



Heroum filii

WELLINGTON COLLEGE

the prospectus



Photograph: Jeremy Whitaker

The Kilometre and Turf in June

WELLINGTON

WAS FOUNDED AS A LIVING MEMORIAL
ARMY OFFICERS KILLED IN THE SERVICE
WELLINGTON COLLEGE IS *Virtutis Fortuna*

COLLEGE

TO A GREAT SOLDIER-STATESMAN, TO PROVIDE AN EDUCATION FOR THE SONS OF
OF THEIR COUNTRY. THE MOTTO OF THE ROYAL AND RELIGIOUS FOUNDATION OF
Comes—‘*Fortune is the Companion of Bravery*’ AND ITS SLOGAN IS *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”. The first Master, E.W. Benson, who was appointed as a young man from Arnold’s Rugby, and afterwards became 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 the United Kingdom and, indeed, among the very best schools in the world. ¶ 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. ¶ There are other admirable schools which have some of the same aims: what we hope to offer in addition 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; showing independence 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 very 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. *Jonty Driver*

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Above Front Quad—
The bust of the Duke of Wellington
and the West Tower

History

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SHORTLY AFTER THE DEATH OF THE DUKE OF WELLINGTON IN 1852, QUEEN VICTORIA, HER consort, Prince Albert, and Lord Derby, then Prime Minister, decided that a fitting memorial to the Great Duke would be the foundation of a new boarding school, to educate, among others, the orphan sons of army officers. The school was granted a Royal Charter in 1853 and Prince Albert became the President. He personally led the public subscription for funds to set up the school and oversaw its design and building. The school opened in 1859 under the Mastership of Edward White Benson, later to become Bishop of Truro and Archbishop of Canterbury. In fourteen years he made Wellington into the great national school which it remains to this day.

There are now 750 boys in the school for a five year course leading to GCSE and 'A' Level examinations. There are also 50 girls in the Upper School (16+) for the 'A' Level course. This gives the

school a particularly strong Sixth Form. Of the 800 or so pupils about 130–140 are day pupils. There are no immediate plans to change the balance between boys and girls and certainly none to go co-educational. Today, over 98% of leavers go to university.

Many people still think of Wellington as the 'Army School' and certainly in the early days there were strong connections with the Army, because Foundationers, the orphan sons of army officers, were in significant numbers and because serving officers were allowed reduced fees for their sons. A large number of distinguished army officers had their education at the College and the record of service to the nation in war is impressive: over 1200 Old Wellingtonians died for their country in the two World Wars. Fifteen old boys have been awarded the Victoria Cross and one the George Cross. The Army connection was at its peak between 1880 and 1920 when nearly 50% of Wellingtonians joined

the services on leaving. Today it is much less strong with less than 8% of leavers joining the services and with only about 10% of parents having a service background. Wellington is no longer the 'Army School'.

We are proud of our heritage of service and our close associations with the Royal family. Apart from a two year period after the untimely death of Prince Albert, a Royal Prince or Duke has always

been our President. Currently this post is filled by His Royal Highness The Duke of Kent who takes a close personal interest in the school. Her Majesty The Queen is our Visitor and each year the Queen's Medal, a gold medal struck at the Royal Mint and the personal gift of the Sovereign, is awarded to the outstanding pupil of the year.

The Governing body, of whom two are ex-officio, the Duke of Wellington and the Archbishop of

Canterbury, seek to represent among their number as wide a variety of skills and interests as possible. Nominations to the Governing Body require the assent of the Sovereign and no Governor may serve beyond the age of seventy.



T

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.

The main buildings 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 Junior Common Room, and a variety of other rooms.

Outside the main buildings, but within easy walking distance on the estate, are six boys' boarding houses, the girls' house (Apsley), 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 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 the summer. Nearby is an athletics track and ten more tennis courts. There is a very large outdoor swimming pool for summer use, an indoor rifle range and a fencing salle. Plans are in hand for a golf course within the College estate, and we already have use of the East Berkshire course.

The site chosen for the College was 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

The College Buildings



The Convex Mirror in Great School
Photograph: Jeremy Whitaker

& Estate



Apsley



The Dining Hall
Photograph: Jeremy Whitaker

Detail above Great Gate
Photograph: Jeremy Whitaker



Delphiniums on South Front
Photograph: Jeremy Whitaker



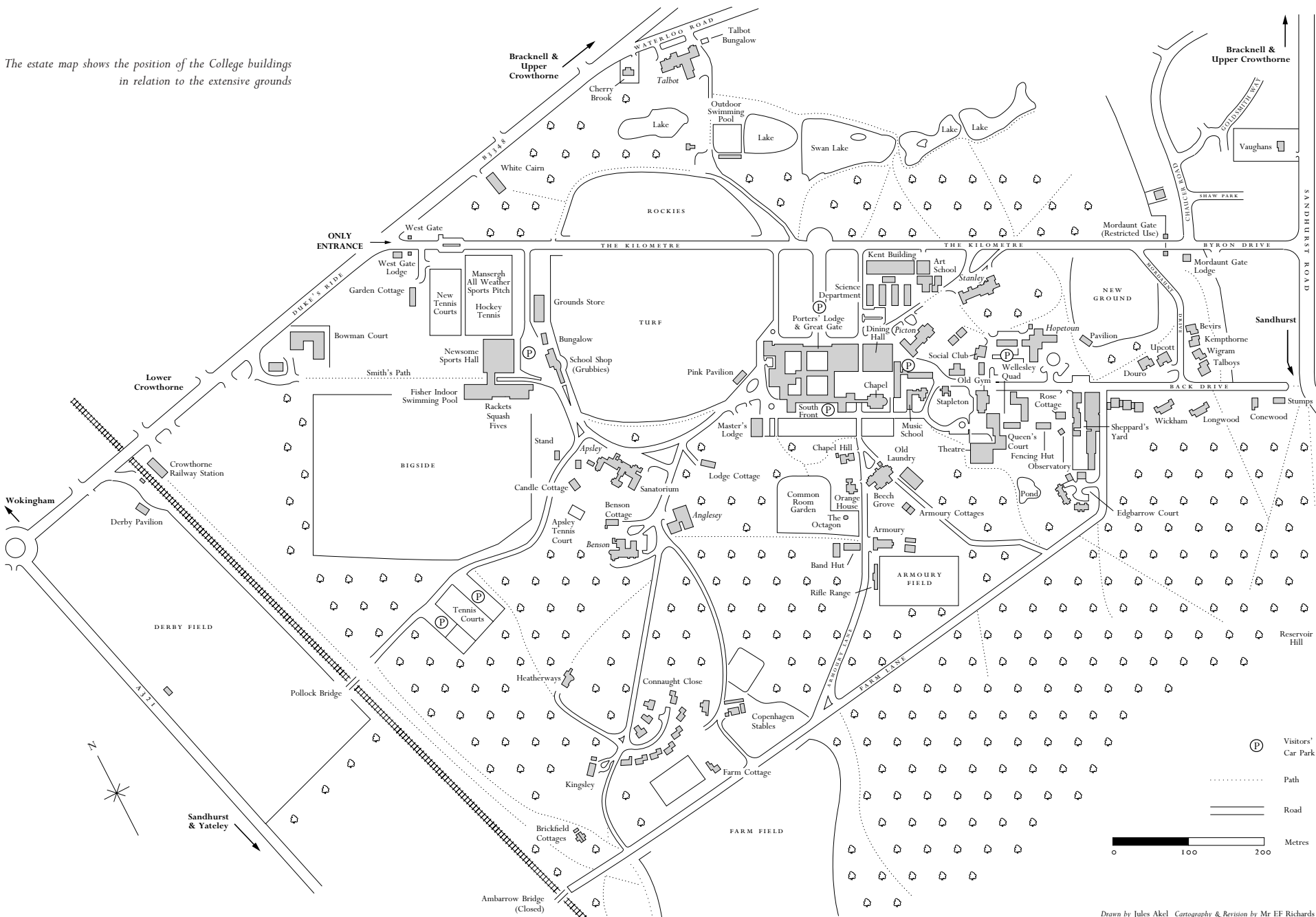
now have some 400 acres of freehold land. Playing fields occupy over 80 acres of the grounds, and much of the rest is natural woodland. There are many fine trees, four lakes and an area of wetland designated as an area of special scientific interest. The pupils are encouraged to take an interest in the estate and in the activities of the National Trust nearby.

