

united world college

of the

atlantic

st. donat's castle, south wales

prospectus

THE PROJECT AND ITS AIMS

The United World College of the Atlantic at St. Donat's Castle in South Wales, generally known as the Atlantic College, was opened in 1962 as the first of a number of international Colleges to be established throughout the world, designed to offer to selected students of different nationalities and high ability a two year academic course immediately before entry to university.

The Project has two main aims:

To promote international understanding through education; and to provide a pattern of education adapted to meet the special needs of our age.

At no time in human history has there been a greater need for drawing together the races and nations of the world so that their energies and many-sided genius can be combined in peace instead of being wasted in conflict.

At no time in human history has it been more important to guide the thoughts and activities of the rising generation into constructive channels.

Most international educational co-operation has hitherto taken place at undergraduate or post-graduate level. Today's conditions make it specially important to provide international education in the years immediately before university entry. Students at this age are old enough to be influenced by national or racial prejudices and to understand the causes of international conflict. They are young enough to live together in residential communities and have not come under the intense pressure of specialised studies combined with the concern for their careers which will affect them at the university. Idealism is strong; attitudes of mind can be cast at this time as at no other age.

There is too the strictly practical need. The international business community grows every year, while increasing numbers of civil servants and diplomats are moving about the world with their families. But the man today who goes abroad to work and take his family

with him cannot educate his children in another educational system without endangering their chances of entry to the universities of their own country. Inadequate knowledge of languages is one difficulty. University admission procedures are a still greater problem. It is inconceivable that such barriers will exist at the turn of the century. Nonetheless, we have yet to remove them. Change by political means is uncertain and slow. The force of example is needed and, to be effective in this area of strongly entrenched views and practice, it must be on a scale and of an academic stature to carry conviction. The United World College project is aimed at setting this example. The problem of university admission was tackled initially at the Atlantic College by teaching for the Advanced Level Examinations of the British General Certificate of Education, and bilateral agreements negotiated with many different countries and their Ministries of Education have enabled our students to enter over 150 universities throughout the world. From the outset, however, the rational long term goal was a genuinely international matriculation examination. The College has been actively engaged from the beginning in the preparation of the new International Baccalaureate, having assisted with the design of the subject syllabuses and the trial examinations. With the 1971 entry of students, the formal change was made from the British national examination system to the International Baccalaureate. The Baccalaureate has been fully recognised for university entry purposes in most countries of the world, and represents a major step towards the day when it is practicable for an able student of any nationality in any Sixth Form in Britain, or Lycée, Gymnasium or Senior High School on the continents of Europe, America and elsewhere, to enter universities in any country.

But it is not enough only to remove academic barriers. Young people today must be made

aware of the modes of thought and characteristics of other nations and races. They must come to feel sympathy with them, without becoming alienated from their own culture and society. The United World Colleges hope to make a contribution to the realisation of this idea, and this constitutes our second aim: to provide a pattern of education suited to the special needs of our time.

The advancing material prosperity of the western world has brought evils in its train. Among these are a decline in the physical fitness of young people, insufficient satisfaction of the youthful instinct for adventure, and that decline of compassion which is reflected in the plain business of individual unhelpfulness to one another.

We need to show in a convincing manner that the formal educational needs of modern society do not have to be met at the expense of more important human characteristics. The heart of the matter is the need to demonstrate that self-discipline, devotion, imagination, courage and response to challenge can be developed in materially prosperous societies. Our civilisation has many roots. One is that sense of obligation to the community which overrides self interest when the issue is important. The instinct to helpfulness is present in every youth; it can either be fostered and flourish, or it can be neglected and fade away. It is not enough to preach the virtue. Young people must be encouraged to achieve physical fitness and to learn the necessary techniques which will permit them to work for others. All students entering these Colleges will normally wish to give some time each week to one form or another of community service. Professional standards of training are adopted. Nothing binds individuals of different nations together more firmly than the shared experience of giving expert assistance to others in need. Such experience must, we feel, make some contribution to peace.



