

# The Bradfieldian

June 2016



## Ski Expedition

*Easter Cross Country Ski Trip  
to Norway*



*In this issue:*

- Theory of Knowledge
- The Classroom Conversation
- Louis de Bernières
- Digital Leadership Programme





Cover Photography by Danny Daniels



# BRADFIELD COLLEGE

COEDUCATIONAL BOARDING & DAY SCHOOL 13-18

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# The Bradfieldian

June 2016

## Award Winning Magazine



The Bradfieldian has won the 'Best School Magazine' category in The Gold Stars awards, a competition which recognises achievements in independent school marketing. The magazine category had a substantial number of entries from both large and smaller independent schools across the UK.

The judges voted unanimously and were highly impressed with The Bradfieldian stating: "Not only are the content and visuals engaging but the finish is of such a high standard, it echoes a magazine you would purchase from the shop as opposed to a school magazine! For a magazine that only began production last year the team have certainly done an excellent job in creating such a polished magazine."

The editorial team is very proud to have won this award. We would like to thank the staff, pupils and Old Bradfieldians who write engaging content and the designer Matt Rea (Hyperbole Design & Marketing) who works hard on the visuals of every edition. Thank you also to The Lavenham Press who do a phenomenal job with the printing and mailing and of course we would also like to thank you, our readers. Your feedback has been vital in helping this publication to grow over the last 18 months.

The Bradfieldian is now interactive! To view the interactive content on your smartphone or tablet simply download a free qr reader from the app store and scan the codes.



p4



p10



p18



p34



p42

## Contents

### Features

Classroom Conversation	4
Theory of Knowledge	10
The Wind in the Willows	16
E-Safety	18
Roger Wall	22
Louis De Bernières	34
Imogen Newey	38
Tom Kerevan	40
Sam Hunt	42

### Regulars

College News	4
Performing Arts	14
Prep Schools' Events	21
Sports	22
Bradfield Horizons	30
Bradfield Club, Peckham	37
Obituaries	42
OB Affiliated Clubs	45
Bradfield Society	46

*Headmaster  
Dr Christopher Stevens  
on*

*The  
Classroom  
Conversation*

**'I learned most, not from those  
who taught me but from those  
who talked with me.'**

*(St. Augustine Confessions)*

**A**t the first staff meeting of this year I invited SCR members to share memories of their most influential teachers and recalled some of my own.

Amongst them was English teacher and writer Jonathan Smith, whose book *The Learning Game* includes a memorable description of the two supervisors who taught him in Cambridge, one of whom coincidentally lent me Jonathan's book about teaching some forty years later. These two academics demonstrated the same blend of inspiration and rigour that features in so many of the descriptions of outstanding teachers that I hear from colleagues and pupils. Indeed, they clearly combined the wonderful mixture of passion for their subject and high expectations – both of their charges and for them – which enables people to realise their potential. This same combination was, moreover, exactly that described by former pupils and colleagues attending the memorial service for Charles Lepper earlier this year (see Michaelmas edition).

**“Teaching and learning is in essence a conversation.”**

What these teachers and their successors have in common are skills that transcend subject boundaries, changing syllabuses and new technologies. They don't talk at their pupils; they talk with them. They, like St. Augustine, recognise that teaching and learning is in essence a conversation and that 'a free curiosity is more effective in learning than a discipline based on fear'. As cited in our prospectus, on our website and in our strategic plan, Bradfield aims 'to develop intellectual curiosity and ambition in the pursuit of academic excellence'. To do so relies upon the remarkable human strengths of a College community in which pupils and teachers work in partnership within and beyond the classroom – a talking school. The goal within this school is not solely to acquire knowledge but also to learn habits that will serve our pupils for the rest of their lives. These include the ability to filter, analyse, process and synthesise information,



the skill of collaboration, the habit of challenging oneself and engaging with difficulty, the capacity to attend, the acceptance of difference, and so many more aptitudes besides.

**“The role of the teacher as inspiration and spur, guide and fellow traveller remains irreplaceable.”**

Assessing these aptitudes and developing them through targeted interventions have long been implicit in the role of the teacher, but are even more important in an age when the future is harder than ever to predict and the specific future needs of our pupils impossible to gauge with any certainty. Learning how to learn, learning how to 'flounder intelligently' (in the words of educationalist





Guy Claxton), or 'knowing what to do when you don't know what to do' (Jean Piaget's definition of intelligence) is therefore even more important for the current generation of pupils than it was for their predecessors. Teaching pupils how to learn and encouraging them to love learning must therefore be at the heart of the education we offer. To that end, whatever the potential of digital technology (about which I have written enthusiastically elsewhere), the role of the teacher as inspiration and spur, guide and fellow traveller remains irreplaceable. Just like the 'death of the book', suggestions of the impending obsolescence of the teacher in the age of Google are undoubtedly premature. There continue to be many great teachers at Bradfield who make this abundantly clear.



**Thomas More: Why not be a teacher? You'd be a fine teacher, perhaps a great one.**

**Richard Rich: If I was, who would know it?**

**Thomas More: You, your pupils, your friends, God. Not a bad public, that.**

***(Robert Bolt, A Man for all Seasons)***



## Julia Merican tops list at Berkshire Festival of Arts

Many renowned story tellers have graced Bradfield's classrooms throughout the College's history, from former pupils including Louis de Bernières (featured later in this edition) to current teacher and Housemistress Cesca Major (interviewed in the March edition).

Looking to follow in their footsteps is Lower Sixth pupil Julia Merican (J), who won first prize in the short story category at the Berkshire Festival of Arts. The judge was instantly gripped by Julia's entry, going as far as to call it the highlight of the festival.

Below is an extract from Julia's story entitled *Mother Nature & Her Children*.

It's not so nice here, when everything cloys and furls, and oxygen does not relieve; it suffocates. It is so hot that the particles in the air (atoms, molecules, pixie dust, etc.) cling to you for comfort, too exhausted to scatter, fizz, collide. Artificial coolness is perhaps even more stifling, but a necessary stifling, the sort of stifling that you need to survive. Like smothering hugs from the universe.

So when it rains like today, it is greensmeared bliss.

Alecta and I sit outside on the swing, kicking our mosquito-lavished legs into the air to push us forward, like children. You are children, my mother would snap. We are of the age where we are still being chastised like kids, but slapped and jostled into acting like adults. It's the age of confusion, and it is scary.

I don't remember when it was last cool like this. The air is not curdling and sour in my clothes, my forehead is not damp with glitter-sweat, Alecta and I can hold hands and not have our palms stick together like the dragonflies mating over the pond.

'My brother leaves tomorrow,' she says. The soles of her feet scrape the gravel on the ground as we slow down, grazing the bodies of massacred insects that collect in the heat.

We usually bury them individually, but recently, they must make do with mass graves, poor darlings. How cruel, no, that the mother who gives us life can take it away with the slightest flux in her mood, hurting us carelessly, maybe inadvertently, as she flicks on a sunshine bracelet, or shakes the acid bathwater out of her hair, or even as she blows us a kiss, a forceful gale of love. Not so unintentional after all, this pain.

All the animals are dead, or metamorphosing.

....

You come across men with crocodile heads, grand and frightening, scaled like princes. You see women with viper's tongues, children with horns or claws. Mosquitoes suck at your blood, but they may be leering old men in their minds already; you can't always tell.

We live among them, and we fear them. Why? Because that is what humans do, isn't it? We are scared of the new, the things we don't know, the things we have yet to label. They mystify us.

New laws had to be made, naturally. All of the animals are metamorphosing, some more slowly than others. They are turning into variations of us, so we must respect them as equals. All we can use is the land, and even that, we have already destroyed. Scarcity is what springs from this, if that isn't apparent. We are starving.

The humans are dying out, anyway. Soon, we will no longer exist. Purists believe in preserving our race, keeping it clean, uncontaminated, but that is leading to inbreeding, deformities, the scurrilous word i-n-c-e-s-t. Immoral, some whisper.

It's not yet illegal to sleep with another human, but it soon will be. There are perhaps a thousand separate families in the whole world. Now we must cloister together, because so much land is barren, so much space is poisonous, unfit for living. The seasons are decaying. The constellations are disorderly. The earth is polluted; the food chain disrupted. And it's all our fault.

But Nature will not be trampled on anymore. She is rising out of the ground. She is slathering her wounds in miracle creams, brushing her hair, scrubbing the dirt from her toenails; she is purchasing some lip salve. She will not stand for this any longer.



## Politics Trip to Westminster

During the Lent Term around twenty Sixth Form pupils made the trip to Westminster to see the Houses of Parliament. The tour started in Westminster Hall, the oldest room in Parliament, which has hosted many significant events such as the trials of Guy Fawkes and Charles I. Nowadays it is used to hold events and for world leaders to address Parliament. Speakers such as Nelson Mandela and Barack Obama have addressed parliament here. The room is also used as an additional debating chamber for the House of Commons when needed.

During the tour we followed the route annually taken by the Queen to formally open the new session of Parliament in the House of Lords which is much more compact than it looks on the television. We also stood on the exact spot where the Prime Minister stands during the State Opening of Parliament.

The tour took us into the Central Lobby which is the core of the Palace of Westminster and sits in between the House of



Lords and House of Commons. It is used as a meeting place for members of both Houses as well as constituents meeting their MP. As we departed, we saw pressure group action first hand with some doctors protesting about the cuts to NHS bursaries.

*Rory Tennant (E)*

## CCF Norway Ski Expedition

Cadets on the Norway Cross Country Ski Expedition experienced the full range of arctic weather conditions during their week skiing over the Hardangervidda mountain plateau. Despite the stormy conditions the six girls and boys made quick progress acquiring the necessary ski skills to complete a demanding Hut-to-Hut Expedition. The advantage of using the huts rather than camping is that it ensures you are able to ski with a light rucksack, however the importance of carrying the correct emergency equipment was very evident as we set off into a full blown storm.

Mercifully the best weather was saved for the last day, a ski from the Kjeldebu Hut to the Finse Hut. The morning started early with the need to get the wood burner going before the team could cook pancakes and melt snow for water. In glorious conditions we set off with "skins" fitted for the initial ninety-minute climb out from the hut. The rest

of the day we skied at an excellent pace passing through the stunning Norwegian mountains back to the Finse Hut, a total of 28km. Tired and hungry we savoured the relative luxury of the catered hut and sat down to be served a hearty meal of reindeer meatballs. They are tasty but three times in one week was stretching it!

Our Norwegian hosts were all very impressed by the group's achievements during what was their first week of cross country skiing, especially given the demanding conditions. The cadets displayed great effort, determination and good humour in what was a challenging but hugely enjoyable week – well done.

*Danny Daniels (CCF Commander)*





## Art and Design Trip to New York

The trip to New York was incredible. On the first day we walked to the Chelsea Galleries and had a look around as many as we could. Here we took the opportunity to gain inspiration from the up and coming artists who were selling their artwork, some of which gave us new ideas for painting techniques and ways of communicating ideas into art.

Another highlight was having the chance to view some truly famous pieces of artwork in person. We were all surprised to see Van Gogh's *Starry Night* just hanging on the wall of the MoMA so casually.

The trip was heavily based on art, architecture and sculpture and one gallery that demonstrated all of these elements was the Guggenheim. The building itself was not only aesthetically pleasing, but is also the work of Frank Lloyd Wright, an architect we have studied during the course.

The Design pupils were really looking forward to visiting the Cooper Hewitt Design Museum. There were electronic pens throughout the museum that allowed us to interact with displays and draw out our own designs onto large screens whenever we were inspired by the work on display. We were able to save anything that we created on the screens to a database which we would be able to access online at any time.

