



*Heroum filii*

WELLINGTON COLLEGE





WELLINGTON WAS FOUNDED AS A LIVING MEMORIAL TO A GREAT SOLDIER-STATESMAN, TO PROVIDE AN EDUCATION FOR THE SONS OF ARMY OFFICERS KILLED IN THE SERVICE OF THEIR COUNTRY. THE MOTTO OF THE ROYAL AND RELIGIOUS FOUNDATION OF

Wellington College is *Virtutis Fortuna Comes* — 'Fortune Favours the Brave' and its slogan *Heroum Filii* — 'The Sons of Heroes'. It is of course not enough to tell boys that they are the sons of heroes; they are here (in the words of an early preacher, Bishop Wilberforce) to "learn how to live". From the outset, the first Headmaster, E. W. Benson, appointed as a young man from Arnold's Rugby, and afterwards Archbishop of Canterbury, set out to make Wellington College a great school. That he succeeded is widely accepted, and we rank ourselves with the very best schools of England.

Yet even great schools may decay, and the high ideals of a foundation be subverted. Excellence is a moving target. A magnificent estate, splendid architecture, brave traditions... they are nothing if the succeeding generations don't "learn how to live". This prospectus sets out how we hope to provide a broad and general education of high excellence, imaginative, outward-looking and international enough to enable us to survive into the twenty-first century and longer.

There are other admirable schools which have the same aims: what we hope to offer too is something special to Wellington, a style not easy to define, but there all the same: competitive certainly, as befits a school celebrated for its prowess on the games field, but also relaxed and good-humoured; not particularly bookish, but academically rigorous, thoughtful and intelligent; independent of spirit, a quality fostered particularly by the fact that from early on most boys have their own rooms; hardly arty, but capable of surprising with the passion and skill of its music, art, literature and drama; no longer military, but still very proud of its traditions of service and self-sacrifice; strongly collegiate, in the proper sense of communal co-operation; and, as an aspect of that collegiality, with an easy relationship between teacher and taught, and a surprisingly egalitarian accord between seniors and juniors. For all their diversity of careers these days (only a few boys and girls now join the Armed Services), and for all their individuality and independence, Wellingtonians tend to recognise each other as having been shaped by the same institution. *Jonny Driver*





## Wellington College

The College was founded by public subscription in memory of the Great Duke, granted a Royal Charter as the royal and religious foundation of "The Wellington College" in 1853, and opened in 1859. The first Master was Edward White Benson, later Bishop of Truro and then Archbishop of Canterbury. In fourteen years he made Wellington into the great national school which it still is. There are now 760 boys in the school, of whom about 120 are day-boarders. There are fifty girls in the Upper School (16+), but no immediate plans to expand the number of girls and certainly none to go co-educational.

Originally, there was a strong connection with the Army; not only were sons of deceased army officers admitted virtually free, as Foundationers, but assistance was also given to living officers to send their sons here. A large number of distinguished army officers had their education at the College and the record of service to the nation in war is unique: over 1200 Old Wellingtonians died for their country in the two World Wars; fifteen have been awarded the Victoria Cross. The tradition of service and self-sacrifice continues, though the army connection is much less strong these days. Even in the early days, a good proportion of the pupils entered civilian occupations and now about 90% of our leavers go on to degree courses. A handful still enter the Armed Forces, we have an active CCF, and about 12% of our pupils' fathers are army officers; but we are in no sense "the Army School".

HRH Prince Albert, Consort to Queen Victoria, was influential in the initial stages of the founding of the College; HM The Queen is our Visitor; HRH The Duke of Kent is our President, and takes a close personal interest in the school; and we are proud of our long and close association with the Royal Family. Each year a gold medal struck at the Royal Mint, the personal gift of the Sovereign, is presented to the outstanding boy or girl of the year. Appointment of Governors has to be approved by Buckingham Palace, as does any alteration to our Statutes.

## The Estate

The site chosen for the school was an estate in what were then the deserted heathlands of Berkshire, between Camberley, Wokingham and Bracknell. Alterations have been made to the original estate at various times over the past hundred years, but we now have some 400 acres of freehold land. Playing fields occupy over 80 acres of the grounds, and much of the rest is natural woodland. There are many fine trees, four lakes and an area of wetland designated as an area of special scientific interest. The boys and girls are encouraged to take an interest in the estate, and in the activities of the National Trust nearby. The area is well served by road with the M3 and M4 motorways only about five miles away. Crowthorne Station lies on the Reading/Guildford line, and there are direct links to London from Bracknell, Wokingham and Camberley. There is also a direct rail link to Gatwick, and we are an easy car-ride from Heathrow.







## *The Buildings*

The original buildings, a remarkable Victorian version of French Grand Rococo, were designed by John Shaw in 1854. The Chapel, designed by Gilbert Scott, was completed in 1863. Steadily increasing numbers led to further additions both to the Chapel and to the main College buildings.

Extra boarding accommodation was provided by building three boarding houses in the grounds: the Talbot, the Benson and the Stanley. Another boarding house, the Picton, stands slightly separate from the main College, though it used to be connected by a tunnel.

Originally there were ten in-College houses (traditionally known as Dormitories); two of them, the Anglesey and the Hopetoun, have been moved out into fine new buildings. The main buildings therefore contain eight in-College houses, as well as the Chapel, Great School, Old Hall, the Library, the Dining Hall, the Senior Common Room, the Music School, the Art School, the Junior Common Room, and a variety of other rooms.

