

SIXPENCE

# WELBECK

## THE MAGAZINE *of* ARMY COLLEGE (NORTH)

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IN THIS ISSUE

RESETTLEMENT & ARMY COLLEGE (North)

STAFF LIST

CONTRIBUTIONS BY STUDENTS

**Gouvenir Section**

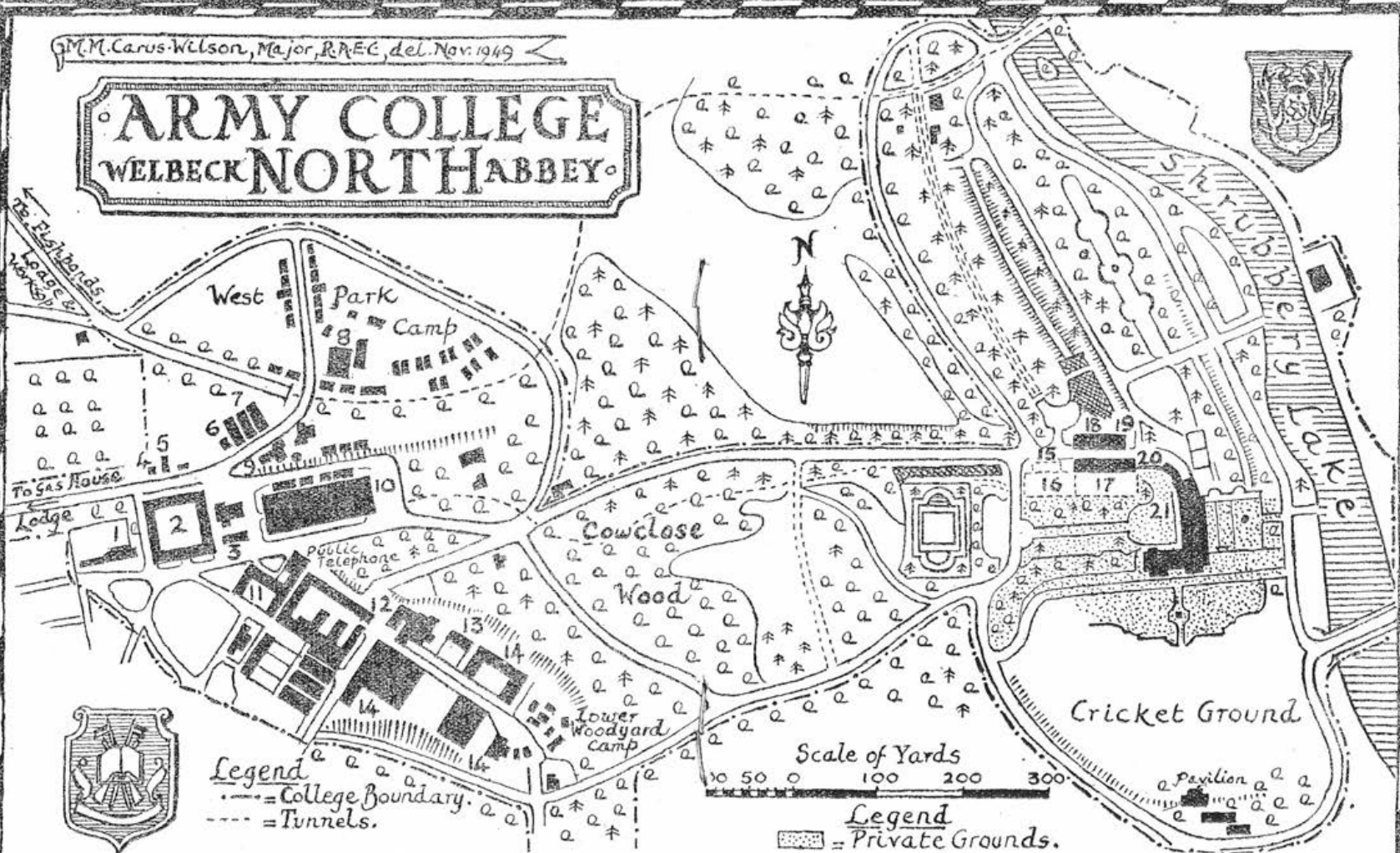
ILLUSTRATIONS

DOUBLE-PAGE MAP OF  
THE COLLEGE AREA

"THE HISTORY OF WELBECK ABBEY  
—AND ITS FAMOUS PERSONALITIES"  
AND SPECIAL ART FRONTISPIECE

M.M. Carus-Wilson, Major, R.A.E.C., del. Nov. 1949

# ARMY COLLEGE WELBECK NORTH HABBAY



1 Science Dept. 3 Study Block. 7 M.A. & F.I.  
2 Stable Block. 4 Provost Hut. 8 O.R.s Dining Room.  
(H.Q. Modern Studies & Comm. - ation Hut. 9 Science.  
ence Departments) 6 College Library. 11 Cinema.

Key  
to the  
Numbers  
above

12 M.I. Room & H.Q. 16 Underground Ballroom.  
Trades Department. 17 Music Room.  
13 Y.M.C.A. 18 W.O.s & Sergeants' Mess (Permanent Staff).  
14 Trades Dept. 19 Officers' Dining Room.  
15 Music Practice Rms. 20 Chapel & Tichfield Library.  
21 Welbeck Abbey (Officers' Mess).

## Editor's Notes

From an early date, we hear, the College is to become the only institution of its kind in the Army. It will thus be carrying on not only its own work and traditions but those of all its sister Colleges which, in a network extending from Scotland to the Suez Canal, did so much, together with Welbeck itself, to smooth the path of the British Army returning to "civvy street" after the late war. Now its role is to be that of a Resettlement Training Centre for the Regular Soldier.

The College Regimental Week-end, which included a full programme of Sports ably organised by Major E. C. Smith and 2/Lieut. Easton, on the 13th-14th May, was favoured by ideal weather and produced some excellent performances. We congratulate the winners, particularly Major Smith (100 yards); the prizes were presented by Mrs. Godbold. On the 2nd and 3rd June 25 