The area is well served by road, with the M25, M3 and M4 motorways nearby. 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.



Farm Lane—an autumnal view

The estate map shows the position of the College buildings in relation to the extensive grounds



Drawn by Jules Akel Cartography & Revision by Mr EF Richards

P

ARENTS OF NEW BOYS MAY CHOOSE ONE OF THE FOURTEEN HOUSES, EITHER ONE OF THE EIGHT in-College Houses (Beresford, Blücher, Combermere, Hardinge, Hill, Lynedoch, Murray, Orange), or one of the six out-of-College Houses (Anglesey, Benson, Hopetoun, Picton, Stanley, Talbot). All the girls are accommodated in one House, Apsley. The Houses are more like each other than unlike, but there are differences of style and character, partly dependent on the style and character of the Housemasters, and partly on the boys in the House, and the traditions they pass on.

Preparatory School Headmasters, other parents and past and current pupils usually have advice on which are the best Houses but parents are the best judges of which would most suit their sons, though the Master is always happy to offer advice.

Boarders

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 and a games' room and, in three houses, dining rooms, kitchens and gardens. The in-College Houses have 50 to 55 boys each of whom has access to a House common room, kitchen, bathroom and changing room as well as all the main facilities in the central part of College.

Most pupils take their meals in the central Dining Hall though boys in the Talbot, Stanley and Benson have some meals in their Houses. The food is regarded generally as excellent, plentiful and healthy, and even the boys do not complain much!



Photograph: Jeremy Whitaker



Day Pupils

BOYS AND GIRLS WHO LIVE WITH THEIR PARENTS REASONABLY CLOSE TO WELLINGTON MAY BE admitted as day pupils. They are allocated to Houses in the same way as full boarders. Whenever possible, two day pupils will share a room, equipped for them with table, bookshelves and chairs. They are expected to play a full part in the school and in their Houses. 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 9.15 pm on Monday to Friday, and after games on Saturdays. Occasionally, parents may want to make arrangements with the Housemaster for pupils to leave a little earlier, but we prefer them to do prep at school. On Sunday, day pupils 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 pupils who subsequently want to become boarders, but pressure on boarding places means that requests for a transfer should be made well in advance.

The Chapel

THE SPIRITUAL ASPECT OF LIFE IS CRUCIAL TO THE WELL-BEING OF THE COMMUNITY OF WELLINGTON College. Our aim is to teach the pupils 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 central to worship in College. There is a Communion Service every Sunday during term, either at 8.45 am before Sunday Matins or at 10.00 am when there is a College Eucharist. There are, in addition, weekday celebrations at different times of the day. During the week, all pupils attend one of the three short morning services held for the different age groups.

The Chapel is a fine building and its interior,

though large, is warm and welcoming. Next to the main Chapel, there is also the small Crypt Chapel of the Epiphany which was opened in 1985; celebrations of Holy Communion are held there, but it is primarily set apart for private prayer and meditation.

There are two Chaplains who are responsible for conducting services, pastoral work, preparation for confirmation, and the teaching of Religious Studies. Confirmation takes place annually, usually in the Lent Term.

Some pupils are members of denominations other than the Church of England or belong to 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 celebrate Mass in Chapel, with a social held afterwards.



Photograph: Jeremy Whitaker



Care & Discipline

THE HOUSE IS THE CENTRE OF A BOY'S OR GIRL'S LIFE AT WELLINGTON AND CONSIDERABLE care is taken by the Housemaster 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 detention, 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 enable pupils to keep in touch with their homes during term-time, without contradicting the principle that Wellington is a national and international boarding school, not a local one. Parents are welcome to watch games, and to match-teas; they are encouraged to attend plays, concerts and other events. There are regular Parents' Conferences and frequent social events in Houses. The Wellington College Association exists to encourage good relations between all sections of the Wellington Community and organises regular events for parents, staff and pupils. Housemasters often organise discussion groups of parents.

It is expected that all pupils 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 leave-outs, with some freedom of choice allowed to older pupils about when these are taken. However, a great range of activities is provided on Saturdays and Sundays, so that pupils who do stay should never be bored. On Saturday afternoons, there is always a major sporting programme and on Sundays there are Chapel Services. Pupils have some set work to do over weekends, and there are a great many facilities open for them to use—Art School, Music School, Design Centre, Sports Centre and so on—as well as all sorts of expeditions out of school. Our Calendar shows the wide range of events we organise on a Saturday evening. As well as House Common Rooms with newspapers, television and video, there is a Lower Sixth Club room and a Junior Common Room for the Sixth. Housemasters and others often organise expeditions and adventurous training over weekends.

