deprive the girls of masculine companionship and have granted the boys a room to themselves. Although this facilitated the paper pellet warfare for a time, the psychological effect of it upon the minds of these elderly gentlemen was to turn their energy in other directions, to work, and to their healthy outdoor sport known as Rugby Football . . . '

Classified Advertisements 1d. per word

PERSONAL—M. H. Kennett desires to wish the 2nd. form Girls a Happy Christmas.

The Phoenix *Vol. 1 No. 3* January/February 1951

‘. . . . I noticed that the school corridors are very cold in the winter, but I should imagine that the sunshine in the summer would compensate for this.’ (It took another twelve years to get the corridors glazed.)

Science Club

‘A party of 17 Science Club members visited the mineral water factory of H. S. Martin & Co. This establishment, set among ancient buildings just off the High Street of East Grinstead is small but efficient and the output is estimated at about one million bottles a year. The firm supplies mineral waters of all kinds to many local shops, so members were particularly interested to see the source of their drinks.’

The Phoenix *Vol. 1 No. 4* March 1951 6d.

A Dying Craft—the Decline of Desk Engraving.

‘. . . . The most popular subjects were undoubtedly arrows with hearts through them, although it is not unusual to encounter patterns based on such words as “Blount is Best” or “W.B. 1934-5”’. . . . ‘One can only hope that at least the finest examples of the art will be preserved for posterity.’

Stimulus

Candidates for entrance to this school took the examination on March 7th. Cycle dealers in the district are eagerly awaiting the results, for on them depends their trade for the new year.

The Phoenix *Vol. 1 No. 5* Now price 4d. and printed by the Phoenix at East Grinstead (presumably late May or June 1951).

On May 10th a party visited the exhibition at South Bank.

School Council Meeting (May 9th). Streater asked if, owing to the rising cost of building, the school could excavate and build a swimming pool for itself. Mr. Sandall advised the chairman to see Mr. Dawes about it and make a report. (£500 was raised in all, and the project then set aside until 1962.)

From time to time other magazines were published—at least three editions of “Curiosity” to pass on news of old students in the early sixties, and informal school magazines such as “Quill” “Slant” and “Blot.” Articles from the last appear later. After a duplicated issue in Summer 1962 a printed School Magazine has appeared twice a year, up to this final edition.

“FORTY YEARS ON”

“When we look back and regretfully wonder . . .” Not regretfully, for most of us I think, rather with a kind of wistful pleasure, to days in the rain and the sun. In retrospect it is the latter that seems to colour the distant landscape. In a way this is a reflection of the personality of the first Headmaster, Richard Lumley Treble, who came from Uckfield Grammar School to take charge of the new County School at East Grinstead, at an age when men begin to think seriously of retirement.

Coming from my interview on appointment in 1930, I remember saying to one of his old assistants: “What a delightful man!” and the reply was. “Yes, and he is always like that!” The most accessible of headmasters, his study door stood always open, and since, as one of the great Edwardian headmasters truly said: “The work of a headmaster consists of interruptions to it,” his work would be put aside while he put his caller at

ease and gave him his full attention. Living, as it were, on the sunny side of the street, he liked to spread his own serenity and contentment around him, and we were glad to respond. The effect of this was that the School appeared to run itself with the minimum of friction, and he seldom had occasion to assert himself, although he knew how to do so very effectively.

As a mathematician his thinking was clear and direct; he disliked long-winded speeches of any kind, and his addresses to the School often consisted of only a few salutary words, while those on Prize Days were as concise as an Euclidian theorem, and as bare of rhetoric. At the time of his unexpected death in 1941, it was said:

“As the first Headmaster of our School, the character it was to assume lay in his hands, and to wiser and kindlier ones it could not have been entrusted. From the first days it was clear that he intended the bright, modern building to house a happy corporate life, based of course on sound learning, but enriched far more than most schools with those social activities and hobbies which not only afford so much pleasure now, but in later life prove of lasting value.”

Teaching posts in secondary schools were hard to come by in the 'thirties; for one junior form vacancy here over three hundred graduates applied, so, once appointed, there was not the urge to move quickly on, and moreover the pleasant surroundings and companionship were enticing considerations to set against “vaulting ambition”. The war-clouds were gathering, however, over our little Arcady when R. L. Treble retired, and he had all too short a time to enjoy his retirement before the clouds broke. He felt it his duty to return to teaching, and joined his brother on the Staff of The City of London School (removed to Marlborough), where he died suddenly in 1941.