R.A.E.C. from N. Midland District under their S.O.I. (Edn.) Lt. Col. Forman, were entertained at the College. Our visitors obligingly produced their own Concert Party: though they lost to the College team, by a small margin, at cricket, the honours on that occasion were pretty equally divided.

Army College (North) without its former Chief Instructor, Lt. Col. Luffman, O.B.E., scarcely seemed as if it could ever be the same, so firmly had he identified himself with its every interest and warmed the hearts of all its members by his unruffled courtesy and unique capacity for never attracting enmity; Headquarters, B.A.O.R. is lucky indeed in its new S.O.I. (Edn.) Major Read, our Quartermaster, had, too, a great gift for friendship and all Welbeckians will wish him every happiness in his retirement. The Officers' Mess will always remember Capt. Burbidge, W.B.A.C., for her infectious gaiety and Rex Shield for his cheerful wit and musical proficiency (he was a fine Beethoven player). Of W.O.II Maw, late Chief Clerk, it is sufficient to say that he was a master of his job and benefited the College accordingly. Into the vacancies thus created have stepped Lt. Col. A. McL. Young, B.Sc., from H.Q., Eastern Command, as Chief Instructor, Major (Q.M.) R. E. Pryor, R. Sussex, as Quartermaster, Capt. E. Eiloart, as O.C. W.B.A.C. and W.O.II D. A. Kemp as Chief Clerk. In addition to these Capt. G. T. Calder, R.P.C., has joined the Trades Dept., 2/Lieut. M. Kelly, R.A.E.C., Modern Studies and 2/Lieut. G. B. Wilson, R.A.E.C., and Mr. N. E. Allott, Commerce.

In this issue our readers will find a section of contributions from recent College students, a feature which we hope to retain in "Welbeck" which, we intend, should in future combine the roles of a chronicle, a guide and souvenir, and a medium for the publication of work done by students and staff. And all for 6d.!

—THE EDITOR.

