



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

Number 123 – August 2017





An enchanting journey

The Year 6 production of *Disney's Peter Pan Jnr* was an absolute delight from start to finish. The Darling children's magical trip to Neverland was full of wonderful characters and exciting adventures.

From Tinkerbell's glitter (surely that's the collective noun) of fairies to Peter Pan's rowdy Lost boys, from Tigerlily's super-brave and quite clever Indians to Captain Hook's fearsome pirates (and who could forget the delightful mermaids), the cast abounded with talent and charm.

And there were a few educational moments along the way. Apparently, fairies can be both good and bad, just not at the same time. (They are too small for them both to fit in.) Mermaids do like to apologise if they happen to drown you. There are no Lost Girls because girls are too smart to fall out of their crib.

And who knew Captain Hook had a penchant for wearing big, baggy, bright red boxers underneath his trousers!

Front Cover: Nana (Josh Neville-Smith, Year 6) and Tinkerbell (Jade Chiang, Year 6) in the Year 6 production of *Disney's Peter Pan Jnr*

Opposite: Gui Palma Dias, Year 7, rock climbing during camp

Grammar News is published for the Melbourne Grammar School community.

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ABOUT THIS ISSUE

Welcome to the 123rd edition of Grammar News.

The theme of this issue is one of the School values – ‘spirituality’. I speak with Dr Felicity McCutcheon who presents a compelling picture of the nature of spirituality. Rev’d Hans Christiansen highlights the role of the Chapel at Melbourne Grammar School and three Senior School students reveal what their faith means to them. In addition, Rev’d William Peacock explains the importance of education in spirituality at Grimwade House.

The edition includes a mini-feature on rugby at Melbourne Grammar and an exploration of the benefits of the School’s Artist-in-Residence programme. You will find a lovely story on page 28 where we respond to a question about Houses from Mr Richard Bruce (OM 1952). Jack Wappett, President of the Gay Straight Alliance, has contributed an article about Pride Week. There is news from our community and from the School, Old Melburnian profiles and more.

I hope you enjoy reading this magazine.

Old Melburnians were recently asked to provide feedback on the School’s communication and engagement strategies and activities. If you have any feedback on any aspect of *Grammar News* – including its content, frequency, or design – I would like to hear from you. Please contact me via newsletter@mgs.vic.edu.au

Wendy Lawler Editor



FROM THE SCHOOL COUNCIL

A tradition of legacy

What sort of impact do you wish to have on this School, your family, your professional life, and your community? Simply by participating – and we all participate in living as best we can – the potential for an impact or a legacy, either positive or negative, is activated. Therefore, it is important to consider the impact or legacy you wish to have or leave, and then set about delivering it.

Nigel Peck AM (OM 1945), whose moving funeral service was held in the Chapel of St Peter on Friday 7th April 2017, was an exemplar of great generosity to the School. Nigel, his wife Patricia, and the Peck Family have had, and continue to have, an extraordinary impact upon the life of students at Melbourne Grammar School as a result of their great philanthropy over many years.

Nigel and his family have contributed to the School's Annual Giving Programme in every year since 1985 – more than thirty years of continuous financial commitment. In addition to financial contributions, Nigel has been very generous with his time, expertise and experience. He has served on the Melbourne Grammar School Foundation Board since 2000. He was also the inaugural Chair of the Witherby Tower Society Committee, serving from 1995 until 2008. Nigel has inspiringly supported the last three major capital campaigns.

He was the lead donor in the capital campaign for the Centre for Learning and Leadership, and the School named the building in his honour to recognise his outstanding generosity and service to the School community. Nigel also made a transformational gift in support of the Geoff Handbury Science and Technology Hub. And all Edwin Flack Park attendees will be familiar with the magnificent Louis Laumen bronze statue of Edwin Flack (OM 1890), known as the 'Lion of Athens' – yet another gift to the School from Nigel Peck AM. In addition, Nigel has left a substantial bequest to the School. Over a lifetime, he has created an extraordinary legacy for his family, his School and his community – Nigel, ave atque vale.

Since 1858 (that is, for 159 years), the philanthropy and support of Melbourne Grammar School's parents, Old Melburnians, staff, and friends have created not only an inspiring tradition but also an enduring connection with all the School community members who have preceded us. The buildings and facilities at Grimwade House, Wadhurst and the Senior School remind us continuously that we and, most importantly, our children are benefitting today from the vision and philanthropy of previous generations. And we all know that the most important feature of any School building is the pedagogic activity which takes place within it.



Mr Michael Bartlett

Let me give you some examples, and may I emphasise that the following is, by no means, a comprehensive list. Opened in 1928, The Old Melburnians War Memorial Hall was a gift of Old Melburnians in commemoration of their 261 fellow students who died in World War I. All those Old Melburnians would be delighted, I am sure, by the later additions of those two very handsome and useful wings, which include the Shelmerdine Studio which opened in 2006, and the Handbury Family Cafeteria which opened in 2000. Both those families have been and continue to be great supporters of the School.

Grimwade House was an extraordinary gift to the School from four Grimwade brothers as a memorial to their parents. And, the School's outdoor programme was transformed by the great generosity of the Dowd Family in 2000 and a bequest from Leslie Gladstone Robertson (OM 1899) in 1954. The Steele Memorial Ground is yet another example of a generous, heartfelt, and commemorative family legacy to the School.

The Headmaster reports on the outstanding success of our most recent *New World of Teaching and Learning* Campaign later in this magazine. With the support of nearly 600 donors, we exceeded our fundraising goal of \$15 million. Of course, the transformational gift of Geoff Handbury AO (OM 1942) was essential to the success of the Campaign. Great leadership in the Campaign was also provided by Alan C Archibald Q.C., Angus Mackay, and Nigel Peck AM & Patricia Peck, as well as John Lin & Shirley Hsieh.

Leaving a legacy is also a way of saying 'thank you', and the following quotation reflects well on the theme of this discussion: *"Thank you is the best prayer that anyone can say. It expresses gratitude, humility and understanding."*

Michael Bartlett Chairman of Council

FROM THE HEADMASTER

Melbourne Grammar is an Anglican School. So what?

Since the late 18th century, the Anglican Church (formerly the Church of England) has been associated with education services in Australia. Currently, there are more than 155 Anglican Schools throughout the nation, providing education for more than 155,000 students. Australia's oldest surviving independent school is the King's School in Parramatta, founded in 1831. Melbourne Grammar School is the second oldest Anglican School in Victoria, beginning in 1858.

Education has long been of paramount importance as a lifelong process which begins in the home and continues through all ages and stages of life. Schooling plays a critical formative role. Anglican schools do not constitute an educational system, as is the case for State or Catholic Schools. Instead, they are the product of an historical evolution over a long period of time. In Victoria, the first group of schools was founded in the 19th century by the first Bishop of Melbourne, the Right Rev'd Dr Charles Perry, who consciously promoted the English Public School model of education.

Fundamentally, it needs to be understood what exactly is meant by being an Anglican School. Anglican Schools are first and foremost Christian Schools; they provide an environment in which young people have an opportunity to develop a personal relationship with God, through Jesus. Secondly, they should celebrate the contribution of the Church to the wider political, social, economic, and artistic life of our culture. This, of course, places the onus on such schools to be connected to the communities in which they reside.

Other distinguishing features of Anglican Schools are that they should:

- develop, in young people, a commitment to tradition and dignity within traditional worship, balanced with modern lifestyles. This may entail the use of richness of symbolism, storytelling and religious ceremony to express important values and meaning in life
- be characterised by an appreciation of diversity as a positive good and a distinguishing feature of a civilised community. Implicit in this is an appreciation of acceptance, care, and respect for others
- have a strong sense of social responsibility. The ethic of service and commitment to social justice is seen within God's desire to serve His people in the wider community
- have a high respect for intellectual endeavour, an openness to ideas and academic rigour.

Melbourne Grammar School expresses its Christian faith unambiguously through the Chapels of St Andrew (Grimwade House) and St Peter (Wadhurst and Senior School), in Christian and Religious Education classes, through the chaplaincy programme and by a myriad of everyday intentions, actions, and care.



Mr Roy Kelley

In particular, the three School Chaplains play an essential role ministering to the wider school community by conducting marriages, baptisms, confirmations and funeral services.

In today's world, it is understood that many Melbourne Grammar School parents may send their children to an Anglican school, despite the fact that they have very little or no connection at all with the Church. In many Anglican schools the commonality that draws the community together is education, rather than faith.

Our current student population identify themselves as belonging to 22 different religions/dominations, with others being agnostic or atheist. Declaring ourselves to these students that we are only a Christian school may send very mixed and unintended messages. However, nor should we be expected to ignore our strong Anglican history and *raison d'être*. We make no apologies for asserting that Melbourne Grammar is an Anglican School and is thus strongly connected with Christianity, whilst acknowledging and teaching all World religions in classrooms. Ensuring that students understand our religious ethos is important. Unless we capture their hearts and minds we will never put them in touch with their souls. Melbourne Grammar School Headmaster, Ambrose John Wilson (1885-1983), campaigned hard in 19th century Melbourne society to have a Chapel built at the School but, sadly, never saw the completed building. He famously declared "a school without a Chapel is like an angel without wings."

His important work has ensured that generations of Melbourne Grammar students have since had the opportunity to spiritually fly.