His successor here, R. V. Dawes, arrived in the autumn of 1938, and we quickly realised that once again we had the great good fortune to work with a man who inspired lasting affection. Hardly had he settled into the chair of office, however, than with the outbreak of war he was swept away to assist in the defence of Gibraltar, there to stay for most of the war years, and the Second Master, Thomas W. Scott, took charge of the School.

It was no enviable task; there were acute shortages of Staff and supplies, rationing, the continual coming and going of evacuee pupils, the reception and fitting-in of an evacuee school, all in addition to the everyday problems of the School itself, and without any clerical help whatever—and, of course, there were the air-raids. From notes made at the time, here are two specimen days in the School Certificate Exams. of 1944:

Monday, July 3rd. A night of exceptional disturbance from flying bombs and A.A. gunfire. About 20 over the town; some brought down; much shrapnel falling.

Morning: Geography I and II.

11.23—11.35 in shelters.

12.19—12.21 taking cover under desks during heavy gunfire.

12.50—13.01 in shelters.

Papers completed.

Afternoon: Applied Mathematics; German; Life Drawing.

15.15 heavy gunfire and 15.17—15.45 in shelters.

Papers completed.

Tuesday, July 4th.

Morning: English Language; French I.

10.35—10.40 gunfire.

1.50 flying bomb overhead; gunfire.

12.45 flying bomb overhead, followed by another shortly after.

Afternoon: English I; Latin I.

15.32—15.47 in shelters; action overhead 15.35.

17.14 flying bomb and gunfire.

Papers completed.

The results that year were somewhat above average!

It is not easy in a few sentences to convey an impression of how Tom Scott accepted the challenge and fought his way through all these difficulties with characteristic courage and tenacity; if, under the stress of ceaseless work and little sleep (he insisted on his turn of fire-watching), the tall figure on the platform appeared rather a grim one at times, it could hardly be wondered at. This, however, was only one facet, and it was

often belied by an old-world courtesy and friendliness and a sense of humour perhaps unexpected, unless one noticed the ripples of laughter from his classes. He was, indeed, a first-rate teacher of the old school, who took it for granted that self-discipline, hard work and attention to duty were as valid in school as in the world outside. *Exemplum docet.*

I do not propose to dwell on the development of the School under R.V. and the present Headmaster; it is fresh in our memory, and too complex to dismiss in a few words. It does seem to me, however that the School has been exceptionally fortunate in its headmasters; R.V., with his flair for organisation, guiding the School through its rapid expansion in the post-war years, and his successor in turn bringing fresh ideas and opening up wider horizons. In retrospect, at each phase of its growth the School found the right man for the occasion; it is significant, I think, that all four have had in common the same beliefs and the same tireless devotion to the interests of the School.

“Tomorrow to fresh woods and pastures new”, and those of us who are no longer an active part of the corporate body will wish the enterprise well and watch its development with interest. The very large schools of the present era in education have so much more to offer their pupils than the small ones of yesterday. Yet, as pupil and as teacher in schools that have grown from small and uncomplicated communities into large and complicated ones, I have a feeling that, sentiment apart, there was something of considerable value in the life of the small school, where everyone knew everyone and there was a sense of belonging to a family, that could so easily be lost in the labyrinths of Megaschool. Experience will show whether it is possible to preserve something of this, as it is hoped to do in the parallel case of urban development; “ ’Tis a consummation devoutly to be wished.”

P.H.SANDALL
Teacher & Deputy Head, 1930-1962

THE SIXTIES

New Aims

“(Teachers) must seek to make education fully human, drawing out the strengths and talent of all young people so that they can acquire the intellectual, practical and social skills they need but above all helping them to find within themselves the resources that alone can help them to live at ease with a changing world.

...And the stakes are higher than they have ever been; on the one hand, not “failed O-level” or “failed B.A.” but “failed humanity”, and on the other, new possibilities of richly enjoyable living by people who are more fully, generously and diversely persons than we, with our long training in parsimony, can ever imagine. We must not miss this moment. Young lives are at stake.”