THE ORGANISATIONAL STRUCTURE

The responsibility for co-ordinating the development of the whole United World Colleges project is now vested in an International Council under the Presidency of Lord Mountbatten. The Executive Office of the Council is in London and works in the closest liaison with the National Committees in other countries.

The responsibility for the direction of general policy in Britain is vested in a 'United Kingdom Commission', while the administration of the College at St. Donat's is undertaken by a Board of Governors (membership of all three bodies is given in an enclosure).

Former students are playing an increasingly important part in the development of the Project. They have their own International Committee and have set up national associations in many countries. Our selection committees each year normally include former students.

DEVELOPMENT OF THE FIRST COLLEGE

The College at St. Donat's in South Wales is the first of these Colleges, offered to selected boys and girls of different nationalities, entered from age 16, a two-year academic course before entry to university. The large majority are selected and financially assisted by the state educational authorities in their own countries.

The first came from the countries of the Western Community, but the range of

nations represented has increased steadily to include Eastern Europe, Africa, the Middle East and South East Asia. No applicant is excluded because of race, religion or political allegiance.

FINANCIAL SUPPORT

Initiation of the British College was made possible by the gift of St. Donat's Castle and the estate from M. Antonin Besse, son of the founder of St. Antony's College, Oxford.

Capital for further development has been raised by public appeal in the United Kingdom and abroad. Notable contributions have been £100,000 from the British Government through the Foreign Office, £72,000 from the Federal German Government, large donations from Foundations such as the Dulverton Trust, the Bernard Sunley Charitable Foundation and the Ford Foundation, together with most generous support from British industrial and financial Companies and private individuals.

Recognition of the College as an essential development in international education has been shown, not only through the grants of capital, but also through the provision of scholarship funds inside and outside the United Kingdom, by the secondment of non-British teachers to the College staff, and by the growing support generally of Ministries of Education and Foreign Affairs abroad.

ST. DONAT'S CASTLE

St. Donat's Castle is an ideal site for an international residential college for students of pre-university age.

The heart of the buildings is an Elizabethan courtyard surrounded by the fabric and curtain walls of the original medieval castle. The main buildings, which were extensively modernised by William Randolph Hearst, contain the essential communal rooms for a large school, including a central Dining Hall, large enough to accommodate staff and students, the main Assembly Hall, and an impressive working and reference library. An old Tythe Barn has been adapted to provide a theatre and lecture hall, and the Art and Music Schools are accommodated in the adjoining former stables and Coach Houses.

New Dormitories, together with Science Laboratories, a Language Centre, and Mathematics Block, have been completed on the 150 acre estate of which the Castle is the centre. The beauty and facilities of the Castle and estate are probably without equal in Britain.

Of the total of just over 300 students, a little more than one third are girls—co-education was introduced in 1967. They live in Houses, mixed nationally under the supervision of a married Housemaster or a Housemistress. In the co-educational Houses, the boys and girls are under the joint supervision and guidance of the Housemaster and his wife. They live in the same building but with suitable separation of accommodation. Each



Individual Study Units for Second Year Students



student shares study and social facilities with students of other nationalities. Students are not estranged from their national or religious roots and the staff includes teachers from countries having the largest representation.

SCHOOL ORGANISATION AND DISCIPLINE

All activities in the school—clubs, societies and rescue services—are under the guided control of the students, using elective methods of determining responsibility. A Student Council meets regularly with the Headmaster, Director of Studies, Bursar, Housemasters and other members of the academic staff. The Council is at present made up of students representing the Houses and of the elected Captains of the Rescue and Community Services. Once formed, it elects its own Chairman and other officials, and generally appoints Committees to deal with various aspects of College life. It has its own budget and is completely responsible for the funds raised annually from a levy among the students and from an allocation from the College amenities fund.

There is no prefectorial system and there are simple penalties for breach of conduct.

