



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

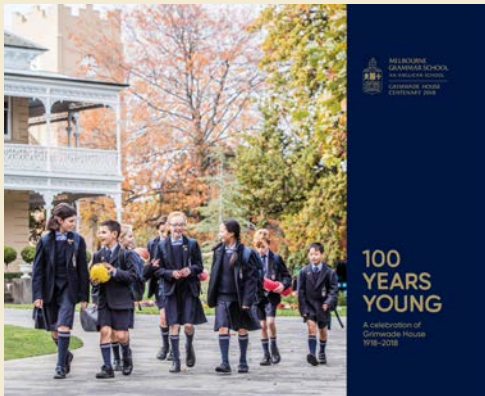
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100 Years Young – a celebration of Grimwade House 1918–2018

100 Years Young is a specially commissioned book which marks the centenary of Grimwade House in 2018. Full of wonderful photos and illustrations from today and yesteryear, it is a celebration of the School and its community.

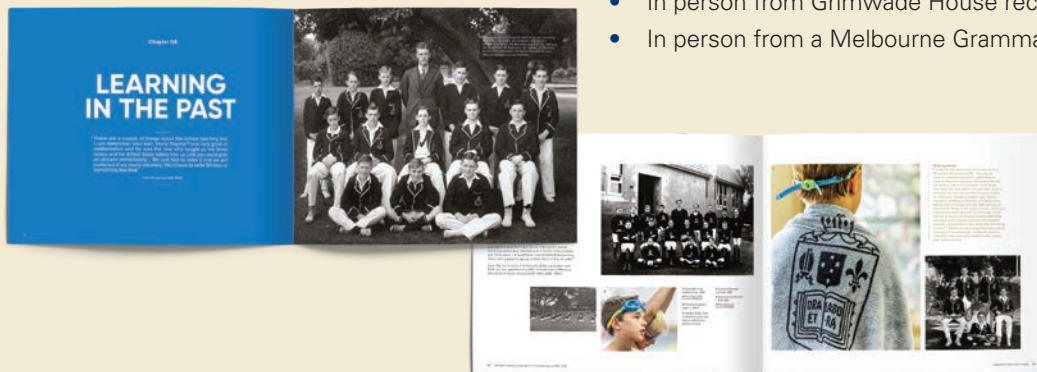


The book brings the story of Grimwade House to life by reflecting on the distinctive qualities of family, learning, and community that have made it such a special place for generations of students.

Drawing on the detailed memories and amusing anecdotes of many Old Melburnians, the book charts the development of Grimwade House and the enormous changes in education over the past 100 years. A 'must read' for all.

The cost of the book is \$50. There are a number of ways to purchase the book:

- Online at www.mgs.vic.edu.au/gh100book (shipping fees apply).
- In person from Grimwade House reception
- In person from a Melbourne Grammar School Uniform Shop



Front cover: *Wadhurst Latin students visit Villa d'Este, a 16th-century villa in Tivoli, now an Italian state museum and a UNESCO world heritage site in Italy on their Classics tour. For more information about the tour, see page 17*

Opposite: *Meet pernickety Zazu, the Lion King's majordomo and adviser (aka Jessica, Year 6). For more information about the Year 6 production of 'The Lion King Jr', see page 16*

Erratum: *On page 12 in the April 2018 edition of Grammar News, we included a photo of the two children, with their bicycle and dog outside Harleston. We omitted to provide acknowledgment and reference details for this photo which are: University of Melbourne Archives, Sir Russell Grimwade Collection, 2002.0003.00120, Harleston 12/11/1899. Our apologies for any inconvenience this may have caused.*

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IN THIS ISSUE

- 4 From the School Council
- 5 From the Headmaster
- 6 A Sacred Legacy
- 8 The impact of LGR
- 10 Honouring our Fallen
- 14 News
- 20 Grimwade House
- 22 Wadhurst
- 24 Senior School
- 26 The Old Melburnians
- 28 Community News
- 32 The Foundation
- 34 Friends of Grammar
- 35 From the Archives

ABOUT THIS ISSUE

Welcome to the 126th edition of *Grammar News*.

Legacies can take many forms – from the impact of a Prime Minister, to those who make a change, to just one person's life. I imagine each of us would like to leave some form of a legacy which has value and worth. This notion forms the theme of this edition.

We explore how some Old Melburnians are changing the intellectual landscape of our society, while others are assisting the disadvantaged to gain a quality education. We honour the legacy of those fallen in battle, and we recognise the contribution some Old Melburnians are making to the School in order to ensure the education of future generations.

This being the 125th anniversary of the dedication of the Chapel of St Peter, we also pay homage to the role of the Chapel in the past and in the current day.

I hope you enjoy reading this edition.

Wendy Lawler Editor



FROM THE SCHOOL COUNCIL

Shaping Australia's intellectual landscape

Across our 160-year history, Old Melburnians have taken their love of learning, knowledge and experience, initially gained at Melbourne Grammar, and put them to use for the benefit of their respective communities. Alongside their contributions in highly visible areas such as business, law, medicine, industry, politics, the arts and sport, a great many Old Melburnians have had a role in shaping the intellectual landscape of our country.

Although there are many areas in which we see the legacy of these intellectual contributions, I would like to focus on just two of them here - the study of history and tertiary education leadership. Numerous Old Melburnians have taken on the task of documenting and communicating Australia's rich history, and that of other countries, while others have held high-level roles in tertiary education, influencing the thinking of generations of students.

The vital role historians play in our society cannot be understated. Truly great historians have the ability to draw together threads of evidence to create new, coherent pictures of the cultures, milestones and events that have shaped our society. They then translate this thinking into a form that can be understood by those without their expertise. In this way, they not only create new ideas, but they also gift that knowledge to us all.

Notable historians who have come from our community include Professor Manning Clark AC (OM 1933), one of Australia's most influential historians whose views provoked both controversy and admiration. Sir (William) Keith Hancock KBE (OM 1916) contributed to our understanding of commonwealth history and other areas, and Professor Alan George Lewers Shaw AO (OM 1933), was another of our country's most distinguished and prolific historians.

Tertiary education leadership roles often extend far beyond what might be viewed as traditional organisational leadership. Universities are places dedicated to knowledge and thought. At their best, they provide an environment in which nimble, inquisitive minds flourish. University leadership, therefore, has a crucial role in facilitating academic endeavour and discovery, as well as ensuring that our tertiary courses remain relevant as the world continues to change.



Mr Michael Bartlett

Businessperson and philanthropist, Simon McKeon AM (OM 1973), now serves as Chancellor of Monash University. LaTrobe University recently announced that John Brumby AO (OM 1970) will commence as its Chancellor next year. He will be following current incumbent and eminent endocrinologist, Professor Richard Larkins AO (OM 1960), in the role. Professor Larkins previously served as Vice-Chancellor of Monash University from 2003 to 2009.

And, Sir Robert Blackwood (OM 1923), was influential in the establishment of Monash University, first as Chairman of Monash's Interim Council and then as its inaugural Chancellor in 1961, a position he held for seven years. Sir Robert had previously served on the University of Melbourne's Council for 12 years.

These are only a few select examples of Old Melburnians who have used their education to influence the way our society views itself and the way we think. While acknowledging the many highly significant contributions Old Melburnians have made in more immediately tangible areas – in shaping Australia's financial landscape, practicing the Law, improving our health, designing our buildings and cities, pushing the limits of achievement in the arts and sport, and leading the successes of some of our most important companies – I would contend that the impact the Old Melburnian community has had on Australia's history and thought is extremely significant.

The Old Melburnians making contributions in these areas are worthy of our ongoing recognition. Their lives exemplify a legacy of knowledge, expertise and thought that is part of the fabric of Australia.

Michael Bartlett Chairman

Legacy or Millstone?

Defining the term 'legacy' is difficult, given the word has a variety of different contexts and meanings. I know of people in charge of large organisations who become very protective of what they see as 'their legacy' when approaching the end of their careers. However, I strongly believe that the reality of one's legacy lies with the people who are most affected by a leader's actions. Sometimes it may be that one person's perceived legacy is more a millstone around the neck for the community in question.

I wish to relate the concept of legacy to service learning at Melbourne Grammar School. I remember well my earliest attempts at community service when I was at school. This normally involved me and a few friends tin-rattling on a street corner or door knocking in the name of one charity or another. Whilst such activities made me feel good about doing something for others, especially those less fortunate than me and my family, I made no real connection with the charity involved.

Service learning is an experiential strategy that integrates meaningful community service with reflection to enrich the learning experience for students, teach civic responsibility, and strengthen communities. Accordingly, service learning involves students having a meaningful connection with a charity, cause or institution aimed at helping others and 'giving back'. As Mahatma Gandhi once stated, "The best way to find yourself is to lose yourself in the service of others." Many Melbourne Grammar students and families enjoy privileged lives, meaning that having the opportunity to help those less fortunate is crucial in developing empathy and respect.

Our service learning programme aims to have our students contribute actively in the community and engage their minds to develop informed, responsible and ethical actions. At Grimwade House, the building of social awareness and responsibility begins in Prep, with students encouraged to appreciate the value of helping each other. As students get older, the focus broadens to actions, including fundraising, which support people in need. At Wadhurst, examples include boys preparing lunches for disadvantaged students through the Eat Up initiative and contributing to the Make a Wish Foundation via 'Crop a Kid' Day.