*Luciana Randall (J), Ella Maguire (M) and Noah Walton (G)*



## World Challenge in Swaziland

During our World Challenge trip we were tasked with laying the primary foundations to a system that will allow the orphanage we were staying at to have a self-refilling water system. We walked up a nearby hill and began to dig a big hole above a natural spring the locals had discovered a few weeks before. Within the space of three days, the once grassy slope of the hill became a muddy clay pit that was slowly filling with water. It was a rewarding achievement for only three days of hard work.

Following the project phase, we embarked on our trek which was made difficult by the heat, humidity and terrain. We camped in designated wild campsites, a challenge for everyone as the idea of a river and a shovel for personal sanitation was not overly appealing! On the final day of trekking, we were blessed with cool weather and fog which helped as the home stretch was all uphill.

To finish the trip, we got some much needed rest and recuperation with a safari adventure. We saw all of the African Big 5 on the first day which was fantastic! We also enjoyed a dusk safari in which we saw some different nocturnal animals.

The trip was both eye opening and enjoyable and I would highly recommend World Challenge trips to any pupils presented with the opportunity in future.

*Luke Vincombe (A)*



Shell pupil Luke Almeida (E) made a video of the trip. Scan the qr code to watch or visit the news section of the College website.







# Theory of Knowledge

*Stuart Williams discusses how one of the core elements of the International Baccalaureate Diploma Programme challenges pupils to question how we gain knowledge*





*Writing in April, mired amid claim and counter-claim as Britain debates its future relationship with the European Union, the need to separate what is known of the consequences of “Brexit” from the many assertions of belief or opinion is evident to anyone seeking to cast their vote with responsibility.*

Mindful of Orwell’s warning that “political language is designed to make lies sound truthful ... and to give an appearance of solidity to pure wind,” the Brexit debate crystalizes the importance of young people being empowered to reflect critically on the true status of things presented to them as known facts.

Plato suggested that to “know” something is to have a “justified, true belief”. His point of view is not universally approved but we plant an important flag if we persuade young minds that claims have to be properly justified to be taken seriously as knowledge.

In TOK pupils examine the ways in which we gain knowledge (specifically: perception; reason; language; intuition; imagination; faith; emotion; memory) and discuss the circumstances under which knowledge acquired by these means

can count as “justified, true belief”. At first sight, the status of knowledge built on some of these foundations seems easily dismissed. Knowledge that the campaign for same-sex marriage is mistaken, because intuition tells one that homosexual acts are wrong, demonstrates the weakness of intuitive knowledge; yet pupils watching a finger move to touch a pen, and seeing the pen then move, are eventually bound to admit that the main way (just possibly the only way) they can know the pen moved because the finger moved it, is for the reason that it is intuitively obvious this is what happened.

By contrast, knowledge arising from perception is initially accepted with the confidence that “seeing is believing” – that is until the class is confronted with the many ways in which the eye can be tricked and the necessity, therefore, of differentiating perceptions that are reliable from those that are suspect. Even the old claim that “if it looks like a duck, swims like a duck and quacks like a duck then it’s a duck!” starts to creak in a TOK class once pupils are asked about the roles of memory and language in this piece of reasoning.

Initially, the Lower Sixth IB pupil finds the issues in TOK confusing and frustrating. The IB Board recognises that what is in discussion takes time to be assimilated and requires that those following the Diploma course spend 100 hours of curriculum time in reflection on the issues. Judged against the immediate benefits of successful study (a maximum of three points in the Core if a candidate

secures at least an A and a B in TOK and the Extended Essay) this seems a great deal of curriculum time; to many it seems excessive. However, during a recent conference at the New College of the Humanities, Professor. A.C. Grayling emphasised the importance of teaching young people to think – and not merely learn – and suggested the true value of TOK is found in improved performance at university, rather than in the Sixth Form programme itself.

Certainly evidence suggests that those students who commit to TOK do make significant strides as autonomous thinkers, strides they would otherwise not have made: the quality of the work they produce in end-of-course assessments suggests they leave Bradfield well equipped in critical argument and ready for the higher challenges of university. By the end of the TOK programme, those who began confused and frustrated are able to write persuasively on puzzling questions, such as these set in 2015:

**(1) “The whole point of knowledge is to produce both meaning and purpose in our personal lives.” To what extent do you agree with this statement?**

**(2) “There is no reason why we cannot link facts and theories across disciplines and create a common groundwork of explanation.” To what extent do you agree with this statement?**

Work students complete for the assessed Presentation is, arguably, even more of an indicator of the TOK programme’s success in stretching students. Candidates

choose their own topic in this part of the assessment, and then apply principles they have discussed in TOK to an analysis of what actually can be known about the matter they've chosen to talk about. Recently, students have spoken perceptively on a range of things. Persisting claims that Elvis Presley is still alive gave rise to a discussion of the extent to which we can know whether our tendency to discount conspiracy theories is reasonable. The Philae landing of 12 November 2014 saw a pupil thinking about how we might know whether an exercise in space exploration can count as a "success". The U.S. "execution" of Bin Laden on 2 May 2011 led another candidate to discuss how we might distinguish between "execution, murder and elimination" when seeking to describe appropriately the killing of known terrorists.

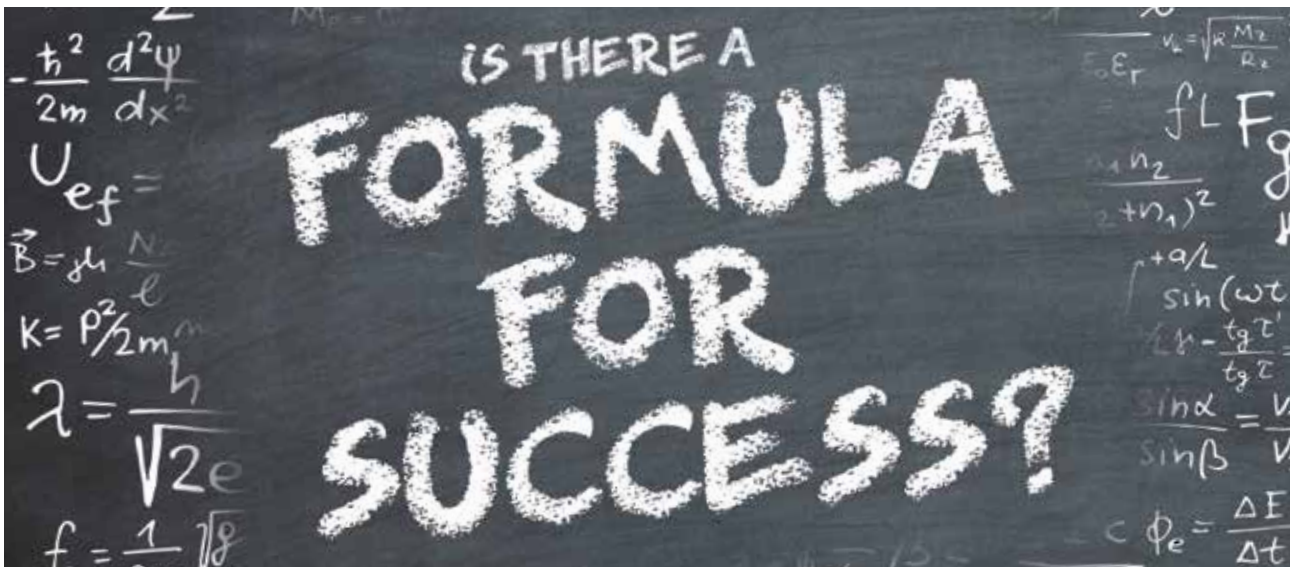


Pupils' experience of TOK may begin with confusion and frustration, but it is testimony to the extent to which Sixth Form pupils can be stretched to think independently, in a logical and systematic way, on a wide range of difficult matters, that the TOK programme leads, not only to students grasping hard ideas, but also finding pleasure in thinking

about and applying them. Many pupils have finished their IB course saying TOK was the thing they eventually enjoyed most of all. It would be nice to hope that the confusion of the Brexit debate might similarly end in improved understanding and a sense of contentment; however, intuition tells me there is no way that can be considered a "justified, true belief"!







As the end of one academic year approaches, many Lower Sixth pupils are already looking ahead to the beginning of the next when they will complete their **Extended Project Qualification**. With project plans signed off, pupils will head into the Summer to finish their research and put together their final pieces which they hope will see them succeed in gaining a top grade. For **Toby Green (H)** however, it is not just about succeeding but about finding out whether there is a formula for success.

When choosing my subject, I was inspired after reading journalist Matthew Syed's book *Bounce* which talks about the key attributes you need to be successful. I felt that I could explore the concept in more detail so I used the EPQ as a chance to do this.

I wanted to interview high profile figures who are considered to be leaders in their specific fields including business, finance, the arts, education, sports, politics and journalism. So far I have interviewed Matthew Syed (international table tennis champion and author of the book *Bounce*), Boris Johnson (Ex-Mayor of London, MP), Arsène Wenger (Manager of Arsenal) and Damien Hirst (Artist).

My first interview was with Simon Henderson, former Headmaster at Bradfield and current Head Master at Eton College, who, in the field of academia, could be regarded as one of the leading Headmasters. I chose Mr Henderson for my first ever interview because I felt more comfortable interviewing someone who I knew well. Furthermore, Simon Henderson offered me time after the interview to talk about the interview and give me ideas for the journey of my EPQ.

To prepare for my interviews I would always try and find an autobiography or a relevant publication for my subject. I then developed a framework of questions, which I would adapt to suit the area of expertise of the interviewee. I felt it was important to gain as much knowledge as I could so I could divert away from my line of questions to ask interesting and provocative follow up questions. After my first interview

I decided to adapt my questions to make them more challenging so I could gain more insightful answers.

Each interview presented new challenges. If I wasn't able to record the interviews I would take notes to aid my post-interview analysis. For my interview with Matthew Syed, we struggled to arrange a face-to-face meet, so I was able to use technology to interview him over FaceTime.

When I interviewed Boris Johnson, I was at a presentation he was giving and I went up to him to ask if I could arrange an interview, to which he responded "let's just do it now". Of course I wasn't expecting this and didn't have anything prepared so I had to remember my framework of questions while blocking out the surrounding noise to allow Boris to concentrate on me.

Arsène Wenger's interview was also hard because from such a young age I had always seen him on TV and so sitting in front of him was intimidating at first. However, I enjoyed the challenge of controlling my nerves and as the interview went on it became a lot more relaxed and informal. It led to a long discussion post interview.

I still plan to research the topic further and I plan to interview Tanya Bryer who heads up CNBC meets. She has interviewed the likes of President Clinton and Andre Agassi so it will be fascinating to get more information on such successful people as well as getting tips on how I can conduct better interviews. Another interview I have lined up is with Michael Sherwood, CEO of Goldman Sachs, so for my field of finance he will be an incredible person to interview.

My final project will be presented in an essay format in which I will present my own opinion on what I think is the key formula for success which I will compare to the literature that inspired me to choose this subject.

## Spring Concert

The Spring Concert at Reading Concert Hall is always a considerable spectacle and this year was no exception, with ten ensembles offering everything from Vivaldi to Shawn Mendes.

The concert began theatrically, with a spotlight on the snare drum, the beating heart of Ravel's *Bolero*. The other Sinfonia members entered the stage as the ostinato built and the haunting tune made its way around the instruments, leading to a glorious fortissimo finale. Luke Vinecombe's (A) clear and confident reading from Shakespeare's *Henry V* led us on to the Big Band, who dazzled us with their home-grown arrangements of *Skyfall* featuring Verity Campbell's (M) captivating vocals and the funky rhythms of *Fungii Mama*.

Phoebe Hyslop's (K) dramatic interpretation of the next text moved the evening onwards and the Saxophone Ensemble brought us two wonderfully contrasting pieces: *Fanfare pour précéder La Péri* and the *Star Wars Theme*. Lucy Kidson's (K) skilful oration of *As You Like It* paved the way for Musica Riservata, who performed for the first time without music. Sophia Lea's beautiful solo above the choir in Stanford's *Blue Bird* contrasted with the uplifting unison tones of Finzi's *My Spirit Sang*.