Outside the main buildings, but within easy walking on the estate, are various boarding houses, Apsley (the girls' house), the Sanatorium, the School Shop, the Old Gym (now a studio theatre), the Armoury, the Observatory, the Sports Centre, the playing fields, and the teaching areas. The Science Block has twenty laboratories,

prep rooms and a lecture theatre, and caters for Physics and Chemistry. The Kent Building, opened in 1987, houses a superb Craft, Design and Technology Centre, a Microtechnology Centre with a Computer laboratory and extensive facilities for practical Electronics, and Biology Laboratories.

The other main teaching area is Queen's Court, a complex of theatre, resources centre, departmental offices and classrooms. In the Resources Centre, video tape and audio programmes are recorded and distributed, charts, diagrams and slides are made, and desk-top publishing facilities provide excellent reprographic services.

Wellington is particularly well equipped for games; not only does it have magnificent playing fields (especially Bigside for rugby, and Turf for cricket), but a huge Sports Hall which forms a central part of the Wellington College Sports Centre, also including an indoor pool, a rackets court, three fives courts, six squash courts, a weight training and conditioning area, and a specialist rock climbing wall two stories high, with all the storage space and changing rooms necessary. Next to the Sports Centre is an all-weather surface which may be used either for hockey or for twelve tennis courts in summer. Nearby is an athletics track, and ten more tennis courts. There is a marvellous outdoor swimming pool for summer use, an indoor rifle range and a fencing salle.



## *Boys' Accommodation*

When a boy joins the school, he is allocated to one of the fourteen Houses.

The out-of-College Houses, each under a Housemaster who lives in the building with his family, consist of about 55 to 60 boys. In addition to the boys' individual rooms, there are bathrooms, changing rooms, House library or Common room, a games' room and a dining room. Houses have their own gardens too. Boys in the Talbot, Stanley and Benson take some meals in their Houses, and the other Houses feed centrally in the Dining Hall. The food is regarded generally as excellent, plentiful and healthy, and even the boys don't complain much.

The in-College Dormitories have about 50-55 boys each. As with the out-of-College Houses, there are the boys' rooms, bathrooms and lavatories, games' rooms and reading rooms, but all the boys feed centrally in College. The in-College Housemasters (called Tutors at Wellington) live in or near their Dormitories.

Most boys in their first year share a small dormitory, usually with two or four boys. Thereafter they generally have individual bedsitting rooms, in which they do their private work as well as sleep (sometimes concurrently).

## *Day Boarders*

Boys who live reasonably close to Wellington may be admitted as day-boarders. They are allocated to Houses and Dormitories the same way as full boarders. Whenever possible two day-boarders will share a room, equipped for them with tables, bookshelves and chairs. They are expected to play a full part in the school and in their Houses or Dormitories. They report to school before 8.30 am on weekdays and attend Chapel and Assembly with their peers; they are able to leave after Prep at 9.15pm on Monday to Friday, and after games on Saturdays. Occasionally parents may want to make arrangements with the Tutor or Housemaster for pupils to leave a little earlier, but we prefer them to do prep at school. On Sunday day-boarders are encouraged but not required to attend Chapel; if they are required for a school or house activity they are expected to come to College even on a Sunday.

Every effort is made to accommodate day-boarders who subsequently want to become full boarders, but pressure on boarding places means that requests for a transfer should be made well in advance, and cannot by any means be guaranteed.





## *The Chapel*

The spiritual aspect of life is crucial to the well-being of the whole community of Wellington College. Our aim is to teach boys and girls the essentials of the Christian way of life; to give them experience of Christian worship; to encourage them to commit themselves fully as Christians; and to help them to work out the implications of that commitment while they are still at school.

The service of Holy Communion is basic to worship in the school. There are several Sunday College Communion services during a term and when there is a Sunday Matins there is also a celebration of Holy Communion earlier in the morning. There is a well attended Holy Communion service each Wednesday evening followed by a social. The 1662 service is used each Tuesday and at lunchtime each Friday a service of Holy Communion with intercessions is held.

During the week there is one short morning service for the boys in their first year, another for the second and third years, and one for the Upper School. All boys and girls attend.

The Chapel is a particularly fine building. Its interior, though large, is warm and welcoming. There is also a small underground Chapel in the quadrangle next to the main Chapel, known as the Crypt Chapel of the Epiphany and opened in 1985. Small celebrations of Holy Communion are held there, but it is primarily a special place set apart for private prayer and meditation, and is highly valued as such by pupils and staff.

There are two full-time Chaplains whose principal concern apart from conducting services is pastoral work, preparation for confirmation, and the teaching of Divinity. Confirmation takes place annually.

Some pupils are members of denominations other than the Church of England or faiths other than Christian. Where possible, worship or instruction in their own faith is arranged. Roman Catholics may go to the local church on Sundays and the local priest comes one or two evenings each term to say Mass in chapel, with a social held afterwards in the Chaplain's House.

## *Care & Discipline*

The House or Dormitory is the centre of a boy's or girl's life at Wellington and considerable care is taken by the Housemaster or Tutor to make sure that the atmosphere is creative, happy and well-disciplined. Each boy or girl is helped from arrival to develop a proper ambition, an enquiring mind and a sense of fulfilment and enjoyment together with courtesy and consideration for others. The school does not try to produce a type, but well-rounded young adults who will make the best use of their own personalities and talents, academic and otherwise.

Wellington College is a well-disciplined school and is determined to remain such. While the purpose of discipline in school is the inculcation of self-discipline, we believe that youngsters are happiest when they know where their moral boundaries are, and know the boundaries are patrolled. Punishment of indiscipline normally involves loss of freedom or privilege for various lengths of time, or a series of petty jobs. Corporal punishment is no longer used. For very serious offences boys and girls may be sent home ("rusticated") for a set period or "suspended" for an indefinite period pending further thought, repentance, or transfer to another school. The ultimate sanction, used very seldom, and only for gross indiscipline (which would include illegal drug-taking, or serious bullying), or for persistent minor offences is expulsion. Laziness is regarded as an offence against discipline and a persistent refusal to work hard is sufficient grounds for a boy or girl to be sent home.