SOCIAL LIFE

The students are encouraged to make friends outside the College. They are frequently invited out by local people at the weekends. During the holidays the British are encouraged

to invite students from abroad to stay in their homes and vice versa. Programmes of films music and lectures by visiting speakers are arranged, often by the students themselves, and College societies cover a wide range of intellectual, outdoor and artistic interests. Saturday evening dances and Sunday evening concerts are held regularly in the College and in the Houses and students are able to invite their friends to attend these occasions. Students may leave the College on Saturdays and Sundays subject to the Housemaster's permission: second year students may obtain week-end leave from mid-day Saturday for suitable occasions.

DRESS

The boys wear an open-necked shirt, jersey and jeans during the day and similar but more formal clothing in the evening. The girls also wear a simple costume throughout the day, or jeans if they prefer; and more formal clothing in the evening. The choice of dress is free at the weekends, and the students are not expected to wear their school clothing out of College.

RELIGION

Students of every religious denomination are accepted by the College.

Arrangements are made for denominational worship and the students are encouraged to attend the services of their own church. There are no resident clergy in the school, and religious observance is in no sense compulsory. All students, however, are exposed at some stage to religious ideas, and lectures and discussions are a feature of the Current Affairs programme which every student is expected to attend.

THE COLLEGE YEAR

The College year is based on two terms giving a total of 36 teaching weeks, plus one week's project expedition in the middle of each term, i.e. a total of 38 weeks under instruction in the year. This arrangement has been chosen in part to reduce travelling expenses for students from abroad.

Students enter in September and complete their first year in early June, with a six-week holiday at Christmas. They return late in July and until early September the school is half full. During this period the transition is made from First to Second year status, and the elections take place for the Students' Council, the Rescue Services, and all other clubs and societies. Second year responsibilities have thus been fully assumed when the new entry arrives.

THE COLLEGE DAY

The basic unit is a 45 minute teaching period. There are five such teaching or tutorial periods in the forenoon with one 25 minute break. There is a two-hour period after lunch for activities followed by two teaching or tutorial periods between tea and supper, except on Saturdays. The total number of teaching, tutorial or private study periods available under this arrangement is 40 per week, but usually 12 to 15 of these are available for private study. A minimum of four evenings per week are occupied with individual study in special study rooms, in House rooms or in the College Library. Wednesday evenings are set aside for Current Affairs lectures, discussions, seminars, and meetings of College Clubs and Societies.

THE ACADEMIC PROGRAMME

All students at the College are prepared for the new International Baccalaureate Examination. The introduction of this examination, achieved in the academic year 1971-72, brings to fruition one of the major aims of the United World College Project: **a genuinely international matriculation examination.**

The Baccalaureate has come into being to meet the university entry needs of growing numbers of senior pupils in international schools. It is taken on completion of the last two years of secondary education. Its recognition by universities throughout the world supersedes the complex bi-lateral

agreements which the College itself negotiated in the early years to ensure the university entry of its pupils.

Not only, however, does the International Baccalaureate offer the rational and practical solution of the long-standing equivalence problem at university entry level; it also dramatically increases opportunities for cultural and social integration and understanding within the formal academic programme.

The pattern of the examination emerged from a series of conferences attended by university and school teachers. An international board of examiners was set up, and the first trial examinations were held in 1967. The International Baccalaureate Organisation has its headquarters in Geneva.

The structure of the examination is designed to ensure a balance between the specialised study of a small number of subjects typical of British education, and the more general approach followed in most other countries. Students take final examinations in six subjects, three at the Higher and three at the Subsidiary Level. One subject must be chosen from each of the following groups:

- 1) Language A (the student's best language) which includes a study of world literature in translation.
- 2) Language B—a modern foreign language
- 3) The Study of Man (History, Geography, Economics, Philosophy, Psychology, Social Anthropology)

- 4) Experimental Sciences (Biology, Physics, Chemistry, Physical Science, Scientific Studies)
- 5) Mathematics
- 6) Music, Plastic Art, Latin, a second foreign language, a second subject from either the Study of Man group or the Natural Sciences, Further Mathematics, or a syllabus submitted by the school.

All students must also take a common course in *The Theory of Knowledge*

Thus, whilst a broad range of subjects is achieved by the grouping system, some specialisation and also freedom of choice is permitted by the two levels of study, Higher and Subsidiary. Three subjects are studied in greater depth; and the alternatives offered under Group 6 allow a student to take two foreign languages, two sciences, or two subjects from the Study of Man group if he or she so wishes.