The Matron's own potion



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.

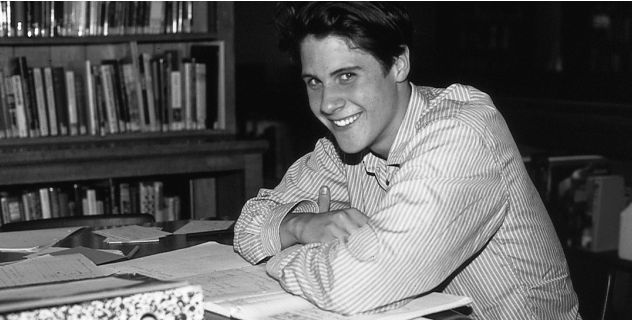
The Sanatorium is administered by a resident Sister-in-Charge and experienced nursing staff. The inclusive school fee covers the cost of ordinary medical treatment, and close links are maintained with local hospitals to cover any emergency. Physiotherapy is available on a private basis, covered by most health insurance plans.

The College Dental Officer visits the Sanatorium regularly during the term; dental treatment is available either privately or under the National Health Service. The Sanatorium Dental Surgery will also provide private orthodontic and preventive

dentistry if requested. Emergency dental treatment is available to all pupils in the case of injury; however, non-emergency dental treatment and the repair of orthodontic appliances has to be provided privately for those pupils not registered with the College Dental Officer.



The night before...



20 | 21

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). Lessons are organised on an 8 day cycle for all year groups. This allows a more balanced curriculum. 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, Design and Technology. Most boys take Latin, but a few take Classical Studies instead. Some boys are able to start Latin even if they have not 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, Italian, 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,

and any two sciences from Biology, Chemistry and Physics. In addition, most pupils select four subjects from a long list of Options, including the third science, Geography, Latin, History, Greek, Classical Civilisation, German, Spanish, Art, Pottery, Design, Computing, Information Technology, Electronics, Divinity, Music, and PE. Boys will usually take ten subjects at GCSE. Some boys who take French a few terms early, thus enabling them to take additional courses in French or a new language, achieve a total of eleven subjects.

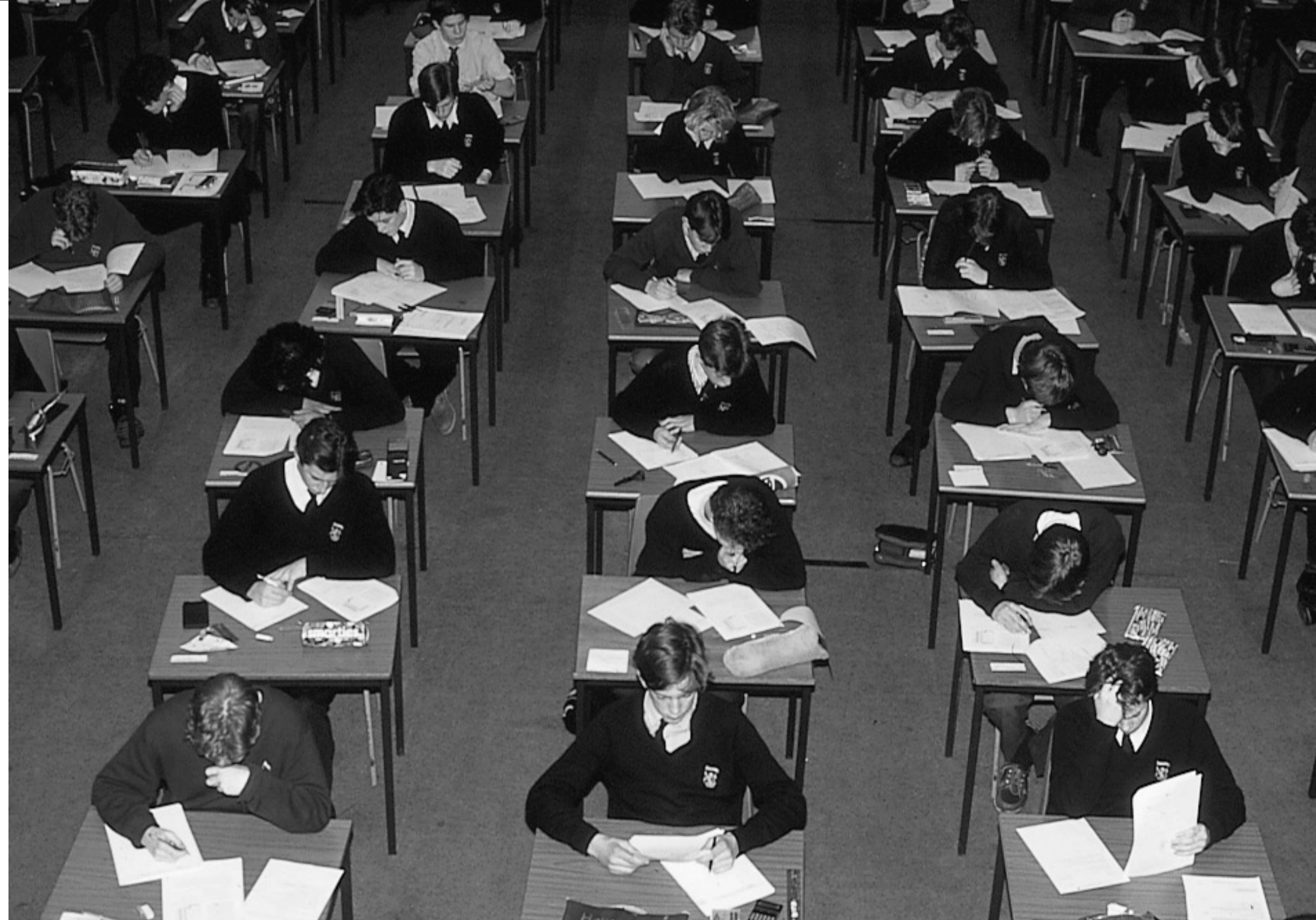
When pupils join the Upper School, they specialise usually in three main subjects to Advanced level, though pupils of marked ability may study four or even five 'A' levels. The major 'A' levels we offer are: English Literature, French, German, Greek, Latin, Spanish, Biology, Chemistry, Design and Technology, Electronics,

Maths, Further Maths, Physics, Classical Civilisation, Economics, Geography, History, Politics, Art, Music, Pottery, History of Art. Pupils are advised carefully on what combinations would be suitable and sensible for them, both in terms of what the universities require and also what they need for their careers. There are about 360 boys and girls in the Upper School.