# How We Stand

Session 5/50

Commandant	COLONEL N. J. CHAMBERLAIN, M.B.E., M.A., R.A.E.C.
Assistant Commandant and Chief Instructor	LT. COL. A. MCL. YOUNG, B.Sc., R.A.E.C.
O.C. Adm. Wing and P.R.I.	MAJOR T. H. A. GODBOLD, Q. BAYS
Quartermaster	MAJOR R. E. PRYOR, R. SUSSEX
Adjutant	CAPT. R. W. BRADLEY, BORDER REGT.
O. i/c Imprest.	CAPT. A. A. HODKINS, S. STAFFS.
Chaplain	REV. J. G. MCKINLEY, R.A.Ch.D.
Messing Officer	CAPT. R. P. MCCAMMOND, R.A.
O.C. W.R.A.C.	CAPT. E. EILOART, W.R.A.C.
Coy. Officer	CAPT. E. A. MOON, WORCS.
Coy. Officer	LIEUT. R. D. F. ORSMBY-SCOTT, R.U.R.
Sports Officer and U.E.O.	2/LIEUT. P. A. EASTON, R.A.E.C.
R.S.M.	W.O.I. G. T. COMPTON, R.A.
R.Q.M.S.	W.O.II E. W. CARBURY, R. Lincs.
Chief Clerk	W.O.II D. A. KEMP, R.A.S.C.
C.S.M.	W.O.II G. MELLORS, R. LEICS.
M.T. Sgt.	S/Sgt. W. J. WEBBER, R.A.S.C.
C.Q.M.S.	C/Sgt. L. O. NEALE, GREEN HOWARDS

## COMMERCE

Major W. D. Ross, R.A.E.C.  
 Capt. L. E. Wharton, R. Lincs.  
 2/Lieut. G. B. Wilson, R.A.E.C.  
 W.O.II F. Ashby, R.A.E.C.  
 Sgt. A. M. Brown, R.A.E.C.  
 Sgt. H. E. Chadwick, R.A.E.C.  
 N. E. Allott, Esq.  
 Mrs. M. Handley  
 W. H. Mayes, Esq.

## MODERN STUDIES

Major M. M. Carus-Wilson, R.A.E.C.  
 Capt. H. D. Gallwey, R.A.  
 2/Lieut. M. Kelly, R.A.F.C.  
 Sgt. A. L. Blowers, R.A.E.C.  
 Sgt. R. D. Johnson, R.A.E.C.  
 Sgt. E. Scott, R.A.E.C.  
 W. K. Petch, Esq.  
 J. H. Price, Esq.  
 R. Venables, Esq.

## SCIENCE

Miss A. Wadham, B.Sc.  
 Capt. A. C. Charrot, R.A.E.C.  
 2/Lieut. R. W. Fish, R.A.E.C.

## TRADES

Major E. C. Smith, R. Fus.  
 Capt. G. T. Calder, R.P.C.  
 2/Lieut. G. M. Hallatt, R.A.E.C.  
 W.O.I. S. Wyatt, R.E.M.E.  
 S/Sgt. K. Crouch, R.E.M.E.  
 S/Sgt. A. McConville, R.E.  
 Sgt. R. F. Bruckin, R.E.M.E.  
 Sgt. J. Darlington, R.E.M.E.  
 Sgt. F. J. McDermott, K.R.R.C.  
 Sgt. J. Palmer, R.E.M.E.  
 W. Brady, Esq.  
 A. Hind, Esq.  
 C. Littlewood, Esq.  
 R. Peppitt, Esq.  
 W. Shaw, Esq.  
 C. Swift, Esq.

Provost Sergeant ...  
 G. D. Sergeant ...  
 Students' Mess Caterer ...  
 Cook Sergeant ...  
 Officers' Mess Steward ...  
 G.D. Sergeant ...  
 Tech. Storeman ...  
 P/S Mess Caterer ...  
 Pay Sergeant ...

Sgt. D. H. Hutchinson, W. Yorks.  
 Sgt. E. Jessup, Green Howards  
 Sgt. F. Rice, R. War. R.  
 Sgt. W. C. Toogood, A.C.C.  
 Sgt. A. R. Singleton, Y. and L.  
 Sgt. R. Day, R. Lincs.  
 Sgt. H. Stokes, R.A.O.C.  
 Sgt. J. Offless, Green Howards  
 Sgt. G. A. Goodfellow, R. Lincs.