Further modifications are possible within defined limits. A student, for example, preparing for entry to a British Medical Faculty, could take Physics, Chemistry and Biology, all at the Higher Level, providing he passes a test either of Linguistic Competence (instead of Language B) or of Mathematical Comprehension (instead of Mathematics).

To be awarded the Baccalaureate a candidate must gain a satisfactory mark in all six subjects, though some measure of cross-compensation is allowed on condition that a minimum total mark is achieved. Candidates

who do not qualify for the full Diploma may be awarded a Certificate of Attestation for individual subjects.

Means of examination include written, oral and practical work, extended essays and independent project work, and assessment by subject teachers.

ENTRY TO UNIVERSITIES

Recognition of the International Baccalaureate by universities in the countries named below had been obtained by August 1971, though possession of the Diploma does not necessarily secure entry to university any more than does success in a national examination where university places are limited and competitive.

Australia, Belgium, Bulgaria, Canada, Denmark, Eire, Finland, Western Germany, India, Israel, Malta, Netherlands, New Zealand, Norway, Singapore, Spain, Sweden, Switzerland, United States of America, United Kingdom.

Negotiations over further agreements are constantly in progress, and more detailed information is available from the College direct and from the International Baccalaureate Office, 12 Chemin Rieu, Geneva.

SPECIAL FACILITIES

A large library has been established in one of the finest College rooms. Substantial gifts of books have been received from private and governmental donors in many countries. A

separate reading room contains newspapers and journals from virtually all countries represented at the College.

Modern Science laboratories and a Mathematics Centre, equipped with a Computer Terminal, have been built. Specialist rooms for Geography and Geology, Music and Art including painting, pottery, sculpture, typography, silk screen printing, etc. are available.

The main teaching language is English, and all students must be proficient at entry. Naturally, languages play a prominent part in College life and an increasing proportion of the language teaching is given by staff seconded by Education Authorities of those countries which sponsor groups of pupils. A Language Department completed recently includes a Language Laboratory, a study centre and languages library, and modern audio-visual equipment in most classrooms.

GUIDANCE AND COUNSELLING

The Student Counselling Office, under the Director of Studies, administers the academic timetable and the activities programme of the College, and keeps an exact record of every student's performance in both areas. The Co-ordinating purpose of the Student Counselling Office is to ensure that the experience and expertise of the staff is immediately available to all students over academic matters, questions affecting their timetables, their university entry problems and

their career intentions. Every student in the school is a member of a small tutorial group of about fifteen, for whose detailed supervision a nominated staff tutor is responsible. Group tutors, Housemasters, Heads of Departments and the Director of Studies all work closely together and meet fortnightly to review the progress of individual students.

At the end of each term a written report is sent to parents. National Committees and other sponsoring bodies, as well as the students' former Head Teachers, are also kept informed of a student's progress.

INTERNATIONAL AFFAIRS, CLUBS AND SOCIETIES

A programme of lectures for small groups, discussions, seminars, debates and meetings of the many College Societies, is organised on Wednesday evenings after supper. These meetings also provide opportunities for religious discussion and debate. No one single meeting is compulsory for any, but participation in the programme is expected of every student. Two or three day Conferences are arranged once or twice a year on subjects of current international significance.

THE ACTIVITIES PROGRAMME

The development of real human understanding cannot be achieved in the classroom alone, particularly in a College where the divisions between students of different nationalities

Inshore Rescue Boat Crew using Radio Equipment



may be so deep and complex. Nor can a sense of obligation to the community, national or international, be engendered only by a combination of academic study and conventional sports. The College activities programme has been planned to further all-round personal development, also to satisfy the students' natural desire for social significance and humanitarian service; such service may promote real understanding, transcending national prejudice.

Within the programme the natural facilities of sea and cliffs offer an immediate challenge to the adventurous and provide, after training, a stimulus to the timid. Bodily fitness which permits a student to enjoy full use of his or her physical gifts is encouraged, and, in equal measure, adventure of the mind and spirit. All find expression in the Rescue Services.