Senior School students have the opportunity to volunteer in a number of local initiatives, including tutoring refugee children with the Smith Family Learning Clubs; breakfast programmes with the Prahran Mission; Aged Care Recreation with Benetas and mentoring with Ronald McDonald House. Furthermore, Year 10 and 11 students may attend service-based immersion trips, partnering with Aboriginal communities in the Cape York region, or organisations and villages in Vietnam.



Mr Roy Kelley

This year, a group of Year 10 students raised almost \$20,000 for the Vietnam programme, donating money to the Fred Hollows Foundation, the Agent Orange Centre, the Vietnam Friendship Village, and a housebuilding project in the Mekong Delta. The housebuilding project provided a new house for a disadvantaged family whose father was physically disabled, the mother was suffering from cataracts, their young son was diabetic, and they were living with the father's parents. The donation funded the project and, during the trip, the Year 10 students were physically involved in building a new home for the family – an excellent example of a meaningful values in action programme.

Service learning forces young people to be less self-absorbed and to think about the lives of others. Important values of trust, respect and compassion are enhanced through community understanding and participation. The famous American poet, Henry Wadsworth Longfellow, once wrote "The life of a man (or woman) consists not in seeing visions and in dreaming dreams, but in active charity and in willing service". It is my hope that Melbourne Grammar students will be involved in active charity and willing service throughout their lives. In doing so, they will leave a legacy which will extend well beyond what they might imagine... and far away from being a millstone for any community.

Roy Kelley Headmaster

A SACRED LEGACY



“A school without a chapel is like an angel without wings.”

Such were the words spoken 126 years ago by the Right Reverend Field Flowers Goe, then Bishop of Melbourne, when he laid the foundation stone for the Chapel of St Peter in 1892. The word angel originates from the ancient Greek word, *ángelos*, which, in English, means ‘messenger’. Just like an angel cannot perform its essential task of communicating God’s presence and His love to humanity without wings so, according to Rev’d Goe, can an Anglican school not perform its essential task of education without a chapel.

Thankfully the founding fathers of our School knew the importance of building a chapel at the heart of the school. From the School’s early beginnings in 1858, it was always envisaged that a chapel would be built in the centre of the Quad, but it took 35 years until the chapel would be finished. When Bishop Goe laid the foundation stone for the Chapel of St Peter in 1892, Victoria was suffering the effects of an international depression. I often think how courageous it was that the then Headmaster, Ambrose Wilson, and the School Council, decided to go ahead with the plans and build what was to become Victoria’s first School Chapel.

On 3 May 1893, 125 years ago, in the presence of the Headmaster, the School Council and invited guests, the Chapel of St Peter was formally opened and dedicated for Divine service by the Bishop of Melbourne alongside the bishops of Riverina and Ballarat.

In his sermon at that service, the Bishop of Melbourne highlighted his wish that the Chapel of St Peter would become the spiritual home for the students at Melbourne Grammar and the centre of their school life. He wanted the boys to be the “choir and the congregation” and hoped that many young scholars would be confirmed and dedicate their lives to God.

Since then, the Chapel of St Peter has indeed become the spiritual home for generations of Old Melburnians and their families.* More than 100 ordained priests have had their early formation in the Chapel of St Peter. Tens of thousands of students have, together with generations of staff members, sat in the pews of the Chapel praying, crying, laughing and thinking. Hundreds of Old Melburnians have been married in the Chapel. Many baptisms and funerals have been performed and countless young men have been confirmed in our sacred space into the Anglican, Christian faith.

During the past 125 years, many Old Melburnians have donated funds to the Chapel to beautify the place and the presence of the exquisite stained-glass windows adorning the Chapel is a testament to former Melbourne Grammar students’ commitment to, and love of, the Chapel.

* The Chapel of St Andrew, located at Grimwade House, was consecrated on 4 October 1931 being the spiritual heart for our youngest students since then.

Not all Anglican schools are fortunate enough to have a Chapel situated at the physical heart of their campus. The Chapel is a place devoted to the inner being; a place where we can find time to be attentive to our emotions and thoughts and to the sounds of the spiritual dimension hidden in our souls. As such, the Chapel continues to inspire our students, staff and wider community. The sacred building invites us to pause for a moment and to be present. Whether it is through the weekly services or through spending two minutes in silent contemplation, the Chapel draws us, like an anchor, to the source and ground of our being and thus it keeps us connected to the deeper purpose of the Anglican education offered within.

An Anglican school always seeks to develop the whole person. In our Christian philosophy, we do not merely exist in isolation from each other but we are intimately connected to each other and to God. The purpose of an Anglican education is therefore always to encourage and foster sound intellectual learning combined with a spiritual purpose.

Our Chapel continues to point this generation of students and staff beyond themselves towards a deeper vision of life; a vision of a Love too deep for words, inviting us to open our hearts and listen to its sounds. As we do so, individually, and as a community, it is our hope that we are drawn towards the vision of Jesus in whose honour our Chapel is built.

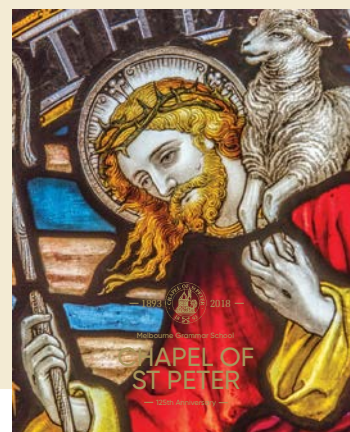
Rev'd Hans Christiansen Senior Chaplain

125th Anniversary Service

On 3 May 2018, members of the Melbourne Grammar School community came together to celebrate the 125th anniversary of the dedication of the Chapel of St Peter.

The Most Rev'd Dr Philip Freier, Archbishop of Melbourne and Anglican Primate of Australia, and The Right Rev'd Bishop Lindsay Unwin joined Rev'd Hans Christiansen, Senior Chaplain in presiding over an Anniversary Service in the Chapel. Later, the congregation shared a light supper in the Luxton Dining Room. (See also Community Events, page 30)

A booklet showcasing the history, features and use of the Chapel was prepared as part of the celebrations. It was distributed at the Anniversary Service and is available by emailing financereception@mgs.vic.edu.au



One of three opus sectile panels in the Chapel of St Peter - 'Christ in the Workshop of Nazareth'

THE IMPACT OF LGR

On 11 May 2018, 120 former Leslie Gladstone Robertson Society (LGR) students and staff came together to catch up and to share their recollections about their LGR experience at Melbourne Grammar School. There were tales of courage, of resilience and (just a few!) of high jinks. It was evident that everyone had strong and abiding memories of LGR.

The three stories that follow highlight the impact participation in LGR can have on a life, each unique but each with a common thread of mateship, of perseverance, and of personal pride.

Initially conceived as a voluntary bush walking club, LGR was established in 1959. While hiking and camping remains the primary focus, today, other activities include skiing, mountain biking, scuba diving and rogaining.

In addition to developing the skills of navigation and bushcraft, LGR promotes the development of constructive group dynamics. Participants are also asked to recognise and actively promote the respect, care, and maintenance of the natural and built environment

One of the unique aspects of LGR is the level of student leadership involved in each activity. LGR hikes often run for 8-10 days. The boys set out in groups of 6-8 without a staff member accompanying them. Indeed, they may have limited contact with a staff member for the duration of the hike. The group leaders take direct responsibility for the health and safety of, not only themselves, but also that of others in their hike group.



Chris Rose (OM 1979)



Chris Rose is one of the fortunate ones. He has lived his life doing what he loves – working in nature and managing it for the enjoyment of us all.

Chris “lost his heart” to nature as a Year 9 student on his first LGR experience at Melbourne Grammar. “I remember being a bit nervous at the start, but once I reached the summit of my first climb, that was it for me,” he says. “The feeling of being in the bush, together with the sense of freedom and achievement was wonderful.”

From that point on, Chris participated in “every single LGR opportunity I could”, becoming LGR Captain in Year 11. “After a while, I knew that, whatever I did in life, it was going to be in the bush; I loved it so much,” he says.

Chris has gone on to hold senior positions in parks management culminating in Chief Executive Officer of Parks Victoria, managing around 17% of the state’s land mass, plus various marine and coastal reserves.

“There seemed to be particularly great serendipity when I became Chief Ranger of the Victorian Alpine area in 1998,” reflects Chris. “I can’t recall the number of times I stood on a mountain top thinking, almost with disbelief, that I was now responsible for managing the area I loved to hike in as a boy. It was a terrific job.”

The lessons he learnt on LGR trips have held him in good stead over the years. “LGR builds many positive personal qualities, not the least being resilience and leadership skills,” he says. “As a group leader, I was responsible for the welfare of around seven other students for up to 10 days at a time. We had very little contact with teachers, so I learnt to have confidence in my decision making and to be prepared to recognise and set about rectifying any mistakes I made.”

Andrew King (OM 1988)



The backpack that Andrew King borrowed for his first LGR adventure was “a piece of torture equipment” and his sleeping bag wasn’t much better. Although he didn’t know it at the time, that experience would have a major impact on his life down the track.

“My first LGR trip was the hardest bushwalk I have ever done. I wasn’t prepared physically, and the equipment supplied was somewhat lacking, a very thin sleeping bag and a back pack with a hip belt. It was cold and inhospitable. Yet, for all that, I loved it,” says Andrew. “I couldn’t wait to go back out again, but I knew I needed to get better gear.”