CHARITY JAMES 1968





THE
ADVENTURES
OF THE
GOOD SOLDIER
SCHWEIK



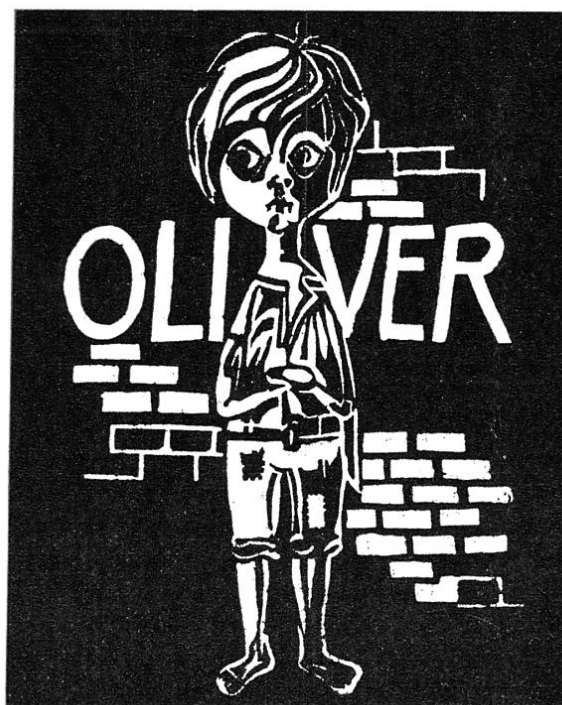
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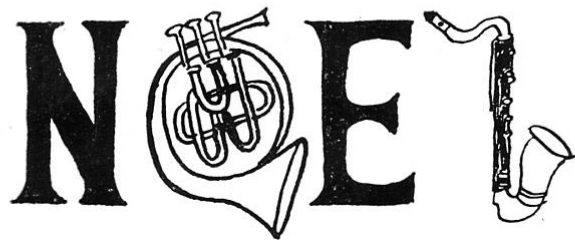
Drama

There was at first more formal drama, inside and outside the classroom, including annual House Plays; then a growing move to a very vigorous theatre in the round, with music and large casts, and then educational drama as part of the junior curriculum, freeing the ability to express oneself, to improvise, to create.

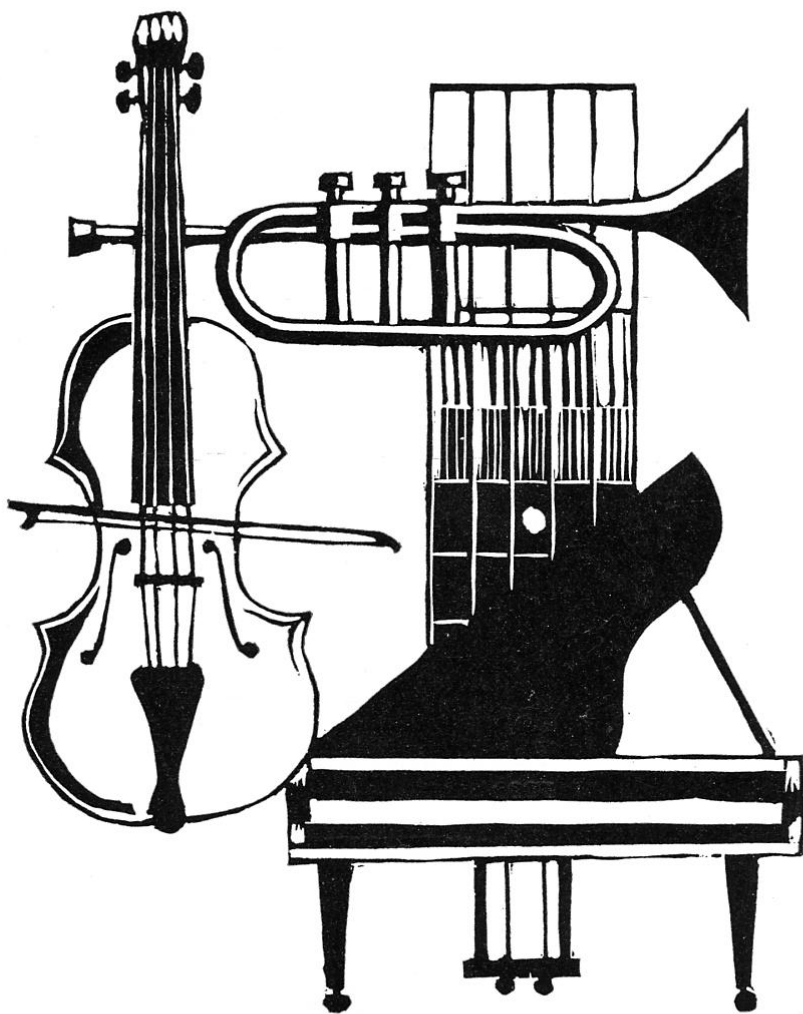
In 1970 "Oliver" broke new ground in wedding acting and singing and also in being a joint production with Imberhorne School.