The academic and the activities programmes are interwoven and form jointly the basis for students' development. The academic teachers are in nearly all cases also the activities instructors or coaches.

The activities are followed as part of the curriculum for a double period between lunch and tea from Monday to Friday. Each student chooses his or her own programme for four afternoons a week, and has one free afternoon for private study or recreation. On Saturday and Sunday some activities are offered on a voluntary basis. First Aid and swimming are the only compulsory

activities in the College. Everything else is a matter of choice within a balanced programme of the physical, the intellectual and the aesthetic. There are four parts to this programme and each separate activity is organised by an elected student committee with a member of staff acting as coach.

RESCUE AND COMMUNITY SERVICES

The College provides rescue services covering fifteen miles of the Bristol Channel coast from Aberthaw to the mouth of the Ogmore River.

The services combine to ensure the safety of the public along this dangerous and much used stretch of sea, cliff and beach. The various corps are fully accredited members of H.M. Coastguards and of the Royal National Lifeboat Institution, and are called out as required. Each boy or girl must achieve the appropriate skills which are passed on in formal training by the students themselves from year to year. Much of the rescue equipment has been designed and some has been made in the College.

Early in their first year, all students attend a course of lectures on Health Education. Additionally, a course of instruction is given in First Aid and the St. John Ambulance examination in First Aid is taken.

The individual services are as follows. The standards are those of the appropriate British National Organisation. Four hours a week are given to this training in the first year.

Beach Rescue Unit: Affiliated to the Royal Life Saving Society, the Surf Life Saving Association of Great Britain, and the British Canoe Union. Patrols local beaches in the summer. Swimming, skilled surf canoeing and Malibu board and ski handling.

Cliff Rescue: H.M. Coastguard Auxiliary Unit. Many cases occur of people getting into difficulties on cliff faces or being trapped by the tide. Skilled rock climbers with H.M. Coastguard equipment, Land Rover and Winch, etc. Also trained in fire fighting.

Inshore Rescue Boats: Station of the Royal National Lifeboat Institution. The safe-guarding of small craft at sea, also incidents and accidents occurring within a few miles of the coast. 35 m.p.h. powered inflatable rescue craft designed and built at the College. Good working knowledge of small boat seamanship, sailing and power.

The College Rescue Services have met a real need. In the first nine years eighty emergency call-outs from Police, Coastguard and members of the public have been answered, and some forty-five lives have been saved at sea, on the beaches or on the cliffs.

Social Services: Nearly a quarter of the school prefer social work in our area. Some rearrange their work programme in the College to permit their being available at the times they are most needed. Most of the organisation is in the hands of the student



The Bristol Channel provides a constant challenge for the College Cliff, Beach and Sea Rescue Units

committee and the assistance given in local homes, in youth clubs, to old people, and to handicapped children represents something of significance in the vicinity of the College. Also, young children from deprived areas in large cities are given camping holidays on the College grounds and make use of the College's outdoor facilities.

Forestry, Horticulture and Estate

Development: this group, initiated in 1969, is concerned in the first instance with the College estate. The former castle kitchen gardens and greenhouses have been restored, and a nursery of young trees has been established. Fish farming and pony breeding projects are under active development. Later, environmental tasks outside the College will be undertaken.

First Aid Unit: A group of specialists who act as instructors for the First Year Students. Members often volunteer to work at weekends in the Casualty Department of the Cardiff Royal Infirmary.

INTELLECTUAL AND AESTHETIC

Each student may offer one or two afternoons a week to music, art, handicrafts or drama. A wide choice is given and students may learn an instrument, sing in the choir, play in the orchestra, paint, sketch, study typography, pottery or photography, or take part in dramatic productions. A small number of Bursaries are available for those who wish

to take music lessons but cannot afford them. These and other interests are fostered through the College Societies which include:

Religion, Music, Drama, Debating, Current Affairs, Film, Scientific and Mathematical, Economics, Art, Literature, Photography and Chess.