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.

Academic Organisation

...the next morning.



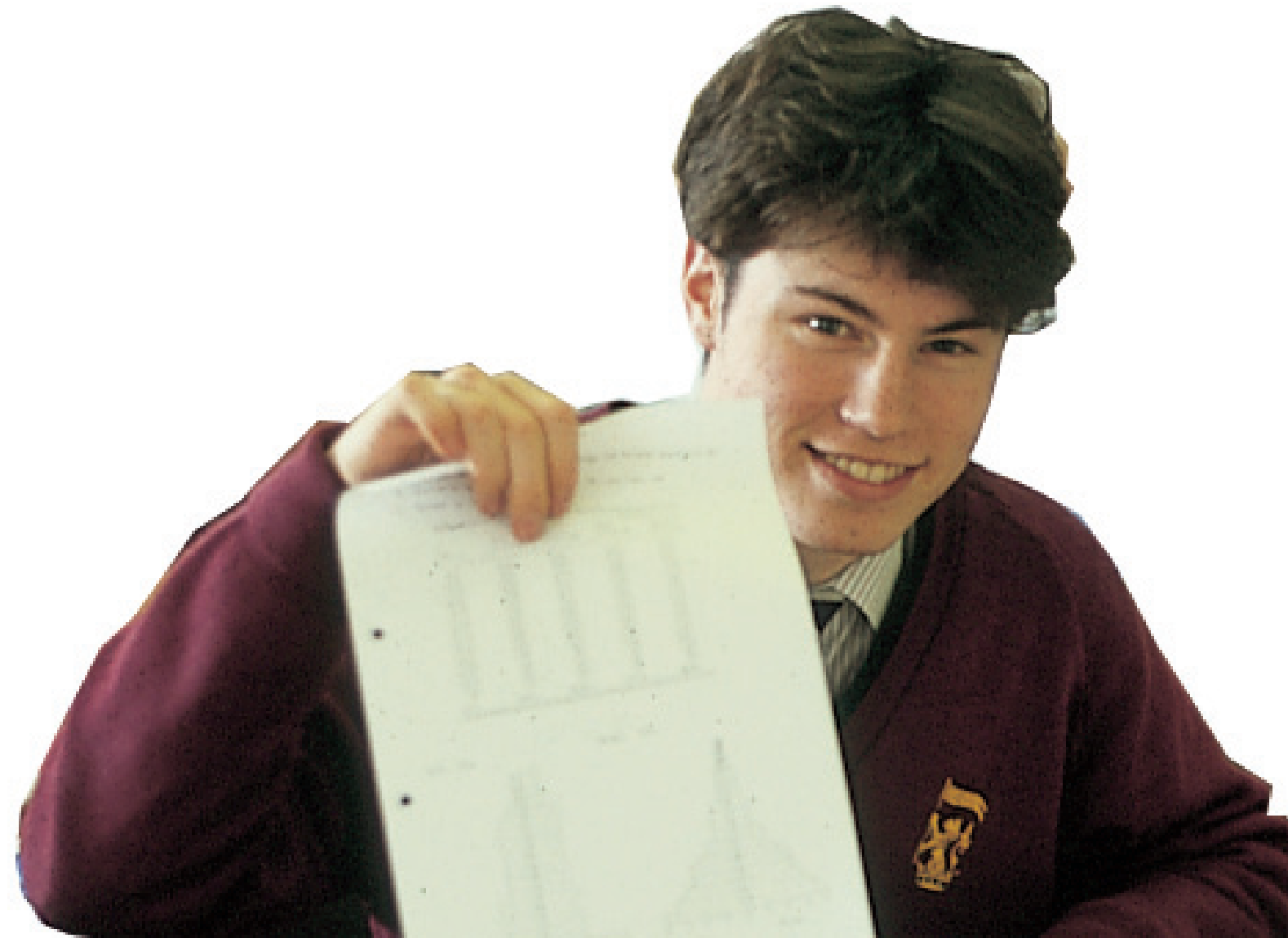


*A Fractional Distillation Column
separating Petroleum products
Photograph: Jeremy Whitaker*

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 to the popularity of a subject, but should never exceed 16, and is 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 diagnosed as dyslexic, since we do provide additional linguistic and other help for them, as long as necessary; special charges to the parents may well be inevitable in this case.

We expect between fifty and sixty pupils to try for Oxford and Cambridge each year, though the numbers who are successful vary considerably.

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.



Supervision of Work

ALL BOYS AND GIRLS HAVE THEIR WORK CAREFULLY SUPERVISED FROM THE MOMENT THEY enter the school, not only by each set teacher but by Housemasters and Undertutors. Regular assessments are made of the progress and industry of each pupil in all major subjects: for the first three years, there are grades twice a term and during the 'A' Level course, half-term reports. There are twice-yearly examinations for the whole school. Parents receive a detailed report at the end of each term. The Master himself reports 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 Housemaster prepares a detailed confidential reference for use by universities and employers. Some pupils go on using their Housemaster or the Master himself as a referee for years after departure. It is a service willingly undertaken, and scrupulously fulfilled.

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 and assistant, 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. Newspaper articles are available on CD-ROMs and are a well-used resource for GCSE and 'A' level projects, General Studies courses and school debates.

The catalogue and issue system 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 in their future careers.

There are some departmental libraries, for

instance in English and History. Gradually, these libraries are being incorporated within the cataloguing system of the main library.

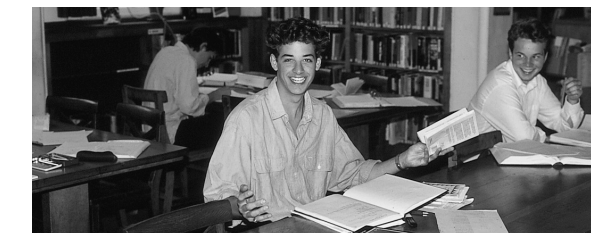
Other parts of the Library, separate but close by, are the Reference Library, the Auckinleck Reading Room and a well-equipped Information Technology room containing a number of networked computers which can access CD-ROMs (of which there is a growing collection); word processing facilities and printers are also available. This room is available to pupils. The Library also houses a photocopier for pupils' use at a small charge.