Music also flourished in its own right. There were annual House Music Competitions, with excellent solo items, and junior choirs (trained by sixth formers) and an increasing diversity of contributions. Latterly there was a senior move in favour of festivals not competitions. There were many concerts. A small orchestra started, withered and rose again.





For the Senior Choir a 1969 highlight was "A Ceremony of Carols" by Benjamin Britten, with professional harp accompaniment.



House and School

Among the Seniors, and the larger sixth forms in particular, there were signs of insecurity, turning to restlessness and dissatisfaction:

"A school is not a community. It does not consist of people united by any ideal, but of individuals who come to be educated; without a common purpose there is no such thing as 'team spirit'. We are not interested in creating good public images, so that older generations can sleep soundly in the security that we are forming in the same mould that they themselves did, for when we are aware of the shape of that mould we realise that we do not want to fit into it. Most young people are disgusted by pseudoism, and it is only because it is so well-established in society that they finally cease fighting it, and appear to the pseuds to fall into greater degeneracy than themselves. As practically

everything in schools is there out of tradition or to create a good image to the public, young people cannot take root in such a concrete system, and therefore no genuine community will grow.”

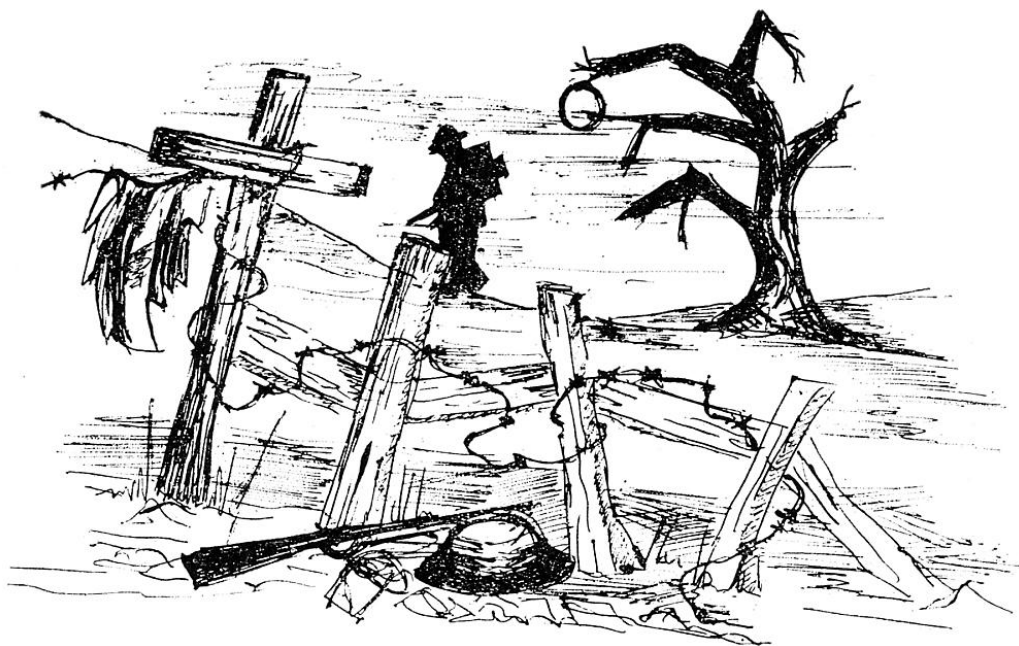
“The sense of competition which the house system is meant to produce, in order to raise the standard of school activities, therefore cannot exist, as it is interdependent on a sense of community, and this is gradually destroyed as young people become increasingly aware of the facades of their environment. Education is a waste of time to young people if, when they are being educated, those who are educating them will neither face reality, nor help them to do so. We hate to destroy all those beautiful little images of us as rosy-cheeked, striped-scarfed school-kids with grey socks and hockey-sticks, or even as struggling saints carrying Oxfam tins, with ‘the troubles of the world’ on our shoulders, as ‘the more progressive’ see us. School cannot be a magic world of unreality; we have outgrown the educational cradle, and all around us ivory towers are crumbling. Those oblivious to this now will die of disillusionment when they leave ‘the happiest days of their lives’ behind them, and see things in correct proportion. We cannot ignore the fact that we live in an age of change—of insecurity. We realise that we can only be protected from it temporarily, and this realisation increases our feelings of insecurity and the futility of pretence. The senior forms at secondary school are no longer naive enough to want to sweat their guts out just to uphold facades. We have hurt ourselves too much beating our heads against the brick wall of pretence already established to want to add to its height. We are sick of blinding, camouflaging, shadowing, futile tradition. We want action for the sake of progress, not action for the sake of the security of the already-covered-ground of repetition. It is paradoxical that it is a system designed to develop our perception, but at the same time it requires us not to take logical action about what we have perceived. Such a system naturally lacks a purpose and merely produces apathy in those involved in it.”