## *Home & School*

The policy of the school is to maintain close links with parents, even those who live a long way away and, when distance permits, to make it possible for the pupils to keep in touch with their homes during term-time, without contradicting the principle that Wellington is a national boarding school, not a local one.

Parents are welcome on the boundary and touch-line, and to match-teas. There are regular Parents' Conferences and social events in Houses and Dormitories. The Wellington College Association exists to encourage good relations between all sections of the Wellington Community, especially parents, and organises regular events for parents, staff and pupils.

It is expected that all boys and girls will go home or to family or friends for half term; overseas boys and girls must have guardians in this country. There is a system of weekend leaveouts, with some freedom of choice allowed to older boys and girls about when these are taken; but a great range of activity is provided on Saturdays and Sundays, so that boys and girls who do stay should never be bored. On Saturday afternoons there is always a major sporting programme and on Sunday there are Chapel Services. Pupils have some set work to do over weekends, and there are a great many facilities open to them to use — Art School, Music School, CDT Centre, Sports Centre and so on — as well as all sorts of expeditions out of school. Our Calendar shows the range of events we organise on a Saturday evening: e.g. on a sample Saturday in the Lent term, a rehearsal in the Theatre, a film, a Choir visit to Guildford Cathedral, a 'Blues' Club night in the Old Gym, and Soccer 5-a-side in the Sports Hall. As well as House Common Rooms with newspapers, games, television and video, there is a Lower Sixth Club Room and a Junior Common Room for the Sixth. For junior boys a 'Sunday Club' provides voluntary excursions and activities on Sunday afternoons.





## *Academic Organisation*

The school is divided for teaching into: the Lower School (Blocks III and II), the Middle School (Block I), the Upper School (Lower Sixth and Sixth). New boys in Block III study a wide and uniform range of subjects to give them as broad an introduction as possible; as well as the core academic subjects they all study Art, Music, PE, Computing, Craft Design and Technology, and Drama. Most boys take Latin, but a few take Classical Studies instead. Some boys are able to start Latin even if they haven't done it before, and others continue or start Greek. Provision is made for boys to start either German or Spanish if they wish. Other languages (for instance, Japanese, Arabic and Russian) may be available by special arrangement too.

In Block I and II the core subjects are: English (both language and literature), Maths, French, Chemistry, and Physics. In addition most pupils select four subjects from a long set of Options, including Biology, Geography, Latin, History, Greek, German, Spanish, Art, Pottery, Design, Computing, Electronics, Divinity, Music, and PE. Boys will take between ten and twelve subjects at GCSE. Some boys take French and/or Maths a few terms early, thus enabling them to take Additional Maths and/or an extra course in French.

When pupils join the Upper School, they specialise usually in three main subjects to Advanced level, though a few pupils of marked ability may study four or even five 'A' levels. The major 'A' levels we offer are: English Literature, French, German, Greek, Latin, Spanish, Biology, Chemistry, Craft Design and Technology, Electronics, Maths, Further Maths, Physics, Ancient History, Divinity, Economics, Geography, History, Politics, Art, Music, Pottery, History of Art. Boys and girls are carefully advised on what combinations would be suitable and sensible for them, both in terms of what the universities and polytechnics require and also what they need for their careers. There are about 360 boys and girls in the Upper School, and they divide almost equally between Arts and Science subjects, with more and more taking a mixture.

To supplement the specialist work of 'A' levels, there is a range of 'A/S' and General Studies, often varying slightly from year to year, but including options such as French, Maths, Electronics, Computing, Business Studies, Art, Music, Pottery, Arabic, Japanese, Russian, and more. There is also a varied programme of lectures and seminars; celebrated men and women from the outside world come in to talk about subjects of academic and other interest.

In the Lower and Middle School, classes are never more than 24, and often smaller than that. In the Upper School, the size of classes varies according the popularity of a subject, but should never exceed 16, and they are generally much smaller. Teaching in classes is often supplemented with special tutorial work, for instance in the evenings. We discourage extra tuition, believing that if a boy or girl works properly throughout a course the teaching we provide should be enough. An exception is made for pupils who are properly diagnosed as dyslexic, since we do provide additional linguistic and other help for them, as long as necessary; special charges to the parents are inevitable in this case.

We expect between fifty and seventy boys and girls to try for Oxford and Cambridge each year, though the numbers who are successful vary considerably. Special teaching is provided for those who opt to take the Oxford Entrance Examination in their fourth term, or the sixth term exams for Cambridge. Teachers are committed to excellence and to their pupils' success, in examinations as elsewhere. One of the prime characteristics of Wellington College is the close relationship between teacher and taught, which we think friendly yet properly courteous. In the context of this kind of relationship the best teaching is done.



## *The Library*

The College Library is central to the academic life of the school. The emphasis is to provide a quiet place of study for all pupils, together with a positive encouragement of the development of library skills. With the help of a full-time Librarian, boys and girls are able to make full use of a comprehensive collection of academic books, a wide selection of newspapers and periodicals, and a regularly up-dated selection of works of fiction. The newspaper cuttings index is a well-used resource for GCSE and 'A' level projects, General Studies courses and school debates.

The catalogues and the issue systems are computerised, and the Librarian believes that access to, and familiarity with, computerised information will be of significant help to all pupils both while they are at Wellington and also in their future careers.

There are smaller departmental libraries, for instance in English and History. Gradually, these smaller libraries are being incorporated within the cataloguing system of the main library. Next to the Library is the Auckinleck Room, named in honour of the distinguished Old Wellingtonian Field Marshal, and available for seminars and exhibitions.



