



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

Number 128 – April 2019



Print Post PP 100007326



New Staff

The Melbourne Grammar community has recently welcomed a number of new staff. We wish them every success in the important roles that they will play in the life of the School.

Back row, from left:

David Harrold, IT Service Desk Support Technician; Belinda Parslow, Swim and Sports Instructor (GH); Ben Woodworth, Primary Teacher (GH); Dan Bevan, Coordinator of Drama (WH); James Rosas, Teacher of Physics (SS); Lewis Howell-Pavia, Swim and Sports Instructor (GH); Chris Clark, Teacher of PE/VCE Coordinator (SS); Rohan Wight, Primary Teacher (GH); Sarah Andrews, Primary Teacher (GH); Matthew Di Petta, Teacher of Chemistry and Mathematics (SS); Sue Felton, Director of Development; Brook Marsom, Teacher of English and History (SS)

Middle row, from left: Preet Kaur, Data Analyst; Lisa Ritchie, Head of Business Studies (SS); Jessica Patterson, School Psychologist (GH); Steph Freeman, Primary Teacher (GH); Cristina Campagna, Primary Teacher (GH); Kris Paterson, Teacher Librarian (SS); Nic Bishop, Outdoor Education Programme Manager; Amanda Morris, Primary Teacher (GH); Athena Kavalieris, Teacher of History (SS); David Roche,

Teacher of English and Humanities (WH); Edward Elder, Teacher of Mathematics and Science (WH); Airlie Stewart, Teacher of English and Humanities (WH); Roula Duggan, Head of Learning Strategies (SS)

Front row, from left:

Therese Mickelborough, School Nurse; Sucha Choudhury, Laboratory Technician (SS); Emma Bleazby, Teacher of Psychology (SS); Larissa Volpe, Office Administrator; Coral Rimmer, Primary Teacher (GH); Royce Helm, Head of Grimwade House; Nick Evans, Deputy Headmaster and Head of Senior School; Roy Kelley, Headmaster; Greg Caldwell, Head of Wadhurst; Helen Voogt-Dillon, Director of Human Resources; Larissa Hoepfner, Teacher of Learning Strategies (GH); Sian Johns, Teacher of Art (GH); Annette Curran, Teacher of Music and Drama (GH); Christine Robinson, Laboratory Technician (SS); Wei-Yi Wang, Teacher of Chinese (GH)

Absent:

Aimee Gillies, Uniform Shop Manager; Peter Hawkins, Director of Sport; Mark Horsford, Head of Service Learning (SS);

GH = Grimwade House, WH = Wadhurst, SS = Senior School

Front cover:

Year 5 students Romeo, Georgia and Max interact with a Gomer robot in their DigiTech class. Armed with face and pattern recognition, movement and 'soft hand' grabbing capabilities, the Gomer provides students with the opportunity to extend their expertise in programming, robotics and artificial intelligence. Find out more about Design & Technology at Melbourne Grammar School on pages 16 – 17.

Opposite:

Year 12 student Jasper Harrington's performance as Shakespeare's eponymous villain in the 2019 Quad Play Richard III was a masterly display of acting skills, thrilling the audience with a gripping realisation of a character undone by his own Machiavellian ambition.

Grammar News is published for the Melbourne Grammar School community

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ABOUT THIS ISSUE

Welcome to the 128th edition of *Grammar News*.

You can measure the success of a School and with it's students in many ways. Year 12 results are one indicator commonly referred to in the media. As you will read on page 6, the Class of 2018's VCE results were superb, including five perfect ATARs of 99.95 and twelve perfect study scores across a wide range of subjects.

However, perhaps there are other indicators which have at least as much, if not more, merit. The 2019 Captain of School, Harry Chester, presents his perspective on learning on page 12. Are the values embraced by our students as important as exam results? I think so.

In this magazine you'll also read about Old Melburnians who are making outstanding contributions to the community – through philanthropy, medical research, journalism and more. Their exam results are probably long forgotten, but the impact of their time at Melbourne Grammar lives on.

I hope you enjoy reading these and other stories in this magazine.

Wendy Lawler Editor



Redeveloping a School treasure

Sidney Myer's acts of public philanthropy are legendary. One of my favourite stories relates to Christmas Day, 1930, during the Depression, when Sidney endeavoured to bring some Christmas cheer into the lives of Melbourne's struggling and unemployed.