“We can no longer continue to live with our eyes closed. We are aware of time; of our staccato lives; of unfinished sentences; of unstarted paragraphs—that beyond the walls of our monastic unreality, a machine is rushing, out of control, towards the edge of the cliff. It is our generation which has got to learn to control that machine. This should be our common purpose, if only we could see it through the fog of fear of expression, fear of offending, fear of reality. We can no longer live in the past, in the shell of tradition. We can no longer pretend to tolerate living in the past, if we are aware of the speed of the machine.”

“The older generation only respects a grammar-school for its public-school tendencies, and so we have prize days with school-governor type jokes, and sports days with parents and the local aristocracy with shooting-sticks, and the house system, and we all look that much smarter and behave that much better when visitors come, and so people are happy as long as we never say what we really feel—never tell the truth—although lies are condemned as ‘unholy’—and they sentimentally continue to sigh over poems about spring in school magazines. As long as we look the same from the outside as they were, they can sink back into the warm lethargy of enthusiastic facade-building activities. They obviously realise our danger, or else they would not restrict us so much. The house system belongs to their community which is united by its fear of reality. Our generation has a purpose inherited from the last generation’s fear. We must seek reality. If we are so much restricted that we cannot do so we are doomed.”

Caring

The sufferings of the world were brought constantly to the attention of all, and great and idealistic responses were made by many, not least in quiet and often unsung service to the ill or the old or the helpless in the town.



ROBERT POINTING 1968

Assemblies

It was difficult to find a frame of reference for assemblies, which many pupils and staff led—the move away from a liturgical approach led to adult experiments with adolescent music—to drama and spoken verse; juniors sang hymns (recently many new ones to lively modern tunes) seniors did not.

From the Autumn '69 Magazine

Could you do a thing on Assemblies?

“Could I do a thing on Assemblies for the Autumn Mag?” er....Yes; though now I come to apply pen to paper it's not so easy. In fact the more I think about it the knottier it gets. But of course this is because Assembly itself is far from being easy. It has become a particularly dull platitude to say that times are changing; but it must be admitted that attitudes to worship, prayer and belief are doing just that. So perhaps I must speculate as to what this compulsory act of worship can become, and we must again admit the contradiction in that expression.

It can become, I suppose, an opportunity to pose, and consider, individually or corporately, thoughtfully or prayerfully, questions about ultimate meaning, about purpose in life, about the ultimate worth of the individual, about human destiny, about whether man *is* merely the sum total of physical and chemical reactions, in short *religious* questions, in the true sense of that word.

For religious experience is not a special rather rarified sort of experience, it is but ordinary experience understood at depth.

from an article by MR. P.A LOUIS

Many pupils showed thoughtful sensitivity:

Dialects of a Soul

You brought me water of the crystal fountain,
Rainbows from lead October skies;
My heartbeat soared to scrape eternity
And soak its energetic charity.

Your lingering glance caressed my bleeding face,
My well of comfort bored down deep,
Then blew surging
To drain these tear-soaked eyes.

Virgin, the white dove's wing embracing all,
Silver and honey fell from my lips
To heal your wounds.

Pile on praising pile of perfumed petals
Stopped up my mouth and eyes—
Till they united with my soul
In ecstasy.