Roy Kelley Headmaster

DEFINING SPIRITUALITY



Dr Felicity McCutcheon, the outgoing Head of Philosophy and Religious Studies and recently appointed Head of Teaching and Learning in the Senior School, discusses her understanding of the term 'spirituality'.

Editor: Perhaps I could begin by asking how you define 'spirituality'. The word seems to be more commonly used these days but I am not sure there is clarity about its meaning.

Felicity: You are absolutely right. The word now appears everywhere and often to sell something, whether it be a wellbeing retreat or a technique for relaxation, but I would not want to define it in relation to either of those things. Attempting a definition is of course precarious, but the one I offer students is one that I think gets closer to its essence, which is that spirituality concerns the deepest self and is necessarily related to both love and truth. Fire is a well-known metaphor for spirit and there is a clue here. A spirit that is 'alight' or 'lit' is in right relationship to reality and to others.

Editor: So would you claim that spirit is essentially relational?

Felicity: Yes, I certainly would want to maintain that and the deep self in the human knows this absolutely to be true. We are happiest, most engaged, and fully alive when we are truthful and loving and both concepts require a relation between self and reality.

Editor: It is unusual to hear someone refer to 'truth' with such confidence. Many people would argue there is no such thing or that it is relative or subjective.

Felicity: Yes, but those 'many' will, like the rest of us, experience the pain of being lied to or deceived or betrayed. And that tells us something important about truth. There may be more than one way of giving an account of reality but that does not make any account of it as valid as the next. For example, some may deny truth to the claim that Jesus was God but no-one could claim he was a liar and a cheat. We cannot just make anything up with impunity. We all know what it means to try to tell the truth and we can distinguish between truthful and untruthful people.

Editor: What about love? That also seems to be open to many interpretations.

Felicity: Agreed, but like truth, when you clarify what people mean, they nearly always come to some basic agreement about what it is and what it isn't.

Editor: Such as?

Felicity: Things like love may hurt but it can never be harmful. Love seeks the good of its object, even at the expense of the one who loves. In spiritual terms, some people will claim to be forged by the fire of divine love. It can purify and transform and neither process tends to be comfortable. In that sense, it is inextricably bound to truth. Love without truth is indulgence and that rarely ends well.

Editor: Is spirituality about connectedness?

Felicity: I prefer to think in terms of relationship rather than connectedness. The latter is compatible with anonymity. The former is not. One has to be a participant in a relationship, whereas connectedness can apply to pieces of Lego!

Editor: Just what exactly is the nature of spiritual relationship?



Felicity: Buber famously defined it as I-Thou but the relationship we all long for is one that no human being can satisfy. In the depth of our spirits we are aware of the source of our being. Thomas Merton expressed it poetically: "God utters me like a word containing a partial thought of Himself. A word will never be able to completely comprehend the voice that utters it."

Here, straight away, we encounter the problem of language and mystery, but the key idea is that humans know they are more than pleasure seeking animals, more than their bodies, more than political or moral entities. This 'more than' is what all religious traditions have tried to articulate.

Editor: It seems to me the rise in the popularity of spirituality has coincided with the decline of institutional religion.

Felicity: I think you are right and there are many reasons for this, changing world views and radical social change among them. The rise of the political conception of 'equality' has also resulted in many rejecting the objective reality of goodness. But equality is primarily a political, not a spiritual concept. A world where nothing has more intrinsic value than anything else is intolerable for spiritual nature, which seeks the food of goodness, beauty, and truth. We have substituted quality with quantity. The more popular something is, the better it is. This is, of course, patent nonsense the minute you stop to consider it, but people rarely do. Deny the spirit food and it will gobble poison, as C S Lewis aptly put it.

Editor: What is to be done, then?

Felicity: The problem here is that having 'killed [God]', as Nietzsche once put it, we have failed to create or re-discover a meaningful narrative that sustains spirit.

Editor: It is unusual to find Nietzsche being quoted approvingly by someone defending spirituality.

Felicity: Nietzsche's insights are profound. He foresaw us becoming less tolerant and more anxious. He would see political correctness as the new dogma and smile at the hypocrisy of those who champion the demise of religious dogma whilst unleashing their wrath on those who don't conform to their new rules.

Editor: Are you suggesting that morality isn't the essence of spirituality?

Felicity: One needs to be careful here. Goodness is intimately connected to spirit, but if it is cut off from our inner life, as some moralities advocate with their emphasis on behaviour alone, then something has gone wrong. The Pharisees were called out on this by Jesus from time to time.

They thought their outward behaviour was the key to holiness, whereas he told them it was the state of their heart – how they truly felt and thought about people that mattered most.

Editor: Did the church get this wrong?

Felicity: At times no doubt it did. I think it is important to remember that Jesus said, "I came so that you might have life and have it in abundance." The institutional church has not always got this right because it is easier to follow rules than to embrace freedom and respond to the demands of love.

Editor: That sounds paradoxical, freedom and demands?

Felicity: Yes, because we have forgotten that true freedom is really the freedom to be, not the freedom to get what you want. The messages of consumerism and political liberalism have drowned out the still small voice of the spirit that simply needs to be known and loved. However, love is also an inducement – an exorbitant demand on the individual to ripen, as Rilke once put it. Hence, freedom and demand.

Editor: Can I take you back to your initial statement that wellbeing and relaxation aren't the essence of spirituality and ask you to elaborate on that?

Felicity: One can imagine a society in which everyone has achieved emotional and psychological wellbeing without having any awareness of the divine. Hence the distinction. Spirituality engages with deep truth. ('Buddha' for example, means 'One who is awake to the truth', and Jesus says, "I am the truth.") This is quite different from employing 'spiritual' practices to seek relief from anxiety. 'Peace' here really just means freedom from the discomfort of existence, a 'feeling' of peace – achieved by employing a technique that 'blocks' out reality, including the reality of your own deep fears and messy emotions. However, that reality is waiting for you when you come out of your meditation or return from your retreat. One simply oscillates between stress and stress relief. But in spiritual traditions, peace, along with joy, is the fruit of the spirit. You don't intentionally seek either; they are the result of the integration of the inner and the outer such that one's life and one's being are in harmony. Superficial withdrawal can serve as a veneer for pain, but deep engagement with it results in a genuine transformation. One sees with different eyes, speaks with a different voice and acts from different motives.

Editor: That is both a cautionary and liberating message.

Felicity: Perhaps perfectly expressed in the sign Carl Jung had hanging above his doorway:

'Called or uncalled, God is always present.'



The heart of the School

As a Christian School within the Anglican tradition, the spiritual life of our students and staff is integral to who we are as a community. At Melbourne Grammar School, we aim to develop within our students the 'whole person' which includes the spiritual domain. Seeking to nurture our students' spiritually, we honour the founder of our school, Anglican Bishop Charles Perry, who envisaged that Melbourne Grammar School would offer sound learning and religious instruction to students who would develop the then young and fragile colony.

Situated at the heart of Senior School is the magnificent neo-gothic Chapel of St Peter which was built in 1893. It is a sacred space dedicated entirely to the worship of God and to the nurture of the spiritual life of the Melbourne Grammar community. The Chapel of St Peter is literally an island of stillness in the midst of a very active community of teaching and learning. The Chapel is a reminder of our Anglican heritage which is itself rooted in the monastic tradition of scholarly learning and prayer.

Spirituality and faith are, of course, not only nurtured and practised in the Chapels across our three campuses. The Christian ethos of Melbourne Grammar permeates, at best, everything we do. However, the Chapels and the life of continuing prayer, worship, and mediation practised in our sacred spaces exist to draw us deeper towards our true selves and connect us with God who is, of course, everywhere. I often tell the students that, just as the sporting fields exist to nurture and train the body and the classroom exists to develop and expand the mind, so the Chapel exists to develop our spiritual dimension. Of course, this distinction is crude because the body, mind, and spirit are one but it can be helpful to think of different areas of the School educating certain parts of our being.

One of the most significant aspects of our spiritual life at Melbourne Grammar is the annual Confirmation and Baptism service. Every year we have approximately 20 students choosing to confirm their baptismal vows, usually said for them by their parents when they were babies. At the same service, we always have a number of students choosing to enter into the Christian faith through receiving the sacrament of Baptism. The students who freely choose to be confirmed and/or baptised do so after they have taken part in study of the Bible and the Christian tradition.

Obviously not all our students choose to confirm their faith and a number of students do not have a faith in God. However, the Chapels across our three campuses provide a safe place of contemplation and stillness for all our students, regardless of faith background. I am certain that allowing time in a busy school day for meditation and contemplation is vital for an education of the whole person.

Reverend Hans Christiansen Senior Chaplain

The devotion to a faith is a deeply personal matter. Three Senior School boys explain what their faith means to them.



Basil Geczy, Year 11

(Basil was a Server in the Chapel of St Peter until he returned to England with his family mid-2017.)

Many people see religion as being complicated. Some see it as being outdated or perhaps useless, but it is clear to me that religion is different for different people. For some, it is simply about hope – a belief that there is something higher than them, something that can give them comfort in difficult moments, and help them face the fear of the unknown. That is what it is for me.

Many kids are looking for someone to talk to, to let out their emotions. For a long time, that was the role of the Church. Now these kids may not have a place to talk to someone. The Chapel can provide that. You don't have to accept God into your life for this to be the case.