Jack Petheram (G) and Isabel Mackenzie (I) brought us a sneak-preview of one of this summer's Shakespeare productions, *A Midsummer Night's Dream*, before the Barbershop Boys took to the platform. Their entertaining renditions of *I Want It That Way* and *Love It When You Call*, featuring solos from Patrick Davies (F), George Head (E) and Seb Waddington (G) were very well received.

After the interval, the String Ensemble accompanied Jake Coventry's (E) wonderfully detailed interpretation of Vivaldi's *Guitar Concerto in C Major*, before rocking out to Stefani Germanotta's *Poker Face*. Olivia Lambert's (M) excellent reading from *A Winter's Tale* gave time for the organ bellows to inflate and the Schola Cantorum to

enter the stage. Their lusty singing of Moore's *All Wisdom Cometh from the Lord* provided an opportunity for Jacob Billings (A) to fill the hall with his bass solo, before the choir joined in Louis Armstrong's signature number *What a Wonderful World*.

Georgie Cockburn (J) left the stage only briefly before launching into another passage from *A Midsummer Night's Dream*, after which the Faulkner's Choir showed their mettle with a memorised three-part version of the chart topping song *Stitches*. We look forward to plenty more from these sixteen voices over the next four years. Harry Kinnings' (G) dramatisation of *The Tempest* provided the perfect contrast before the Jazz Band arrived. Their set began with *Way Back Home*, showing off Ben Cheesman's (D) skill on the fret-board, followed by a fearless and scintillating drum solo by Hamish Newall (E). Jazz Band closed with *Signed, Sealed, Delivered* featuring Phoebe Hartz's (M) electrifying vocals and solos from around the band.

Concert Band, Bradfield's largest ensemble, closed the evening with *Mambo Cubano* and *Critical Mass* – the final thunder claps of the last few notes shot through the building and provided the musical fireworks to close a commendable concert by our hardworking and talented musicians.

John Mountford (Teacher of Music)







## Lent Term Drama

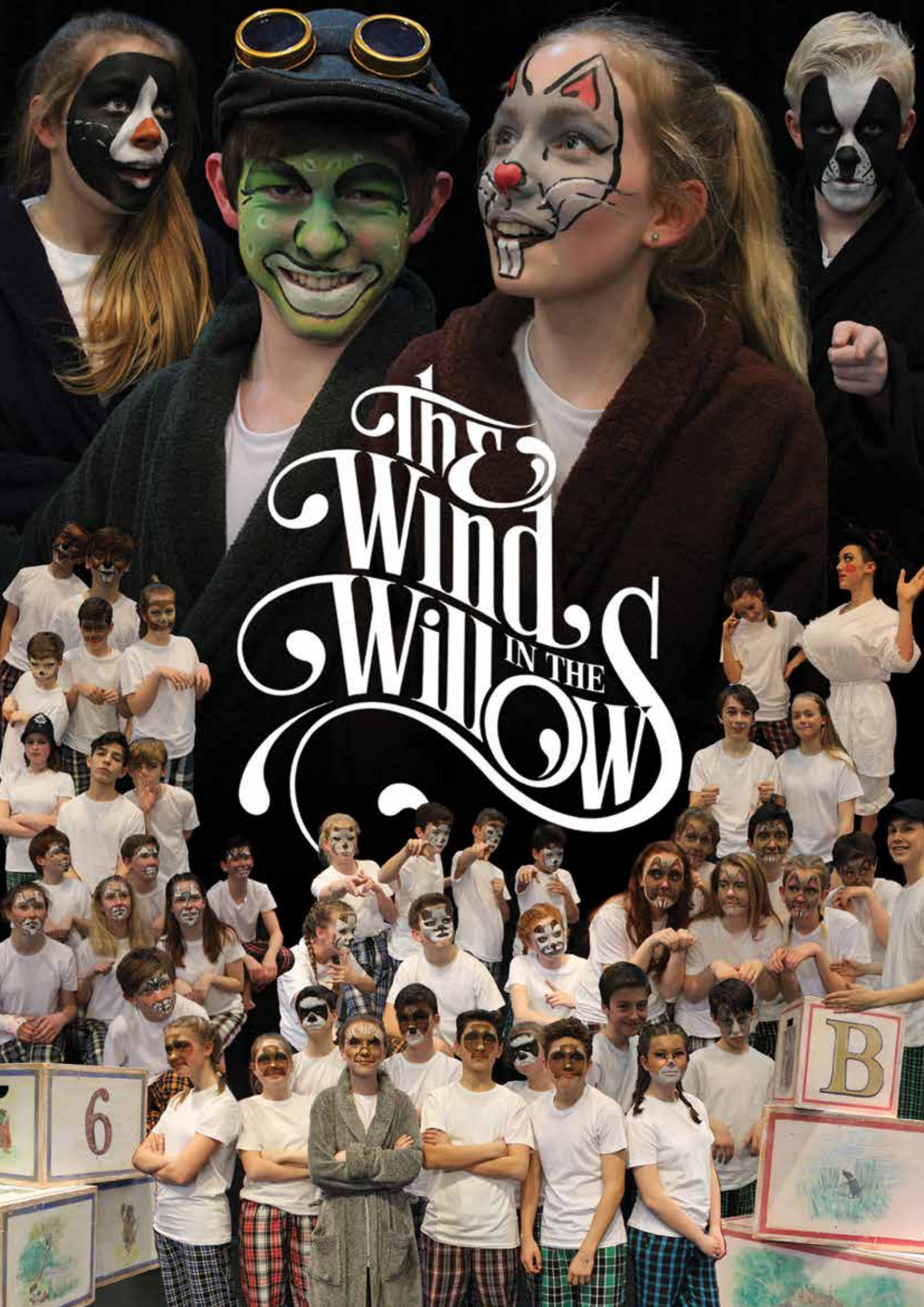
There was plenty of entertainment on offer from both the academic Drama pupils and the Co-Curricular Drama programme during the Lent Term.

GCSE Drama pupils from both the Shell and Fifth Form took over Big School for one week to perform two versions of William Golding's *Lord of The Flies*.

The Co-Curricular Department presented an adaptation of Oscar Wilde's *The Importance of Being Earnest*.







# The Wind Will IN THE Blow



*This year's Faulkner's play was Bradfield's biggest yet with over fifty of our first-year pupils transporting the audience to the banks of the River Thames in a cleverly adapted stage version of Kenneth Grahame's literary classic "The Wind in the Willows".*

Seated around the edges of the central classroom set, the audience were fully immersed in the clever production as pupils, donning pyjamas, were recited the classic story by their teacher. Director Rachel Taylor, Teacher of Drama, set the play in a nursery classroom with the teacher reading the story to the pupils. Once the story had begun the pupils' imaginations took over and they took on the roles of Grahame's famous characters.

The fun and entertaining production featured humour and impressive physical theatre as the production climaxed with a mass brawl under strobe lighting, brilliantly choreographed to involve the entire cast.







BRADFIELD  
COLLEGE:  
AN  
AMBASSADOR  
OF E-SAFETY







*Downbeat narratives have become commonplace in discussions regarding youngsters and their online and social media habits.*

*Internet trolling, cyber-bullying and reputational damage caused by posting material online are all subjects which are cropping up more frequently in daily news headlines.*

Platforms such as Facebook, Twitter, Instagram and perhaps even Snapchat are familiar to the majority of us but as social networking continues its meteoric rise, how can we keep up in the struggle to protect our young people online when we are confronted by the constant release of new and evolving technologies?

Chris Carlier, a Housemaster and Chair of the E-Safety Committee at Bradfield College, believes embracing these new technologies while working closely with our pupils is key to ensuring our young people stay safe online. "Our children are constantly contributing to a relatively fixed online identity at a time in their lives when their off-line identities are still emerging. Our programme focuses largely on peer-education, working with our pupils to identify the latest digital trends, to inform our policies and to define together what responsible use of the internet looks like."

Though technology continues to develop at a sometimes alarming rate, the pace of change of the digital landscape should be embraced as an opportunity, and not just considered a threat. Beyond socialising, social media allows all of us to forge networks, follow news, learn skills, share ideas and promote initiatives.

Mr Carlier feels that the onus is on schools to take a lead in this area. "Schools should be capitalising on all the benefits that the digital world affords while responding sensitively and pro-actively to the evolving needs of today's young people. It is our responsibility to embrace new technologies and to demonstrate safe and creative uses of digital media to our pupils."



Bradfield is putting its pupils centre-stage and empowering them thanks to Childnet's Digital Leaders Programme. The College now has 12 fully-trained pupils who are taking a lead in promoting safer internet use to their peers. They talk about E-Safety within the boarding houses, run assemblies on cyber-bullying, deliver lessons as part of Bradfield's Wellbeing programme and can explain, from a personal point of view, the importance of protecting their reputation online.

Of course it is not only teachers who are faced with the need to stay ahead of the game. A significant challenge confronting parents is the pressure that young children face to lie about their age in order prematurely to open social media accounts. Lying about their age on social media platforms can expose our children to age-inappropriate material concerning alcohol, gambling and sexualised adverts.

At Bradfield, we believe parents can support their children by adopting a balanced approach. Parents can protect



their children from dangers online by staying up-to-date, ensuring home networks have the appropriate parental controls in place, and by talking to their children regularly about their use of social media.

Mr Carlier has already extended Bradfield's E-Safety Programme to parents and believes that close partnership between home and school is key to protecting our children in the digital world. "As soon as our children post anything online, they must accept a loss of control over their material. Parents can play a pivotal role in their children's online education by immersing themselves in the digital world. We encourage parents to familiarise themselves with emerging trends in both social media and the wider internet and to engage proactively in discussion with their children. The more our parents are experimenting with social media themselves, the better equipped they will feel to engage in dialogue with their 'digitally native' offspring."

"We talk to our parents about emerging trends in digital media, educate them about the risks and discuss with them how to manage the dangers. We urge our parents to search for their children online and to act as guardians of their children's online reputation. Above all, Bradfield is a 'talking school', and we ask our parents and pupils to talk openly with us about any concerns they have so that together we can work towards solutions."

As part of Bradfield's commitment to continual development the College is offering its services to support

local prep schools and the iPrep event is one such initiative. iPrep is Bradfield College's key forum for sharing experience and encouraging discussion around all digital matters, from online safety to strategy and marketing, with our feeder schools.

The second annual conference, organised in partnership with Grafton Marketing, was held in May and reflects Bradfield's commitment to encourage safe and responsible internet use among young people, and to equip parents and teachers to do the same.

The event was packed full of discussions and talks for independent prep school leaders. As well as hearing from leading speakers – such as international social media speaker Eric Stoller and Vicki Shotbolt, CEO of Parent Zone – iPrep enables the College to share its experience of working alongside teenagers with schools advising younger pupils who are at the threshold of the world of social media. Through discussing current challenges and the sharing of good practice, Bradfield aims to create a community of schools working together to keep children safer online.







## Prep Schools' Events

During the Lent Term the College hosted multiple Prep Schools events. February saw the girls from Cheam win all five of their games to be crowned 2016 Prep Schools Netball champions, scoring an impressive 29 goals on their march to the title.

Parkside went unbeaten in their four games to win the Prep Schools U10 Boys' Hockey tournament. Parkside finished top of the table, scoring 14 goals in their four wins.

In the Demosthenes Public Speaking competition, Moultsford came away as winners of the Year 6 category, Northcote Lodge won the trophy for best Year 7 performance and St Hugh's received the prize for Best Overall School.

England Cricket coach Chris Taylor was on hand to give some tips for those attending the prep schools cricket day. Chris put the boys through their paces with some fielding and wicket taking drills before the teams took part in a friendly tournament.







# Roger Wall

## INTERVIEW

**D**uring his many years at the College Roger Wall has held many roles including Head of Faulkner's and his current one as Assistant Head of Co-Curricular.