## Resettlement and Army College (North)

Army College (North) is now the sole survivor of the chain of Army Colleges which sprang into existence after World War II. Originally devised to ease the return to civil life of the war-time Army, the College now admits none but Regulars. Many Regular officers and men have spent the whole of their working life in the Army. They do not know or understand the outside world. Regulars, therefore, are in need of guidance and help to prepare them for this drastic change in working conditions, and those who in the Army have risen in rank and responsibility have particularly strong claims, not only in their own interests but in those of the National Economy, which cannot afford to lose good brains and willing hands.

Fortunately, in some cases, the transition is not difficult. Some Regulars can return to a previous trade or occupation. The really skilled tradesman can now obtain Trades Union recognition whilst he is still in the Army, and, as there is still a national shortage of skilled men, he should soon find a job, though not always in his own neighbourhood.

There are others who as soldiers have made little advance in skill, or in the ability to shoulder responsibility. They leave the Army much as they were when they joined it, and so will have to rest content with employment as unskilled men. There is, however, a substantial proportion which is not in this category. These officers and men hold no recognised qualifications, yet they would not have risen to the ranks which they hold if they did not possess initiative and a capacity for accepting responsibility. Their situation is eased if they have a little money, or friends in the business world. But for those who have neither, the Business Training Scheme offers a fine opportunity, and if a man is not accepted for training under this scheme it is still possible for him to get fixed up in a job through the Ministry of Labour.

But the Regular may reckon that the Government is the best employer. If so, he should explore the scheme under which vacancies in the Executive and Clerical Divisions of the Civil Service are reserved for ex-Regulars. There are also opportunities in the minor Government Services: these should not be despised. Many Government posts are open only to those who pass a qualifying Entrance Examination, followed by interview and selection. A sound, though not an advanced, standard of education is therefore almost essential.

It is not the glib tongue nor the fast moving pen of the boy fresh from school which the Selection Boards seek. It is evidence of a clear brain and a methodical mind without which no man can hope to discharge any duties of consequence.

Army College (North) which offers short Resettlement courses of not more than 28 days duration, cannot change the mentality of its middle-aged students to such an extent as to make up for the neglect of past years. The Modern Studies and Science Departments can, however, revive lost interests and restore powers that have long lain dormant. Their courses afford time for concentration by the student on his own affairs. He will work under sympathetic direction. He can be trained in examination technique, and he will certainly leave the College with more confidence in himself than when he entered it.

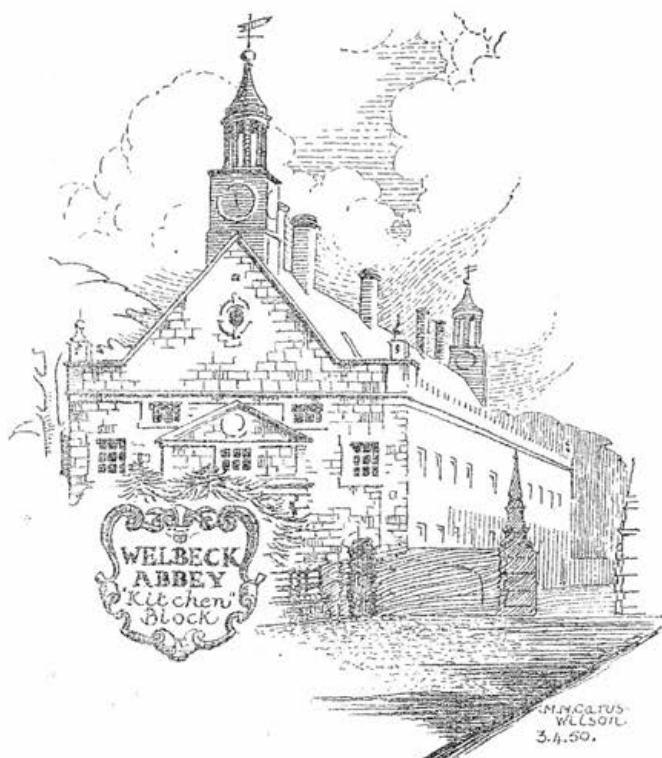
The Commerce Department can do more than ground a man in Book-keeping or Typewriting. It can give him an insight into Business methods, and can even assist those who seek important appointments. But even to learn how to type is something of consequence for the average small business man.