Demonstrating faith or being spiritual can occur in a humble way – just saying a prayer before going to sleep or taking an opportunity to quietly reflect might be enough. What is important is that your spirituality is nurtured.

At Melbourne Grammar School, a sense of community is at the core of religion. We come together to reflect and contemplate. This is one of the aspects of the Anglican faith that I most value.



Max Howitt-Ross, Year 12

Life moves at such a pace that it is easy to lose touch with your spiritual side. I think that you do yourself a disservice if you don't address it.

I find strength through religion. Prayer and meditation enables me to find peace of mind during stressful situations. It also enables me to clarify and consolidate my thoughts. I find my faith comforting. It has a moral base but the idea that there is more than just being a speck, if you will, in the grand scheme of things provides context for the way I live my life.

The teachings of God and the Anglican faith also give me an objective base to help me work out who I want to be. By asking how I can become more loving, more selfless, and less judging, it shapes my development as a young man.

I chose to be confirmed because it reaffirmed my belief in God. Through the process, I learnt more about it and thought more about it. This gave a grounding to my faith.

Religion is personal to me. I don't broadcast it or talk about it a lot but it definitely has a positive influence on my relationships.



Ethan Roberts, Year 11

(Ethan is the current Sacristan in the Chapel of St Peter.)

My faith means a lot to me. It offers me a safe haven. Whatever mood I might be in, or whatever stress I am under, I can always embrace my faith, go to a quiet place like the Chapel and just think, rest, and replenish through meditation.

Our Chapel provides religious people with a place to contemplate their religion, but for those who aren't religious, it also gives them time to pause, relax, and think about life. I think it is important that everyone has a chance to do that.

I grew up in a Catholic family but, as I grew up, I moved away from those views. I still believed in God but I looked for some other way of connecting with Him. I was introduced to the Anglican faith when I commenced at Melbourne Grammar. It sang to me.

Confirmation was an important step for me. My decision conflicted with the views of some members of my family. However, I am happy with my decision to follow Anglican beliefs.

WORKING ARTISTS IN THE CLASSROOM

Artists-in-Residence

Artists of the Renaissance period were among the most powerful and revered people of their time. By contrast, the Bohemian artists of the nineteenth and twentieth centuries were often outcasts – perceived as drug fuelled hippies or worse. However, whatever the status of artists in any society at any period of time, they have all served to document the culture around them. Today's artists share this intent.

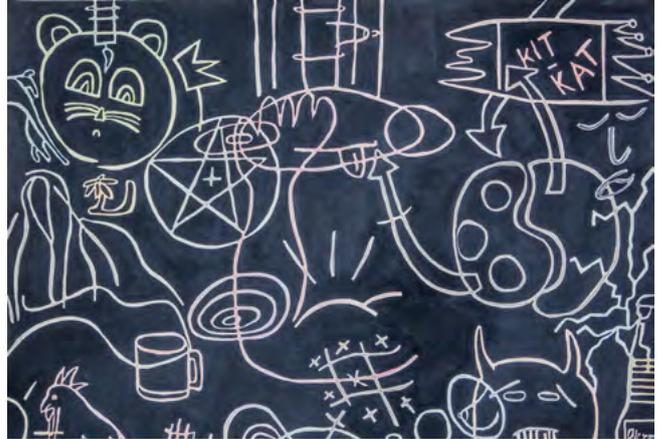
Melbourne Grammar students gain an authentic understanding of the role and status of the contemporary artist through the School's Artist-in-Residence programme which enables direct interaction with practising artists.

Tilo Kaiser is a Senior School Artist-in-Residence this year. Tilo is a successful fulltime working collagist and multi-media artist who has held exhibitions across the world.

"Tilo introduced me to collage as an art form," says Matthew Olney-Fraser, Year 11. "The notion that every item can contribute to a piece of art seems to take away the sacredness, or self-importance, of art. It makes it more accessible."



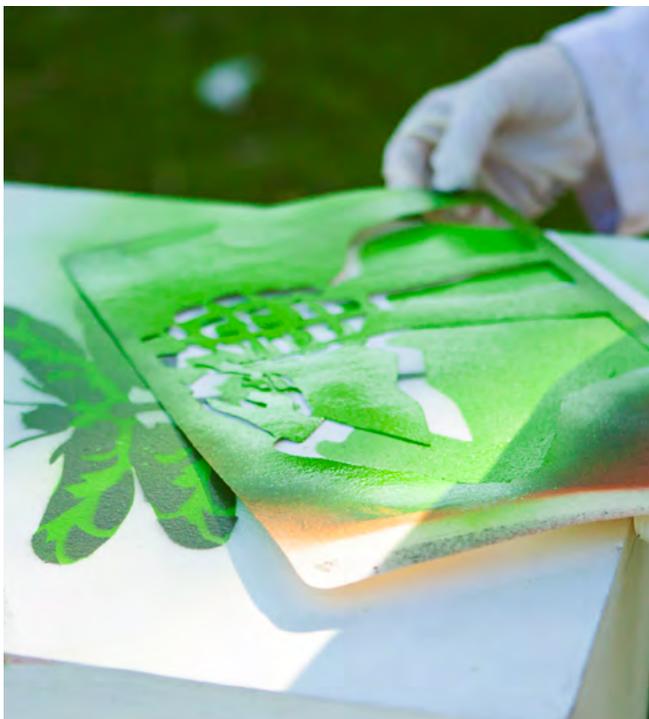
In addition to collaborating with students on art creation projects, Tilo's visit has also highlighted possible career options for students who have a passion for art, but may not wish to pursue an artistic profession. Tilo is working with Year 11 students to create an art exhibition. Guided by Tilo, students are responsible for the staging, curation, promotion and, ultimately, the success of the exhibition. Accordingly, some students may begin to see the possibilities of combining their interest in art with, say, business disciplines, public relations or museum studies.



A pioneer of the Melbourne street art scene, Regan Tamanui, spent five weeks at Wadhurst during Term II. He will return for another visit in Term III. His unique perspective on art introduced the boys to new ways of thinking. "It has taken me six years to get Regan to the School," said Adam Cawood, Head of Art at Wadhurst, "but it was worth the wait." Regan worked with students generating multilayered stencil art. This abstract art form is quite complex and visually challenging to create, according to Mr Cawood.

Grimwade House will also host an Artist-in-Residence later this year.





"It is really important that students are exposed to specialists in their field," says Ms Cat Poljski, Head of Creative and Performing Arts. "In addition to teaching technique, we intentionally choose Artists-in-Residence who can bring a new way of thinking into the studio. They often show that you don't always have to present art in a photorealistic way."

Most teachers of art at Melbourne Grammar School are also practising artists. "Being a working artist makes us better teachers," explains Cat. "I can confidently go into a class and help open the way students think because that is what I have to do in my own studio. There is a big difference between a teacher who is an artist and a teacher who is a teacher teaching art."

Teufelsberg (52 degrees, 29'51" N 13 degrees, 14'28" E)

Ms Jan Rizzo is Head of Visual Arts at Grimwade House and a working artist. Ms Rizzo recently held an exhibition at Motorworks Gallery titled 'Teufelsberg (52 degrees, 29'51" N 13 degrees, 14'28" E)'. Here is an extract from her essay describing the exhibition.

Bombs reduce cityscapes to rubble.

Statistics record that at the end of World War II, over 40,000 homes in Berlin had been destroyed and 75 million cubic metres of rubble needed to be cleared. Eight debris mountains or 'schuttberge' were created on the outskirts of Berlin. One of them, Teufelsberg, rises 80 metres above the surrounding Teltow Plateau, to the north of Berlin's Grunewald forest.

In 1945, with many of the Berlin streets reduced to piles of debris, the City Council mobilised almost 60,000 women to clear the war rubble. They were called 'Trummerfrauen' and now they are largely forgotten, apart from the orchestrated photos to be found online where, elegantly dressed in well-worn remnants of pre-war fashion, they stand in ascending and descending lines amidst apocalyptic piles of rubble.

...These mixed media works are an attempt to pay homage to all the citizens of war-torn cities who choose to rebuild, to the Trummerfrauen of Berlin, to the universality of small things that hold memory and to the fire, bullet and shrapnel-scarred surfaces, like those of the Kaiser Wilhelm Church, which Berlin has chosen to retain. Unlike Hitler's chief architect, Albert Speer's wish for aesthetically pleasing ruins, this way of holding on to the physical remnants of past history might challenge future generations to read, in these marks, the truth of the carnage that caused them.

Jan McLellan Rizzo



A FOCUS ON RUGBY

John Eales visits the School



John Eales AM is the most successful captain in the history of Australian rugby. He debuted for the Wallabies in 1991 and captained the side from 1996 until the end of his test career in 2001. During this time, he led Australia to a World Cup, three Bledisloe Cup, and two Tri-Nations victories.

Universally admired for his grace and professional conduct on and off the field, Melbourne Grammar School was delighted to welcome John to speak to members of our rugby community in May 2017.

During his presentation, John spoke about the elements which lead to success albeit on the sporting field, in business or in service to the community. "Success is, in part, about having the power of positive routines that lead you in a forward direction," he said. "You have to get the basics right and pay attention to detail."

Alex set to play for Australia

Year 12 student and Captain of the Melbourne Grammar School First XV, Alex Sa'aga, represented Victoria at the 2017 Australian Schools Championships. He was subsequently selected for the Australia A Schoolboys team and will play in international matches in September. Only two Victorian players were selected for Australian Schoolboys teams this year.