According to Rod Myer's biography of Bails Myer, *In Full Stride*, Sidney hosted a Christmas Dinner at the Exhibition Building for 11,000 people! 'The meal was a staged affair, running from 10:30am till well into the afternoon. It involved literally tonnes of food and 1000 gallons of beer. Not only did Sidney provide the meal, he hosted it, greeting diners at the door and served them with the aid of 300 Myer staff members'. A band played, every child received a present, and free tram travel was provided. Sidney's family, now in their fifth subsequent generation, with their spouses and partners, have continued that tradition of great generosity.

Next year will mark the 60th anniversary of the opening of the Myer Music School, in Domain Street, South Yarra. Before the initial construction of the Music School on land at Number 3 Bromby Street, an Application to Court was required to remove a restrictive covenant from the Title, and preliminary hearings were held in Chambers on 14 December 1959 and 15 February 1960. Meanwhile, Messers. Mockridge, Stahle and Mitchell, the School Architects, continued their preparation of working drawings and specifications for the new Music School. After due deliberation, the Executive and Finance Committee awarded the construction contract to Morisons Pty Ltd.

A letter from the Chairman of the Committee was sent to Mr Ken Myer, and copied to his brother-in-law, Mr Ross Shelmerdine, thanking the members of the family for their generous gift of £23,843 to meet the cost of the construction of the Myer Music School. This donation from the Myer family was all the more remarkable because the philanthropic donations from the Sidney Myer Fund were being directed at that time toward the construction of the Sidney Myer Music Bowl. Again, according to *In Full Stride*, Sidney Myer 'had a particular love for classical music and was himself a violinist'. And, the Myer Music Bowl 'had its genesis in Sidney's love of outdoor music performances'.

Melbourne Grammar School has a long and rich musical tradition. Music received an additional impetus when Donald Britton, Cambridge Scholar and a serving officer in Wingate's 'Chindits', was appointed Director of Music by Sir Brian Hone in September 1953. Sir Brian regarded 'music as perhaps the most civilising of educational influences'.



Mr Michael Bartlett

As a result of the School's centenary campaign in 1958, an actual Music School became a physical reality; first in the basement of the Bromby Building, (which has now been replaced by the Geoff Handbury Science and Technology Hub) and, later, in the current Myer Music School.

After 59 years of loyal and outstanding service, the facilities in both the Myer Music School and Number 3 Bromby Street need substantial upgrades. The redevelopment plans are very exciting and well advanced. In addition to the refurbishment of these two buildings, a new 'infill' building, with a basement, will be added between them, and an external bridge will link all three areas together.

The new and redeveloped Myer Music School will be equipped with digital recording studios, LCD screens and 'softwire' connections. There will be acoustic drapes in two new, spacious and flexible performance areas, extra music studios and practice rooms, and a sustainable, lockable storage area for instruments. The new Music School will also incorporate the School Orchestra, Strings, Brass, Keyboard and Wood Wind Departments. Fundraising for this transformational \$6.4m project has begun.

Michael Bartlett Chairman

FROM THE HEADMASTER

Deputising at Melbourne Grammar

Mr Nick Evans joined Melbourne Grammar School in 2014 as Deputy Headmaster and Head of the Senior School. He was previously teaching at Wesley College, where he was promoted through a variety of senior roles, including Head of the Senior School at Wesley's St Kilda Road campus.

I will remember Nick's opening address to the Melbourne Grammar boys in the Old Melburnians War Memorial Hall in which he confidently stated that he was "proud to be working here at Wesley College!" The mixture of student hisses and laughter that greeted him was met with a broad smile and an apology that won over his audience and gave an immediate glimpse into the warm character that has been the hallmark of his time at MGS.

It has been a pleasure to have worked with Nick for the past five years at MGS. He and his family, including wife Elly, daughter Stella and son Sam, have been an important part of the School community. What was quickly apparent was the way in which Nick identified and worked hard to ensure that the vibrant and respectful nature of this School prevailed, and he has expertly nurtured this aspect during his tenure. Nick has been very approachable to students, staff and parents, well known for being fair and even handed in his decision making.

As Deputy Headmaster, he has chaired a number of important School committees including the IT Steering Committee and the Occupational Health and Safety Committee. He also chaired the Critical Incident Management Team meetings, dealing with some very difficult issues en route. Nick played a significant role in establishing the Gay Straight Alliance in the Senior School and worked hard to ensure an inclusive culture became entrenched, especially with respect to homophobia and misogyny – not the easiest of tasks in a boys-only Senior School. He played a leading role in MGS gaining accreditation as an eSmart school, effectively managing student cyber risks and cyber bullying.

Nick ensured the high academic standards at MGS remained a key focus, while introducing curriculum change in Years 9 and 10. He led the reorganisation of Heads of Faculty positions and provided them with additional planning time.