The Trades Department offers courses in the building trades, engineering, and motor mechanics. Thus the skilled craftsman can recover a skill which he may not have used for some years. The less skilled man can try his hand at a trade which he thinks may suit him. The man with one main trade can begin to learn a second, which may well fit in with his first. Finally, there is the Household Maintenance Course, an excellent one for those who hope to look after their own property, and so save money.

The main point for the student to remember is that he has volunteered to come on his course, and that it is up to him to get the most out of it. The instructors will help him to the best of their ability but it is the student who makes the pace : he must say what he wants to learn and for what purpose.

The College indeed is still in an experimental stage. Its scope may be altered as experience is gained. Every student can contribute to this experience, so it is true to say that, whilst attending to his own future, he is helping to shape the future of the College. It is a good thing for a man to have come to the College, but it is an even better thing if something which he does or says during his course throws out a suggestion or an idea which introduces an improvement, and so helps others who come after him.





## The Story of Welbeck Abbey

In the year 1154 Thomas of Cuckney, grandson of one of William the Conqueror's commanders, in gratitude for his safe return from the Crusades, gave land and money for the establishment at Welbeck of a Monastic House of the Premonstratensian Order. The Abbey flourished and grew rich till its Abbot became eventually the Head of all such institutions in England—and, so the story goes, the object, on his travels, of special attention from Robin Hood and his Merry Men. Among the Abbey's benefactors occurs the name of King John whose crown jewels the obliging Abbot once deposited for safe keeping during a "difficult" period, in the Abbey strong-room; some 700 years later the crown jewels again found their way to Welbeck where, during the first World War, they were lodged in the present Y.M.C.A. building. Now all that remains of the original Abbey are seven arches and a vaulted chamber below ground level. As a Religious House it was dissolved under Henry VIII and its properties passed in 1582 to Sir Charles Cavendish, youngest son of Sir William Cavendish, Henry VIII's Treasurer. *Cont. page 7*



WELBECK ABBEY—THE OXFORD WING





Sir William's wife, the famous Bess of of Hardwick, married successively, and in each case most profitably to herself, no fewer than four husbands. Of her Horace Walpole aptly rhymed :—

“ Four times the nuptial bed she warmed,  
And every time was well performed,  
That when death stopped each husband's billing  
He left the widow every shilling.”

She was also a great builder and to her, among other well-known monuments of Tudor architecture, we owe Chatsworth and Hardwick Hall. Little of her work survives at Welbeck but her grandson, later the first Duke of Newcastle, built as a Riding School the block which now houses the Chapel and Titchfield Library.

Newcastle, friend and patron of Van Dyke and Thomas Hobbes and tutor to Charles II, is best remembered in English history for the part he played as commander of the Royalist forces in the North during the Civil War ; his daughter commanded the Welbeck garrison. Of him his wife wrote “ fortune was ever his inveterate enemy.” Whether this be true or not it is certain that, as a general, his loyalty and personal bravery were much more conspicuous than his success : he was no match for Cromwell. Disastrously defeated at Marston Moor in 1644 he fled to the Continent where for 16 years he lived on credit and the proceeds of his Antwerp Riding Academy. At the Restoration, after a temporary hitch owing to his having to leave his wife behind as security for his debts, he returned to Welbeck and spent the rest of his life repairing the ravages that the Civil War and Cromwell's peace had wrought on his estate.