"If you are capable of each of the skills of whatever 'game' you are playing, the challenge to yourself, and as a team, is to demand that you deliver skill-on-skill for a long period of time, because if you do that then it's going to lead to those great moments," said John.

John also spoke about the nature of strong teams. "You need to have faith in the team mates around you," he said. "I have never played in a team where everyone was a champion but the best and most successful teams I have played in were ones in which we knew and understood each other's strengths and weaknesses. Where a team member was strong we pushed him out there. Where he was weaker we put our arms around him. We supported him. And that's what a team is. Knowing each other really well and supporting each other through whatever occurs."

Captain of the Melbourne Grammar School First XV, Alex Sa'aga found John's remarks both insightful and inspiring. "John spoke about the importance of being connected to what you are doing in sport and in life, to think about your goals and to leave no stone unturned in achieving them," he said. "This really resonated with me because it is clear this type of focus and dedication has helped John achieve so much."

"It wasn't all serious," added Alex, "Everyone in the audience seemed to enjoy it when John said my position of Tight-Head Prop was the most important one on the team and the second most important was the Reserve Tight-Head Prop!"

South Africa rugby tour

Thirty-one players and four staff travelled to South Africa for pre-season training in rugby. From the moment we set foot in the terminal at OR Tambo Airport in Johannesburg, we knew we were in for an exciting experience. We were based in Cape Town for two weeks where we played six games against three different schools.

The rugby experience was priceless as was sitting in Newlands Stadium to watch the Stormers play the Cheetahs in the local Super Rugby competition and then the next week to see the match of the year when the Stormers played the Chiefs in a thriller.

Trekking to the top of Table Mountain, visiting Cape Point where the Indian and Atlantic Oceans meet, going on a game park safari, a traditional cultural evening and banquet, walking around a township, visiting Robben Island, running a clinic for underprivileged primary school students and absorbing the rich and diverse culture of South Africa was nothing short of emotional and will generate lasting memories for all on the tour.

We were hosted by Bishops Diocesan College, the school which introduced rugby to South Africa in 1861. We also played Wynberg and Rondebosch and were excited to finish our tour with a win and increased confidence as we approach the domestic season ahead.

Rob Shields Teacher in Charge of Rugby



About Rugby at Melbourne Grammar School

The first recorded game of rugby at school level in Victoria was played between Melbourne Grammar School and Scotch College in 1932. Despite this, and Richard Penrose Franklin (Headmaster 1915 – 1936) captaining the Victorian team who competed against the first Wallabies in 1908, rugby was not made an official game at Melbourne Grammar until 1957. It was given great support by Nigel Creese (Headmaster 1970 – 1987) who had a strong background in the sport, winning his Blue at Oxford University in 1951.

Over the years, the School has hosted a range of local and international carnivals, with visiting teams travelling from Japan, Sri Lanka, the United Kingdom and more. School rugby teams have toured New Zealand, Samoa, the United Kingdom, and South Africa, with the Wadhurst team touring Hong Kong this year.

One of the most successful periods for the sport at the School was during 1966 – 1969 when the First XV won four premierships in a row. Melbourne Grammar last won the First XV Premiership in 2011.

With ongoing interest from a committed group of students and community members, the School fielded six rugby teams this year.



The 1908 Victorian Rugby Team. Captain of the team, Richard Penrose Franklin (Headmaster of Melbourne Grammar School 1915 – 1936) is second from right in the middle row.

Exploring spirituality



The Rev'd William Peacock (known to the students as "Reverend Bill"), Chaplain at Grimwade House, believes learning should focus on all aspects of a child – physical, intellectual, emotional, and spiritual – for them to have a full educational experience.

"Children are naturally spiritual," says Rev'd Peacock. "I find that, regardless of a child's religious background or connectedness to their church or faith tradition, they are receptive to spiritual ideas and approaches."

Nurturing the capacity to reflect, to contemplate, and to connect with the spiritual dimension and with God underpins spiritual education, according to Rev'd Peacock, because they lie at the heart of who we are, at the centre of our being as humans.

"Our Religious and Values Education (RAVE) programme at Grimwade House considers a number of different approaches to spirituality. Our heritage as an Anglican school, reflected particularly in our weekly chapel services, provides a foundation for the exploration of a range of different religious traditions," says Rev'd Peacock. "In addition, we spend a lot of time talking about values. Respect is a particularly important word in our curriculum. We focus on respecting each other, respecting the environment, and respecting God."

Students from a wide variety of religious backgrounds attend Grimwade House. These include Christian, Jewish, Muslim, Hindu and Buddhist faiths. However, the majority come to the School with little connection to their church or religious tradition and with only a limited understanding of religious practice or beliefs, according to Rev'd Peacock. "It is not our aim to indoctrinate children into a particular religious viewpoint, or tell them what to think or feel," he says. "However, I find young children, in particular, like to bring their concerns to prayer. They also enjoy hearing the stories from the Bible, and this gives them a basis for wider spiritual exploration."

A focus on flora

Mindfulness Garden

A very special garden space was officially opened on Friday 28 April 2017.

As Jan Rizzo said at the Opening and Blessing of the new Mindfulness Garden, it is intended to be:

"...a quiet space for gentle mindfulness, a gathering place where it's important to simply 'be' – sometimes without even the need for conversation, a place that feeds the senses – especially sight, sound and smell – and a place which contains messages and thoughts in the patterns and images on the tiles, if visitors to the garden are open to finding them in the midst of their contemplation..."

Located in the centre of the School, near the Chapel, the Garden is available to all Grimwade House community members.

The beautiful tiles which decorate the space were created by Year 5 and 6 students, and staff. These artefacts intentionally reference blue and white china and tiles from around the world.

The garden was created as a space for contemplation and reflection. Due to its proximity to the library, it is also a space where staff can reflect on the life of Cheryl Adamson who was tragically taken from us in 2014.





Prep Sensory Garden

A new garden area has been opened for the exclusive use of Prep children, to encourage them to explore the sights, sounds and feel of nature. Leading from their cubby house, gentle garden paths wind around beds filled with (very hardy!) plants of varying types and forms.

“In addition to fostering connections between students and their environment, the garden has been developed with the specific intention of promoting imaginary play,” says Ms Jane Thomas, Head of Junior Primary. “It extends on learnings from the classroom.”

“The garden had to provide a stimulating place for children but we also had horticultural issues to consider,” says Mr John Shannon, Grounds Manager. “The aim was to establish a garden in which the health of the plants could be protected and nurtured, despite robust use.”

This initiative complements the Prep vegetable garden beds located near their classrooms. Other similar spaces for older students are planned.



Flowers@Felton

All students contributed to the Flowers@Felton Art Show staged in March 2017. With each year level using different techniques to create floral-based artworks, the Felton Hall foyer was filled to the brim with a profusion of colour and texture. The exhibition clearly demonstrated the breadth of talent and perspectives within the School.

“I’m very proud to have my art work on show,” said Year 6 student, Finley Gray. “We each put a lot of effort into our pieces and it is good that parents can see that.” Hannah Glover, Year 6, concurred. She added “I liked seeing my (Prep) buddy’s work. It gave us something to share plus it reminds me of how I used to draw and shows me how far I’ve come.” Hannah and Finley are members of the Art Service Team this year.



Pink socks show support



Earlier this year Wadhurst students and staff came together as one in support of those affected by breast cancer. Almost every person purchased a special pair of pink socks and wore them on Friday 12 May 2017.

The funds raised were donated to the Breast Cancer Network Australia (BCNA). The event immediately preceded the APS Inter-School Pink Round, with all Wadhurst teams proudly wearing their socks on the day.

Japanese calligraphy incursion

Integrating language education with cultural studies provides students with a holistic understanding of a country and its people. So, when studying a unit on hobbies and interests, it seemed appropriate to invite a master in Japanese calligraphy into the Year 8 Japanese classroom.

Miho Leitch Sensei from Ebisu Design introduced the boys to the techniques of this exquisite art. Renowned for its difficulty and the years needed to truly perfect it, the boys enjoyed the calligraphy incursion.

"We got to select our own kanji (complicated character) and make a stamp of it," explained Harrison Thompson. "The stamp was a representation of us, so we used it to stamp our pieces of writing like an artist signs their artwork. That was fun."

And there were some unexpected benefits. William Du indicates that learning how to make fine and light brushstrokes has helped his handwriting in general.



"At the end of the class, Leitch Sensei wrote each of our names on a piece of paper and we got to take it home," added William. "That was pretty special."

Organised by Ms Yoshiko Take, Teacher of Japanese, the Japanese calligraphy incursion complements other similar activities which have occurred this year, including a visit by Japanese drummers and an excursion to a Ramen House for lunch.

What sort of man do you want to be?



The early years of adolescence are formative for many reasons. They significantly influence ongoing mental health and the capacity for individuals to build strong, effective relationships now and in the future. One of the Personal Development programmes at Wadhurst – *What sort of man do you want to be?* – focuses on exploring healthy masculinity and respectful relationships, and building self- and social-awareness because, with awareness, comes the power of understanding and acceptance.