Across the dunes an all-too-perfect sunset
Killed an all-too-perfect sun;
Sadly singing,
Lingering on,
Watching the deep,
We waited on eternity.

JUDY JENKINS. VII



Others, an amused commentary

**My babe and me will break up
If she don't stop wearin' make-up**

My Babe and me was
gonna be up and wed
But now my babes
died and dead
She was hit on the head
by screamin fiends
Who threw a bag
of jelly beans

by GRANT BRADFORD



(Apart from the use of the Hot Tot machine, virtually no sixth form facilities could be provided in our crowded buildings).

First impressions of the School from Two Staff who came in 1968:

a) What struck me first was the informal manner in which people walk about the School. I found the Staff-pupil relationship individually very good, particularly the interesting informality with the Upper School. But collectively there is an arrogance from the 4th form upwards, and a resistance to take on any responsibility. Whether this is a sign of the general trend towards apathy or whether it is peculiar to East Grinstead I'm not sure.

b) I found the School very harmonious, it ticks along thoroughly contentedly. There is a vast initiative displayed by pupils right through the school.—Nothing lacking in pupil/staff relationship—Glad to be here.!

and from pupils who joined the Sixth from other Schools:

We found the pupils not as snobbish as we thought they'd be. Nobody went out of their way to be friendly with us but we think this is because of shyness, as they are very pleasant if you speak to them first.

There is much more separation between boys and girls. If you talk to a boy, they think you must either be going out with him or fancy him.

The atmosphere is better suited to work but we think the curriculum is too much geared to passing exams and this results in a lack of individuality and ideas.

There are hangovers from the public school system—playing rugby!

Knees are definitely much better—in fact figures in general. There is a high percentage of talent!

We don't think much of the heating system—it's freezing.

People don't think, they react. People here complain but never press their grievances further.

We all seem to have settled in extremely well.

The Sporting Life of the School

The sporting life of the school continues keen, with a minority showing real enthusiasm for team games but many prepared to keep fit and welcoming more individual activities such as weight-lifting, sailing, and rock climbing. A full range of activities continues with some outstanding individual performances each year.

The heated, open-air swimming bath, with the changing shelters—three-quarters provided by the Parent-Teacher Association through numerous fund-raising activities, involving many members of the school—was an especially popular addition.



Parent-Teacher Association

This Association was formed in 1962. It is upheld by a small band of enthusiasts who organise social, educational and fund-raising meetings at roughly monthly intervals, with attendances varying from thirty to two hundred and fifty. Apart from the swimming bath, many other items of equipment have been provided, not obtainable from County funds, and a few grants have been made to individual pupils in cases of sudden need. One small act is frequently appreciated but seldom mentioned: regularly providing coffee at a variety of evening meetings. This not only establishes a welcoming tone, but may also serve to indicate parents' willingness to help the school in all ways where help is needed.

Old Feathers Association

For the few who take an active part, this is an important Association. At the termly matches against the School and at one or two dances each year, contacts with school friends are maintained and refreshed. Two prizes are awarded each year to pupils.

As an expression of friendship, and of continued interest in the School, the Association has survived from the days of the first leavers. It is of value for all who wish to join in.

The Curriculum

The Curriculum in these years remained in principle the same; a general course for all in the first three years; a common core with options in years four and five; in the sixth predominantly 'A' level—with additions such as Economics and Sociology. In the details there were many changes, Educational Drama came in under the wing of English. Filmstrips, tape-recorders and a language lab. were the tools of modern language teaching, with the Nuffield oral approach. Now most pupils have studied French for three years before they join Form 1. All three Sciences are studied with the enquiry methods of the Nuffield scheme, with a wealth of specialised apparatus hitherto un-dreamt of. Leisure crafts for boys and girls flourish in fifth and sixth. Many and varied programmes of general studies in the fourth year and above strive to retain balance in the exam-dominated courses of study which pupils have to choose. Much sound academic enquiry, without skimping and without cramming, goes on in all subjects.

English and Religious Education, in particular, have been making use of discussion methods, and often overlapping in themes. This realisation of growing overlap between subjects, and the teamwork of teachers involved in the general studies, have led to interesting joint projects in the fourth year and elsewhere. These allow increasing scope for the individual to choose and direct his own studies, working on his own, or in small groups, or sometimes the year group will work as one unit—the conventional class group is not automatically assumed to be the best unit for work.