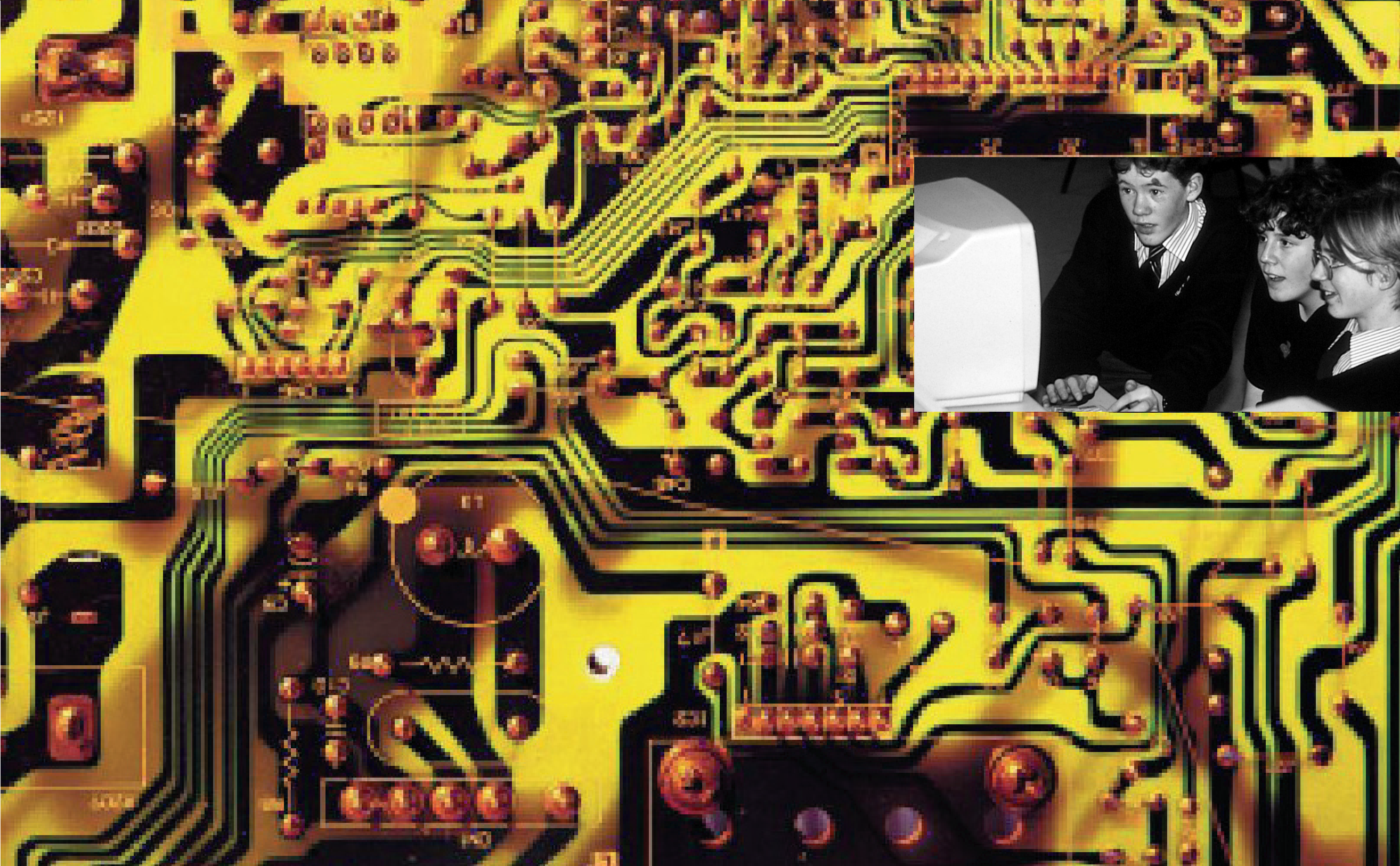
A rare antiquarian edition of Chaucer's Canterbury Tales

Photograph: Jeremy Whitaker

The Library



Photograph: Jeremy Whitaker



T

HE CORE OF INFORMATION TECHNOLOGY IN WELLINGTON LIES IN THE MICROTECHNOLOGY Centre which contains a set of networked personal computers which is used for teaching whole classes but is available for general use in free periods and spare time; there is also access to laser and colour printing and to optical scanning. This is connected to clusters of PCs in all the main academic areas, thereby making up a College-wide network. Access is thus provided to word-processing, spreadsheets, graphics, data bases, desk-top publishing, CD ROMs, e-mail and the Internet; e-mail is now widely used by both staff and pupils.

All boys, when they arrive, have one period of formal Information Technology per cycle throughout the year and this is used to introduce them to the network. The emphasis is on teaching pupils how to use Information Technology in their work generally, and increasingly

Information Technology

links are being made between Information Technology and other academic disciplines.

There is a policy of development and replacement of computers in all areas of College and all pupils are encouraged to use these facilities as part of their work. In addition, the Microtechnology Centre provides training and expertise, and there is normally a teacher available for help when the Centre is open.

Over recent years, we have welcomed the large increase in the amount of project work in many subjects (both at GCSE and 'A' Level) which is produced using Information Technology. We have found that the availability of Information Technology has given many pupils better presentational skills, and encouraged them to take a pride in producing high quality work. It has also allowed them the opportunity to use IT for research from a wide range of electronic sources.



W

ELLINGTON OFFERS SUPERB SPORTING FACILITIES WITH 80 ACRES OF WELL-DRAINED PLAYING FIELDS, a synthetic grass area for hockey and tennis, a large modern Sports Hall, two swimming pools (indoor and outdoor), squash, fives and rackets courts, an indoor rifle range and an indoor climbing area. There is also access for golfers at the adjacent East Berkshire Golf Course while the Shooting Club use Bisley on a regular basis through the summer months and the sailors Horseshoe Lake.

Rugby, hockey and cricket are the major competitive sports and all three have excellent records both in their normal school matches and in national competitions. Fixture lists are very strong and, in addition, many touring teams from Australia, New Zealand, South Africa, Canada, Zimbabwe and other countries are often entertained at Wellington. Between 14 and 24 teams are fielded every Saturday against traditional



rivals. Tours abroad have taken place to Australia, South Africa, New Zealand, Zimbabwe, Canada, the U.S.A. and various European countries.