Recently, all Year 8 students took part in full-day workshops in which they explored their social conditioning, toxic hyper-masculinity, positive mental health and bullying in an environment that was open, honest and authentic. The guiding question of the day – *What sort of man do you want to be?* – took the students on a journey from an initial perspective of someone who is ‘popular’ and ‘good at sport’ to someone who ‘has integrity’ and ‘someone who will stand up for people who can’t stand up for themselves’. This formed a platform for boys to individually consider ‘what type of man do you want to be?’ and ‘how can you best be part of a community?’

The aim is to give students the capacity and right to move towards being the adult they want to be, according to Mr Matt Houniet, Head of Cain House and Co-coordinator of Personal Development and Leadership and Service Learning at Wadhurst. “It is important that boys are given the opportunity to reflect on self-identity in a safe and supportive environment,” he says. “The better they know and understand themselves, the more likely they are to be able to know their emotions, and exhibit long term positive behaviour.”

Facilitated by The Man Cave, a preventative mental health and emotional intelligence programme for boys and young men, the workshops set out to create a healthy and contemporary understanding of masculinity within the group of boys. “We hope to provide them with the capacity and awareness to recognise the social conditioning around what a man is, and give them the skills and awareness to redefine this on their own terms,” says The Man Cave co-founder Hunter Johnson. “We ask the boys to consider what their own manhood or humanity means to them as they grow up.”

Part of a broader Personal Development programme, *What sort of man do you want to be?* was trialled at Wadhurst last year, and was so successful it is now part of the core curriculum.

“The whole experience has been truly memorable. This day helped us open the ‘mask’ that we sometimes hide behind and see what we are as true individuals. Great trust and respect came from all boys which brought us closer,” says Max Shepherd, Year 8.

Will Preston, Year 8, concurs. “The workshop was an emotional day but very rewarding. It enabled us to be vulnerable in a safe place. We became closer throughout the day and new friendships blossomed which will help us in our community,” he says.

Values in Action – Vietnam



Values in Action is a broad programme designed to foster a commitment to service to the community, now and in the future, in each Melbourne Grammar School student.

Established in 2012, the programme enables the students to work with, and learn from, the communities in which they live. It also introduces students to experiences and people with which they might be unfamiliar, and encourages students to consider identity and place as it relates to others.

All students in the Senior School are expected to be involved in some form of service, whether it be through the local community, an international opportunity or charitable fundraising.

The Vietnam trip is one of these service learning experiences offered by the School. In this instance, Year 10 students travel to Vietnam during the Term I holidays, actively providing support for local communities and individuals. Fifteen boys chose to participate in the activity this year.

During their stay, the boys worked alongside villagers to build a dwelling for an impoverished family in a remote province. They visited centres that care for victims of chemical poisoning, a legacy of the American War in Vietnam, and spent time interacting with residents. The boys also visited a hospital supported by the Fred Hollows Foundation and witnessed the immediate impact of cataract surgery. The students devised and delivered a range of fundraising activities during Term I, thereby also providing direct financial support to the projects and initiatives in Vietnam.

My experience in Vietnam

Vietnam and the Vietnamese people can best be described as warm, open, and genuine. This made our experience unforgettable, with each day being a highlight in itself.

Whilst there was significant time spent admiring the culture, markets, architecture and people of Vietnam, emphasis was placed upon philanthropy and giving throughout the trip.

Travelling to the Mekong Delta, we stayed at a homestay for three nights from where we rode our bicycles, however dodgy they may have been, four times a day, between the homestay and the site of the house we were building for a family in need. The progress we made was immense and, with the aid of professional brick layers and the funds raised over numerous barbecues and fundraising activities during Term I, a house rose from the ground. This would normally have cost the family decades of income.

It provided a true perspective on the conditions some Vietnamese people face. The happiness expressed on their faces as we departed perfectly illustrated how much this meant to them. Similar experiences were provided on our trips to the War Remnants Museum, Agent Orange Orphanage, and the Vietnam Friendship Village. Here we saw the effects that Agent Orange, a chemical used during the American (Vietnam) War, has had, and is continuing to have, on people throughout Vietnam. Much of our funds went towards the latter two centres, with both taking care of Agent Orange victims. The remainder of our fundraising money went to the Danang Eye Hospital which we also visited.

Peumike Dissanayake Year 10

Fostering a safe space for all boys

A new committee was introduced to the Bluestone in 2017 – the Melbourne Grammar School Gay Straight Alliance (GSA). Student formed, organised, and led, the GSA aims to build awareness and empathy towards the gay community (particularly within our own School setting). It serves an important role in deconstructing prevalent, often negative, societal stereotypes which can hinder the development of a diverse school environment in which all boys can prosper. We do this by embedding a positive image of LGBTQ+ pride within the School – one of strength, inclusion, and togetherness.

Beyond celebrating pride, the GSA also plays an important role in providing boys with a safe space to be themselves. In a societal context where gay people are often silenced and degraded for their identity, our committee believes that its integral function is to encourage boys to embrace their own identity and to be proud of what makes them different. The GSA provides a safe space for LGBTQ+ students and their allies to discuss modern and topical issues relating to sexuality and gender identity.

The GSA is glad to be a positive force in striving towards a community that caters for the plethora of different identities within the boys of the Bluestone.

2017 Pride Week

Centered around the International Day Against Homophobia, Biphobia and Transphobia (17th May), our three-day celebration of pride saw a meaningful reflection of gay identity across the School.

Austin Haynes, Year 11, and Rich Bartlett, Year 12, provided boys with personal insight to the experience of same-sex attracted people within specially themed pride Chapel services and an Assembly.



These speeches both had a profound impact on the senior school community – fueling discussion and shifting perceptions of those for whom the LGBTQ+ experience is far removed.

We also hung the rainbow pride flag within the Quad – an amazing sight to see to the extent that it symbolizes an institution that is embracing change for the ethical enrichment of its student body.

Moreover, the First XVIII also held an inaugural ‘pride round’ against Brighton Grammar School at Edwin Flack Park – featuring custom-made rainbow jerseys, socks, and 40m painted lines.

Jack Wappett President, Gay Straight Alliance



The First XVIII from Brighton Grammar School and Melbourne Grammar School at the inaugural ‘pride round’.

The spirituality of *dadirri*



Many deeply spiritual people have a stillness, a calmness, a serenity, if you will. Just by being in their light, you feel calm and rested. Such is the presence of Dr Miriam-Rose Ungenmerr AO.

Miriam-Rose is an Aboriginal elder from Nauiyu (Daly River). In 1975, she became the Territory's first fully qualified Aboriginal teacher and has since served as Principal of the school she attended as a child. Miriam-Rose is also a renowned artist, activist, writer, and public speaker.

Miriam-Rose captured the hearts of many audience members during her presentation on *dadirri* at Melbourne Grammar School earlier this year. *Dadirri* is the practice of inner, deep listening used by Indigenous people to connect with, and to come to a deeper understanding of, the beauty of nature. She spoke of the inner spring within each of us and the need to nurture it by connecting with nature and the land.

Miriam-Rose also gently urged the audience to slow their lives down. "I am old," she said. "I can't walk with you if you are too fast." It was a wonderful speech.

Miriam-Rose also met with Indigenous students during her visit to the School. "Seeing Aunty Miriam gave me more motivation not to give up throughout my schooling and the challenges that lie ahead in life," said Jamarl Firebrace, Year 11. "It was an experience I will not forget – connecting with someone from our Indigenous culture."

"I connected with Aunty Miriam on many levels, both of us being from remote communities, even though she was from the Territory and I am from Fitzroy Crossing in Western Australia," said Toby Bedford, Year 11. "It was good to have the support of such a wonderful Aboriginal elder. She cares so much about the next generation reaching our potential. She asked us to always remember who we are and where we are from."

In 2013, Miriam-Rose established the Miriam-Rose Foundation to continue her work advocating for experiences that allow Indigenous youth to learn to 'walk in two worlds' – Aboriginal culture and mainstream Western culture.

You can find out more about Miriam-Rose, *dadirri*, and the Miriam-Rose Foundation at: www.miriamrosefoundation.org.au

Premier's VCE Award recipients

Four Melbourne Grammar School students – current and past – have been recognised for their 2016 VCE performance through the Premier's VCE Award programme.

Current Year 12 students, Nick Bartlett and James McIntosh, received a Study Award for excellence in VCE Units 3 & 4 History: Revolutions. Scott Kirwan (OM 2016) and Mark Salamy (OM 2016) each received a Study Award for their outstanding result in VCE Units 3 & 4 Philosophy.

Scott is in his first year of a Bachelor of Philosophy (Honours)/Bachelor of Arts (Honours) course – offered jointly by the Australia National University and the National University of Singapore. Mark is currently studying for a Bachelor of Science at the University of Melbourne where he holds a National Scholarship.

“Receiving the award was very gratifying given the effort I made last year,” said James. “It also made me appreciate the advantages of having such an amazingly driven teacher in Mr Catton. Earning it alongside one of my best mates made it all the more surreal.”

The annual Premier's VCE Awards recognise the top-performing students in the state, with more than 287 students presented with awards this year.

“Nick, James, Scott and Mark are congratulated on their superb achievement,” says Mr Roy Kelley, Headmaster. “The awards are a reflection of their hard work and, of course, their fine intellect. The teacher of VCE 3 & 4 History: Revolutions, Mr Stephen Catton, and Dr Felicity McCutcheon, teacher of VCE 3 & 4 Philosophy, also deserve praise for their outstanding teaching and dedication.”