During the 18th century, again, we note the important role that heiresses have played in Welbeck's story and also a new element, the establishment of a close connection between Welbeck and London. Newcastle's succession passed to his grand-daughter who married John Holles, later third Duke of Newcastle. He it was who gave Sir Christopher Wren much of the timber for his new St. Paul's Cathedral, oak from the Welbeck estate. Holles'

daughter Henrietta married Edward Harley, second Earl of Oxford, who spent most of his fortune on the unique collection of historical documents which now forms the nucleus of the MSS Section of the British Museum. She built the present Abbey's "Oxford Wing"—and also its "Gothic" Hall. Her name and those of her family, who once owned the land on which they were built, are commemorated in that part of London which includes Oxford Street, Harley Street, Cavendish Square, Welbeck Street and Portland Place.



Henrietta's daughter married the second Duke of Portland whose father, Hans William Bentinck, afterwards the first Duke and the life-long friend and confidant of William of Orange, had accompanied the latter to England in 1688. Thus were united the Cavendish and the Bentinck families. Hans Bentinck's great-grandson, the third Duke, achieved eminence as a statesman, being twice Prime Minister, while the third Duke's second son, Lord William

Bentinck, was one of India's most progressive and successful Governors-General: he abolished suttee (widow-burning) and made English the language of all higher education, thus influencing profoundly the course of world history. His nephew, Lord George Bentinck, was a formidable reformer and Leader of the Opposition and, but for his early death, would probably have displaced Disraeli as Conservative Prime Minister.

The fourth Duke attained distinction as a protagonist of original ideas in naval architecture. He built, to the specifications of a certain Captain Symonds, who had endeavoured unsuccessfully to interest the Admiralty in his ideas, two warships embodying a number of revolutionary features. With these he challenged the Navy, subsequent trials proving conclusively the superiority of the ducal vessels. Captain Symonds was thereupon commissioned to design and build the last British fleet to be constructed before the advent of steam.



Allegedly, owing to his retired and simply habits in later life, an eccentric, the fifth Duke was nevertheless the man who largely shaped the form of Welbeck apart from the Abbey, which we see to-day. The Riding School, (said to be the largest in Europe), the Stables, and their associated buildings, all of a similar (and, for the period—the mid-Victorian—an unusually pleasing design), as well as the celebrated underground apartments and tunnels were all

his creation, built, so far as the excavations are concerned, not as a gesture of useless extravagance but as a much-needed measure of public relief for Irish labourers who would otherwise have become unemployed and therefore, in those days, destitute. Each labourer was provided with a donkey to carry him and an umbrella to protect him from the elements !

Welbeck Abbey, then, is not only one of the most impressive of Midland mansions ; it enshrines the memory of many who have helped to shape Britain's destiny. Such a setting is appropriate to the role it now fulfils as a home of an Army College where Service men and women may come for a month's breathing space before being plunged into the rigours of civilian life.

*Note : The four following contributions were all written by students at the College.*

## Playtime

The Colonel is cheerful and is actually holding his wife's pet peke ; the Adjutant, usually grim and unbending, is talking cheerfully to a group of junior N.C.O.s ; the Regimental Sergeant Major, that great man, that god of gods, is shouting wild, unheard advice across the river to a frantically rowing cutter crew. The banks of the river are lined with soldiers ; their wives and sweethearts are standing with them, looking rather out of place and bewildered among these military surroundings. There is a roar of cheering : someone has won the boat-race. A group of subalterns rush down to the river's edge and into the water. They grip the incoming bow of the winning cutter and thump the backs of its exhausted crew who try vainly to look like conquering heroes. Stop ! Where are we ? What is this military water carnival ? You don't know ? Why, it's the Sappers' Regimental Sports Day.

## Nostalgia

Give me the moors of my own native homeland;  
Drenched with the rain or lying warm in the sun.  
The scent of the pine-woods drifting so gently  
Down to the valley where the hill rivers run.  
Give me the friends of my glowing days of childhood,  
Gentle and kind with their soft country speech.  
There by the warm hearth on cold winter evenings  
I learnt of many things which scholars cannot teach.  
I learnt by the peat fire the love of the homeland,  
The love of the purple moor and lowland too.  
Those broad acres patched with bright green and golden  
And singing rivers banked with forget-me-nots of blue.



*Welbeck Abbey, Nottinghamshire*

*from an old print*