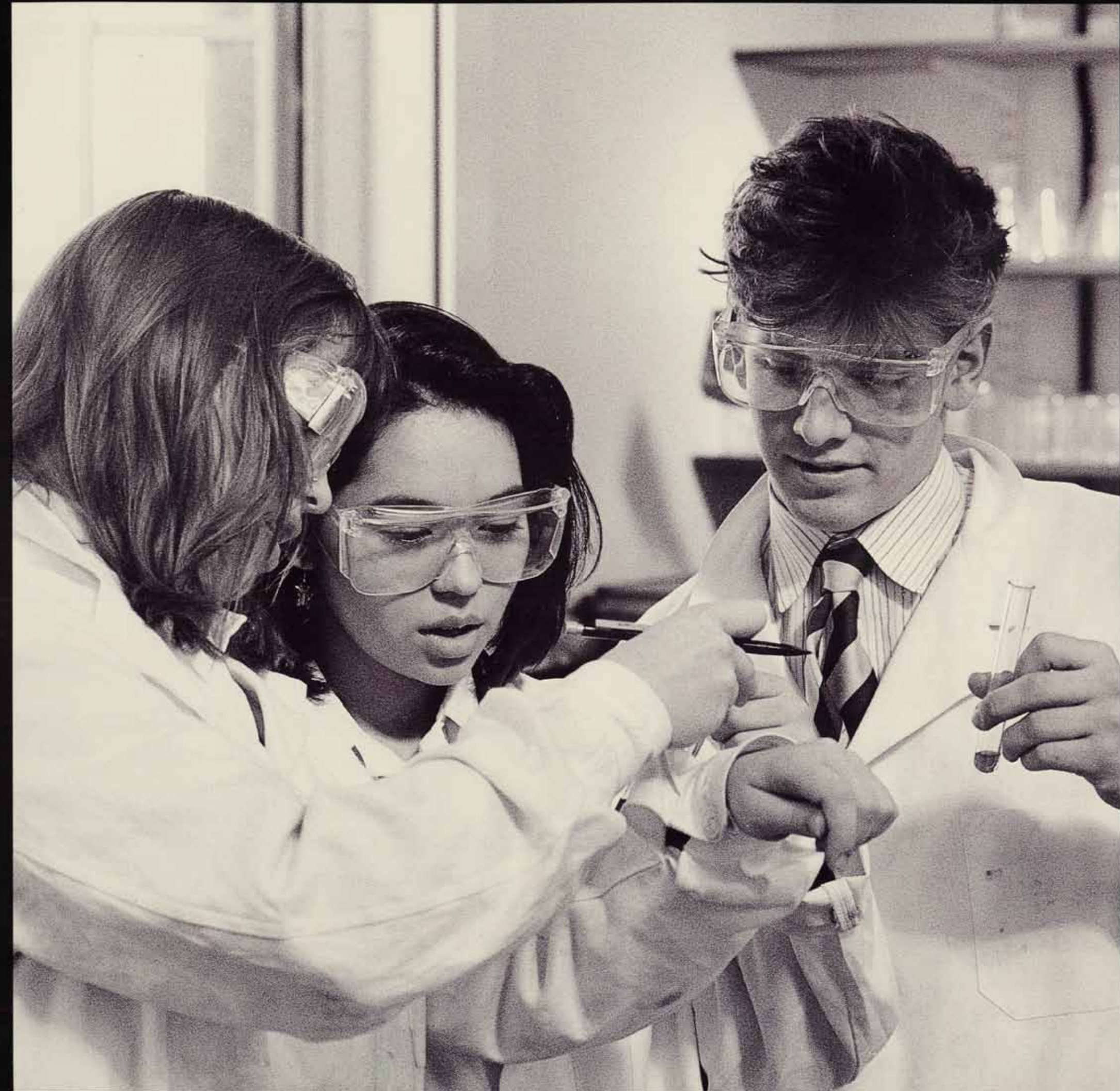


## *Computing & Word Processing*

Within the Microtechnology Department in the Kent Building there are excellent facilities for computing. Our broad aim is that every boy and girl should leave Wellington with a working understanding of information technology, and the skills of word processing. The computing network is being extended to all departments in the school; the capacity for storage, retrieval, design and experimentation is constantly being updated.

## *Supervision of Work*

The work of each boy and girl is carefully supervised from the moment he or she enters the school, not only by each set teacher but by Housemaster or Tutor, with help from undertutors. Regular assessments, either in the form of grades or reports to Housemasters/Tutors at Half-Term or on request, are made on the progress and industry of each pupil in all major subjects. There are twice-yearly examinations for the whole school. Parents receive a detailed report at the end of each term. The Master reports himself (generally) briefly on each boy and girl in the school at least once a year, and usually twice. At the end of a school career, the Tutor/Housemaster prepares a detailed confidential reference for use by universities, polytechnics and employees. Some pupils go on using their Tutor or the Master himself as a referee for years after departure. It is a service willingly undertaken, and scrupulously fulfilled.





## *Prefects & Leadership*

One of the purposes of Wellington College is to train its pupils to be leaders of their professions and in their communities. This is done in ways both large and small, both informal and explicit, particularly through the smaller scale of the House or Dormitory, and under the kindly supervision of the Tutor/Housemaster. Leadership will also be learned on the games field, in the Combined Cadet Force, in societies and in class.