From left: Scott Kirwan (OM 2016); Dr Felicity McCutcheon; Mark Salamy (OM 2016); James McIntosh; Mr Stephen Catton; Nick Bartlett; Mr Roy Kelley, Headmaster

Pre-season soccer success

In April, Melbourne Grammar School's soccer team was invited to play at The Southport School's (TSS) Annual Tournament with other teams from across Australia.

We won our first two games against Hale School, Perth, 4-3 and Aquinas College, Perth, 12-2. Our third game was against the TSS First team which was, like us, unbeaten. This match was tough but, showing some great discipline and determination, we walked away with a draw, meaning we progressed through to the final on goal difference. With the trophy now in sight the boys were inspired to bring it back to Melbourne. From the outset, it was clear we wanted it more than our opposition, TY Sports Academy. With a 7-2 final result, the trophy was ours.

Overall the tour was an amazing experience. We heard from current A-League players, guest speakers such as Wayne Goldsmith, and sports psychologists. We had pool-based recovery sessions and much more.

During the trip, many friendships were developed and solidified as the boys learned to play together as a team. Playing with each other in such an intense environment has prepared all of us superbly for the season in which we hope to bring about similar success.

David Gatford Captain, First XI



'World premiere' performances



The Melbourne Grammar School Big Band was recently involved in 'world premiere' performances of the music to a new show created by famed comedic performer Tim Ferguson.

Billie and the Dinosaurs is a lively narrated orchestral work in which young audiences learn about the unique paleontology of Australia. The show was premiered through a series of workshops at the Arts Learning Festival.

At the conclusion of each workshop, the Big Band performed an eight-minute medley of original songs from the show composed by Geoff Willis. These workshops saw the first public performances of the music anywhere in the world.

"It has been great to gain extra public performance experience," said Hugo Klempfner, Year 12 student and Captain of the Big Band. "In addition to playing a fun piece of music, we interacted with the audience by individually explaining our instruments to them."

Conductor of the Big Band and Head of Brass, Mr Colin Doley, agrees. "The musical score of *Billie and the Dinosaurs* is designed for youth orchestras but it certainly has its challenges," he explained. "I was delighted with the determination each boy demonstrated to master the piece and, in particular, the way they supported each other throughout the journey."

Orthopaedics exhibition



An *Exhibition of Orthopaedics in Australia* was displayed in the Nigel Peck Centre for Learning and Leadership during March 2017. Presented by the Australian Orthopaedic Association, it show-cased some of the developments in orthopaedics - from Ancient Egypt and wartimes, to recent advances in imaging, prostheses, and surgeries.

"I want to pursue a career in medicine or medical sciences," said Year 12 student, Pravind Easwaran. "It was really interesting to see the evolution of technology in the field and those technologies on the horizon."

Year 10 student, Peumike Dissanayake, concurs. "Seeing how far we have come in the treatment of orthopaedic conditions was amazing," he said.

The importance of fieldwork in Geography



What is fieldwork?

Fieldwork is an important part of studying Geography. Fieldwork involves going off into the world outside school and collecting information and data related to a certain hypothesis. This allows geographers to identify patterns, or lack of patterns, in the world. We then use these patterns to accept or reject the hypothesis.

In May 2017, Year 9 geographers visited the Port of Melbourne to enable us to gather information related to a hypothesis which was connected to the unit 'Geographies of Interconnections'. The hypothesis was 'The Port of Melbourne is important to individuals, companies and other countries at different scales.' We were looking at whether the port had an impact at all scales – global, national, regional, and local.

Why is fieldwork important?

Geography is a subject where learning is enhanced if you experience it in on a first-hand basis. On excursions, your understanding of topics comes to life when you can engage directly with it in the field, and venturing outside the classroom can enable us to see the complex nature of the world around us in the information we collect.

How is data collected?

Collecting data underpins fieldwork exercises, and it can be done in a variety of ways. Primary data is information that we collect ourselves, such as receiving professional information from an expert, taking photographs or measurements. Secondary data is information we receive from another source that supports the primary data. For this fieldwork activity we used particular websites and online images as well as graphs. We presented and analysed this information in order to understand how the port is significant at different scales.

What did we find out?

From our fieldwork report we clearly saw that the Port of Melbourne is important at different scales in different ways. This proves our hypothesis correct, but this fieldwork also allowed us to get out into the world and discover it for ourselves, which is quite empowering. We may learn about Geography in a class room, but without applying it to the world, we wouldn't be able to fully understand the complex nature of the world around us.

Charlie Bradley and Will Bennett Year 9

THE OLD MELBURNIANS COUNCIL

From the President

Communication methods and the opportunities these provide are changing. The handwritten letter, the telegram, the telephone, email, internet, and, more recently, social media – how times have changed. Social media has become an integral part of everyday life for most of us. LinkedIn, Facebook, Twitter, Instagram, Snapchat and others are used by many Old Melburnians and it is now timely that the communication tool that The Old Melburnians offers moves with the times.

We are delighted to advise of the creation of *OMLink*, an online engagement platform for Old Melburnians to network professionally and socially.

Join this dynamic online environment and reconnect with other Old Melburnians in this exclusive and private environment. Pleasingly, you won't need to remember another password as you may use your existing Facebook or LinkedIn profile to login. It should take you less than two minutes to sign-up by importing your LinkedIn or Facebook profile.

Through *OMLink* you are able to find and connect with other Old Melburnians, see what they have been up to and stay in touch. You can search for Old Melburnians by your peer year, in your geographic area or by company or industry.

You may also find a mentor, or offer to act as a mentor to another Old Melburnian, and communicate through the platform without disclosing your personal contact details. The platform adheres to Melbourne Grammar School's privacy policy to ensure personal information provided is used and managed in accordance with the Australian Privacy Principles. *OMLink* allows you to post jobs and find new job leads exclusive to Old Melburnians.

OMLink is the place where you can hear the latest news about events, reunions and view photos.

Join us now and become involved at omlink.org

Andrew Brookes President



Mr Andrew Brookes

The Old Melburnians Dick Cotton Fellowship 2018

*Applications for The Old Melburnians
Dick Cotton Fellowship 2018 close on
30 September 2017.*

The aim of the Fellowship is to provide Old Melburnians with support and encouragement to undertake travel, study, and/or a project which provides a unique opportunity for self-development and discovery that goes beyond the benefits offered by a higher education.

Applicants must be an Old Melburnian under the age of 30 at the time of their application. The award is a cash grant of up to \$5000.

For further information, please contact the Alumni and Community Coordinator Judith Mein
Phone: +61 3 9865 7682
Email: jmmein@mgs.vic.edu.au

Scholarship success



MacKinlay Cookson (left), with the Hon David Hawker AO at the C.A.S. Hawker Scholarship award ceremony.

MacKinlay Cookson (OM 2013) has been awarded a prestigious C.A.S. Hawker Scholarship. These Scholarships are offered to capable students of principle and character, who are committed to Australia's future.

MacKinlay is currently studying for a Bachelor of Business (Agribusiness) degree at Marcus Oldham College. The Scholarship provides direct financial support for MacKinlay's tertiary studies.

"I'm honoured to be a recipient of the Scholarship," says MacKinlay. "I'm really keen to try to make a difference to the agricultural industry going forward, and hopefully give back to both the sector and to the broader Australian community."

Agriculture has undergone significant change in recent years, according to MacKinlay. "Investment by large corporate enterprises and others, combined with the introduction of new technologies, has had a real impact on the industry. I grew up on the land and I am hoping to use my background and knowledge to improve both the profits and reputation of the industry."

The role of the farmer is also changing. "Advancements in the corporate side of agriculture means that it's not necessarily about 'slogging it out' in the field," says MacKinlay. "There are opportunities for young Australians who are interested in implementing technology, managing investments, and supervising operations. So much of the profit in the sector is created post farm-gate."

"I remember MacKinlay as being an outstanding young man during his time at Melbourne Grammar School. An EH Flack Scholar, MacKinlay demonstrated the very best attributes of a Grammar student," said Mr Roy Kelley, Headmaster. "I am delighted but not surprised he has now received this significant tertiary scholarship and I wish him the very best for the future." (The EH Flack Scholarship recognises a boarding student who demonstrates strong intellectual aptitude, leadership traits, and breadth of involvement beyond academic studies.)

THE OLD MELBURNIANS

150th Head of the River celebration dinner



Rowers from the Melbourne Grammar School and Scotch College rowing community recently came together in celebration of the 150th rowing of the Head of the River race.

Of note, the School's oldest (known) living rower, Neill Decker (OM 1944) (pictured left), approaching his 90th birthday and cox of the First VIII 1944 crew, attended the event. Also present were Mr Tony Smith (OM 1949), member of the 1949 Head of the River crew and former Melbourne Grammar School coach, Mr Walter Rotter (pictured right of Neill Decker), who was responsible for the upkeep of Melbourne Grammar boats for many years and Mr Tony Walker who oversees the Boathouse.

Members, or representatives, of the Melbourne Grammar School Crew of the 150th Head of the River presented a Commemorative Oar to Melbourne Grammar School Chairman of Council, Michael Bartlett, at the occasion.