“I did quite a bit of research into camping equipment and purchased a sleeping bag, rucksack and tent,” he explains. “That research was the beginning of my career.”

Andrew was working in an outdoor equipment store after leaving school, when an unexpected opportunity arose. “People were coming into the store asking for repairs to be done to their gear. There happened to be sewing machines upstairs, so I thought I’d give it a go,” he explains. “I opened a repair business and spent hours unpicking things and putting them back together. That, together with my earlier research, led me into the manufacturing business.”

Andrew now operates One Planet – a company that manufactures high quality outdoor gear and equipment, some of which is designed especially for adolescents.

“I’m pretty conscientious about making gear that works. I don’t want to be associated with substandard equipment and I don’t want another student to have the same uncomfortable first experience as me,” he says.

One of the other major impacts that LGR has had on Andrew’s life is the lifelong friendships he formed during the hikes. “During LGR, you mix with students outside of your year level or those you might not normally connect with,” says Andrew. “I still go onto bushwalks with Old Melburnians from LGR each year.”

For more information: oneplanet.com.au

Wally Galloway (OM 2017)



Wally Galloway was just 16 years old, when he was given the responsibility of leading three Year 11 boys and one Year 9 boy on an eight-day hiking expedition in Tasmania. They carried their house (and food) on their backs.

“There is a lot of preparation that goes into each LGR experience,” explains Wally. “I really enjoyed planning the trip. We knew where we intended to camp each night, and knew where water supplies were located, so the basics were taken care of.”

Of course, the unforeseen took over on occasions. “It wasn’t an easy hike by any means,” says Wally. “A few things went wrong but we just had to figure them out.”

Being an LGR Group Leader has many challenges, not the least being people management. “LGR is different to other School camps because it is voluntary. Everyone wants to be there so people are generally well spirited,” says Wally. “Nevertheless, there can be stressful points on any trip and conflicts can sometimes arise. Being a Group Leader taught me fundamental skills in dealing with people, including mentoring younger boys. I don’t think I would have had that experience otherwise.”

Since taking on his first leadership role, Wally has led numerous LGR groups and, this year, during his gap year, he is working as a leader at Melbourne Grammar camps for students in Years 6 – 9. He will head off to Japan later in the year to work as a ski instructor for three months, combining that with hiking in Nepal.

Wally will “absolutely” continue with outdoor experience throughout his life. “It’s a fundamental part of who I am now,” he says. “There is a real joy associated with being in nature for me. It is a good contrast to the structure of urban life. I find it very relaxing.”

HONOURING OUR FALLEN

Plaque unveiled

A plaque honouring the courage and spirit of Flight Lieutenant William (Bill) Newton VC (OM 1937) was unveiled at RAAF Base Richmond on 16 March 2018. On hand to assist with the unveiling was Year 5 Melbourne Grammar student and great nephew of Newton, Will Newton. "Only the bravest of the brave who have done something amazing for their country get a Victoria Cross," explains Will. "I'm really proud to be named after my great uncle. What he did was so great."

The ceremony included a commemorative service and a flyover by a bomber similar to that flown by Flight Lieutenant Newton. "The plane was a bit loud, but very cool," says Will.

Will wore a replica of Flight Lieutenant Newton's Victoria Cross at the ceremony. This year marks the 75th anniversary of the awarding of the medal.

Deputy Headmaster and Head of Senior School, Mr Nick Evans also represented the School at this important occasion.



From left: Chief of Air Force Air Marshall Leo Davies AO CSC and Will Newton stand beside the plinth honouring Flight Lieutenant Newton. Source: Air Force News/Dept of Defence

Our Victoria Cross recipients

The Victoria Cross (VC) is the highest award in Australia's honour system. It is a military decoration awarded for valour and bravery in wartime. To date, only 101 VCs have been awarded in Australia. Two are held by Old Melburnians.

William Donovan Joynt VC (OM 1904)

In 1918 Lieutenant Colonel William Joynt was recognised with a VC for his 'most conspicuous bravery' during a particularly appalling attack in France during WWI. Heavy losses, including his own company commander, had already been sustained. Despite the high risk of personal injury, Joynt stepped up and took charge of the perilous situation, ultimately negating the onslaught.

Lieutenant Colonel Joynt went on to serve WWII at home. He maintained a connection with the School, serving as President of The Old Melburnians in 1959-60. Lieutenant Colonel Joynt donated his Victoria Cross to the School.

William (Bill) Ellis Newton VC (OM 1937)

Flight Lieutenant Bill Newton was awarded a VC in 1943 based on his fearless approach to operational flying and the manner in which he attempted to save his crew on his final sortie.

Enlisting in the Royal Australian Air Force in 1940, Flight Lieutenant Newton was posted to Papua New Guinea in 1942



William Donovan Joynt VC



William (Bill) Ellis Newton VC

where he served as a bomber pilot. He consistently demonstrated great courage throughout his 52 operational sorties, diving through intense anti-aircraft fire to release his bombs on more than one occasion.

He was shot down during his 52nd mission but, with great skill, flew his blazing aircraft as far away from the enemy as possible so as to save his crew. Flight Lieutenant Newton was himself captured and later executed. He was aged 23 at his death.

Further information about Lieutenant Colonel Joynt and Flight Lieutenant Newton, as well as profiles of other notable Old Melburnians is available at: www.mgs.vic.edu.au/meet-our-alumni

Preserving our history



When Dr David Holloway OAM (OM 1960) came across a cardboard folder in 1962 purported to be the 'history' of the 4th/19th Prince of Wales's Light Horse Regiment, he didn't realise he was taking the first step on a 25-year journey which would ultimately highlight the contribution these men made to our nation.

With a family background in the military, and an interest developed through Cadets at Melbourne Grammar School, it was, perhaps, inevitable that David would volunteer to become a member of the Citizen Military Forces (now known as the Army Reserve) soon after leaving school.

David was a reservist in the 4th/19th Regiment on and off for a period extending over 12 years, receiving a medal for his service. During this time, he built close relationships with several members of the 4th Light Horse Regiment who had served in WWI.

"I had always enjoyed history and their stories were fascinating to me," says David. "When I came across those papers which claimed to be the regimental history, I asked my Troop Leader if I could fix some errors in the record. Twenty-five years later I produced an 800+ page book on the matter – *Hooves, Wheels & Tracks*".

David then took on a subsequent challenge. "The 4th Light Horse Regiment is unique because it is the only Australian unit to have served on the three WWI major fronts that Australia was involved in: Gallipoli, Egypt and Palestine, and the Western Front," explains David. "However, in most historical accounts, their role in France has been largely overlooked and I particularly wanted to address that." David's second book – *Endure and Fight* – was the result.

Awarded an OAM in 2017 in recognition of his contribution to military history organisations, and being the fourth recipient of the Shrine of Remembrance Medal, David is a volunteer guide at the Shrine.

"There are many good reasons why we should be interested in our military history including that of the 4th Light Horse Regiment," says David. "First and foremost, in difficult circumstances, these men stood up and were counted. This calls up ideas about duty and service at that time which, in my view, may not be as strong today."

"There is also significance in understanding where we have come from, both as a nation and as individual descendants," adds David. "What the military have done for us is part of my heritage as an Australian. And, perhaps most importantly, by remembering their contribution, we are showing respect for their sacrifice."

HONOURING OUR FALLEN

ANZAC Day Dawn Service



Senior School students attending the ANZAC Day dawn service at the Shrine of Remembrance
Front, from left: Harry Campbell, Raymond Rogers, Nick James, Ben Stuckey, Lucas Campbell, Theo Lyall, Nicholas Mitchell
Back, from left: Lachlan Hughes, Eddie Proper, Campbell Salmon, Charlie Dowling, Campbell Chesser

On a balmy morning, 12 Melbourne Grammar School students and Ms Adrea Fox, Teacher of History, ascended to the Shrine of Remembrance for the annual ANZAC Day Dawn Service. Often hailed as the cornerstone of our national identity, 25th April marks the day on which the Australian and New Zealand Army Corps landed at Gallipoli.

In honour of the former Melbourne Grammar students who served in the war, current students attend the Dawn Service each year.

Yet, whilst the date marks the onset of fighting at Gallipoli, it has also come to represent the ideals that we, as Australians, are most proud of and known for; that of courage, bravery, mateship and a fierce determination.

The Service itself was a fantastic experience. We heard from current and former members of the Australian Defence Force, some of whom detailed their experiences of Gallipoli, and what it meant to them. A number of orchestra pieces were also performed, as was the customary 'Last post' and 'Reveille'. It was a deeply emotional time, as the boys reflected upon the ultimate sacrifice made by all who served for Australia. Indeed, ANZAC Day also serves as a time for us to appreciate the society in which we live, and the values of freedom, democracy and human rights that our soldiers so valiantly fought to defend.

As a whole, the morning was a fantastic and deeply moving event. Whilst simple, the boys and Ms Fox hope that Melbourne Grammar's continued presence at the annual Dawn Service will serve as a reminder and tribute to the fallen ANZACs.

As detailed in John 15:13 "greater love hath no man than this, that a man lay down his life for his friends". It is this self-sacrifice in the name of a higher cause that Melbourne Grammar, and the broader Australian society, will always remember.

Harry Campbell Year 12

ANZAC Day Service Buglers



Each year student buglers play the *Last Post* at Senior School ANZAC Day services. This year, Year 12 students Hugh McFarlane (pictured left) and Andrew Feaver (pictured right), played at the Year 10-12 service held in The Old Melburnians War Memorial Hall, while Year 9 student, Charlie Dowling, played for the Year 9 service.