Besides the major sports of the term, there are a wide range of supplementary sports giving each boy and girl a chance to develop their particular talents. Other sports with competitive fixture lists include athletics, tennis, swimming and sailing in the summer, rackets, football, cross-country running, squash, basketball, badminton, fives and fencing in the winter, while golf and shooting operate throughout the year. Water polo and polo, although less formally organised, are available with proper coaches. Some pupils stable horses at College to enable them to ride regularly.

There are specialist sports coaches available for cricket, rackets, tennis and golf but the bulk of the coaching and administration of sport is undertaken by members of the teaching staff. On the staff are



Sport



a number of people who have played a range of sports to high level. Coaching is not confined to the most talented but is available to a range of abilities.

In the Sports Hall, there is a well equipped Conditioning Room which enables pupils to work on personal fitness programmes.

Wellington College is regarded as a premier games playing school but the role of sport is kept in perspective and games are played in a good spirit with a commitment to traditional sporting values.



T

HERE ARE A NUMBER OF CLUBS AND SOCIETIES, SUCH AS PHOTOGRAPHY, ASTRONOMY, CURRENT Affairs, Bridge, Chess, Sub-Aqua, Debating, Natural 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.

A well-equipped Video Department in the Kent Building encourages the making of video films, mainly by boys and girls themselves, but with expert assistance.

The Film Society, which meets regularly, introduces the boys and girls to the best examples of films both old and modern.

Expeditions and visits to plays, concerts, museums, industry, and the mountains are a regular feature of every term, while holiday

Societies

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.



Creative Writing

W

ELLINGTON 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 (at least once a year) an Edmonds' Reading, where a well-known writer is invited to come to read to the school from his or her own work, and sometimes a reading week, when both in English classes and elsewhere boys and girls are especially encouraged to read widely and imaginatively. We have our own Finnis Bookshop where, with parent's permission, pupils may purchase books on account. The reading and study of literature we regard as central to the teaching of English in the school, not as peripheral.

Artists in Residence

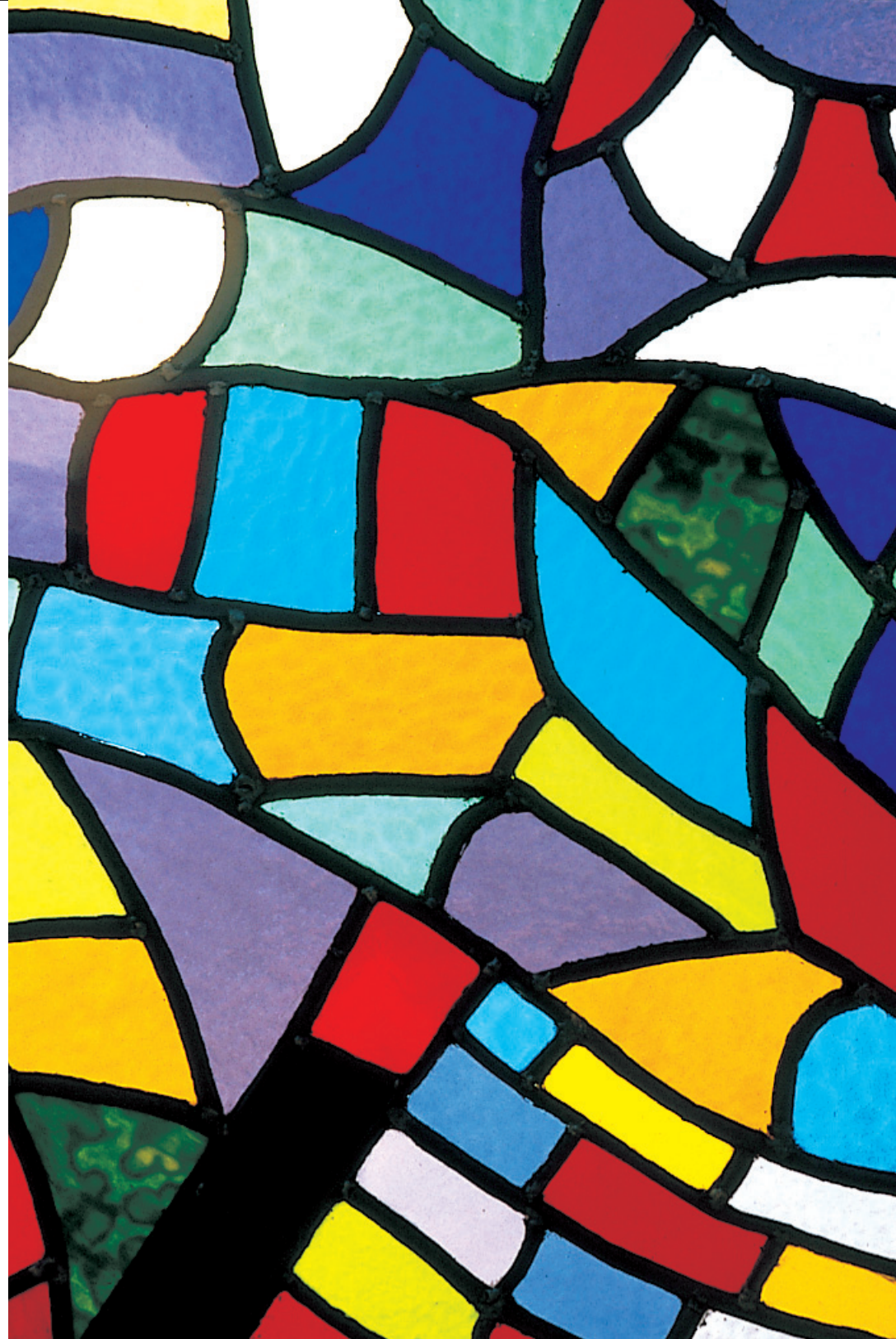
T

HERE 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.

W

WELLINGTON HAS A WELL EQUIPPED ART SCHOOL WITH A PAINTING STUDIO, 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 pupils 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, and there are more formal exhibitions three or four times a year. There are regular visits to exhibitions in London and elsewhere, and to places of architectural interest. An Art Scholarship is offered among the Entrance Scholarships.

Art



"Butterflies"—an 'A' Level project in stained glass



Drama



IN A NORMAL YEAR, THERE ARE BETWEEN SEVEN AND TEN SCHOOL PRODUCTIONS, AND SOMETIMES plays are presented by visiting professional companies. Each term sees a major play and occasionally a musical, and all members of the school are encouraged to take part in, direct 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.

A full range of technical work with video recording, stage lighting, sound and make up, is available.