Crew of the 150th Head of the River (1868 – 2017)



In attendance at the celebratory dinner. From left, back row: Hamish McGlashan (OM 1981) [4]; Ben Dodwell (OM 1989) [6]; Andrew Withers (OM 1974) [5]

Seated: Karsten Forsterling (OM 1997) [7]; David Webster (OM 2005) [Cox]; David Crawshay (OM 1997) [3]; Will Baillieu (OM 1969) [2]

Absent: Andrew Michelmore (OM 1970) [Bow]; Lewis Luxton (OM 1929) [Stroke]; Walter Ricketts (Staff 1929 – 1951) [Coach]

Rowing exhibition

Visitors welcome by appointment



An exhibition celebrating the sesquicentenary of the Head of the River race and Melbourne Grammar School rowing is currently on show in the Archive Gallery in the Melbourne Grammar School Lodge, 355 St Kilda Road, Melbourne.

To book a visit, please contact Judith Mein, Alumni and Community Coordinator
Phone: +61 3 9865 7682
Email: jmmein@mgs.vic.edu.au

Grimwade House Centenary celebrations



Grimwade House celebrates its Centenary in 2018. It is an important milestone for Melbourne Grammar School and we hope you will celebrate with us.

The home 'Harleston' (built in 1875) and grounds of the Grimwade family were given to Melbourne Grammar School in 1917 by four Grimwade brothers, all of whom were Old Melburnians.

Converted to a Preparatory Day and Boarding school, Grimwade House opened on 28 February 1918 with 152 boys – 32 of whom were boarders. Girls were welcomed to Grimwade House in 1979.

Get involved

Grimwade House's Centenary promises to be a fun-filled year where we will be celebrating everything that makes Grimwade House such a wonderful part of Melbourne Grammar School.

Celebrations will commence in February and there will be a number of exciting events and activities conducted throughout the year including sporting events, spiritual celebrations, a Centenary Ball, a Centenary Celebration of Learning Day, and the publication of a special Centenary book.

We hope to ensure that there will be something which appeals to every member of the extended Grimwade House community.

Save the date

We have many wonderful events planned for our Centenary throughout 2018 and we invite you to join us in celebrating. One of these important dates is:

Saturday 15 September 2018 - Centenary Ball

More details will be revealed in the coming months.

Share your memories

Can you help? We are seeking Grimwade House related stories and artefacts for use in commemorative Centenary displays, publications, and other materials.

If you have a story to tell, or an artefact you are willing to share / lend, we would love to hear from you.

Please contact us via
grimwade100@mgs.vic.edu.au
or call 03 9865 7896.

Queen's Birthday Honours

Congratulations to the following members of the Melbourne Grammar School community for their recognition on the 2017 Queen's Birthday Honour list.

Member of the Order of Australia

Paul Noel DAINTY AM (Parent)

For significant service to the entertainment industry as a producer and promoter of national concert tours, theatre and events.

Gordon Langford HUGHES AM (OM 1967)

For significant service to the law, to professional organisations, and to international affairs and legal practice in the Asia Pacific region.

Judith Anne RYAN AM (Past parent)

For significant service to the visual arts, particularly to the museums and galleries sector, as a curator of Indigenous exhibitions, and as an author.

Medal of the Order of Australia

Kelvin Craig GRIFFITH OAM (OM 1948)

For service to people with asthma, and to the community

Associate Professor Thomas William JOBLING OAM (Past parent)

For service to medicine, particularly to ovarian cancer research.

Commendation for Distinguished Service

Brigadier Michael Herbert ANNETT CSC (Parent)

For distinguished performance of duties as the Commander, Task Group Afghanistan, Kabul on Operation HIGHROAD.

Letter to the Editor... from Mr Bruce

Earlier this year, the Editor received a note from Mr Richard Bruce (OM 1952):

It was 1952 and I was in my matriculation year at Senior School. An announcement was made that a new house was to be created and that it would be named Bruce House, in honour of one of the School's greatest sons, Stanley Melbourne Bruce, Viscount Bruce of Melbourne. Being a Bruce, I immediately applied to join the new House and was accepted. Later it was announced that Lord Bruce would visit the School. I was thrilled and looked forward to seeing, and perhaps even meeting, the great man. Shortly before his visit, however, I developed a severe respiratory tract infection and was home in bed on the date of his visit. I was so disappointed at the time but soon got over it and enjoyed the rest of the year as a member of Bruce House.

To this day I feel honoured to have been the first Bruce in Bruce House and often wonder, how many other Bruces have followed me?



Editor: Well, Mr Bruce, we are delighted to inform you that you hold the singular distinction as being the only Bruce to have ever been in Bruce House.

And, in case you are interested, our records show that the number of Brombys to have ever been in Bromby House is one, Creeses in Creese House – zero, Deakin House – zero, Hone House – one, Miller House – six, Morris House – ten, Perry – zero, Ross – five (including one current student, Oliver Ross, Year 9), Rusden – one, School – zero and Witherby – zero.

Of note, Mr Tim Morris (OM 1981) was not only in Morris House during his school days, he also served as Head of Morris House from 1999 until 2008. Michael Bromby (OM 1968) was Captain of Bromby House in 1968 and Andrew Ross (OM 1988) was similarly Captain of Ross House in 1988.

A note from the Editor: We always welcome questions about the School and its history. If you have a burning issue you would like resolved, please contact me on newsletter@mgs.vic.edu.au

Rugby mini-reunion

Twelve members of the 1969 and 1970 First XV recently came together for a mini-reunion. Eight months in the planning, it was the first time they had met as a group since their time at the School. Many members of the group had not only played rugby together for their four years in Senior School, they also rowed together over that time.

“The values of teamwork, commitment and duty we learnt through rugby seem to have stuck with us. Many of us are involved in community service roles,” said participant, Mr Mike Tucker (OM 1970).

Former staff member (1960- 1996) Ian Rutherford (OM 1950) spoke about the introduction of rugby at the School. Current Teacher in

Charge of Rugby, Mr Rob Shields, gave an update on rugby activities over the last 30 years. Mr Shields has been instrumental in driving the rugby programme forward since his arrival at the School in 1983.

The event was so successful that the group are planning another get together next year in Sydney.



From left, back row: David Faram (OM 1970); Nigel Masters (OM 1970); David Spark (OM 1969); John Rex (OM 1971); Laurence Teh (OM 1971); Mike Tucker (OM 1970); Ted Baillieu (OM 1970)
Front row: Rob Shields (Staff member 1983 – current, Teacher in Charge of Rugby 2005 – current); John Stubbe (OM 1970); Steve Moss (OM 1970); David Beckingsale (OM 1969); Gavan Woinarski (OM 1970); Ian Rutherford (OM 1950, Staff member 1960 – 1996); Doug Craig (OM 1970)

Education in India

Mark Balla (OM 1980) is a founding director of We Can't Wait, a not-for-profit organisation focused on building toilets in schools in India. Drop-out rates among adolescent girls are extremely high in India with poor sanitation being a major causal factor. Over the past three years his organisation, together with a number of Rotary Clubs in Australia, the USA and India have provided sanitation facilities to over 30,000 children who previously did not have toilets in their schools.

Extraordinary Expats

Jack Martin (OM 2013) is making his mark in New York through his mockumentary style series Extraordinary Expats. The series profiles ten different Australians who are living in NYC and 'making waves' in their respective fields. Jack and his writing partner play every role.

You can find out more about Jack's series at:

www.facebook.com/5osome

AFL history

When **Alex Keath** (OM 2010) made his senior AFL debut with the Adelaide Crows in July 2017, it made Melbourne Grammar history. Every AFL club has now had an Old Melburnian play at senior level.

Save the date

CANBERRA
Community Function
Friday 9 September 2017

BELLARINE
Community Function
Sunday 19 November 2017

Obituaries

The School has learnt of the following deaths in our community. We extend our sympathy to their families and friends.

Alder, A B (OM 1944)

Alder, M H (OM 1947)

Anderson, J R (OM 1940)

Clark, B A (OM 1944)

Cordner, J A (Past Staff)

Cuming, D J (OM 1944)

Edwards, J (OM 2012)

Freeman, B S W (OM 1948)

Hastie, M T (OM 1944)

Hewison, R I (OM 1972)

Home, R D (OM 1960)

Howie, R J (OM 1958)

James, J E (OM 1955)

King, R B (OM 1952)

Laughlin, G H B (OM 1941)

Livesey-Cole, G W (OM 1945)

Luxton, T R H R (OM 1955)

Minfie, J (OM 1944)

Morton, D E A (Past Staff)

Motters-Head, G L D W (OM 1941)

Mountstephen, N J (OM 1967)

Orgill, W E G (OM 1960)

Peck, N H (OM 1945)

Purbrick, A I (OM 1988)

Richardson, J B (OM 1949)

Rickards, F G (OM 1947)

Ricketson, M S (OM 1945)

Rucker, W B (OM 1965)

Sedger, S O (OM 1950)

Seed, R H (OM 1940)

Sichlau, R H (OM 1962)

Stubbs, C (OM 1951)

Tucker, JBF (OM 1936)

Wardlaw, M W (OM 1945)

Watson, J H (OM 1972)

Woodward, I McC (1943)

COMMUNITY EVENTS

- 1 1987 (30 year) Reunion attendees
- 2 Former Vice-Captain of School, Conrad Brown (OM 1987) speaking at the 1987 Reunion
- 3 Nick Bate (OM 1978) and Peter Murray (OM 1977) at the 1977 Reunion
- 4 1977 (40 year) Reunion attendees
- 5 1967 (50 year) Reunion attendees
- 6 Garry Austin (OM 1967) speaking at the 1967 Reunion
- 7 Thindika Amarasekara (OM 1991) Old Melburnians Council member and John Richardson (OM 1951) at The Old Melburnians Dinner
- 8 Vivienne Crompton (OM 2005), Old Melburnian Council member; Michael Bartlett (OM 1973), Chairman of Council; and Royce Helm, Head of Grimwade House at The Old Melburnians Dinner
- 9 Oliver Wynhoven (OM 1992), Simon Legg (OM 1992) and Michael Crawshaw (OM 1993) join in the singing of the Games Song at The Old Melburnians Dinner
- 10 The Old Melburnians Dinner





THE FOUNDATION

Campaign meets \$15m goal

I am delighted to share the news that Melbourne Grammar School has successfully met the ambitious \$15 million goal of the *New World of Teaching and Learning* fundraising campaign. These funds are being used to support the delivery of the \$34 million state-of-the-art Geoff Handbury Science and Technology Hub. With the opening to occur early next year, this building will affect the education of thousands of students, helping to prepare them for a changing world of work.