Battlefields tour

Twenty history lovers and two teachers recently travelled to France and Belgium on a Battlefields Tour. We explored cemeteries and battlefields in infamous WWI locations including Normandy, the Somme, Verdun, Fromelles, Le Hamel and Villers-Bretonneux.

Our journey to the D-Day beaches was a rewarding experience for the students. Teachers had previously taught us about the effect this had on the outcome of WWI and the modern day. It meant that our visit to Pointe Du Hoc and Omaha Beach was a very surreal and powerful experience. Our background knowledge made the mammoth bunker constructions and the cemeteries mean a lot more to the group.

Most of the participants would agree that the 'Life at the Front' day was the best aspect of the tour. This involved dressing in full WWI uniform, with tin helmets and Lee Enfield rifles. We discovered the uncomfortable side of war through the hot and itchy uniforms, heavy rifles, uncomfortable shoes and a 'fog-horn' of a commanding officer, 'Lieutenant' Fergus Mitchell, screaming orders at the 'platoon'.

Before we left for the tour, each student had researched an Old Melburnian who fought and died in WWI. During the tour, we pilgrimaged to the cemetery where they now rest, and presented their story to the group. The Old Melburnians who gave their lives for our country would probably not have foreseen us remembering their legacy 100 years later, which is what makes this exploration so extraordinary and cherished.

On our tour we experienced going over the top in trenches, dressing up in uniform in the 'Life at the Front' day, as well as visiting extraordinary museums such as the Sir John Monash Centre and locations of battles. We also researched a soldier's own life and commemorated the war effort in the Hamel Centenary. However, we still cannot fully imagine the experience of the war.

It was 2nd Lieutenant John Alexander Raw who claimed how those "who have not seen it can hardly conceive the awfulness of it". Here, he was meaning that, as we are not veterans of war and lack the experiences of the associated sight, sound, smell, and fear, we cannot even slightly fathom it. However, the tour compelled us to immerse ourselves in some recollections of war and enabled us to appreciate those who gave the ultimate sacrifice, those who gave up their today for our tomorrow.

Lloyd Skinner Year 11 (pictured far right)



The group attended a commemoration of the Battle of Hamel (4 July 1918) – 'Monash's Masterpiece' and laid a wreath at the memorial which sits atop the old German line, the final objective of the Australians' 93-minute attack.



The group spent a day experiencing the life of a WWI soldier on the frontline of the Passchendaele battlefield. They also visited nearby Tyne Cot Cemetery where three Old Melburnians are buried.



Left: Joseph Wheelahan, Year 9, stands behind the gravestone of Dr Maldwyn Leslie Williams (OM 1903) Commanding Officer of 1st Australian Field Ambulance who died from wounds on 3 March 1917. Joseph researched the life of Dr Williams before the tour and presented his findings to the group at Dr Williams' place of burial at Dernancourt.

Portrait of a Prime Minister



From left: Mr Roy Kelley, Headmaster, Mrs Tamie Fraser, Ms Samantha Marshall, Mr Alexander Marshall, Ms Rachael Fraser

A portrait of The Right Hon (John) Malcolm Fraser AC CH (OM 1948) was recently unveiled at Melbourne Grammar School.

The late Mr Fraser was the 22nd Prime Minister of Australia, an office he held from 1975-1983. His portrait joins existing memorials to other Old Melburnian Prime Ministers – The Hon Alfred Deakin (OM 1871) – Prime Minister during three periods between 1903-1910 and Stanley Melbourne Bruce CH MC (OM 1901) – Prime Minister from 1922-1929.

“We have many esteemed Old Melburnians but, arguably, none more so than our three former Prime Ministers,” says Mr Roy Kelley, Headmaster. “It is fitting that we honour their memory and recognise the contribution that each of them made to the Australia we know today.”

Taking office at a time of great political controversy, Mr Fraser became well respected by all sides of politics for his advocacy of the importance of moral considerations in public policy.

As Prime Minister, Mr Fraser oversaw the establishment of the Family Court of Australia and the Federal Court of Australia. His government enacted the Aboriginal Land Rights (Northern Territory) Act and declared the Great Barrier Reef a Marine Park. Mr Fraser earned international praise for his fierce opposition to South Africa’s apartheid regime and the promotion of multi-culturalism within Australia, which included his government’s establishment of the SBS television network.

A recognised humanitarian, Mr Fraser subsequently held numerous roles in the United Nations. He was Chairman of CARE Australia for 14 years and President of CARE International.

“I was delighted to welcome Mr Fraser’s wife, Mrs Tamie Fraser, and three of their grandchildren to the School to view the portrait,” added Mr Kelley. “Mr Fraser made an indelible mark on the fabric of our society. I am pleased that we have established this permanent reminder of the substantial impact he made during his lifetime.”

The photograph was selected by Mrs Tamie Fraser from the family collection as one of her favourites of her husband.

Premier's VCE Award success



Premier's VCE Award recipients, from left: Alex Chambers, Nick Bartlett, Jack Solomon, Ben Hoskins, Enoch Fan. (Absent: Eamon Roderick)

One current and five former Melbourne Grammar School students received a Premier's VCE Award this year. The Awards are given in recognition of outstanding 2017 results in a particular VCE Unit 3 & 4 area of study.

The individuals are:

- Nick Bartlett – English
- Alex Chambers – Environmental Science
- Enoch Fan* – Music Performance
- Ben Hoskins – Chemistry
- Eamon Roderick – Geography
- Jack Solomon – Literature

**studied in Year 11*

For Year 12 student and violin player, Enoch Fan, his award for VCE Units 3 & 4 Music Performance was largely a testament to the training he has had at Melbourne Grammar School. "Although there was time and dedication needed last year, it was really the musical experiences I have had, and enjoyed, in preceding years that contributed to this outcome," says Enoch. "The Music programme is quite outstanding here. The performance opportunities I have been given have helped me acquire confidence. Staff are really knowledgeable and have provided me with a lot of help over the years."

It was the second year 2017 Captain of School, Nick Bartlett, was presented with a Premier's VCE Award. He also received one last year, in recognition of his 2016 VCE Units 3 & 4 History: Revolutions result which he studied in Year 11. Nick is currently studying a Bachelor of Arts at the University of Melbourne.

Fellow award recipient and 2017 Academic Head of School, Jack Solomon, will commence studying Philosophy, Politics and Economics at Oxford University later this year. Both Alex Chambers and Eamon Roderick are now studying Law at Monash University. Alex has combined his Law degree with a degree in Global Studies and Eamon with a degree in Commerce. Ben Hoskins has been admitted into Stanford University where he will commence liberal arts studies later this year.

"The School is very proud of the success of these young men," says Mr Roy Kelley, Headmaster. "The receipt of a Premier's VCE Award is reflective of their talent, perseverance and sheer hard work, as well as the capable guidance of their teachers. We wish them all the very best in the future."

The annual Premier's VCE Awards recognise the top academic performing students in Victoria, with 274 students presented with Awards this year.

A trip to Africa

The Year 6 production of *The Lion King Jr* was spectacular. The wonderful performances, costumes and sets transported you to Africa for all-too-brief a time.

The *Lion King Jr* tells the familiar tale of the murder of the king of the Pridelands, King Mufasa, by his nefarious brother, Scar, who covets the throne. Scar also compels the young prince, Simba, to leave the Pridelands so Scar can rule without competition. However, years later, Simba triumphantly returns to oust Scar and claim the crown.

Rafiki's haunting opening refrain of 'Circle of Life' created just the right atmosphere for the mesmerising entrance of African animals onto the stage. Later, the Grasslands ensemble very ably set the scene of the hot, dry African landscape through costume, dance and song.

You could tell Scar was a nasty piece of work just by his sneering presence – disrespectful, manipulative and vain – not an ideal uncle for young Simba at all! His companions, the hyenas, were equally distasteful (and just a little amusing). However, heroic King Mufasa, the graceful lionesses, jaunty Zazu and the very amusing 'no worries' twosome – Timon and Pumbaa – easily provided a positive counterpoint to the unpleasantness.

Of course, the main protagonists in *The Lion King Jr*, Simba and Nala, hit just the right note – charm, humour and nobleness in perfect measure.

When Simba finally ascended to the throne and returned the Pridelands to a peaceful place, it seemed that all was right with the world. Well done cast and crew!



Wadhurst Classics Tour 2018

Sixteen eager Year 8 Latin students and two teachers headed off to Rome on the first day of the June/July school holidays for an educational extravaganza.

On our first full tour day, we set off on foot to the Colosseum and the Forum. There we met our tour guide, Francesco, and we went through the Colosseum discussing the materials it was built out of and how the pollution has changed the colour of the stone. Something that shocked me was that, at one point, the whole Colosseum was filled with water and a naval battle was fought in it!

While in Rome, we also had the opportunity to visit the Vatican, Hadrian's Mausoleum and the Roman Catacombs. A personal highlight was the visit to the Villa d'Este in Tivoli, around an hour away from Rome. The Villa had a spectacular garden and contained numerous amazing fountains.

From Rome we headed to Sorrento via Herculaneum and Pompeii. I found it extraordinary that many of the buildings there were well preserved, despite Mt Vesuvius' eruption.