One thing that has stayed constant though is his passion for hockey and The Bradfieldian managed to find time in Roger's busy schedule to ask him about hockey at Bradfield and striking gold in the Masters World Cup.

*How does Bradfield's Co-Curricular programme help hockey players develop throughout their time at the College?*

The College runs hockey programmes for both girls and boys during the Winter and Lent Terms. Girls and boys train three times per week and have matches on Saturdays and occasionally midweek. Coaching is of very high quality at Bradfield and we are very fortunate to be able to have such experience among the SCR who can lead coaching programmes for both high performance players and those who enjoy the challenges of team hockey.

There are 'hockey clinic' sessions which are made available to our most aspiring hockey players and these help prepare girls and boys for the demands of representative hockey at Junior Academy Centres or Junior Regional Performance Centres or England Futures programmes.



### *What was your first experience of playing hockey?*

I played a little hockey at school but mainly took it up at university post rugby injury. Initially I played grass hockey, then it moved to redgra surface (Clay!) and then sand based astro.

### *How did you get into coaching?*

When I first starting teaching in Somerset I undertook coaching the 1st XI at Queens College, Taunton. I soon realised that coaching was very different from playing so I undertook a Level 2 Hockey Coaching Award at Lilleshall National Sports Centre.

In the old days this was a week residential course which was great fun and a huge insight into coaching philosophy and styles. I was also lucky in my first two National League hockey clubs (Taunton Vale and Guildford) to have two of England's pre-eminent coaches in Gavin Featherstone and Ian Jennings on the staff with me. They both coached at international level so it was fascinating to pick up coaching tips from them despite their somewhat unique styles.

### *Tell us about your involvement in hockey outside of Bradfield*

I have coached at Reading Hockey Club (RHC) since 2008 and prior to that I coached Newbury Hockey Club Men's and Ladies 1st XI in the late 1990s once I had stopped playing National League Hockey. Currently I am Lead Coach for the girls' U18 group at RHC and responsible for their integration into adult and ladies' hockey within the club.

Master's Hockey has been a relatively

recent development for me starting in 2014 with selection for England Over 50s in the World Cup in Rotterdam. We were beaten 1-0 by Germany in the final and then last year lost again to them 1-0 in the 2015 European Championship. This year with the 2016 World Cup in Australia it was a most memorable occasion to lift Gold and beat Australia twice on home turf.

### *How successful have Bradfield's hockey teams been this season?*

Girls teams this year have had mixed success but the U15 Cup team reached the National U15 Final losing 2-0 to Millfield. It was a great shame as they played so well in the 2nd half having been somewhat off the pace in the first half to be 2-0 down at half time.

The U18 girls won the County Championship again, beating Wellington which is always good but maybe failed to reach their potential overall. The U14 girls were also highly successful only losing two school matches all term and getting into South Regional finals.

The boys season was good in many ways. The 1st XI finished joint top of the ISHL league (4th year running) and the U16 and U15B also had good seasons. The U15A team, who had a very difficult previous season, improved beyond all measure and there is a lot of potential within the age groups. The key is to encourage more boys to play more often to keep their skills set at a higher level

### *Some players are already featuring for their counties at youth level. How does the set-up and coaching at Bradfield facilitate this?*

We have a strong link with Reading Hockey Club and with Berkshire County Hockey. Many girls and boys train and play at RHC which is of huge benefit to them but also to us in terms of showcasing our potential as a hockey centre for schools.

Berkshire Junior Development Centre events have been held at Bradfield and Junior Academy Centre squad training takes place on Friday evenings on the College AWP's, which makes it easier for our pupils to attend if within the right age group.

The main benefit is that through our coaching staff we can advise and work with both clubs and county set ups to make sure our girls and boys get the right exposure and coaching opportunities outside Bradfield. They recognise that our training helps them and so by working together we can ensure no-one gets over stretched or too tired to play.



## U15 hockey girls are national runners-up

Bradfield's U15 girls' hockey team finished as runners-up in the Smile Independent School Hockey Cup after a 2-0 defeat to Millfield in an enthralling final played out in front of 200 Bradfield supporters. Two early goals put Millfield in a commanding position and, despite dominating for large parts of the second half, the girls could not find a way to score past the excellent opposition goalkeeper.

The Somerset school took the lead after just four minutes, a sustained period of pressure ended with the attacker sweeping home from eight yards out. Bradfield's defence found themselves under pressure for most of the opening ten minutes but held firm, shutting out the opposition on more than one occasion from short corners.

Bradfield began to get a foothold in the game and narrowly missed out on equalising when Olivia Clegg's (1L) effort went just wide following a short corner. Bradfield continued to push but after 13 minutes Millfield doubled their lead. Two opposition attackers charged up the pitch on the counter, breaking clear of the midfield and defence before sliding the ball under the advancing Bradfield goalkeeper to make it 2-0.

A half-time team talk from the coaches seemed to have the desired effect as Bradfield came out strongly in the



second half and played some superb team hockey but they could not find a way past the Millfield goalkeeper. Olivia Clegg had a number of shots blocked, two from short corners and two as she ran through the defence.

Unfortunately, a fairy-tale ending to their cup run eluded them, but their determination and achievements throughout the competition are something of which the girls, and the College, can certainly be proud. Their efforts did not go unnoticed by the competition sponsors and organisers who chose Elinor Liddell (ML) as player of the match, awarding her with a trophy to go with her runner-up medal.





## ISFA Cup runners-up

The 1st XI boys' football team narrowly missed out on lifting the Boodles ISFA Cup for the first time after suffering a heart-breaking defeat in extra time to reigning champions Ardingly in front of 1,300 spectators at the home of the MKDons.

Bradfield started brightly and had the first chance of the match when James Smith (D) was played in on goal by Tsun Dai (H) after some excellent build up play but his shot across goal went narrowly wide. Ardingly looked to use their strong counter attacking skills to their advantage and it almost paid off when a cross-field ball found their attacker but good defending forced him out wide and he could only hit the side netting.

The first half continued to be very even with few clear cut chances. Late on, George Knight (G) broke free down the right wing and hit a low cross beyond the defence which James Higgins got on the end of but the keeper was able to smother his shot. Archie Brown (E) tried a shot from distance just before the half time whistle but his effort dipped just over the bar and the first half ended goalless.

Bradfield started the second half strongly and came close to taking the lead as Penn Frank's (F) shot took a deflection but the goalkeeper adjusted his body brilliantly to save. Minutes later Bradfield went even closer to taking the lead as Frank's shot could only be pushed goalwards by Bonilla, but an Ardingly defender managed to hook the ball off the line to keep the game goalless.

Bradfield were now applying plenty of pressure on the Ardingly goal, but Ardingly continued to threaten on the counter attack. As the full time whistle got closer both teams went on the attack looking for the winning goal but neither could create a clear chance and the game ended 0-0.

The first half of extra time saw no goals as both teams continued to cancel each other out, but early in the second half Ardingly were awarded a penalty. The Ardingly attacker slotted the ball into the corner of the goal to give them the lead. Bradfield threw men forward in search of an equaliser and were denied a penalty of their own when Sam Stringer (C) was bundled over in the box and Ardingly withstood the late pressure to hang on and win the Boodles ISFA Cup.







Megan Wilkins (K) and Elliot Sewell (C) have been selected to represent the UK Cadet Rifle Team on their tour of Jersey this summer. The pair were among 18 cadets who competed over three days of shooting for 12 available places on the team. It is just rewards for all their hard work this year and we hope they have a great trip in August.



Congratulations to Beth Wall (M) and Hannah Kelly (I) who were part of the Reading side who won the U18 Girls' Plate at the National Hockey Finals at Lee Valley in May. The girls played a starring role in the hard-fought win with Beth scoring the deciding goal in the second half.



The relay team of Alexander Wilson (H), Noah Walton (G), Elliot Sewell (C) and Ben Hutchins (F) won silver in the Dunelm Cup at the Bath Cup and Otter Medley which took place at the Aquatics Centre in the Queen Elizabeth Olympic Park. Having qualified third fastest for the final, the boys went on to finish runners-up, just one second behind the winners.



SCR members Roger Wall and Phil Clegg jetted off to Australia over the Easter break to take part in the Hockey Masters World Cup with the England team. Roger won gold representing the over 50s while Phil took silver in the over 45s tournament.



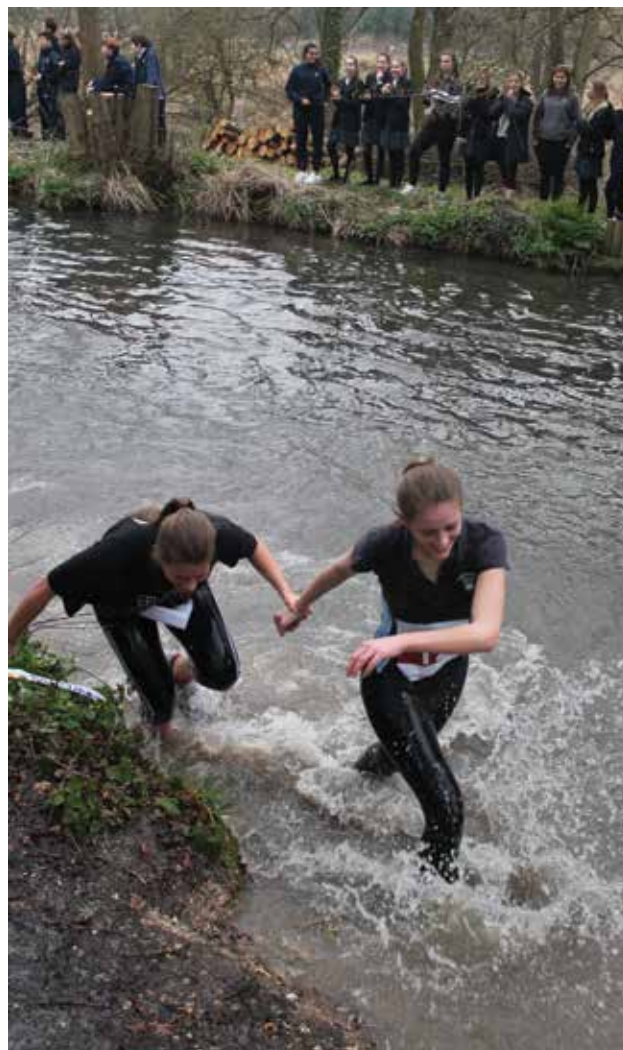
## Steeplechase

A new record of 396 runners took part in this year's Steeplechase. The event is a light-hearted way to end the Lent Term with some competitors taking on the near four-mile course, which includes a wade through the River Pang, in fancy dress.

Laura Hutchinson (K) claimed first place in the Senior Girls' race with Ben Hutchins (F) finishing first in the Senior Boys' competition. In the junior races Faulkner's pupil Alice Masquelier-Page (I) was the fastest girl while Hugo Donovan (C) took the boys' title.

Once all the points were totalled up Stevens House (K) and House-on-the-Hill (D) were named as House champions.

*If you want to see what this year's Steeplechase was like you can watch the short video by scanning the qr code or visiting [www.bradfieldcollege.org.uk/Steeplechase-Video-2016](http://www.bradfieldcollege.org.uk/Steeplechase-Video-2016)*



## Polo League Champions

Bradfield's A Polo team of Grace Holley (M), Manny Arber (G) and Guy German (E) (Captain) reached the final of the Westcroft Park Winter Schools Polo League.

The final was played on Sunday 20 March against St Mary's, Ascot A team over three chukkas.

The match started with St Mary's racing into a three goal lead, although by the end of the first chukka Bradfield had reduced the deficit to two goals (2-4), with Manny and Guy both scoring goals.

The second chukka was similar to the first, with St Mary's maintaining their lead, outscoring Bradfield by two goals to one, with Manny again scoring.