Most of the junior work is still in classes, but for several years we have not felt it necessary to "stream" them. Forms vary in liveliness and level, but there can thus be no "C-form mentality". This approach, too, will continue in the mixed-ability classes of the future. Sets are planned for maths, science and languages, but not elsewhere in the first three years.

One interesting European Studies project was mounted jointly with Sussex University in the Upper Sixth, opening up new sources of teaching materials for us, and this was a very welcome beginning, as we have not yet adequately Europeanised or internationalised our curriculum. Many pupils go abroad with their own families or in one or other of the numerous school journey parties, and this does bring some degree of contact with young people abroad.

One casualty of the curriculum, coinciding with the expansion of the Sixth Form, shortage of space, and the growth of the Technical Colleges, was the commercial and secretarial course. In some measure this will return next year, in Imberhorne School.

Every department is assessing and sometimes re-thinking aims and methods, to meet the exciting and rapid changes of our times.

J. C. P.

Four extracts from "Blot"

—an informal magazine—No. 2, 1970

Outsiders

Nothing passes, strangely frightened we whisper, muddled by stillness.
Clinging stars trouble our falling dreams of security.
Tired we remain looking, for the darkness is so still,
Until, with the cold savage thoughts that stab us, our minds hurt.

What are we thinking here? Distantly, as if they were gloomy echoes
From some other storm, the drifts blast out the silence ceaselessly,
As if we are clinging painfully from men beating us with sticks,
We see and also feel the crazy blasts striking on ourselves.

Nothing brightens, grey light, spreading its dismal strength,
Descends once again in spattered fragments of freezing despair.
Skies fall in flurries, snow drenches, we alone realise the blizzard is here.
The jarring dullness of grey light starts to expand.

Nothing changes, we see the whiteness billowing in and out
With gusty indifference, with sweeping fields on all sides
That meet, wait, and attack. The cold felt less now under the shaking
Blankets of snow; rapid incessant swarms of flakes trail the air.

In scattered petals falling where the humming bees long since fell,
Stricken white, we dream and melt in greener valleys.
Snow covered, and thinking again on distant visions, we huddle in darkness,
While fearless flakes with gentle touch settle on closed eyes.

We wait for our frozen end, all openings barred by frost.
The land is theirs, for weeks the blind snows triumph.
Summer sings out there; with sparkling colourful flashings,
Catching the dying smouldering embers, our visions quietly steal ahead.

DICK POTTS VII

Truth about Juniors Revealed Startling Results

The sixth form were by no means reserved in their comments when they were asked the question: 'What do you think about the Juniors?'

—They're nasty, rude, disgusting blighters and need a....good dose of manners.

—They gang up on me and call me 'custard' complained one of the more afflicted members of the sixth and another one added....'They call me 'tootha', smiling to reveal why.

But not all the comments were like these.

JUNIORS....reveal yourselves

Many complained that they had no idea who the Juniors were and one young lady claimed that she couldn't tell the difference between forms 1, 2 and 3.—They make 'em so small these days, she said looking down on me. Another gentleman, having recovered from the initial laughter over the question claimed that he never thought about them—'it's the only way to survive around here', he added.

Times have changed (thank heaven)

—I hope we weren't like that, said someone with a look of disgust, madly chalking obscene words on the geography room walls.

Other unfavourable comments were 'cheeky...they should be shot..(a raspberry).. (censored)..oh Gawd..the force of numbers is unfair..shower to the sixth..they're all too big and knock me over..I think about them as little as possible..irreverent juveniles ..irresponsible..arrogant.'

Vote of Confidence

But keep heart, juniors, some of us love you:

—'They're simply super...good kiddies...little and sweet...they show great promise... sweet little people...I really love them (really?)...They have more character than most first forms...rather cute...delectable little dearies (said after a sharp intake of breath and mutterings of 'God forgive me for this lie')...rather quiet...(God I don't think so... said her friend).

So there you are, Juniors.

CHRIS ATHERTON

The Juniors speak

The year 2001 when Ig have left school in remembrance of the teachers (deceased)

"It wasn't our fault that Mr. Sweet got dissected".

"It wasn't our fault that Miss White tasted one of our rock cakes...!"

"It wasn't our fault that Mr. Ward plugged his ear-plugs in to the electric current...!"