After a night in Sorrento, we set off to Paestum where we saw the best-preserved Greek temples in the world. I learnt that the temples were dedicated to a Greek God. For instance, one temple was thought to be dedicated to Poseidon. The temples were unique, and it is astonishing to think they were made without sophisticated mechanical equipment. The final destination in our Sorrento stay was cruising to the nearby island of Capri. Whilst on Capri, we experienced some of the best views in the world from the site of Tiberius' palace, the Villa Jovis.

We then headed inland to Orvieto where we stayed in a farmhouse, La Cacciata. Here we relaxed, playing lots of soccer and swimming in the farmhouse pool. We even managed to make some pasta for dinner and visit remnants of the Etruscan civilisation in the Orvieto underground.

Although Latin is a 'dead language', this trip helped bring it alive. Latin is written everywhere around Italy and is used in language every day. We saw this by decoding several Latin inscriptions on the trip.

This trip was an amazing opportunity and has helped foster strong friendships amongst the Latin cohort.

Seb Cheston Year 8

*From top to bottom: At the Colosseum (built 70–80 AD) in Rome
Exploring an ancient Greek temple (built around 600 to 450 BC) at
Paestum, Southern Italy*

The tour group at Villa d'Este (see page 2)

At the National Archeological Museum of Naples



A new Indigenous jumper



Wearing the new Indigenous jumper are Year 7 students, from left: Jack Whitbourn, Eddie Gough, Alexander Angus & Sam Fry

Melbourne Grammar School has introduced a new Indigenous football jumper. In addition to being worn during Reconciliation Week matches, this jumper is being used as a 'clash strip' (jumpers worn when competing teams have similar jumpers) and a training jumper.

Rolled out to Year 7 and Year 9 this year, ultimately, the jumper will be normalised into the Melbourne Grammar suite for all players. Although the School introduced an Indigenous jumper three years ago at the request of the student-led Reconciliation Committee, it was generic and was designated for use by only the First XVIII.

Designed by our Indigenous students, the new jumper has more relevance for Melbourne Grammar School students. The various visual elements on the jumper are symbolic of the areas our Indigenous students hail from and of their journey to the School.

The symbols also represent the 'meeting place' for Indigenous and non-Indigenous boys – Melbourne Grammar School. Bunjil (the eagle) is included, as he is the spiritual creator of the School's land and of the Kulin nation.

"We want to make this jumper part of who we are, rather than something we wear just once a year," according to Mr Dan Church, Head of Football. "The boys don't have to wear it for training but it is great to see how many of them choose to do so."

For Year 7 student, Jack Whitbourn, wearing the jumper is a mark of respect for Indigenous people. "My friends and I like to wear the Indigenous jumper whenever we can," he says. "I feel very proud to wear it and to have this connection to the Indigenous community. I am really honoured to represent the School in this way."

Indigenous flag flying high



The Australian Aboriginal flag flies at Melbourne Grammar School as a permanent reminder of our commitment to developing a shared understanding of, and respect for, the Indigenous culture across our community.

Rugby greats visit the School



Photo: Thomas Hunt-Smith Year 12



Other photos this page: rugby.com.au/stuart Walmsley



The rugby teams at Melbourne Grammar School have been treated to coaching by the best in Australia this year.

Respected Head Coach of the Wallabies (Australia's national rugby union team), Michael Cheika (pictured above, centre), spoke to members of the Wadhurst and Senior School rugby squads during a visit to the School. He reminded students of the importance of young players to the sport and encouraged them to continue playing for years to come. Wallaby players ran training drills with the teams during the visit.

Wallabies Assistant Coach, Stephen Larkham (pictured right), also visited the School. Playing more than 100 games for the Wallabies over his illustrious career, Stephen spoke about the importance of working on core skills. "Everyone can bring effort and energy to the game, regardless of talent, level or experience," he added.

"The beauty of rugby is that you are working as a team," explained Stephen. "You get to know how you handle pressure and, when you have a better understanding of yourself, you get a better understanding of other people. That's when teamwork is at its best."



Photo: James Grant Photography

Mathematics achievement



Year 6 student, Albert Chen, is an outstanding young Mathematician. Recently awarded an Honourable Mention at the Asia-Pacific Mathematical Olympiad for Primary Schools, Albert was one of 221 students from 15 countries invited to participate in the final round of the event and the only Australian entry to be recognised with an award this year.

There are two rounds in the Olympiad, both comprising extremely challenging two-hour examinations. The first is completed at school and, on the basis of those results, the very best 'junior' mathematical minds from across Asia-Pacific gain a place in a further round, which determines final rankings. A maximum of ten Australian students are invited to participate in the final round each year. This year, the final round and presentation ceremony, was held in Singapore.

"I like maths. It feels satisfying when you work out an answer, particularly if it was challenging," says Albert. "The Olympiad questions mostly involved problem solving, not just calculations. You needed to look at each question in a different way, using logic and unusual approaches."

Participation in the Olympiad is one of many extension activities offered to very able students at Grimwade House. "Albert has achieved an exceptional outcome," says Enrichment Co-ordinator, Ms Adrienne English. "His natural and learnt capabilities are complemented by a very strong work ethic. Albert completed numerous training exercises, here at School and at home, to prepare for each round of the Olympiad."

"I was very excited to win the award," adds Albert. "I found it very rewarding. I felt my hard work had paid off."

Albert is only the second Grimwade House student to gain a place in the competition final. The other is Ben Solomon, currently in Year 11, who was also awarded an Honourable Mention in the Olympiad when he was in Year 6.

'We Are Grimwade' exhibition

For Year 6 Art Service Team members, Otto Smyth and Zara Nikakis (below top), the highlight of the 'We Are Grimwade – 100 Years Young' art exhibition was the 'Big 100' sculpture. Inspired by one of the School values: 'a sense of community', it was a whole campus collaboration.

"Everyone at Grimwade House created a tiny, little portrait of themselves for the 'Big 100', so it is reflective of everyone here. That's what I like best about it," explains Zara. Otto concurs. "The 'Big 100' reminds me of something we all did together," he says.

The exhibition also featured a wide range of other self-portraiture styles and forms including collage, drawing and sculpture, as well as decorative elements and representations of the stables and horses used by the Grimwade family when they lived on the site.

Both Otto and Zara enjoy the creativity of art. "Art is about getting your point across, not necessarily showing something that is true to life," says Otto. "I like to draw and just see what I can do," says Zara.



The story behind Wadhurst's daily reading programme



For fifteen minutes every day, the typical sounds of activity that echo across the Wadhurst deck are suddenly quiet. Across the campus, every student is engaged in a simple yet crucial activity - reading.

The Wadhurst reading programme requires each student to read from a novel or article every day, in silence. "It is terrific that we have made reading the jewel in the crown of the School day," says Mr Paul Stewart, English Co-ordinator at Wadhurst. "This allocation of time is telling them that reading is important. In fact, it's paramount."

Why would other subjects give up fifteen minutes each day to reading? Mr Stewart says there are practical benefits alongside a broader goal. "The reading period is a time when boys can move from the, often hectic, activity of lunchtime into a state that encourages sustained focus and therefore readies them for their afternoon study."

Mr Stewart says reading also brings early adolescent boys into contact with something that is still a significant part of their development – the story. "Stories help people in general, but boys specifically, to make sense of the world," Mr Stewart explains. "Stories allow them to embark on a voyage and to see themselves reflected in the archetypal hero's journey."

"These boys want to be greater than they are. They hope to be noble and altruistic," Mr Stewart adds. "Reading gives them both the structure and the vehicle they need to realise those dreams."

Conceding that books now have more competition than ever from immersive digital media, Mr Stewart emphasises that reading must continue to compete for attention because of its ability to empower students.

"What I hear from today's businesses is that they need innovators," Mr Stewart explains. "They need people who can provide things people don't even realise they require and solutions to problems that aren't even recognised. It's a student's creativity and ability to be agile in thought that will distinguish them. We use that agility when reading because we're in a constant state of hypothesis, asking what will happen next. It's the unknown that keeps us coming back to a book."

"I often say to the boys that there is no more intimate relationship than the one between you and a book," Mr Stewart adds. "There's a secret quality to the transaction that is really precious. And if nothing else, it's a small part of their day when it's okay to be quiet, to reflect and to dream."

Time and place



Learning about your history can change how you think about your present and your future. To this end, each year, Year 7 students are introduced to the history of Melbourne Grammar School through a presentation and visit to the School Archival Gallery.

“We want boys to feel connected to School and the community within it. In addition, by gaining a grounding in the history of the School – who and what has come before them – they are able to put their own time here into perspective,” says Dr Evan Coventry, Head of Caffin House. “It leads into asking them to consider what sort of impact they want to make during their time at Melbourne Grammar and beyond.”

As Year 7 student, Lachlan Houghton, explains, “Students who were here ages ago, when the School was new, might not have realised that they would be still be talked about now. In 100 years, they could be talking about the students that are here now and what we did. It shows that the legacy boys leave is big, and it is not forgotten”.

In addition to the School’s historical timeline, the presentations highlight notable Old Melburnians, the background to certain School landmarks, and the history of each House.

New to Melbourne Grammar this year, Year 7 student, Konrad Dowse, was surprised by how far back the School’s history went. “I was also surprised by the number of Old Melburnians there are, and how much they have stayed in touch with the School, and contributed to it,” he says.



“Its really impressive because it shows that the School has such a good impact on people that they want to give something back to it.”

The ‘sense of community’ at the School resonated with Year 7 student, Ben Archibald. “By learning about the history, it makes you feel that you are part of a community where everyone is helping each other out. You can ask for help if you need it,” says Ben.