The third chukka saw a complete change of fortunes with the St Mary's team fouling and allowing Manny to score a number of 15 yard penalties. Strong riding from all team members allowed the deficit to be eradicated, with Manny scoring a total of four goals during the chukka and St Mary's only scoring one goal.

It looked as though the match was

going to be decided by a penalty shoot-out, but with seconds left on the clock, and what turned out to be the last hit of the match, Guy scored a goal that meant Bradfield secured an 8-7 victory.

The team hope to be able to take forward this success into the grass season next term.

*Guy German (E)*



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## Title double for Basketball team

The boys' U18 basketball team won a League and Cup double this year, retaining the Independent School Basketball Tournament before going on to win the Berkshire County Basketball League.

Ten teams split across two groups contested the inter-schools' tournament and with no knockout stages only the winners of each group would meet in the final. After a tight opening game against Bishops Wordsworth, which Bradfield eventually won by two points, the reigning champions found their rhythm, comfortably beating the rest of the opposition to top their group and qualify for the final.

In a repeat of the previous year's final, Bradfield faced off against Wellington

College. Bradfield controlled the game from start to finish, winning 25-15 to secure the trophy.

Just a few weeks later the team, entering the county league for the first time, beat Charters School in the final to win the competition.

Having overcome John Madejski Academy 51-43 in the semi-final they

faced a tough match against free scoring Charters School. The game was evenly balanced and the scores were tied in the last period but Bradfield eventually went on to win 65-56.

The win meant that they stretched their unbeaten run this season to 17 games, a fine achievement.





## *Shooting team win Eley Championship for first time in 16 years*

During the Lent Term the College entered two teams into the Eley Cadet Forces .22 Competition. The OBs will remember this as the "Country Life".

Both teams trained hard throughout the term practising the Group, Rapid, Snap and Landscape shoots that make up the competition. They also shot in three matches against strong teams in previous years to improve performance. The competition has an A & B class and this year twenty teams from all over the country competed in the A class in which the Bradfield teams take part.

The match cards were shot in the College indoor range by the Bradfield teams on Tuesday 8 March. The A team shot well and the first three details saw them scoring better than they had in 2015 when Bradfield had won silver medals. WO2 James Delo (F) joined the team to give fire control orders as the ninth man for the Landscape detail and on a particularly hard picture they scored well, although they felt they could have

done better. The match was adjudicated by a Sergeant from the 11 Brigade Cadet Training Team and once the paperwork was signed the cards were posted and the team awaited the results not knowing how they or the other competitors had fared.

The results were posted later in the month and the Bradfield A team captained by Megan Wilkins (K) were victorious with a score of 884 and won the Trophy for the first time since 2000. Cadet Luciana Randall (J) in her first ever Eley Competition was Bradfield's top scorer with 93/95 which saw her equal 6th in a field of 160 cadets. The B team also shot well and finished 13th. The B team also compete for the Gordon Winter salver which is shot alongside the trophy for B teams finishing outside the top three. They finished second, narrowly beaten to the salver, but their performance was the best by a Bradfield B team in five years.

*Steve Bates (Master of Shooting)*







**BRADFIELD**

# HORIZONS

## Meet the Team

The Bradfield Horizons team consists of two full-time and one part-time members of staff as well as two Heads of UCAS from within the teaching body of staff.



### Sarah Leijten

Sarah leads the Department, joining the College after having spent 28 years in industry, latterly in senior HR Director roles. As a parent of a past pupil, and through her network and experience she aims to build increasing connections between the College and the world of work; as well as offering advice on career and university choices.

### Anna Scott

Anna is one of the Careers Advisors in the department. Until recently she was a teacher in the Textiles Department at the College for nearly nine years and prior to this performed a number of business and marketing roles.

### Emma Feast

Emma is our part-time Department Administrative Assistant. She has been in the Horizons team for the past two years and provides excellent coordination of all the internal and external events held as part of the annual Horizons calendar. She also offers guidance and advice to pupils on careers and university choices.

## Future Dates

### Michaelmas Term:

Tuesday September 6th

**UCAS Re-boot: Lecture given by Jane Marshall from Imperial**

Friday 16 September

**Oxford Open Day Trip**

Thursday 20 October

**Inspiring Futures Interview Workshop**

Thursday 10 November

**Interview Practice with Professionals**

Thursday 17 November

**Meet the Professionals**

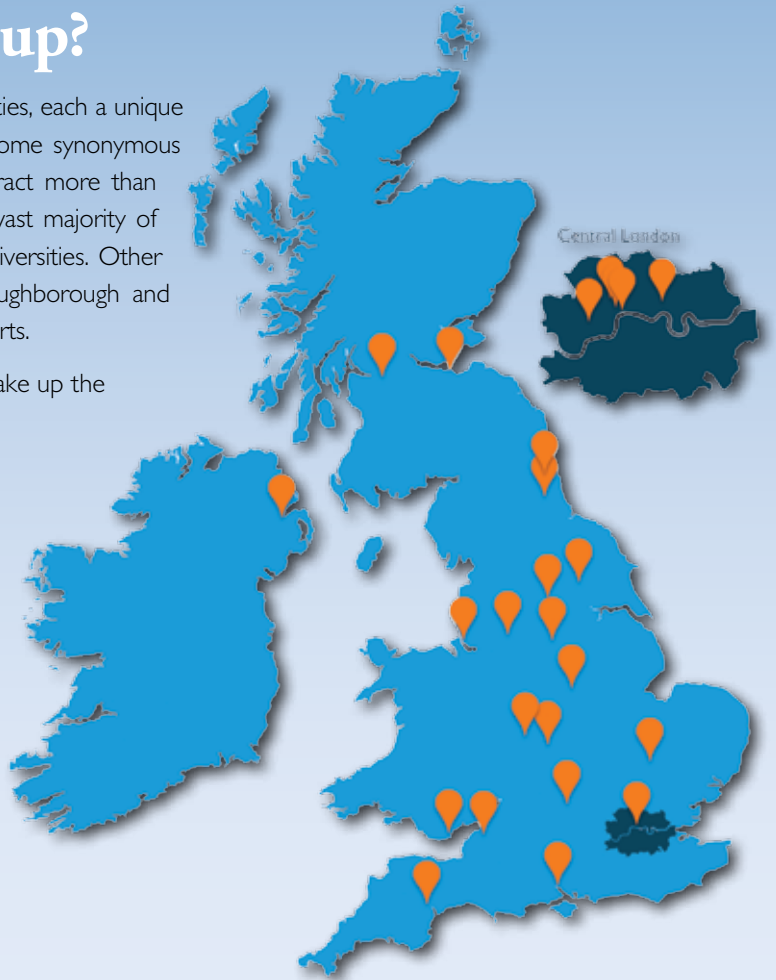


# What is the Russell Group?

The Russell Group is a catch-all term for a group of universities, each a unique institution with its own history and ethos, which have become synonymous with academic excellence, research and learning. They attract more than 1 in 5 of all students in higher education in the UK. The vast majority of Bradfield College pupils go on to study at one of these universities. Other destinations include top universities such as Bath and Loughborough and specialist institutions, notably those focused on the creative arts.

The following research-intensive, world-class universities make up the Russell Group:

- |                            |                                 |
|----------------------------|---------------------------------|
| University of Birmingham   | University of Manchester        |
| University of Bristol      | Newcastle University            |
| University of Cambridge    | University of Nottingham        |
| Cardiff University         | University of Oxford            |
| Durham University          | Queen Mary University of London |
| University of Edinburgh    | Queen's University Belfast      |
| University of Exeter       | University of Sheffield         |
| University of Glasgow      | University of Southampton       |
| Imperial College London    | University of Warwick           |
| King's College London      | University of York              |
| University of Leeds        |                                 |
| University of Liverpool    |                                 |
| London School of Economics |                                 |



## Meet the Professionals

The Meet the Professionals evening held in the Lent Term was very well attended by twenty professionals, who met up with a number of pupils throughout the evening. These events are much appreciated offering pupils a chance to talk to individuals who work in an area of interest to them, or in a role/industry they may not have considered- enabling them to broaden their thinking about life after school. We are always looking for parents and OB's who might be interested and able to give up their time for these types of events - so please do contact us at [Horizons@bradfieldcollege.org.uk](mailto:Horizons@bradfieldcollege.org.uk) if you might be available.



## University Destinations

Bradfield pupils secured places at the following destinations in 2015

- Oxbridge..... 3%
- Russell Group Universities.....73%
- Top 20 ranked UK Universities.....59%
- 1st Choice University success.....61%

# Corpus Christi Philosophy Masterclass Cambridge University

*Lower Sixth pupil Tom Wheddon (D) attended a Philosophy Masterclass at Corpus Christi College, Cambridge University, during the Lent Term and shares his insights into philosophical study and the application process at Cambridge.*

Dr James Warren took the first lecture of the day based around problems with the truth. Using the principle of bivalence (every proposition is either true or false) he encouraged pupils to point out problems with three example statements. He deduced that if a proposition ( $P$ ) is not true ( $T$ ) then it must be false ( $F$ ). Equally if  $P$  is not  $T$  then  $Not-P$  must be  $T$ , showing that if the premise is false then the negation of that premise must be true. This shows that propositions come with partners meaning that these partners must be exclusive and exhaustive, making  $P$  and  $Not-P$  exclusive and exhaustive as well.

Dr Warren's first problem was Pinocchio stating that 'My nose will now grow'. This presented the issue of his nose only growing if he is lying and therefore his nose should not grow as the negation of  $P$  ought to be correct. His second problem - the Sorites Paradox - stated if we say

that one grain of sand is not a heap and adding a grain of sand to something that is not a heap does not create a heap seems to force the conclusion that there can never be a heap making us question further the principle of bivalence. Finally, problem three, where if we take a football team, for example Arsenal, and we state that in 2017 Arsenal will win the Cup then if  $P$  is true they must win it and so all the other teams should not even try. However, if the inverse is true and they cannot win it, Arsenal should not enter. This final problem indicates that it is either impossible or necessary for Arsenal to win it. These problems set the philosopher's mind whirring, wondering if there is anything we can truly trust as true.

Following the lecture, we embarked on a tour of the College, passing the laboratory where the atom was split for the first time. We also saw the library which has at least one copy of every book ever published. Cambridge has an amazing history which was emphasised by the interiors of the older buildings as well as their exteriors having larger windows and gothic arches.

We returned to the lecture theatre where we received the penultimate lecture, given by Dr Catrine Campbell-Moore who spoke on degrees of belief. She gave two reasons for people holding beliefs; to represent the empirical world and to guide our actions. She alluded to a scale of belief where 0 represents something definitely not true and 1 being absolutely certain. She stated how it was impossible to have

a degree of belief 1 as nothing is certain to transpire. However, you can compare beliefs to show which is a stronger belief and which is more rational to hold. You can believe more strongly that the milk is in the fridge than that your train will be on time as you put the milk in the fridge but you have no control over the train. Dr Campbell-Moore explained that a rational belief is one which is based on probability and is the most likely outcome as this makes sense and is often the conclusion which requires the least assumptions.

The final lecture was centred around applying to Cambridge. Those in attendance were informed what the admissions office at Cambridge looks for in a student and also what they ignore in an application. I found it interesting that non-subject related co-curricular is deemed irrelevant as they are interested in passionate students and as there is a limited word count on the application it should be used to display this passion. I asked the admissions officer about the value of the EPQ to which he replied that it shows interest if the topic is relevant to the subject you wish to read however offers would not be reduced as not all schools offer the EPQ and Cambridge do not wish to judge students based on the differing opportunities. Students looking to apply to Cambridge or indeed Oxford should be reading around their subject both with modern developments and through the older ideas behind the subject.