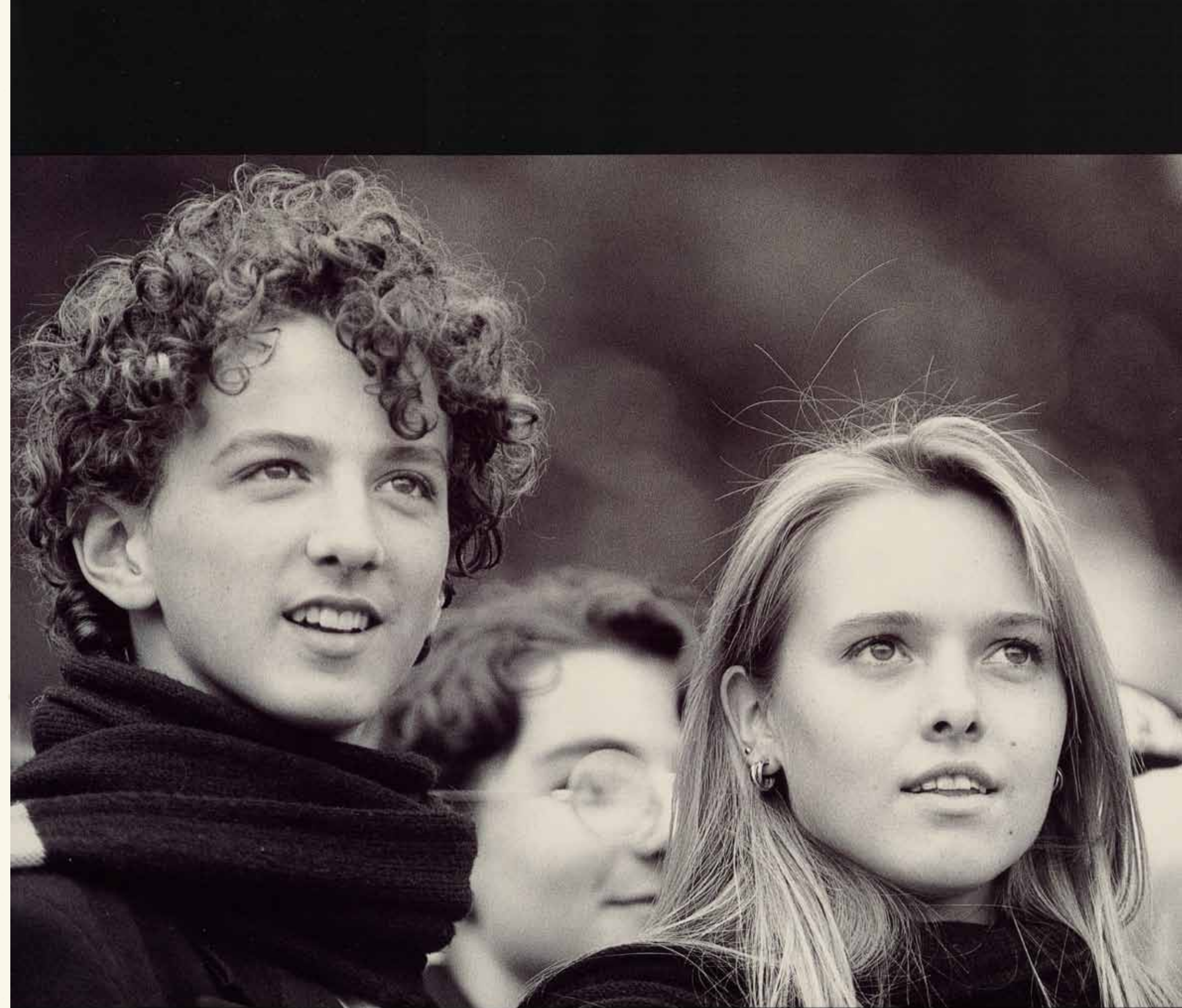
In the Lower Sixth form, a conscious effort is made to provide all boys and girls with a deliberate and imaginative programme of leadership training and, as time goes by, this is more and more directed towards the choosing and training of prefects. Not everyone in a House or Dormitory gets to be a prefect, but everyone is considered for his or her potential. The House prefects have authority within their Houses and Dormitories; some of them have college authority, and a few are selected to become College Prefects. One boy or girl will be chosen to be Head of College, and another his or her deputy. Usually supplemented with one or two other of the College Prefects, the "Upper Ten" are to the Master what Heads of House or Dormitory are to Housemasters and Tutors: they provide not only leadership of the pupils, but report on the pupils' ambitions, frustrations, and desires. Each House and Dormitory is represented on the Head of College's Committee, which meets twice a term to consider pupils' ideas and suggestions for the better running of the College. While the organisation of the prefects is inevitably hierarchical its purpose is mainly to provide the student body with a voice in its own government, and is widely respected as such.

## *Health*

The College Medical Officer is a local doctor providing general medical services within the National Health Service, and every boarder is automatically included in his National Health Service list. He attends the Sanatorium most days and supervises medical treatment as well as advising the Master on matters of health.

The Sanatorium is administered by a resident Sister-in-Charge, who is helped by a further resident sister and other experienced nursing staff. The inclusive School fee covers the cost of ordinary medical treatment, and close links are maintained with hospitals in Ascot and Reading to cover any emergency.

The College Dentist visits the Sanatorium weekly during the term; dental treatment is available either privately or under the National Health Service. The Sanatorium Dental Surgery will also provide orthodontic and preventative dentistry. Emergency dental treatment is available to all pupils in the case of injury; however, non-emergency dental treatment and the repair of orthodontic appliances will have to be provided privately for those pupils not registered with the College Dentist.





## *The Arts & Cultural Activities*

The standard of plays, concerts, exhibitions, and publications is very high indeed, and all pupils are enriched by contact with the arts; they gain a genuine sense of excitement and fun. Not only are the buildings and equipment very fine and resources excellent, but the departments offering the arts are in operation practically all the time. There is a regular Artist in Residence (a sculptor, an actress, a writer, and so on). There are regular visits by artists to the school, and encouragement to boys and girls to see themselves as potential artists of all varieties.