“We have found that boys take diverse things away from the presentation,” says Dr Coventry. “However, there is a common thread of connectedness and belonging which is something we believe is particularly important for young adolescents.”

Harvey, his tuba and Toowoomba



Year 11 student and tuba player, Harvey Whittaker, recently joined other talented young musicians from across the country at an Australian Youth Orchestra's Young Symphonists residential event in Toowoomba, Queensland. Over the course of a week, Harvey was mentored by some of Australia's most respected musical directors and tutors.

The Young Symphonists programme is a good complement to the various training and performance options available at Melbourne Grammar School, according to Harvey. "The Young Symphonists programme gave me an opportunity to get a better understanding of how life in an actual orchestra might be," explains Harvey. "I also liked meeting new people who shared my interests."

The Australian Youth Orchestra is a not for profit organisation which aims to provide professional leadership and inspiration to talented young Australian musicians. Entry into the prestigious Young Symphonists programme is highly competitive, with only 60 places available nationwide. Harvey was required to demonstrate both his technical proficiency and musicianship through an audition to gain a place in the programme.

Participating in workshops and rehearsals from morning until evening, Harvey was given intensive training across a highly challenging orchestral repertoire which culminated in one closed and one public performance.

"I enjoyed working in the smaller sectional and ensemble groups as the main aim was to learn how to play with each other, rather than by yourself. People were really supportive of each other," explains Harvey. "Each sectional group and ensemble had expert directors guiding them through set pieces, while also working to improve individual sound quality."

A keen mathematician, Harvey sees a connection between music and maths. "Both disciplines involve the application of knowledge in a specified way. You essentially follow a process to get a known outcome, and if you change aspects of the process, you will arrive at a different solution. The challenge is understanding the process well enough to step outside it in a sensible way," he says.

Although Harvey's future plans are not confirmed, music is likely to remain part of his life, either as the focus of his career or alongside an alternate career path.

Da Vinci Decathlon – Senior National Champions 2018



The initial Da Vinci squad, from left: Kumaran Manivannan, Isaac Yu, Nick Morris, Luc Cazenave, Bo Sergeant, Peshala Dissanayake, Patrick Irwin, Ben Lipchin, Oscar Zhu, Rowan Kilpatrick and Ben Bonnici

Melbourne Grammar School's senior team has won the national final of the Da Vinci Decathlon. This annual event is an Australia-wide interschool competition run in the spirit of an Olympic Decathlon, with ten events of an academic nature. The competition celebrates the world's best known polymath, Leonardo Da Vinci, and includes tasks across a range of disciplines including mathematics, language, code-breaking, ideation, engineering, cartography, art, poetry, and drama.

Entering the competition for the first time, the team won the Victorian state final, and went on to compete in the national event held at Knox Grammar School, Sydney, over four days in early July.

Competing against ten other seasoned teams, Melbourne Grammar placed first in the Art & Poetry and General Knowledge categories, and second in the Cartography, Code Breaking and English categories.

Crowned champions, the Melbourne Grammar team just pipped a strong team from Sydney Girls High School, who had won the event in the previous two years.

The initial state squad comprised Year 10 students Ben Bonnici, Luc Cazenave, Peshala Dissanayake, Patrick Irwin, Rowan Kilpatrick, Ben Lipchin, Kumaran Manivannan, Nick Morris, Bo Sergeant, Isaac Yu and Oscar Zhu.

A further three boys were drafted in for the national final, being Anthony Chen (Year 9), Zacch Seah (Year 10) and Harlan Wright (Year 9).

The boys were coached by Dr Martin Ball, Head of Extension and Enrichment at Melbourne Grammar.

"I couldn't be prouder of our students," said Dr Ball. "They demonstrated not only academic skill, but imagination, cooperation, and organisation."



Members of the national champion team, rear, from left: Anthony Chen, Harlan Wright, Patrick Irwin, Bo Sergeant. Front, from left: Dr Martin Ball, Zacch Seah, Nick Morris, Peshala Dissanayake, Ben Lipchin

THE OLD MELBURNIANS COUNCIL

Survey outcomes

One of the primary aims of the Old Melburnian (OM) Council is to engage with more OMs across all stages of life and, when we do engage, have a positive impact.

Recently the OM's Council and the School commissioned a survey of OMs, the first since 2001. The objectives were to help us better understand the needs of the OM community across all ages, provide insights into opportunities and barriers to deeper engagement, and determine ways of better meeting those needs. The results will help us prioritise our efforts and refine what we do.

Some of the things we learnt:

- Year group reunions are the most significant form of engagement.
- The key attraction to attending Old Melburnian events is to socialise and catch up with former School friends.
- Old Melburnians would like us to lower the cost of events, where possible.
- Less formal dress code is preferred.
- Old Melburnians would like speakers at events, but with a limit on the number and length, to enable sufficient time to catch up with others.

There are obvious differences in preferences across age groups and we need to develop different approaches to better cater for people in different stages of life. This will be an ongoing process and I hope in time you will see a refined offering that encourages your engagement. Thank you to the 1,221 OMs who completed the survey.

One recent initiative in response to this feedback was the OM's Business Breakfast held at the RACV Club in May. Well known 3AW drive-time host, Tom Elliott, was our guest speaker and provided a fascinating insight from his unique vantage point on the power of social media in business. The event was well attended by a range of age groups and professions, and feedback on the event was positive. We plan to build on this initiative and make the Business Breakfast part of our annual calendar of events.

This event complements another recent initiative, the OM's Business Leaders Speaker series – an informal, after-work format catering for groups of 50 or so. So far, at two well attended events, the leadership insights of Lt Col Allan Hamley (OM 1994) and Ameet Bains (OM 1995) were shared, followed by engaging Q&A and conversation. Thank you to Sam Beddison (OM 1997) and Nik Devidas (OM 1997) for organising these events.



Mr Andrew Maughan

A different form of engagement with OMs is to encourage social impact. Since 2008 the OM Council has supported an OM under the age of 30 to undertake a community service project, via the Old Melburnians Dick Cotton Fellowship.

Selection of the Fellow is influenced by the social impact of the project and favourable consideration is given to applicants who can demonstrate a link between the Fellowship and the School's values. Previous Fellows have travelled overseas to Africa, Asia and Europe to participate in a variety of development projects including teaching in orphanages and rebuilding damaged villages.

Andrew Maughan President

The Old Melburnians Dick Cotton Fellowship

The aim of The Old Melburnians Dick Cotton Fellowship is to provide younger Old Melburnians with the financial 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. This year we are encouraging applications which will support for Australian-based projects that benefit indigenous communities.

Furthermore, it is hoped that Fellows will become ambassadors within the wider School community and, in particular, role models to students upon completion of their Fellowship year. This year the award is a grant of up to \$3,000. Applications close on 30 September 2018.

For further information and application forms, please contact Judith Mein, Alumni & Community Coordinator jmmein@mgs.vic.edu.au

Generations of 'giving back'



Michael Cotton (OM 1996) has given careful consideration to the philosophy behind his philanthropic actions. "I've always thought it was important to give back," says Michael. "I decided that, rather than having a small impact on a large number of people, I'd like to help a smaller number of people in a more transformative way. And I saw the gift of education as the best way of doing that."

Collaborating with several friends from university, Michael established The Melbourne Foundation in 2006. With applications open to all, The Melbourne Foundation provides financially disadvantaged students with a full scholarship to an independent school. "We select students who we think will do well at the school, and who will take advantage of educational experiences available to them while they are there," explains Michael. The Foundation has grown in recent years with additions to its Board and management team (including Sam Marks (OM 1996)). The Foundation has offered scholarships to twelve students, including five who entered Year 9 in Melbourne-based independent schools this year.

For Michael, the work of the Foundation builds on the legacy of another Old Melburnian in his immediate family. Michael is the son of the late Professor Dick Cotton (OM 1958), who has a fellowship established in his name (see opposite). "Dad was committed to serving people, both through his role on the Old Melburnians Council and his work in medical research," Michael says. "Reflecting on that, as I work in finance, I wanted an outlet to provide service to the community."

The Melbourne Foundation's first scholarship recipient was Khuzair Rehan (OM 2010) who entered Melbourne Grammar School in 2007. "I was both excited and apprehensive about coming to the School," Khuzair explains. "I knew this was an incredible opportunity, but I understood this was going to be a new experience, full of unknowns, and I doubted my ability to navigate it. However, the belief invested in me by The Melbourne Foundation team prompted me to push my own boundaries and surpass my own expectations."

Khuzair was awarded the Headmaster's Service Prize in his final year at Melbourne Grammar, as well as receiving academic awards for English and Physics. He subsequently completed a double degree in Commerce (Finance) and Civil Engineering (Honours), receiving the University Medal for Undergraduate Academic Excellence, after graduating with the highest academic record in the Engineering department. Today, Khuzair is working as a civil engineer at Aurecon – a global engineering and infrastructure consultancy.

Khuzair, along with other scholarship recipients, Evan Avtzis (OM 2012) and Cameron Warasta (OM 2017), is now also part of The Melbourne Foundation management team (who are all unpaid volunteers). "The work of the Foundation truly changes the lives of students. It's a privilege to be part of this process and to pass on the amazing opportunity I was given," says Khuzair.