# A Gap Year spent in a New Zealand Boarding School

*Tristan Ehinger (F 10-15) has been spending a gap year working in a New Zealand boarding school. Here he shares his experiences of teaching, working in a boarding house and making an incredibly generous contribution to help redevelop the school.*

I have been spending the year working at Dilworth School in Auckland, a private boys' boarding school set up in 1894 by the Northern Irish couple James and Isabella Dilworth. It is for kids who are in straitened



circumstances with every boy having their own story as to why they have qualified for the full scholarship. It is a school like no other and I am honoured to be working here.

What I have been most surprised by is the cultures enrolled within Dilworth.

About 80% of the school are boys of Pacific Islander descent, primarily Tongans and Samoans, 10 % are Maori and the remainder are of New Zealand/European descent. All the boys have such strong and friendly personalities and I am going to miss them so very much. Family is everything to these boys. They call each other 'brothers' and the sense of community is quite incredible to be a part of.

I remember one evening there was a Year 8 boy crying in the bathroom as he thought he was going to be expelled. All of his friends comforted him and made a circle, crying with him and sharing in a prayer session. I asked them why they were crying to which they replied 'because we might lose one of us.' I have never seen anything quite like this and

this accentuates the Dilworth brotherhood.

I am working at the Junior Campus which is for boys aged 9-12. I am in a Year 7-8 house called Cotter House with one other English tutor. My job is divided into three parts. My main job is to supervise the boys



in the House which involves getting them up, making sure their beds are made and the dorms are tidy before they begin the day. For the second aspect of my job I assist the teaching of six one-hour lessons from PE and Art to Maths, Science and Learning Support.

The third aspect of my role involves sport. I coach a team twice a week after school as well as refereeing my team's matches on Wednesdays. I am currently taking the 1st football team with one other teacher and in the summer term I was Head of Tennis. After sport I am on duty in the House for the evening. I supervise prep with the Housemaster, help keep an eye out after prep and make sure that they all get to bed on time and settle down after lights out. It is very "full on" but it is an extremely rewarding job and with the boys I never have a dull day!

I have used the £500 generously donated to me by contributing to the resurfacing of Cotter House's prep desks in the prep room. There are 48 desks in our House and each boy has his own individual desk where

he has to work and read. The desks have not been resurfaced since the Junior School was opened in 1993. I recognised that the room needed a tidy up so I am very proud to say that my money has been wisely spent and has made a difference to these boys' lives as having been to boarding school myself I know how important House living conditions are. The room now looks spotless and prep has improved thanks to this change.

This year has definitely been the best year of my life. I knew a gap year was crucial for me in my development as a young man. I now know what it is like to become independent. It has opened my eyes as I have seen and experienced so much. I have managed to do plenty of travelling to places such as Fiji and Australia as well as around New Zealand of course, and have found out a lot about myself. Next year, I am going to study Film and Media at Oxford Brookes University and, after this year, I feel I am more than ready for it. I believe that I can thrive in my next few years of study thanks to the experiences I have had at Bradfield and in New Zealand.



Matt Trueman (G 98-03) interviews

# Louis de Bernières





*“It is very strange to come back to a place where there is absolutely nobody who remembers you but which was once a very important setting to your life.”*

There may not be a single person in the room who remembers Louis de Bernierès (D –68-72) as a school boy, even the legendary Colin Burgess occupying a seat in the front row joined a year after he departed, but there are plenty of audience members who are familiar with the world renowned writer and Old Bradfieldian.

Famous for his novels *Birds Without Wings*, *Red Dog* and of course *Captain Corelli's Mandolin*, the author is back at Bradfield fielding questions about his favourite parts of the College from fellow Bradfield alumna and journalist Matt Trueman (E 98-03).

“The countryside here is really special. You could always find me wondering around the grounds and the Englefield Estate during my spare time. I often thought the countryside was the nicest thing about Bradfield. I don't mean that negatively, on the contrary I had a perfectly happy time here.”

Matt delves deeper into Louis' past, wanting to know more about the school boy that once roamed Bradfield's classrooms. After opening up on his struggle to make friends during his first year, Louis describes

his happier, albeit frustrating, years which followed leading him to pursue a writing career.

“From the age of 12 I knew I was going to be a writer but I simply did not have the talent. Everything that I wrote just was not good enough which was rather annoying. I felt that I was a cosmopolitan intellectual even though I had not learned anything or gone anywhere. Now I am very much the person I wanted to be when I was a boy.”

Louis recalls the inspirational teachers who set him on the path to a literary career, the first of whom was the late Charles Lepper, a man he describes as “a fantastic schoolmaster who was very good for my confidence and intellectual development.”

“I think it was Lepper who said you can't consider yourself literate unless you read literature from all over the world. I have always taken that seriously so I read literature from all over the world. It explains why I am

not a typically British writer.”

Louis attended Bradfield on an Army scholarship so naturally he headed into the forces after his time at Bradfield was up. Although his family had a rich history of producing military men, Louis felt it was not the career for him and so departed the Armed Forces to work on a South American ranch. It was upon his return that he found his inspiration for his debut novel.

“I missed Latin America so badly that I stayed there in my imagination. I guess that accounts for my first three novels.” After suffering terrible injuries from a motorcycle crash, Louis confined himself to his room and that is where his writing career began.

“I found a short story which I had written when I had just come back from Colombia at the age of 18 and I decided to write what happens next. That short story ended up as three novels and I was away.”

Matt wants to know why international locations play such a prominent role



in many of Louis' stories. "I always have strong relationships with whichever place I find myself in, whether that's Colombia, Greece or Turkey which have featured as settings. People often say that the places in my novels are rather like characters themselves which is a sentiment I share with them."

That brings the conversation onto Louis' most famous work, *Captain Corelli's Mandolin*, which he states came about by accident when his girlfriend at the time took him on holiday to Cephalonia. "The moment I got there I realised there was this wonderful story which had never been told about the Italian occupation and the subsequent brutality of the Germans.

"The 'Romeo and Juliet style' story about a Greek girl and an Italian soldier who share a love across the barricades which ought to be forbidden was so perfect. I got really fired up and finished writing it within a year."

Matt asks about Louis' experiences when the novel became successful. "Luckily it happened slowly. It was getting passed around by word of mouth and more and more copies



were being sold. I remember looking at my royalty statements thinking they couldn't possibly be right. It wasn't long before the press picked it up and began reviewing it and that's when the sales suddenly boomed because everybody wanted the book that was being written about."

After discussing some of his other internationally set novels, including *Birds Without Wings* which Louis describes as his best work, Matt fast-forwards to the present, wanting to know more about his latest novel *The Dust That Falls From Dreams*. Set during the First World War era, Louis explains that the story, which was some thirty years in the making from original conception to published novel, took inspiration from his family history.

"My two Grandfathers both saw action during the war and my Grandmother's first fiancé was killed in 1915. He was very passionately in love with her and they exchanged frequent love letters. I still have those as well as his diary so I was fortunate enough to be able to use them as inspiration to write the novel."

There's just enough time for Louis to offer up some writing tips to the younger members of the audience.

"If you want to be a writer you have got to read a lot because you get nothing out if you put nothing in. Be honest with yourself and work out what you are good at. You might think you want to be a literary writer but actually what you are good at is writing thrillers."

As the talk comes to a close, eager audience members head towards the front to meet Louis and grab some signed merchandise. There is a buzz among the pupils in attendance as they discuss their learnings. Perhaps Louis' return has inspired a new generation of writers. One thing is for sure: he certainly won't be Bradfield's last.





## Stunt Suite Opens



A fantastic new facility is officially open at the Bradfield Club. The Stunt Suite is a video editing space which covers the entire first floor of the Club. The previously unused spaces have been transformed thanks to a generous donation from Mr James Stunt.

A 12-week course will be offered in the new suite during which young people will learn comprehensive video editing processes. The programme, called 'Film Club', will teach young people skills such as: story boarding, script writing, scene setting, cinematography, acting and post-production. Not only will young people learn these hard skills but they will also improve their soft skills including time management, personal motivation and initiative.

With 1 in 6 people reportedly unemployed in Southwark, teaching young people skills which improve their employability prospects is essential. The digital industry is huge; 1 in every 10 jobs in England's Technology Media and Telecommunications sector is based in London. The sector contributes more than eight per cent to the United Kingdom's total GDP.

Our young people are very lucky to have access to such a fantastic facility. We would like to extend a huge thank you to Mr James Stunt, who funded the project. We would also like to thank Heritage Builders who carried out the works as well as Ian Dodwell (Committee Member) and Lucinda Mitchell (Fundraiser) who managed the project.

## New Website

The Bradfield Club is delighted to launch our new website ([www.bradfieldclub.org](http://www.bradfieldclub.org)) which has a fresh new look and user-friendly navigation! Now that we have fantastic new branding, we felt it was finally time to retire the old site and replace it with a slicker, more advanced responsive website.

The new site gives us an excellent platform to build on as we continue to develop our services for young people in Peckham. With the increased use of mobile devices such as iPhones and iPads, we have made this site 'responsive', which means that it has been optimised for smart phones and tablets. All visitors to the site will now be able to access the content 'on the go'.

We love the new website and would like to express a huge thank you to our designer, Darasimi Makinde. We hope you find the new website easy to use and informative, we welcome any feedback.





# Trekking in the Himalayas



**I**n 2014 I dog-sledged across Norway and Sweden before scaling Kilimanjaro. So with a thirst for adventure in September 2014 I passed the interviews to become one of twelve trainee leaders on a six-week expedition to the Indian Himalayas with British Exploring Society, a society founded by the late Surgeon Commander George Murray Levick under the heading "Adventure with Purpose".

In Summer 2015, after five weekends of training, spread over nine months, we, the advance party, headed to our remote location in the Zaskar valley. Even to reach base camp at 4400m was a three-day journey across difficult roads, peaking with strenuously transporting equipment across the pass. The stunning lakes, jagged peaks, expansive glacier, vast rock slab faces and alpine flower-speckled hills surrounding camp offer abundant opportunity for exploration. The entire team was formed of 13 leaders with specific mountaineering

and science expertise, six doctors, one multi-media leader, 12 trainee leaders and 49 explorers aged 18-25. Leading people of varying characters was challenging yet a fantastic opportunity where I learnt a lot, teaching everything from basic camp craft to overcoming crossing crevasses safely. We filtered and treated our own water, recorded flora and fauna, navigated rock faces, performed glaciological and other environmental studies, and even experienced Ladakh culture at en route temple, with the local amchi and the few nomadic people.

One of my fellow explorers put together a short documentary of the trip which you can watch by scanning the qr code or visiting [www.youtube.com/watch?v=EPLIQViDmv8](http://www.youtube.com/watch?v=EPLIQViDmv8)



## Diary Extract: Shyok Ascent; Monday 10/08/2015

'Goodbye Chenubra, safe journey home' to mobile phones, instant boiling water, and hot showers. Nevertheless dreaming of leaving would be a nightmare. Which is why I'm so happy to finally be carefully scanning maps of the Zaskar region for a Shyok team mission.



It's an utmost shame Tim and Pepper are not joining us but ascents aren't for everyone and there are so many choices of what to do, from scientific study to glacial exploration, rock climbing to cultural encounters. Plus Pepper might have a job helping science leader Naomi in labs. British Exploring really opens up possibilities for people. Life can be as fragile as a piece of china but like china everyone deserves to be admired and sculpted into something beautiful.

The scenery throughout the day didn't fail expectations: as we climbed through meadows, across spree, over rock fields and beyond. The Drung Drung glacier becomes grander, like a butterfly the larger it grows the more beautiful and intricate it appears. The elation at reaching a bivvy site, the grace of the sunshine and the thrill of a 340-degree view above everything else prompted a photo shoot.

We recided for a place to stay the night, I was proud to have found the site and feedback such as Jenny congratulating me, hinting that the leaders are always watching; ready to give you detailed feedback of your strengths, weaknesses, areas for improvement, and where you've noticeably improved.