Almost 600 donors from our community contributed to this achievement. I thank the many parents, Old Melburnians, and friends who gave so generously, enabling the School to re-imagine Science and Technology education.

It is through the direction and leadership of a group of passionate, hardworking volunteers that the culture of philanthropy continues to grow at Melbourne Grammar School.

After more than 19 years as a member of the Melbourne Grammar School Foundation Board, and President since 2000, Mr Lloyd Thomas resigned from the Foundation Board at its Annual Meeting in April 2017. His unswerving energy, commitment and leadership have been outstanding throughout his tenure, and his financial contributions continue to aid the School in many ways. We are fortunate that Mr Thomas will continue as Deputy Chairman of the Melbourne Grammar School Council.

Mr Philip Solomon QC (OM 1986) is the new President of the Melbourne Grammar School Foundation Board. As a former President of the Old Melburnians, current parent, and Foundation Board member since 2009, Mr Solomon brings a unique perspective to the role. His strategic guidance on philanthropic endeavours will be invaluable, as is the work of all members of the Foundation Board and its sub-committees.

Roy Kelley Headmaster



Mr Roy Kelley, Headmaster (left) and Mr John Phillips, Property Manager, inspect the Geoff Handbury Science and Technology Hub building site. The five levels (including the basement level and a partially enclosed roof level) are now in place. The next stages in the programme, once the roof is completed, are the installation of the steel façade framework, the external cladding and windows, then rough-in of the internal services with internal fit-out to follow that.

Introducing our new President

This year is the twentieth consecutive year that Philip Solomon QC (OM 1986) has given a financial gift to Melbourne Grammar School. Commencing even before his sons were born, Philip cites the set of values he learnt at Melbourne Grammar as being crucial to the development of his commitment to service and desire to 'pay it forward'.

Intellectual, serious, and focused, Philip displays warmth, understanding, and compassion when talking about the importance of helping others to have successful lives. "Together with my wife, Rachel, I find supporting the School to be very rewarding," says Philip. "I loved my time at the School and I want others to have access to the opportunities that I was given."

Philip's contributions to the School extend well beyond monetary giving. Philip is the new President of the Melbourne Grammar School Foundation Board. He has been a member of the Board since 2009, a member of the School Council since 2014 and is a former President of The Old Melburnians Council.

Philip and Rachel's sons, Jack and Ben, currently attend the School. "Like me, they are having a marvellous experience at the School and, I think, are being imbued with a public service mindset," says Philip. (Jack Solomon was the youngest contributor to the *New World of Teaching and Learning* Campaign even though he will have left the School before the Geoff Handbury Science and Technology Hub is opened.)

In 2014, Philip established the Isidor Solomon Memorial Award in his late father's name. (Isidor was a graduate of the School in 1946.) "I received two academic awards during my time at Melbourne Grammar – the W A Syme Award and the J & W Derham Prize," says Philip. "They served at the time to validate my hard work and, even now, remain a source of pride, and of connection to the families who gave the award."

As incoming President, Philip wants the Foundation Board to look both forwards and backwards. "Many parents, current and past, and Old Boys and Old Girls have given generously in respect of the Geoff Handbury Science and Technology Hub. It is important that we recognise these members of our community and make sure they are able to continue along the journey of the project should they wish to do so."



However, Philip believes that, now that the *New World of Teaching and Learning* Campaign goal has been reached, it is time for the Board more assiduously to focus on the four broader philanthropic priorities of the School – Buildings and Grounds, Scholarships, Indigenous Bursaries, and the Melbourne Grammar School Foundation Endowment Fund (which is largely supported by Witherby Tower Society members).

"I know that many people in the Melbourne Grammar community understand the importance and impact of philanthropy, and want to support the School in this regard. Our multi-faceted "four pillar" approach means that people can elect to support the programme that appeals to them, or for which they have a particular interest," says Philip. "I look forward to working with the Board and other members of our community to continue to grow the 'pay it forward' culture at Melbourne Grammar School."

FRIENDS OF GRAMMAR



MELBOURNE
GRAMMAR SCHOOL

FRIENDS
OF GRAMMAR

I am absolutely thrilled to share that this year, a record 498 guests joined us at The Glasshouse, Melbourne, to celebrate our whole school Mother's Day Lunch – *Celebrating Women within our Community* (below).

The day commenced with some wonderful speeches from Year 6 Grimwade House girls, who spoke about inspirational women and their contribution around the world. We were also fortunate to hear a heartfelt speech from Year 12 boarding student, Dudley Raurela, who spoke beautifully about his mother.

It was fabulous to see all our guests catching up with old friends as well as connecting with new ones. The wonderful buzz in the room was a true indicator of how much everyone enjoyed the day. What an incredible way to celebrate women within our Melbourne Grammar Community!

Save the Date:

Senior School Boy's Big Breakfast – featuring Mark Skaife
Monday 4 September

Kate Anstee President, FOG Senior School & Executive

We have had a great year so far with cocktail evenings, coffee mornings, lunches, bubble soccer, lawn bowls, family picnics and many other events and activities that have brought our community together. We were delighted with the success of our Mothers' Day stalls and our Tuckerbox Lunches. It was also wonderful to see so many Wadhurst families at the Wadhurst Family Breakfast. I thank the FOG committee, class representatives and parent helpers who assisted in all these events.

The next event in the FOG calendar is the **Father/Son Trivia Night** to be held on **Monday 28 August**. The night is a great opportunity for fathers and sons to get together for a fun night of pizza, games, trivia, and prizes. We hope to see you there!

Maria Pirpiris President, FOG Wadhurst

The FOG Grimwade events and activities for 2017 have included a mixture of parent and parent/child events with great attendance and support from FOG members and volunteers.

Social highlights include the FOG Mothers Day's lunch, new parent's morning teas, and cocktail parties held in the Netley Gardens. Child focused events such as the annual Year 3 Father/Special Friend and Child Night provided plenty of fun, whilst the annual Mother's Day stall was almost a sell out with children from Prep to Year 6 finding some unique gifts to suit their tastes (and hopefully their mothers!)

Middle Primary Music Assembly performers and guests appreciated the class representatives providing a sumptuous afternoon tea for families and friends following the concert, and Term II concluded with a thank you morning tea for the parent volunteers and teachers who assisted with this year's Year 6 production *Disney's Peter Pan Jnr*.

Sarah Sefton President, FOG Grimwade House



Edwin Flack's clock

The School was recently honoured with a visit by Mrs Jessica Carvell who presented the Headmaster, Mr Roy Kelley, with the carriage clock of Edwin Flack (OM 1890).

The clock had previously been presented to Edwin Flack by the Melbourne Hare and Hounds Club, the precursor to the Old Melburnians Athletics Club. This occurred in 1895, immediately prior to Flack's departure to gain overseas work experience in his professional field of accountancy and to compete in the 1896 Olympic Games.

The clock now forms part of the School Archival collection. It sits proudly on the mantelpiece in the Headmaster's office.

A family friend of Edwin Flack, Mrs Carvell has also donated Edwin Flack's binoculars to the School Archives together with book prizes and certificates awarded to her father, Robert Lemon (OM 1904).



About Edwin Flack (OM 1890)

Edwin Flack (OM 1890) is one of our most accomplished Old Melburnians. A talented athlete, successful businessman and generous philanthropist, Flack is remembered as Australia's first Olympic champion.

Edwin Flack was the sole Australian representative at the 1896 Olympic Games, the first games of the modern Olympics. He won both the 800m and 1500m events, resulting in him being dubbed 'the Lion of Athens'. Flack made a valiant effort in the marathon but did not complete the race. In true Melbourne Grammar spirit, he also competed in the singles and doubles tennis tournaments.

As the Australian colonies had not yet federated, there was no national uniform or anthem, so Flack competed in his Melbourne Grammar School colours.

Flack was an honorary life member of The Old Melburnians and was, for many years, auditor for the School and The Old Melburnians Society.

Many students have benefited from his philanthropy. Established in 1939, the EH Flack Scholarship continues to support the enrolment of talented rural students. (See also page 25.)

Edwin Flack died on 10 January 1935. The statue of Edwin Flack in full flight at Edwin Flack Park remains a symbol of commitment and loyalty to all those who pass by it.



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