EXPEDITIONS/PROJECTS

One week in the middle of each term is given to an individual or group project. The purpose of the first project week is to introduce a new entry student to the Rescue and Social Services and to the other activities available. A short introduction to camping is included.

The remaining three projects are prepared jointly by students and staff. They may be based on the College or away from it. All should stem from a genuine interest in a subject not covered by normal school syllabuses. It is for the student to decide on each occasion whether the project should be intellectual, aesthetic or physical in nature. Opportunities for social service are taken by many students during these weeks. Many projects are also pursued throughout the school year on activities afternoons. Special encouragement is given to original projects of a technical nature.

GAMES AND SPORTS

There are no compulsory games or sports.

The College offers as recreation rugby football, soccer, athletics, swimming, canoeing, sailing, basket-ball, volley-ball and lawn tennis. The girls join in all these activities as appropriate, but are also able to take Graceful Movement and Dancing. A maximum of two hours a week may be given to any one sport, Monday to Friday inclusive. Students are encouraged to qualify as instructors. A heated open-air swimming pool is used from April to November. All students are expected to go as far as their capability will permit in obtaining the Personal Survival qualifications of the Amateur Swimming Association and the Lifesaving qualifications of the Royal Life Saving Society.

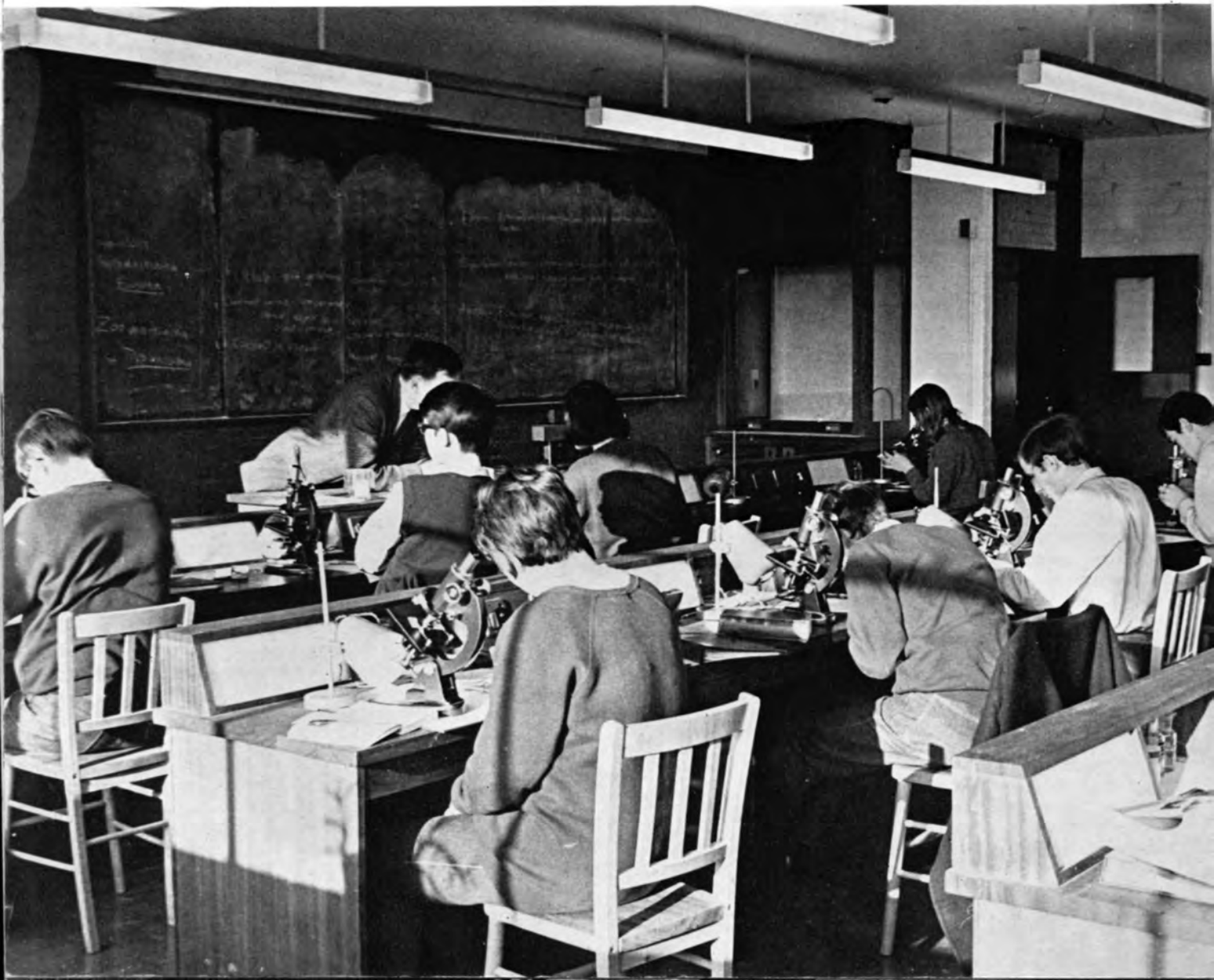
MEDICAL SUPERVISION

There is a well-equipped medical centre of eighteen beds under a resident and fully qualified sister. The College Medical Officers are available for consultation to students in surgeries at the College three times a week and are on call as required. Treatment is free for students of all nationalities under the British National Health Service. Dental and optical treatment is also readily available.

FEES

The fees are £1,040 per annum (September 1972), but, with inflation, an annual increase of about 8% must be reckoned with. There is an additional charge on

Biology Class in the George Schuster Science Laboratories



entry of £65 to cover uniform and sports clothing. There are no other extras of any kind except for private music lessons, laundry and examination fees. Students are expected to maintain their own clothing after the initial outfitting.

PERSONAL ALLOWANCES

A limit, at present £25, is placed on each student's personal spending during any one term.

Some bursaries are, however, available and may be applied for at the time of entry.

APPLICATION AND SELECTION PROCEDURES