### Tuesday 11/08/2015

The excitement of the day is too much to refuse for long. It's like the dread of leaving a warm house to go outside into a freezing cold day, but when the horizon is a sunrise and you're about to go on a grand adventure with new friends staying put is inconceivable. Rob shuffled like a caterpillar to try and get up the gentle slope he'd slipped down in the night, which if anything only made him slip further down the slope. It was so funny that everyone was back to their usual high spirits.

The snow was overhanging precariously along the mountain ridge meaning one accumulation of pressure and our bodies would fall like screaming rag dolls into an abyss like so many rocks had. We avoided crampons until necessary however this meant crossing slip-prone 4-5 step snowy-icy patches without crampons. At one point I became as frozen as ice. But I persevered to find a route and trust myself as others had. Each person has their strengths and weaknesses but that's what helps make a team. My blood has determination in it, even if it's not yet as strong as I would like it to be. I moved a rock, opened a foot-sized dent in the icy-snow and thus made a better route for those behind me too.



### Summit 5795m

Amazing, spectacular, remarkable. The best part was we all made it as a team. Monty had a super idea to GoPro the elation and celebration of the summit. 'Well done's' filled the air as hugs were shared. To describe all the elations would take a book so I'll leave you with joyous shouts, relieved gasps for oxygen and extreme posing to your imagination. We did inventively send the GoPro around in a circle saying comments such as 'Jillay', 'Himalaya', 'Really happy to be here' and in a singing voice one of the many trip songs 'I'll stand by you'.

Through taking on such challenges outside my comfort zone and helping others in the process I have raised nearly £10,000 for Make a Wish foundation, Meningitis Research and Blind Veterans UK. Most of the money has been raised through sponsored dress ups, bag packs, sales and paintings. You can sponsor these causes via my online campaign at <https://www.gofundme.com/beimi>, just comment if you wish the money to go to a specific charity. You can also buy one of my art pieces. Any donation is so greatly appreciated. If you leave your email, I'll be delighted to share some more photos with you.

*Imogen Newey (K 10-12)*





AN INTERVIEW WITH  
**TOM  
KEREVAN**

*In the barren wastelands of post-apocalyptic England, two young brothers turn to cannibalism to survive only to fall for their prey, a teenage girl - and possibly the last female left alive.*

This is the plot summary for screenwriter, producer and OB Tom Kerevan's (C 97-02) debut feature film *Tear Me Apart*. Tom recently returned to Bradfield to give current pupils a preview screening of the film as well as answer their questions on how Bradfield helped him get a career in the film industry. The Bradfieldian got the chance to sit down with Tom and ask him a few questions of our own about

his time at Bradfield, screening at film festivals and his future projects.

*What was your time at Bradfield like?*

I was in Army House under Andrew Hunter and then Trevor Kidson and I had a great time. I did a lot of acting and performed in *Dr Faustus* in the Greek Theatre which is always awesome. You don't appreciate it while you are here but it is cool. Even if I'd continued acting, I don't think I would have ever been able to perform in such an incredible space again.

*When did you realise that you wanted a career in the film industry?*

I wanted to be an actor from a very young age. I took Theatre Studies here at Bradfield and went on to study Drama at Royal Holloway University.

Whilst there I attended a playwriting course, and after graduating I started turning the plays that I had written into screenplays. That's when I decided to make the shift into writing full time. I found that I enjoyed it a lot more; I felt I was in control of my own destiny. A total fallacy of course!

*How did you come up with the concept for "Tear Me Apart"?*

The other producers and I came together to make a micro-budget film and everything was decided in the space of 5 minutes in the pub. Cornwall was initially chosen as the location because we had to keep costs to an absolute minimum, and my parents have a place down there, which they kindly let us use for accommodation. Next, we thought



about Cornwall, what it looks like, and hit upon a post-apocalyptic horror world. Lots of micro-budget films tend to be in this genre, but none of us are really horror fans so we decided to do a post-apocalyptic cannibal love story set against the majestic backdrop of the North Cornwall coast.

### *How long did Tear Me Apart take to shoot?*

We were on set for five weeks, shooting for a total of 21 days on location in Cornwall. We had a studio for two days in Bodmin so we were able to build our cave interiors that feature heavily in the film there. We spent 4 weeks building the caves, 2 days shooting them, and then one day ripping it all down! Once we had wrapped, we delivered the finished product about a year later in June 2015.

### *Your film was selected for and screened at the 2015 Austin Film Festival.*

### *What was your experience like and how does that help put your film on the map?*

We hired a film festival expert as a consultant who suggested we go after the second tier American festivals which is how we ended up at Austin.

We'd had lots of test screenings, but Austin was our first point of contact with an audience who didn't know the film or us. We always wanted the landscape to feel epic, and despite the unique look we've given the film, to Brits it's still pretty obvious that it's Cornwall. The Americans though, they thought it looked like Mordor or something out of another fantasy movie.



It was a great response because we never wanted to make a gritty British film, but something that looks and feels like an international movie. We always hoped to export it to the US after screening in Britain first. It just happened the other way around, and the Americans have so far really taken it to heart with screenings at two other festivals this year in New York and Los Angeles.

### *When is the film out on general release?*

It was released worldwide exclusively through our own website on 17th June 2016, and we're intending for it to be on other platforms like Amazon in the next few weeks so keep an eye out! We've also built an entire post-apocalyptic world complete with animated web comics, novellas, behind-the-scenes and more, which people can access via the bundles on our website.

### *Are you able to tell us about your next project?*

It's called *Gun*, and it's a psychological, murder-mystery thriller. The film centres on three murders, across three generations of the same family all set in the same house. Each of the murders is

linked somehow, and the story is told from the point of view of the house, so it unfolds in a non-linear fashion, one room at a time.

*Tear Me Apart* is available now at [tearapartmovie.com](http://tearapartmovie.com).

You can see the trailer by scanning the qr code.



### **PRESS**

**"4 STARS:**

***Outstanding... truly beautiful... a great British film.*** UK Horror Scene

***"[Writer] Kerevan fills his dread-filled mood piece with complex characters... it's a treasure."*** UK Horror Scene





O B I T U A R Y



*Sam  
Hunt*

(SCR 58-93)



*Sam Hunt was educated at Lancing and Worcester College, Oxford, where he read Modern Languages. Having spent holidays as a student working in 'Les Halles' in Paris, by the time Sam left Oxford he had developed an intimate knowledge of French and a love of the French way of life which never left him.*

His fluency was astonishing for one who had not been brought up bilingually, and he was a great example to his pupils over the years.

Sam joined the Senior Common Room at Bradfield in 1958. Overcoming the challenge of teaching lower sets in the Scout Hut – a ramshackle wooden building which was thankfully soon condemned – Sam took to life as a Schoolmaster, not only in the classroom but also as House tutor, CCF naval officer and skillful and enthusiastic coach of football and cricket.

Sam married Sue Templer in 1962, and a year later they moved to the Old Rectory, where their first daughter, Juliette, was born. In 1967, Sam became the Housemaster of 'E' House, and the lack of accommodation in College saw the family move to 'Great Oaks', just after the birth of their second daughter, Becky.

*“My Housemaster, Sam Hunt, allowed my dreams to flourish. He built up my confidence, he was supportive, he was always there.”*

Being a Housemaster was increasingly demanding in the late 1960s, with the ferment of youth culture challenging every aspect of authority. Although he may have had reservations about taking on the task, Sam's kindness and integrity saw him through 13 years of Housemastering, including the move to the new Field House; and there was no lack of academic, artistic and sporting achievement in the House in his time.

His true successes, however, probably lay in the unsung part of the job, dealing compassionately with boys struggling to cope with the rigours of boarding-school life. The explorer Benedict Allen wrote in 1998 in the Times Educational Supplement: 'My Housemaster, Sam Hunt, was quiet and allowed my dreams to flourish. I was a dreamer. I wanted to be an explorer, but I was no good with my hands, I wasn't a sportsman and I wasn't rich - in fact I lacked just about all the necessary qualities. He must have thought I was a total write-off, but he built up my confidence, he was supportive, he was always there - fatherly really.'

When Housemastering was over, Sam was at last able to give more time to his main loves: his family and the study and teaching of French. In 1983, he and Sue took a memorable sabbatical in France and Italy, and on their return they moved into 'Fairway', which was to be their home for the next ten years. Sam became Head of the Modern Languages Department the next year and brought his typical quiet authority and efficiency to an increasingly bureaucratic task.

On retirement from Bradfield in 1993, Sam and Sue lived first in Sussex and then in East Devon, not far away from Becky and her family. They kept in close touch with both their daughters and the growing number of grandchildren, and it was one of Sam's greatest pleasures in the last months of his life to have become a great-grandfather.

David Barnes (SCR 67-92)

## Weddings

Guy Chapman (B 75-79) had a Civil Partnership Ceremony with Damian Cullen in London on 19th March 2016



## Deaths

ARCHIBALD, Anthony (F 68-73) on 25 May 2016

BENBOW, Colin (B 44-49) on 27 May 2016

FORSTER, Neil (D 52-57) on 31 May 2016

HUMPHREYS, George (F 77-82) on 31 May 2016

HUNT, Sam (SCR 58-93) on 8 March 2016

KAYE, Johnny (H 61-66) on 29 March 2016

LIDSEY, Martin (William) (C 43-46) on 11 April 2016

MORSE, Jeremy (Christopher) on 28 February 2016

SAMUELSON, Richard (D 44-49)

TYRRELL, James (G 54-59) on 1 May 2016

VENABLES, Tony (John) (A 42-45) on 7 April 2016

WESTON, Peter (C 37-42) on 15 April 2016

WHITE, Sandy (Charles) (A 41-45) on 25 March 2016

\*In order that announcements on this page are accurate, OBs and their families are urged to submit the correct information.



THE BRADFIELD SOCIETY

BRINGING TOGETHER OLD BRADFELDIANS, PARENTS & FRIENDS OF THE COLLEGE

Announcements now online!

[www.bradfieldcollege.org.uk/announcements](http://www.bradfieldcollege.org.uk/announcements)





## Vets reach Cup final

England fans talk about "The Golden Generation". Manchester United fans wax lyrical about "The Class of 92". Bradfield supporters could use similar phrases while watching The Vets in The Plate Final.

Having navigated their way past Shrewsbury and Chigwell in the quarter-finals and semi-finals respectively, they went head to head with Westminster in a hard fought final at The Bank of England Sports Ground. By half time several members of the Bradfield team were rueing the success, after 45 exhausting minutes on a pitch with exactly the same dimensions as Wembley's playing surface.

A well organised defence marshalled by without doubt one of the finest players ever to grace Bradfield, in Stuart Dennis, alongside James Lee, who seems to age like Benjamin Button, held firm until 87 minutes. At the other end chances were few and far between. After several excellent saves Craig Williams was eventually beaten in a one-on-one. There was a late rally, with inspirational captain Ben Biggar and crowd favourite Matt Goff fashioning a couple of half chances, but Bradfield could not produce the equaliser that would have taken the game to extra time.

*Tim Dellor (G 89-94)*

## The Bostelmann Trophy

The Bostelmann Trophy returned for a second year, seeing OB runners return to race against the College pupils. There was a great turn out for both teams and the race was won Andy Robinson who also orchestrated the technology 'OpenTrack' which was used capture and collate the results. The College accumulated enough points to retain their title and the trophy was presented to College Running Captain James Denton by Mike Bostelmann following the race.



# I LIKE DRIVING IN MY CAR

*Old Bradfieldian and current Maths teacher at Bradfield, Jack Wilson (F 03-08), is taking on his biggest adventure yet this summer when he embarks on the Mongol Rally to raise awareness for NASS.*

Ever thought about getting in your car and wondering how far you could drive? This summer I am essentially doing just that. The Mongol Rally is an annual race across the continents to Ulan-Ude. Where on earth is that you say? Roughly just north of Mongolia and China, and over 10,000 miles from London.