"It wasn't our fault that Mrs. Peek got tangled up in one of the blinds in the geography-room...!"

"It wasn't our fault that Mr. Edwards slipped on the edge of a rather large mountain...!"

"It wasn't our fault that Mrs. Trevena got caught up in the climbing ropes...!"

"It wasn't our fault that Mr. Francis got offered up as a burnt sacrifice...!"

"It wasn't our fault that we didn't know much about first aid when Mrs. Titjen cut herself".

"It wasn't our fault it was debated to make Miss Hornbrook the first woman on the Moon".

"It wasn't our fault that Mrs. Munday got transported back to the Roman era...!"

"It wasn't our fault that Mrs. Cawley fell into the swimming pool just when we were exercising the shark...!"

"It wasn't our fault that Mr. Woolcock lit the dynamite instead of the bunsen...!"

"It wasn't our fault that the slightly heavy heavy Christmas tree fell on top of Miss Wolco...!"

"It wasn't our fault that Mr. Gallop got sawn up as waste wood...!"

"It wasn't our fault that Miss Wilmott got lost on the day trip to Callay!"

"It wasn't our fault that Mrs. Morse's fingers got stuck in the piano keys!"

"It wasn't our fault" etc. etc.

And last, but not least

"It wasn't our fault that—

'Mr. Pike' got hooked"

from you know who.

P.S. We're sorry, we didn't mean to cause such chaos (hm-hm)

Summer

The earth has swirled and plaited her hair
ready for midsummer
as the clouds sweep sulkily into the yellow sun.

Her cloak is gilded with yellow leaves
and throbs and sings with birds
moving among the tall red branches.

She has prepared the ground, her body,
and lies young and supple with green corn.

The earth has braided her hair for the feast
and glut of harvest.

ANNE SEELEY VII

Yielding Place to New



From a Founder Pupil

As a contributor to the very first issue of your magazine I feel it to be a privilege, albeit a sad one, to be writing for the last.

Among my souvenirs of the past is one which I still regard with great affection. It is the first school photograph, taken 42 years ago, of the 49 founder pupils of the school and I must say that the shaggy-haired, and undoubtedly inky, little boy in the back row could have given the five members of the staff little cause for confidence in the future of this wonderful new school.

For it was indeed, the marvel of its time, a veritable palace of education. It was even rumoured that the very glass in the windows had special health-giving qualities connected in some mysterious way with ultra-violet light.

Then there was the motto, and in Latin too, which impressed us greatly although my mind, as yet untutored in the Classics, wondered vaguely why men should be against moles.

But it was a most happy and exciting life, and the careful segregation of boys from girls added the spice of intrigue to community relationships.

All was new and all was there to be made, the first 5th form, the first 6th—two boys and a girl, and although undoubtedly we suffered from absence of tradition, the making of it was fun indeed.

There is no doubt that the development of the Comprehensive system is, educationally, most desirable and I am convinced that we shall hear of great achievements in East Grinstead in the years to come.

Nevertheless, as an original Old Feather, I cannot see the translation of the school, of which I was so proud, into the Lower School of Imberhorne without a sharp stab of nostalgia.

The French have a saying "On ne saurait faire une omelette sans casser des oeufs". Those of us for whom our school has been a part of life will know the high quality of the ingredients about to be poured into the Imberhorne bowl. I am sure that the new dish will be the richer for them. I hope so, indeed.

"INKY" ROTHWELL (1928-1935), *now Headmaster of*
TIDEWAY COMPREHENSIVE SCHOOL, NEWHAVEN.

The Future

What lies ahead?
Death or life,
Peace or strife,
Yes or No
Stop or go.
What lies behind?
Fog and mist,
Sword and fist,
Blood and bones,
Sighs and moans.
Let's go beyond,
Whatever's there,
If we dare
Move our feet
Out to meet
the Future.

JANE HITCHINGS III. 1967

Return

Return, Revisit, Relive.
Childhood Memories Re-awakened.
The old school grown so small which seemed
So large. House, garden, street, all seem miniaturial
"I remember when...". "This is where I first...".
"Remember this?"
Sad Departure
Return, Revisit, Relive.

PETER COY V 1967

The End

There are no lights in the sky,
There is no freedom,
There is no love,
There is no justice,
These elements can only be
Reflected from that part of me
Which has been given
Light,
And freedom,
And love.

JEAN LONGHURST VII 1964