## *Art*

The Art School is well equipped with two painting studios, a print making area, a large pottery and sculpture department with wheels and kilns, and a History of Art room. All boys when they first come to Wellington do Art in their school periods, after which it becomes optional; many boys in the Middle and Upper School continue either in school periods or in their free time to paint, print or pot. About thirty boys a year take 'A' levels in History of Art, Art or Pottery, and many more take Art or Pottery at GCSE. The Art School is open regularly during out of school hours for those who want to develop their interest. Pupils' paintings are exhibited all over the school. There are regular visits to exhibitions in London and elsewhere, and to places of architectural interest. Scholarships are on offer to talented new comers.





# Creative Writing

Wellington has a long-standing tradition of interest in the promotion of creative writing, though (naturally enough) not all the writers we have produced have been happy at school (where have they been?). There is a Creative Writing Group meeting regularly, and an annual literary magazine, the Wellingtonian. There is an annual Edmonds Reading, where a well-known writer is invited to come to read to the school from his own work, and an annual reading week, when both in English classes and elsewhere boys and girls are especially encouraged to read widely and imaginatively. We have our own Bookshop. The reading and study of literature we regard as central to the teaching of English in the school, not as peripheral.

# Video & Film

We have a well-equipped Video Department in the Kent Building, and encourage the making of video films, mainly by boys and girls themselves, but with expert assistance. There is a Film Society which meets regularly in the course of the term, and in which boys and girls are introduced to the best examples of films both ancient and modern.



# Drama

In a normal year there are between nine and twelve school productions, and sometimes plays presented by visiting professional companies. Each term sees a major play or musical or opera, and all members of the school are encouraged to take part in, and write for, our productions. Our splendidly equipped theatre is designed to accommodate a wide variety of work, including films, lectures, concerts, drama workshops, and master classes. There is also the studio theatre in the Old Gym, which offers a marvellously flexible space for all kinds of production. Drama courses are on offer in the Upper School, and all members of Block III have drama lessons as part of their curriculum. A full range of technical courses, including work with video recording, stage lighting, sound and make up, is available.

# Societies

There are a number of other clubs and societies, such as Photography, Astronomy, Play reading, Bridge, Chess, Sub-Aqua, Debating, National History and Opera. Many of the academic departments organise talks and discussion groups of various kinds to supplement classroom work. Christian Forum is an informal opportunity for Christians of all ages to meet and talk about the nature of Christian commitment. Expeditions and visits to plays, concerts, museums, industry, and the mountains are a regular feature of every term, while holiday activities range from rugby tours to climbing expeditions in the Alps, from chamber choir concerts in Paris to modern language exchanges throughout Europe. Bursaries are offered by the Trustees of the Bevir Memorial Trust each year to allow leaving boys and girls to travel the world in pursuit of projects of every kind, and the Muir Scholarships encourage boys and girls to undertake exciting projects overseas.



## Music

There is an exceptionally well equipped music school, a separate wind and percussion centre, and a studio theatre in the Old Gym. The main music school comprises teaching rooms and practice rooms, classrooms and a concert room. Three rooms are audio equipped, and one is equipped as an electronics and recording studio. The College owns a French two manual harpsichord, a Harrison three manual organ and several modern grand pianos. There are twenty-nine visiting and six full time members of staff, and tuition is available in each orchestral instrument plus piano, harpsichord, organ, singing, guitar (classical and electric) and kit drums.

A great deal of practical music takes place: orchestras, string orchestra, jazz orchestra, four symphonic wind bands, chamber choir and a wide range of smaller ensembles: string quartets, a jazz quartet, rock bands, brass and woodwind groups. Each year the Choral Society sings a major work with a professional orchestra at a local concert hall, and there is usually a concert in Bracknell or London. Concerts are regularly staged at other venues, and there is a tradition of an annual overseas tour by one of the orchestras, or choir.

Music is taught as a class subject in the Lower School. All boys are taught to play an orchestral instrument in their first year; those who show particular promise are offered free tuition in their second year. Pupils may opt for GCSE and 'A' level music as part of the school timetable. Major scholarships with a number of minor awards, exhibitions and bursaries are awarded each year; details may be obtained from the Music Department Secretary.







## *The Combined Cadet Force*

Service in the Contingent is compulsory in Block II and thereafter is voluntary. There are three service sections: Royal Navy, Royal Marines and Army.

A Second Block boy will join either the RN or Army section for at least three terms. A cadet is expected to attend a camp at the end of the Summer Term, and to pass a proficiency examination. The training is designed to develop qualities of endurance, resourcefulness, self-reliance, leadership and responsibility, and a sense of public service. In the RN section, training is given as nautical a slant as possible, with sailing and sea-going a priority. There is an affiliation with HMS Iron Duke. The Royal Marine section, which is open only to Middle and Upper School cadets, follows its own syllabus. The purely 'military' content of the Army section syllabus is limited. All cadets may take part in shooting, orienteering, camp-craft and assault course training.

Candidates for the Armed Forces are given every opportunity to find out about Service methods and conditions and to take part in 'Acquaint visits'; these cadets are expected to remain in the CCF after their initial year. Provided they have passed Proficiency and attended summer camp, other cadets may be invited, or may apply, to remain in the Contingent.

Much of the most challenging training is available at weekends and in the holidays, at annual camps and adventurous training camps; these take place at sea, in HM ships or Establishments, in Glencoe, the Lake District, the Brecon Beacons, and many other sites. In recent years some training has taken place overseas. Cadets may learn to fly by winning Flying Scholarships.