Entry to the College is based on ability, academic achievement prior to entry, and a strong personal desire to further the aims of the project. It is a matter of principle that the large majority of places at the United World Colleges are open to all, irrespective of parental income; and that most students shall be holders of scholarships for which high academic and other qualifications are required. The widest social origin of the student body is thus ensured.

A suitable applicant is a lively pupil who is doing well academically and who possesses a good range of interests. Important attributes include the ability to mix with others, to engage the friendship of others, and to be tolerant of fundamentally different opinions and attitudes. Good candidates will be articulate and able to advance their

own views and those of their country, of which they will be seen as representatives. Experience has shown that successful students at the College are those who come with a clear awareness of its aims and a personal commitment to contribute to them.

All applicants must be strongly recommended by their Headmaster or Headmistress, and all applicants are interviewed before acceptance. Students are accepted only for the full two year course, which covers the last two years of secondary school education before university entry. The average age of entry is 16½. Exceptionally, pupils are accepted above the age of 17, but there is a maximum upper limit of 17½.

ENTRY FROM COUNTRIES OPERATING COMPETITIVE SELECTION PROCEDURES

Roughly 150 places are available each year. Most of these places are allocated by a quota system to the countries which regularly sponsor students at the College. Application should normally be made direct to the Secretary of the appropriate National Committee, irrespective of whether or not scholarship assistance is required.

A list of the National Committee Secretaries is given on a separate enclosure to this prospectus.

The British candidates come mainly from the State schools. Entry is direct from the Fifth Form, and it follows that there must be a strong prediction of success at Ordinary Level

in at least six subjects. Most candidates are sponsored and selected by the Local Education Authorities. Details of scholarships available from L.E.A.'s and from one or two other sources can be obtained from the College.

A small private entry is also accepted, and application should be made direct to the College.

ENTRY FROM OTHER COUNTRIES

Applications will be considered from any country in which competitive scholarships do not yet exist, although places for such applicants are limited. Application should be made direct to the College.

The Headmaster will also advise on applications being made on behalf of candidates of dual nationality, or of applicants not resident in the country of their nationality.

ENQUIRY ADDRESS

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