For more information: www.melbournefoundation.org

Queen's Birthday Honours

Congratulations to the Melbourne Grammar School community 2018 Queen's Birthday Honour recipients:

Dr Christopher Fairley AO OM (1977)

For distinguished service to community health, particularly in the area of infectious and sexually transmitted diseases, as a clinician, researcher and administrator, and to medical education.

Mr John Higgins AO (Past parent)

For distinguished service to the community through philanthropic contributions to education, cultural, social welfare, and child cancer support organisations, and to business.

Mr Andrew Sisson AO OM (1970)

For distinguished service to the finance and investment sector, as an advisor to financial regulatory bodies, and through philanthropic support for cultural and charitable groups.

Dr Alastair Jackson AM OM (1966)

For service to the performing arts, particularly to opera, through a range of governance roles, and as a patron and benefactor.

Dr Godfrey Letts AM OM (1942)

For significant service to politics and government in the Northern Territory, and to conservation and the environment.

Mr Hylton Mackley AM (Past parent)

For significant service to the visual arts, particularly through administrative, fundraising and philanthropic roles, to heritage preservation, and to the community.

Dr Susan Zichy-Woinarski AM (Past parent)

For significant service to the community of Tasmania through a range of conservation and animal welfare organisations, and to women.

Brig William Jamieson OAM OM (1940)

For service to Australia-Thailand relations, and to the community.

Prof Geoffrey Phillips OAM OM (1969)

For service to roganing, to minerals exploration, and to education.

Dr Roderic Phillips OAM OM (1970)

For service to roganing, and to paediatric dermatology.

Dr Margaret Zacharin OAM (Past parent)

For service to medicine, particularly to paediatric endocrinology.

Henry plays tennis with Prince Edward



Henry Edwards (OM 2017) recently paired with His Royal Highness The Prince Edward, Earl of Wessex KG GCVO in a match of real tennis at the Royal Melbourne Tennis Club. Henry, a member of the tennis club, was invited to play, in part, due to his completion of the Duke of Edinburgh Gold award.

Old Melburnian theatrical performances

The Old Melburnians Theatrical Society presents *The Masters* at 8.00pm on Thursday 11, Friday 12 and Saturday 13 October in The Old Melburnians War Memorial Hall.

The Masters, has been adapted for the stage by Ronald Millar and is adapted from the book, *The Masters*, by CP Snow which tells the tale of how, as the old master slowly dies of cancer, his colleagues and peers jostle for power.

All are welcome to see the performances by a talented group of Old Melburnians. Bookings open in September at www.mgs.vic.edu.au/events

Old Melburnian dinner in London



On Friday 6 July 2018, 16 Old Melburnians met in London for a dinner together with Andrew Maughan (OM 1979), President of The Old Melburnians Council. Thanks to Michael Keeley (OM 1979) for all his assistance with organising this event.

Leyland meets the Queen



Leyland Ridings MBE (OM 1955) was introduced to Her Majesty The Queen in February 2018 at an event to thank UK-based people for their service to the community. Leyland was selected due to his work with the Royal British Legion.

The Royal British Legion provides support to the Armed Forces community.

Henley Royal Regatta win



Congratulations to Tim Masters (OM 2009) and the other members of the Australian Men's Eight on their Grand Challenge Cup (Open Men's Eights) win at the 2018 Henley Royal Regatta. Racing as the Georgina Hope Rinehart National Training Centre, the crew set a new course record.

Our Winter Olympians visit Senior School



It was a pleasure to welcome Winter Olympians Cam Bolton (OM 2008) and Angus Grimus (OM 2008) back to the Bluestone in May 2018. Cam and Angus 'interviewed' each other at Senior School Assembly, highlighting the importance of perseverance, courage and fortitude. Cam and Angus also met up with members of the School Snowsports team.

Obituaries

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

- Bellward, J (OM 1959)
- Bence, G T (OM 1949)
- Bohner, D E (OM 1961)
- Case, G A (OM 1951)
- Cherry, R S (OM 1951)
- Chen, T (OM 1983)
- Christian, K F (OM 1945)
- Clark AM, J F H (OM 1951)
- Cooper, J S M (OM 1950)
- Davies, S H (OM 1966)
- De Lemos, R C M P (OM 1988)
- Dennett, M J (OM 1957)
- Dent, R A C (OM 1951)
- Duke, G A (OM 1949)
- Enticott, G R (OM 1947)
- Francis, D G M (OM 1946)
- Glover, P F (OM 1949)
- Gutteridge, R (OM 1946)
- Harper, W R (OM 1943)
- Hartley, P A (OM 1971)
- Penhallurick, J M (OM 1963)
- Hollaway, S J (OM 1991)
- Hughes, G A (OM 1945)
- Kennedy, R A (OM 1956)
- Kent, B R V (OM 1953)
- Kerr, T F (OM 1954)
- Langlands, P B (OM 1961)
- Marks, B G (OM 1979)
- McEwen, D W (OM 1957)
- McIldowie, J M (OM 1965)
- Patkin, D (OM 1957)
- Peck, T N (OM 1966)
- Peden, M S (OM 1959)
- Robins, C J (OM 1970)
- Rubin, D B (OM 1951)
- Ryan, W J (OM 1949)
- Schwarz, M W (OM 1945)
- Stubbs, C (OM 1951)
- Trinca, J C (OM 1936)
- Tucker, J M (OM 1947)
- Turnbull, P S (OM 1958)
- Williams, W B (OM 1942)

The Old Melburnians' Lodge



Andrew Burman (OM 1983) has been installed as the Master of The Old Melburnians' Lodge. The ceremony of Installation and the Investiture of the Lodge officers was carried out by the Grand Master of the United Grand Lodge of Victoria, Keith Murray (past parent), at the new Bayside Masonic Centre.

The Lodge was founded in 1923 by Old Melburnians who returned from WWI, together with School staff. The oldest member is Bob Munro (OM 1945) who joined the Lodge in 1947 and the youngest is Nicholas Bird (OM 2005) who joined in 2018.

If you are interested in Freemasonry or joining The Old Melburnians' Lodge please contact the secretary, Richard Burman (OM 1955) on 0407 617 119 or richard_burman@bigpond.com

Business ethics competition



Together with his Ormond College team mates, Harry Collins (OM 2016) won the Full Presentation (Undergraduate Division 4) section of the International Business Ethics Case Competition (IBECC) in April 2018. They were runners-up in two of the three other sections in which they could compete.

Held in Boston, 40 teams participated in the competition this year.

COMMUNITY EVENTS

- 1 Old Melburnian rugby players from 1969/70, and guests, at an Old Melburnian Rugby Reunion in Sydney
- 2 Mr David Vaughan (OM 1978) and Mr David Panton (OM 1978) at the 1978 (40 year) reunion
- 3 1978 (40 year) reunion attendees
- 4 Mr David McGlashan (OM 1978) and Mr Nicholas Bate (OM 1978) at the 1978 (40 year) reunion
- 5 Mr David Mangan (OM 1967), Mr Matthew Handbury (OM 1968) and Mr David Blackburn (OM 1968) at the 1968 (50 year) reunion
- 6 Mr Bruce Parncutt AO (OM 1968) proposes a toast to the School at the 1968 (50 year) reunion
- 7 Mr Graeme Thompson (OM 1968) and Professor David Russell (OM 1968) at the 1968 (50 year) reunion
- 8 1968 (50 year) reunion attendees
- 9 The Most Rev'd Dr Philip Freier, Archbishop of Melbourne, The Right Rev'd Lindsay Unwin, Rev'd Hans Christiansen, Senior Chaplain, Rev'd Malcolm Woolrich, Wadhurst Chaplain, (rear) Eddie Proper, 2018 Captain of School, Rev'd William (Bill) Peacock, Grimwade House Chaplain, (foreground, hidden) Mr Andrew Baylis, Director of Learning and Research, and (foreground) Mr John Jesson, Director of Finance and Administration at the Chapel of St Peter 125th Anniversary Service
- 10 The congregation at the at the Chapel of St Peter 125th Anniversary Service
- 11 Guest speaker, Tom Elliott, addresses the group at The Old Melburnians Business Breakfast





Education is the key to a good life

"It has long been my belief that the right to a good life is founded in a quality education." So stated Professor Marcia Langton AM, in her delivery of the keynote address at the 2018 Annual General Meeting of the Melbourne Grammar School Foundation.

Professor Langton spoke compellingly about how a quality education builds the foundation for all individuals to partake in the life many people take for granted – ongoing employment, a stable family, a home of your own and, perhaps, overseas travel. "Evidence shows this consistently; it shows it is the case now and has been for a very long time," she said.

However, for Indigenous children, there can be significant educational disadvantages which can operate as a barrier to this type of life. Professor Langton highlighted how schools like Melbourne Grammar School, working with Indigenous families from across Australia, is crucial to addressing this issue.

"The reciprocity of relationships is a fundamental Aboriginal and Torres and Straight Islander value," explained Professor Langton. "In addition to providing a benefit to Indigenous children, educational institutions also gain from having these profound relationships with Indigenous families and their communities."

"I have seen how contributing to closing the educational gap in a meaningful and practical way builds a meaningful ethic in our schools and in our universities, which is valued by students and staff," said Professor Langton. "Plus, these relationships lead to a better understanding of our cultures and histories."

"We want our children to grow up with a strong powerful vision of what our future might be. This is another reason why education is so important," said Professor Langton. "For Aboriginal and Torres Strait Islander children, it helps them understand the very complex issues such as how do we, as a people, fit in to the nation; what does the constitution say about us; and why shouldn't Australians take the 65,000 years of our presence seriously?"