Those who remain in the Contingent and those, including girls, who join in the Upper School for two years, get specialist training and, in particular, instruction in taking charge. Some activities are special to the Royal Naval section, and the Army section provides courses in artillery, advanced infantry, methods of instruction, sub aqua and First Aid as well as an introduction to the Duke of Edinburgh Award Scheme.

## *Contact*

For those who do not remain in the CCF, Contact offers a wide range of community service schemes; boys and girls visit the elderly and assist with their shopping and gardening, coach games in the local primary schools, help with arts and crafts at a local village for handicapped children, help in the College gardens and on the estate, and at times are able to be of help to the National Trust. There is a Concert Party which performs in old people's homes, in Women's Institutes and for the British Legion, and at Wellington. The Wellington Woodlands Project, assisted by the Forestry Trust, maintains an area of the College estate.

Thus, in due course, every boy and girl in the school is expected to contribute service to the Combined Cadet Force or to the community inside or outside the school.



## Games

Wellington College is generally acknowledged to be a premier games-playing school. In each term there is a major team game: rugby in winter, hockey in the spring, cricket in the summer. In the spring term there is also cross country, in the summer athletics and swimming. As well as these games, boys and girls may take up any of the following: rackets, squash, fives, basketball, badminton, fencing, soccer, golf, sailing, martial arts, shooting, archery, and rock-climbing. More and more boys and girls are involved in equestrianism (polo and show-jumping, for instance). Inter-school fixtures are arranged for all age groups; it is not uncommon for a Wellington College fifth team to be capable of beating first teams from other schools! Even lowly teams receive excellent coaching. There is a great deal of opportunity for boys and girls of all levels of ability to get the experience and the excitement of representing the College in matches. Inter-Dormitory games are also an important part of physical exercise and competition in the school.





## Entry to Wellington and Eagle House

Eagle House Prep School was founded in 1820, and moved to its present site in grounds of 30 acres adjoining the College in 1886. In 1968 the school was bought by Wellington. It is however run independently with its own Board of Governors; a majority of the Governors are also Governors of Wellington College, and the Master is ex-officio a Governor. Many Eagle House boys come on to College, but they also go to other independent schools.

There are about 200 boys in the school, of whom about 80 are boarders. Full details may be obtained from the Headmaster, Eagle House, Sandhurst, Camberley, Surrey. Telephone: Crowthorne (0344) 772134.

Applications for entry to Eagle House may be made for boys of any age between 8 and 11+. The normal age for entry to Wellington is between 13 and 14 and boys are required to reach our standard in the Common Entrance Examination (currently 55% average, preferably with at least 55% in Maths, English and French). Boys and girls may be admitted directly to the Upper School at Wellington provided they have good references from their previous schools, and have achieved sufficiently good results in the GCSE (currently six GCSEs, at grade C or above, with Bs in any subjects which they wish to study to 'A' level, or Bs in comparable subjects where they want to study subjects that they have not studied to GCSE level). Unless they are overseas, boys and girls are also required to submit themselves for interview with the Master, a Housemaster and others.

## Registration

Registration for entry may be made from birth onwards. Applications should be made to the Registrar on the form provided. The age of entry is normally the September following a boy's thirteenth birthday, though exceptional circumstances are always considered. A small, non-returnable fee is payable on registration, though the registration of a boy at an early age does not bind the parent in any way should it be decided subsequently that the boy is to be educated elsewhere. About two years before he is due to enter the school, a process of consultation begins, culminating in a decision whether or not he is to be a firm candidate for admission and so will be taking the Common Entrance examination for Wellington as his first choice school. It is at this stage, if a boy's candidature is confirmed, that an entrance fee becomes payable: a proportion is repaid if he fails to reach our standard in the entrance exam or is unable to come for *bona fide* medical reasons, and the same proportion is credited to a pupil's final account.

The Master and Registrar liaise very closely with prep school Headmasters and with parents themselves to try to ensure that boys who would neither enjoy nor respond to Wellington, or who could not cope with its academic demands, are not kept on the entry lists at 13+. Common Entrance is thus a qualifying exam, rather than a competitive one, and is used mainly to confirm what the prep school Head has already said about the boy.

Preference for a particular House or Dormitory may be expressed from registration onwards, though initially it is regarded as no more than an expression of preference. When decisions about firm candidature begin to be made, so too are preferences for Houses taken more seriously, though the school retains the right to direct a boy to a particular House or Dormitory if that is thought best for him or for the balance of the school. The Registrar can provide parents with more details of the Houses and Dormitories and the current Housemasters and Tutors, and also the processes of choice.

## Scholarships & Exhibitions

A number of scholarships are offered to boys who show exceptional ability in one or more subjects. These range from the Wellesley and Benson Scholarships worth one-half fees to Exhibitions currently worth 15% of fees. The scholarship examination is held in the Lent Term, and is open to boys under the age of 14 on July 1st, whether in the school or not. A separate leaflet is available from the Registrar.

In addition to these awards the college offers Junior Scholarships of half fees open to boys of 10 to 11 from Local Authority Schools and tenable at Eagle House and then Wellington. Details of these may be obtained from the Headmaster of Eagle House.

## Foundationers

The College's original charter permitted the children of deceased Army officers to be admitted as Foundationers. A supplementary charter of 1952 widened the Foundation to include the children of deceased officers of the Royal Navy, Royal Marines and Royal Air Force although there are limitations on the numbers admitted in these categories.

Applicants are normally elected to the Foundation by Governors two years before they are due to come to Wellington. Fees payable by a Foundationer are dependent upon the means of the candidate's family and are assessed individually in each case.

Full particulars of the rules for admission to the Foundation may be obtained from the Bursar.