Music

THERE IS AN EXCEPTIONALLY WELL-EQUIPPED MUSIC SCHOOL, A SEPARATE WIND AND PERCUSSION centre, and a studio theatre and practice rooms in the Old Gym. The main music school comprises teaching rooms and practice rooms, classrooms and a concert room. Three rooms are audio equipped as electronics and recording studios. 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), bagpipes and kit drums.

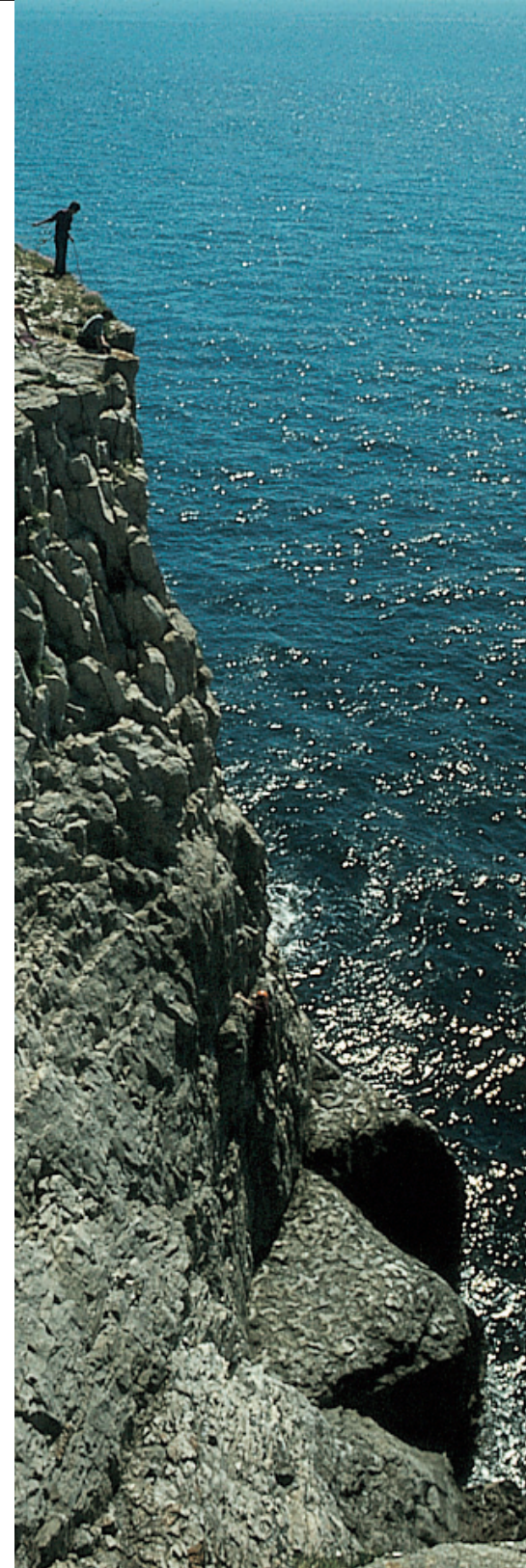
A great deal of practical music takes place in a variety of orchestras, four symphonic wind bands, the College and Chamber Choirs and a wide range of small ensembles: string quartets, a jazz quartet, rock bands, brass and woodwind groups. Each year, the Choral Society sings a major work with a

professional orchestra. Concerts are regularly staged at other venues, such as the Purcell Room, and there is a tradition of an annual overseas tour by one of the orchestras or choirs.

Music is taught as a class subject in Block III. 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's Secretary.



Photograph: Jeremy Whitaker



Rock climbing and the Death-Slide
in Wales

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ERVICE IN THE CONTINGENT IS COMPULSORY FOR THREE AND HALF TERMS AND is voluntary thereafter. There are four service sections: Royal Navy, Royal Marines, Army and Royal Air Force. A Block III boy will join either the RN or the Army or the RAF at half term of his first Summer Term. A cadet is expected to attend a camp at the end of the compulsory period 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, canoeing and sea-going priorities. 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. In the Army section,

all cadets take part in orienteering, camp-craft and self-reliance training as well as shooting and Field Craft. Flying, both powered and gliding, is available to members of the RAF section.

Cadets volunteer to stay on in the C.C.F. after their compulsory period of service. Services candidates are given strong support and are expected to stay on in the C.C.F. All those who remain in the contingent are given the opportunity to undertake specialist courses to include Sub-

The Combined Cadet Force

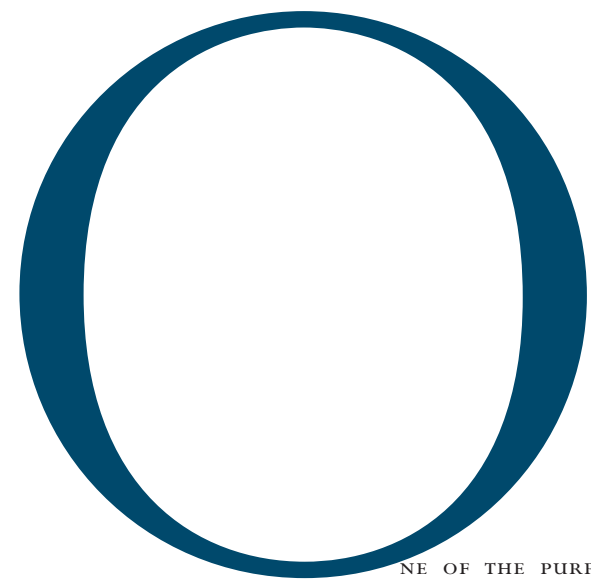


Aqua, First Aid and Life-Saving, as well as more specific training relevant to their particular section, (Navigation and Chartwork in the RN, Advanced Infantry and R.E.M.E. within the Army Section, for example). Those who continue in the contingent in the Upper School undertake Leadership Training.

C.C.F. Training is one afternoon a week in term time. More challenging training takes place on Field Days and at weekends and in the holidays, at annual camps and adventurous training camps;

areas used include South and North Wales, the Lake District, Scotland and the South Coast.





Leadership & Team-building

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 formal, particularly through the smaller scale of the House, and under the kindly supervision of the Housemaster. Leadership will also be learned on the games field, in the Combined Cadet Force, in societies and in class.