"Sometimes people ask me why you would separate Indigenous children from their families and send them to board at a school like Melbourne Grammar," she said.



Professor Marcia Langton AM

"What they don't understand is that communities and individual families themselves are approaching high performing schools, precisely because they want their children to receive a good education."

"Outsiders who are not familiar with this flow of children from Aboriginal families to these schools need to understand that this is not creating a generation of stolen children. This is about people actively seeking to improve their children's futures. They want, for their children, what other Australian children have. They want to lift their children out of the environment that holds them back, that prevents them from performing well at school and completing a quality education," explained Professor Langton.

"When schools like Melbourne Grammar School offer places to Indigenous children, they are offering them the best chance to obtain the necessary skills to participate fully in Australian life, because they are offering them the opportunity to overcome those conditions which are preventing them from succeeding," she said.

Professor Marcia Langton AM is an Associate Provost, the Redmond Barry Distinguished Professor, and Foundation Chair of Australian Indigenous Studies at the University of Melbourne. One of Australia's most respected academics, she has produced significant work in the areas of political and legal anthropology, Indigenous engagement with the minerals industry, and Indigenous culture and art, and is recognised for her advocacy for Indigenous rights.

When the past meets the future



Mrs Wendy Guest & Mr Alan Guest (OM 1943)

It is more than 80 years since Mr Alan Guest (OM 1943) first walked through Melbourne Grammar School's gates. Since then two further generations of the Guest family have studied at the Bluestone, the most recent being Sam Guest (OM 2016). His long history of involvement with the School has enabled Mr Guest to develop a unique picture of the School's history, culture and achievements.

"Of course, society has changed, and Melbourne Grammar has changed with it," observes Mr Guest. "There is a greater emphasis on inclusivity and service to the community now. The building of the Geoff Handbury Science and Technology Hub is another good example of how the School is adapting to the times. However, I see many traditions remaining, and that is a good thing."

Mr Guest believes that camaraderie has also been a constant hallmark of the School. "You make friends for life," he explains. "It was the same for all of our boys."

"It's important to have a school like Melbourne Grammar," says Mr Guest. "It has always had a good feel about it, and it is well managed and well maintained. The School has offered three generations of my family many opportunities over a long period of time."

"I loved my time at Melbourne Grammar, as have the other members of my family," says Mr Guest. "I want future generations of my family to enjoy it as well. In part, that's why my wife, Wendy, and I have chosen to join the Witherby Tower Society."

"The Witherby Tower Society brings together those people who have included a gift to the School in their Will," explains Witherby Tower Society President, Andrew Guy (OM 1965). "There are a mix of individuals in the Society. Some, like Alan Guest and me, have had multiple generations of our families attend the School."

"I think that people who have a strong connection to, and a deep understanding of, the School often have a desire to see the School maintain its leading position in Australian education. The School has benefited greatly from the generosity of prior generations and they wish to see this continue. They understand that a Melbourne Grammar School education is not just about what you learn in the classroom and they want that to continue," says Mr Guy.

"However, we also want those who bring a new approach and fresh ideas to become part of our community," he says. "It adds to our diversity and this is valuable and powerful."

If you are interested in supporting Indigenous bursaries, or including a Gift to the School in your Will, please contact Moya Barclay, Stewardship and Donor Relations Manager

foundation@mgs.vic.edu.au

+61 3 9865 7555

www.mgs.vic.edu.au/giving

Connecting this wonderful community

What a busy term it's been! There has been a flurry of activity across the three campuses with a huge variety of activities connecting the Melbourne Grammar School community.

This culminated in the whole-school Mother's Day Lunch, held on 11 May 2018 at the Glasshouse, with an unprecedented level of attendance and enthusiasm.

We would like to thank the extended community for their amazing contribution to this event which achieved its core goal of getting people together, whilst raising a substantial sum of money for the School and our children.

Grimwade House began Term II with the Upper Primary Cross Country; our oranges were devoured by the children and the coffee truck was appreciated by the many parents in attendance. Our Mother's Day Stall was thoroughly enjoyed by both the children and the Class Rep volunteers who minded the tables, and we finished the term with the Past FOG Grimwade House Presidents joining us for a School assembly and morning tea. The past Heads of Grimwade House also attended, and a lovely morning was had by all.

Wadhurst has also been busy with Tuckerbox lunches, Mother's Day stalls, Mission to Run, Wadhurst Family Breakfast, Crop a Kid and many other House and area-based events, all of which have seen members of our community getting together and making friends, whilst engaged in enjoyable activities.

The Wadhurst Father Son Trivia night held on 19 July 2018 was a hugely successful evening, hosted by the entertaining Brian Nankervis, over pizza and refreshments.

Senior School welcomed Term II in with the Corder-Eggleston Cup held at Edwin Flack Park on 27 April 2018. The 160 year celebration saw FOG feeding more than 500 Scotch College and Melbourne Grammar spectators. The two rival Schools came together to celebrate the first ever game of AFL played. A considerable victory by Melbourne Grammar saw the end to a fantastic day.

FOG Senior School are looking forward our first ever Parents and Son Trivia Night in September. We encourage everyone to book early as it will be a fun night which will no doubt sell out very quickly.

Bindy Dethridge, Belinda Carne and Jo Szabo
2018 FOG Presidents



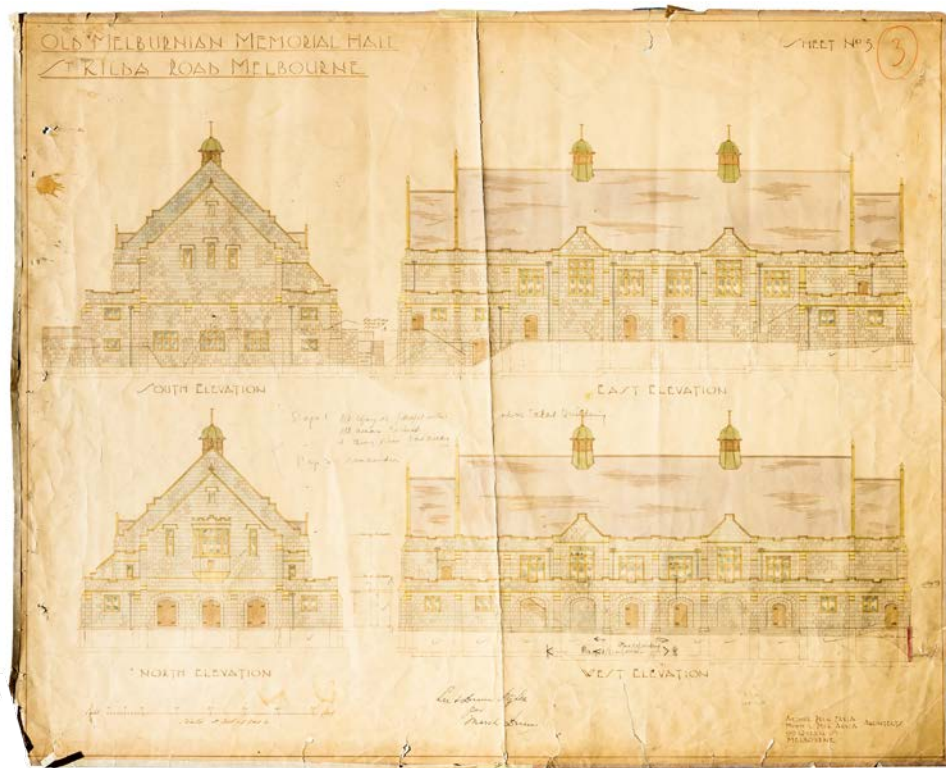
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FROM THE ARCHIVES

Collecting the legacy of the School



The School Archives plays an important role in capturing the legacy of the School by collecting and preserving cultural and corporate items, such as School records and memorabilia.

Given the size and scope of the collection, it is possible for social historians and others to connect items and create thematic 'pictures' of School, its people and its place at certain points in the history of Melbourne.

For example, there are extensive items relating to The Old Melburnians War Memorial Hall in the School Archives. The collection includes proposed and actual building plans (above), Headmasters' correspondence, School Council and The Old Melburnian Council minutes and photographs of the Hall being built and in use.

In addition to the student records of the fallen Old Melburnians honoured in the foyer of The Old Melburnians War Memorial Hall, Archives holds The Old Melburnian War Services Publication – a collection of military service records and honours, together with letters which Old Melburnians sent home and to the editor of *The Melburnian* from various wars.

Similarly, the audio and/or visual recordings held within the School Archives includes Headmasters addresses, Assemblies, School concerts, Chapel Choir performances and School plays (above right) are complemented with, for example, event programmes and accounts of events in *The Melburnian*.

Some items, while not necessarily School specific, provide context for the School's history. For example, the diary of Mr Alexander Pyne, Headmaster (1883 – 1884), was written in 1863 during his four-month boat trip from England before taking up his position at the School (top right).

Located in its current home beneath The Lodge since 1996, the School Archives are managed by a professional Archivist. A private Archive, the contents are large and varied.

Digital photographs, WWI War Services and information about the Sesquicentenary Old Melburnian Notables are available at: www.mgs.vic.edu.au/about/our-history/school-archives

If you would like to find out more about using our Archives for research, visiting the Archive Gallery (appointment is necessary) or contributing materials such as documents or memorabilia, please contact Luisa Moscato, School Archivist: archives@mgs.vic.edu.au +61 3 9865 7555

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