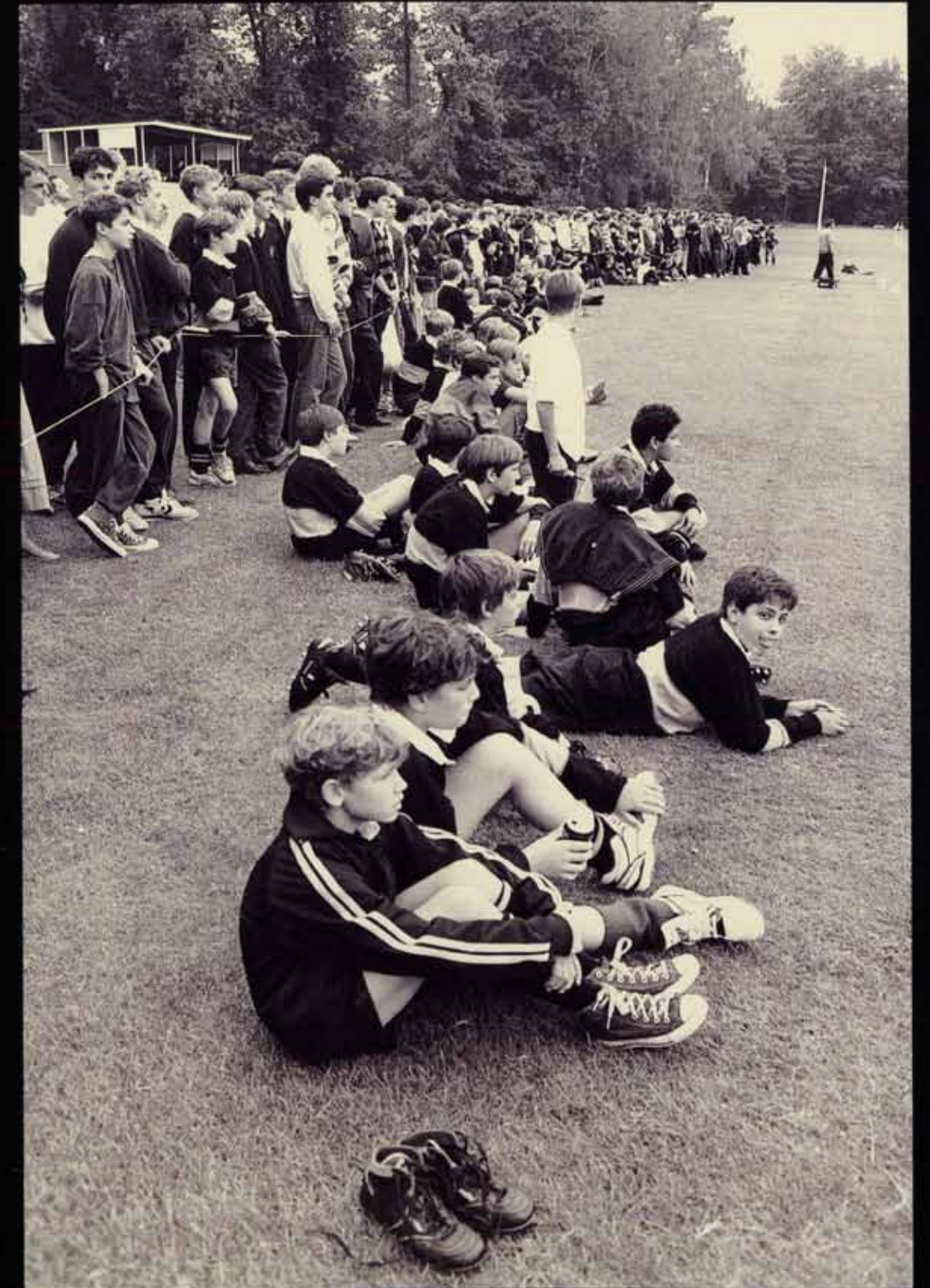
## *Clothes*

A full list of dress regulations is published separately. Everything possible is done to keep clothing regulations simple: sartorial extravagance and fashionable scruffiness are discouraged, and the regulations aim at tidiness and clothes which are serviceable, relatively inexpensive and acceptable in holidays as well as term. Special House or school colours for games are kept to a reasonable minimum, though boys and girls like the distinction of House colours and Rugby jerseys.

## *The School Shop*

Far from being just a tuck shop, the school shop carries virtually everything the pupils need, plus much of what they want. The stock ranges from items of uniform, sports equipment and clothing, to stationery, toiletries and sweets. The shop also stocks a wide range of OW and College memorabilia.

Payment may be by cash, Access or Barclaycard or by means of prepaid deposit in school shop budget accounts. Forms for these accounts are available from the shop manager.





## *New Boys*

We recognise that for some the move from prep school to big senior school may seem daunting, but we do our best to ease this transition. At the beginning of the Michaelmas Term new boys are asked to arrive twenty-four hours before the rest of the school. This lets them settle in quickly, especially as a selected group of senior boys is here to welcome and guide them. Parents are also given a full briefing about the arrangements at Wellington at the start of their son's career. Most boys are thoroughly and happily settled within the first ten days of arriving.

## *Service*

If we train for leadership, we train for service too: some of the ways have already been mentioned (Combined Cadet Force, Contact and Voluntary Service, GAP years abroad) but within the House or Dormitory and within College as well: litter collecting, tidying up Chapel, digging gardens, delivering messages. The old and dreaded system of "fagging" died out years ago and now all that happens is that new juniors are allocated communal jobs to do. There is no personal fagging.

## *Fees*

Details of current fees and other charges are given in a separate document. Fees are reviewed annually in June for application in the following September. Parents with capital available may wish to take advantage of the Payment in Advance Scheme, details of which are also enclosed.

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