Throughout the College, a conscious effort is made to provide all boys and girls with a deliberate and imaginative programme of leadership training, culminating in a twenty-four hour residential course for every pupil in the Sixth Form. Not everyone in a House becomes a prefect, but everyone is considered for his or her potential. The House Prefects have authority within their Houses; a few are selected to become College Prefects. One pupil will be chosen to be Head of College,

and another deputy. The Head and Deputy Head of College, together with one or two of the College Prefects, form the 'Upper Ten' who are to the Master what Heads of House are to Housemasters; they provide not only leadership to the pupils but report on the pupils' ambitions, frustrations, and desires. While the organisation of the prefects is inevitably hierarchical, its main purpose is to provide the student body with a voice in its own government, and is widely respected as such.

In addition, there is the Head of College's Committee, which meets to consider pupils' ideas and suggestions for the better running of the College. Each House is represented on this Committee which meets once or twice a term, and which is chaired jointly by the Master and the Head of College.



Community Service

FOR THOSE WHO DO NOT REMAIN IN THE CCF, CONTACT OFFERS A WIDE RANGE OF ACTIVITIES IN support of the local community; boys and girls visit the elderly and assist with their shopping and gardening, coach games in local primary schools, help with arts and crafts at a local village for handicapped children, and assist the National Trust and local conservation groups. 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.

Duke of Edinburgh Awards

THERE IS A SUCCESSFUL AND POPULAR DUKE OF EDINBURGH AWARD SCHEME AT COLLEGE. Boys and girls are able to achieve Awards at Bronze, Silver and Gold levels. The Scheme is professionally administered on site by qualified leaders who are able to offer the necessary advice and support. We believe the main strength of the Scheme is that it is voluntary; pupils manage their own Award and, through the Scheme, develop their initiative, organisational skills and sense of responsibility.

Round Square

SINCE 1995, Wellington has been a member of Round Square, an international group of schools which support the educational philosophies of Kurt Hahn. Member schools focus on three areas: supporting internationalism, increasing community service and challenging body and mind through international exchanges, community service, fund-raising and overseas expeditions.

Entrance to College

REGISTRATION FOR ENTRY MAY BE MADE FROM BIRTH. APPLICATIONS SHOULD BE MADE TO THE Registrar on the form provided. Entry is usually in the September after a boy's thirteenth birthday, though special circumstances are always considered. A small, non-returnable fee is payable on registration, though early registration does not bind the parent if it is decided later that the boy is to be educated elsewhere. About two years before he is due to enter College, a process of consultation begins, culminating in a decision whether or not he is to be a firm candidate for admission and thus take the Scholarship or the Common Entrance for Wellington as his first choice. At this stage, if a boy's candidature is confirmed, an entrance fee is payable: a large proportion is repaid if he fails to reach our standard in the entrance exam or is unable to

come for bona fide medical reasons; 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 prep school Heads have already said about boys. (Currently 55% average is expected, preferably with at least 55% in Maths, English and French).

Boys and girls may be admitted to the Upper School provided they have good references from their previous schools, and have achieved sufficiently good results in the GCSE (currently six grades at grade C or above, with Bs in any

subjects which they wish to study to 'A' Level, or in comparable subjects where they want to study subjects that they have not studied at GCSE). Applicants are also required for interview with the Master, and the Heads of Department of their proposed 'A' Level subjects.

Choice of House

PREFERENCE FOR A PARTICULAR HOUSE MAY BE EXPRESSED FROM REGISTRATION ONWARDS, THOUGH initially it is in no sense seen as binding. 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 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 the current Housemasters, and also the processes of choice.

New Boys

WE RECOGNISE THAT FOR SOME THE MOVE FROM PREPARATORY SCHOOL TO A 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 allows them to 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. A handbook providing maps and important information about College is issued to all new pupils, most of whom are thoroughly and happily settled within the first ten days of arriving.

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.

Scholarships & Exhibitions

EACH YEAR, ABOUT TWENTY AWARDS ARE OFFERED TO BOYS WHO SHOW EXCEPTIONAL ABILITY in one or more subjects. These range from the Wellesley, Benson, Fisher and West Scholarships worth 50% of the fees to Exhibitions currently worth 15% of the fees. Music Scholarships worth up to 50% of the fees, an Art Scholarship of 15% of the fees and a Design and Technology scholarship, also of 15% of the fees, are available. The scholarship examination and music auditions are held in the Lent Term, and are open to boys under the age of 14 on September 1st; boys already at College are eligible, provided that they come within the age limits. A separate leaflet is available from the Registrar.

There are also smaller Scholarships awarded at later stages of a pupil's school career: the Coldwell Scholarship, awarded in the second year to an outstanding boy who did not win a Scholarship

in his first year; the Coldwell Scholarships in the Lower Sixth, awarded to boys and girls who have not already got Scholarships or Exhibitions but who have done exceptionally well in GCSE; the Master's Awards in the Sixth Form, to recognise talents late in developing, and Awards for boys and girls entering the Lower Sixth.

In addition to these awards, there are Junior Scholarships and a Music Scholarship 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 ADMITTED THE CHILDREN OF DECEASED ARMY OFFICERS 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 the 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.



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



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.

Eagle House

EAGLE HOUSE PREPARATORY SCHOOL IS OWNED BY WELLINGTON COLLEGE. IT IS, HOWEVER, RUN independently with its own Board of Governors. About 30 Eagle House boys come on to College out of an annual intake of 150.

Details about Eagle House may be obtained from the Headmaster.

Address: Eagle House, Sandhurst, Camberley, Surrey

Telephone: 01344 772134

Facsimile: 01344 779039

e-mail: info@eaglehouse.demon.co.uk

www: eaglehouse.berks.sch.uk



Photograph: Doug Buchanan

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The Future

Although we try to ensure that boys and girls will be happy and fulfilled at Wellington, we realise that our most important objective is to prepare them to take their place in the world beyond school. To that end we have a fine Careers Department which, as well as guiding pupils through the complexities of University Entrance, also undertakes to try to provide every student with some work experience; in addition to this, we have a full programme of visiting speakers who provide up-to-date information about a variety of careers. Our General Studies scheme equips our students with the basics of Money Management, Communication Skills, Information Technology, Interview Technique and knowledge of the changing priorities of the commercial and industrial world. ¶However, it is the whole Wellington experience which is important. The challenges with which we confront our pupils, be they in the classroom, on the games field, in the Theatre, on an Expedition, or during our Leadership and Team-Building training programme, aim to ensure that Wellingtonians leave school with the confidence, flexibility, flair and integrity to take their place in society and play their part in determining the future.



Photograph: Jeremy Whitaker

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