This is a treacherous unsupported challenge in which approximately 300 teams take part each year. The only rule - the maximum engine size allowed is one litre or less. Our steed of choice is a 19-year-old Nissan Micra. We are a team of three and, as the only teacher in the team, I feel vastly underqualified when my teammates consist of a Mercedes FI engineer and a maxillofacial doctor.

We have chosen to take the Southern Route, which will take us through Turkey, Iran, Turkmenistan, a lot more 'stans, into Russia twice and finally to Mongolia. The dangers of such a race are becoming more apparent each week during our preparations. Not only do we need to be able to look after the car, we must endure extreme heat and cold in the Gobi Desert. We will journey the most dangerous road in the world, the Pamir Highway, where there is the possibility we (and the car) could suffer from altitude sickness through the mountain passes in excess of 5000m. If that is not enough, we must also safely navigate various unwelcoming border crossings.

We are undertaking the Mongol Rally for the adventure of course but also to raise awareness for multiple charities. I am fundraising for NASS (The National Ankylosing Spondylitis Society). This cause has very immediate ties to me and my family, as my father, brother and myself all suffer from the disease. NASS is a charity which helps those less fortunate than I, particularly those who did not have such knowledgeable and supportive family to help adjust their lives to live with AS. NASS also supports research for new medicines and therapies. It is the medical breakthroughs in

recent years that have allowed me to keep so active since school in various extreme sports around the world. I also hope to inspire other people with AS that, although the disease is limiting in its ways, it does not necessarily stop you from doing fantastic things.

We estimate the rally will take us five and a half weeks to complete. Any longer and there might be an awkward long distance phone call with the Headmaster at the start of the next academic year... Stay tuned.

Jack and his team set off for Mongolia on 17 July. You can track his progress through their website, follow their Facebook page or donate to NASS through his JustGiving page.

**Website – [www.themongrols.com](http://www.themongrols.com)**

**Facebook – [www.facebook.com/themongrols](http://www.facebook.com/themongrols)**

**JustGiving – [www.justgiving.com/themongrols-jack](http://www.justgiving.com/themongrols-jack)**





## Simon Dixon Reports on OB Masonic Lodge

Although two of our regular meetings are held at the magnificent Freemasons' Hall in London, when we meet at Bradfield it is often held in makeshift Lodge rooms. So when we were offered D House Common Room we were very pleasantly surprised.

On Saturday 16th April the Lodge meeting was a little different. We had invited OBs as well as some wives to hear about Freemasonry and the OB Lodge in particular.

Afterwards we retired to the Royal Oak at Yattenden where our principal guest was the Headmaster, Dr Chris Stevens.

At the end of the meal the Worshipful Master, Hamilton Huxham presented the Travel Bursary cheque for £500 to the Headmaster.

Anyone interested in joining the Lodge should contact the Secretary, Quentin Edwards [Quentin@coolsfarm.co.uk](mailto:Quentin@coolsfarm.co.uk).

The Lodge website is [www.oldbradfieldlodge.com](http://www.oldbradfieldlodge.com)



*The Headmaster of Bradfield College & the President of the Bradfield Society request the pleasure of your company at*

# *Tempus Fugit*

*An occasion for Old Bradfieldians aged 70 or over on the day of the event*

*Save the date for this year's event - Thursday 3 November 2016*



Invitations to follow shortly. However if you are an Old Bradfieldian who will be 70 years or older on the day of the lunch, we would welcome you to "Save the Date" to join us.

## Tim Maltin talks Titanic

The Music School was full of History pupils and Friends of the College for a talk by Old Bradfieldian and historian Tim Maltin (A 86-91). As one of the world's leading experts on the Titanic disaster, he gave a very interesting and humorous talk which included a showcase of fabulous original photography from the voyage.

He answered questions from the audience which helped



to dispel the many myths surrounding the sinking of the Titanic on its maiden voyage on 15 April 1912 as detailed in his book *101 Things You Thought You Knew About The Titanic. But Didn't*. Tim's scientific theory that atmospheric conditions in the area on the night may have played a part with super refraction (extraordinary mirage) misleading the ship's watch is now a widely accepted factor in the disaster. Many believe that his research has now solved the mystery of how the ship came to its tragic end.



## Fine Arts Evening with Alastair Laing

Pupils, staff and local supporters of the Bradfield Society were treated to an art history discussion with Alastair Laing (C 57-61) in the Warden's Room on Tuesday 3 May. Alastair was Curator of Pictures and Sculpture for the National Trust for 27 years and gave us a wonderful insight into the collections in the historic houses that are under the care of the National Trust.

It was fascinating to hear how original hangings are painstakingly reproduced in these houses while also having to consider the conservation of the precious artefacts. Alastair also told us about his favourite National Trust properties, collections and particular paintings before moving onto describing his life time's work on the French artist François Boucher and his retirement project of writing a catalogue raisonné of the artist's drawings.



In particular, it was valuable for the History of Art pupils to hear about the intricacies that original academic research involves. We are most grateful to Alastair for his time and insight into a life dedicated to the care and display of paintings and sculptures in such magnificent settings.

Brigitte Bond (Head of History of Art)



## *Blue Plaque unveiled to commemorate war hero*

Bradfield College hosted civic, military and local guests, including the Submariners Association, for the unveiling of a Blue Plaque beside the Collingwood Cross behind the Chapel, in memory of an Old Bradfieldian.

Lieutenant Commander Geoffrey Saxton White VC, Royal Navy, attended Bradfield College in the Navy Class based at G House in 1900 – 1901 before joining Royal Naval training at HMS Britannia. During the war he and his men were crucial to a naval campaign aimed at disrupting the supply route and communications of the then Ottoman Empire, now Turkey.

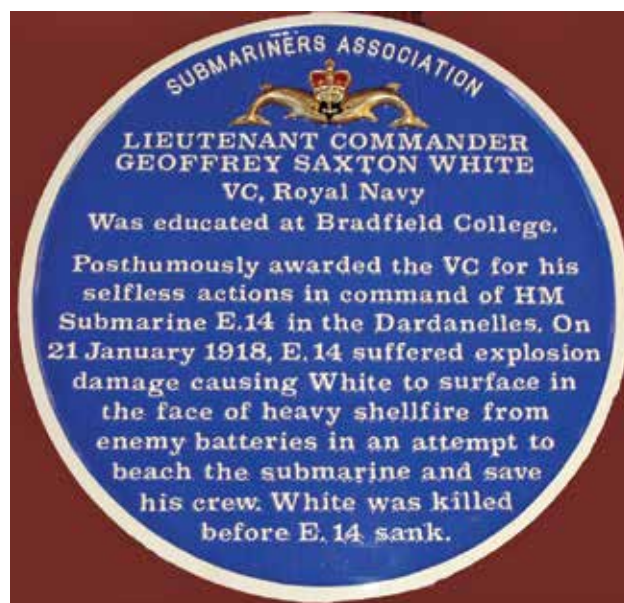
In 1918, Lt Cdr White was posthumously awarded the Victoria Cross after the E class submarine he was in command of was damaged by an explosion and sunk. He remained on deck the whole time and was killed by a shell.



17 members of his family came to the College to witness the unveiling and dedication of the plaque and see historic photographs and documents from the school's archives. The unveiling was performed by the High Sheriff of Berkshire, Victoria Fishburn, and was attended by Admiral Sir James Perowne, Headmaster Christopher Stevens and Lt Cdr White's grandchildren, Lyn Shore, Andrew Campbell and Nicola Higgins.

The citation for the posthumous award of Lt Cdr White's Victoria Cross, recorded in the London Gazette of May 24, 1919, stated: "For most conspicuous gallantry and devotion to duty as Commanding Officer of HM Submarine E14 on 28 January 1918.

"HM Submarine E14 left Mudros on 27 January, under instructions to force the Narrows and attack the German ship Goeben, which was reported aground off Nagara Point after being damaged during her sortie from the Dardanelles.



"The latter vessel was not found and E14 turned back. At about 8.45am on 28 January a torpedo was fired from E14 at an enemy ship... 11 seconds after the torpedo left the tube a heavy explosion took place, caused all the lights to go out, and sprang the fore hatch."

It added: "Leaking badly, the boat was blown to 15ft and at once a heavy fire came from the forts but the hull was not hit. E14 then dived and proceeded on her way out.

"Soon afterwards, the boat became out of control and as the air supply was nearly exhausted, Lt Cdr White decided to run the risk of proceeding on the surface."

Under heavy fire from all sides his submarine limped towards shore to give the crew a chance of being saved. He remained on deck the whole time himself until he was killed by a shell.



The plaque was dedicated at the ceremony by College Chaplain the Rev Stephen Gray. We are proud to celebrate the part that Bradfield College played in Geoffrey's education and celebrate his achievements with this Blue Plaque.



# Events Calendar

**AUG-OCT**

<b>AUG 21 &amp; 22</b>	<b>OCT 3</b>	<b>14</b>
Join in as pre-season training begins for the <b>OB Football Team</b>	<b>OB Pub Night: City Drinks</b> Your regular OB Pub Night moves into the City	<b>OB Regional Lunch</b> The Bradfield Society hits the road to visit OBs for a regional lunch in Manchester.
		

<b>3</b>	<b>13</b>	<b>18</b>
We welcome back OBs who left before 1964 for the <b>Tempus Fugit</b> lunch and a tour of the College.	Join us in the College Chapel for the annual <b>Remembrance Service &amp; Memorial</b>	<b>OB Regional Lunch</b> The Bradfield Society hits the road to visit OBs for a regional lunch in Bristol.
		

**NOV**

<b>5</b>	<b>11</b>	<b>12</b>	<b>14 &amp; 15</b>
<b>OB Pub Night: City Drinks</b> Your regular OB Pub Night moves into the City	<b>Festive OB Day</b> Take on the Huxham Run, shoot for the Tremlett Trophy or team up for the Hockey For Mossy Tournament.	Join us for our annual <b>Carols in London</b> service as it returns to St James's Church, Paddington.	Recent leavers can catch up with old friends at the <b>Winter OB Reunions</b> (14th Leavers 2014-15, 15th 2012-13) Venue TBC
			

<b>JAN 8</b>	<b>FEB 24</b>	<b>MAR 6</b>	<b>18</b>
The <b>OB Hockey</b> team kicks off the new year with training and a match against the College first team.	The Bradfield Society heads North to meet OBs for a <b>Lunch in Edinburgh</b>	<b>OB Pub Night: City Drinks</b> Your regular OB Pub Night moves into the City	Race Cross Country against College pupils in the <b>Bostelmann Trophy</b> or face the College 1st XI on the football pitch
			

**LENT**

<b>SUMMER</b>	<b>MAY 7</b>	<b>JUNE</b>
	Pupils and parents take to the course for <b>Family Foursomes Golf</b> while everyone is welcome at the charity <b>Give It Your Max Tennis</b> event	The College hosts a <b>Summer Reunion</b> for OBs who left between 1996 and 2006.
		

OLD BRADFIELDIAN

## PUB NIGHTS

FIRST MONDAY OF EVERY MONTH

VENUES ANNOUNCED ON FACEBOOK  
SEARCH FOR 'THE BRADFIELD SOCIETY' 

To register for any of the events, see the very latest schedule or to find out more please visit the Bradfield Society events page on the College website

[www.bradfieldcollege.org.uk/Bradfield-Society-Events](http://www.bradfieldcollege.org.uk/Bradfield-Society-Events)

or contact the Bradfield Society directly

Email: [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk) • Tel: 0118 964 4840

We look forward to seeing you at a Bradfield Society event in the near future

Personal Data - From time to time we have enquiries about use of personal data. We take the protection of personal data very seriously. Any personal data collected by the College or Society is governed by the Data Protection Act 1998 and the College's Data Protection Privacy Statement. A copy of this statement can be found at <http://www.bradfieldcollege.org.uk/Policies>









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