From left: Mr Nick Evans and Mr Ben Hanisch



Mr Roy Kelley

As Chair of the IT Steering Committee, Nick helped create a new IT Masterplan and assisted with the establishment of the Growth and Development Teaching Framework (GRaD) as a collegial model for professional and personal growth. He led the planning process, and saw through to completion, the removal of the Senior School Common Room into a larger and far more comfortable space for staff.

Nick Evans is leaving MGS to become Principal of Wesley College, Melbourne. This is a wonderful move for him, especially as he is returning to his alma mater. I take this opportunity on behalf of the entire Melbourne Grammar community to thank Nick most sincerely for his excellent contribution to this School and to wish him all the very best in his new role.

In turn, I am delighted to announce the appointment of Mr Ben Hanisch to the position of Deputy Headmaster and Head of Senior School, commencing Term 3, 2019. Mr Hanisch has held this position at St Peter's College in Adelaide since July 2016. Prior to his move to Adelaide, Ben taught at Melbourne Grammar and was a member of the Senior School Executive as Director of Senior School Curriculum. He was a highly regarded Head of Hone House for over 8 years, expertly guiding hundreds of MGS students.

Holding a Masters of Education from the University of Melbourne, Ben Hanisch is a highly talented educator who is renowned for the positive interactions he has with students, staff and parents. A warm and engaging character, his reputation is founded on trust, commitment, fairness and a commitment to excellence. Mr Hanisch identifies well with the ethos and values of Melbourne Grammar. He has a strong understanding of its strengths and traditions, but will also bring a valuable fresh perspective and an innovative approach to the School.

We look forward to welcoming Mr Hanisch and his family to the School in due course.

Roy Kelley Headmaster

2018 RESULTS AND DESTINATIONS

Outstanding VCE results

Melbourne Grammar School's 2018 Year 12 students achieved exemplary VCE results. The School is very proud of their accomplishments.

Five students achieved the highest possible ATAR of 99.95 in 2018. Fifty per cent of our students reached an ATAR of 90 or more, placing them in the top 10% in the State.

In summing up their achievements, Headmaster Mr Roy Kelley stated: "My congratulations go to the Class of 2018. Their talent, perseverance and sheer hard work has led to some outstanding ATAR scores and I am delighted for them and their families."

"VCE results only ever tell part of the story and the Class of 2018 can also be justifiably proud of their broader contribution to the School community," added Mr Kelley.

"This cohort was a particularly cohesive group of young men and I commend them on the manner in which they upheld the School values."

"I would also like to pay tribute to the teaching staff who have worked with the students throughout their time at Melbourne Grammar. The capability and dedication of our VCE teachers certainly has a very significant impact on individual and collective results," says Mr Kelley. "However, it is also important to acknowledge those staff who have laid the groundwork for these results in earlier years."

"As the Class of 2018 step into new challenges and opportunities, they each take with them my finest wish for a happy and successful life," says Mr Kelley.

Meet our '99.95' students

Of the 36 Victorian students who achieved the highest possible ATAR of 99.95 in 2018, five studied at Melbourne Grammar. Here they comment on their time at the School and their future plans. All five students were awarded a Chancellor's Scholarship at the University of Melbourne.



Enoch Fan (OM 2018)

Academic Head of School (Dux)
Captain of Music
Sir Brian Hone Medal recipient

I'm really grateful to Melbourne Grammar for providing such a wonderful learning environment. I enjoyed having capable friends who were able to learn from, support and challenge each other.

When I began at the school in Year 7, older students were supportive, encouraging and caring towards me, and that was something I tried to give back when I was able to do so.

I am studying Biomedicine at the University of Melbourne this year, then a medical pathway is most likely.



Thomas Sutherland (OM 2018)

Proxime Accessit
Captain of Debating
Vice-Captain of Creese House

An ATAR of 99.95 may have always the goal but it wasn't what I was solely striving for. At Year 12 level, it's important to do things that might not necessarily directly contribute to achieving an ATAR of 99.95, because they all contribute a little bit to who you are. Even though they may be distinct from the academic component, they're part of the whole process of education.

I'm studying Science at the University of Melbourne. At this stage I'm looking at a career at the intersection between engineering and technology and, perhaps, medicine.

Highlights include:

Median ATAR: 90.1

15% of our students were in the State's **top 1%**, having achieved an ATAR of **99 or above**

32% of our students were in the State's **top 5%**, having achieved an ATAR of **95 or above**

50% of our students were in the State's **top 10%**, having achieved an ATAR of **90 or above**

Twelve students received perfect study scores of 50 in one or more subjects.

Harry Campbell – English
Hugh Dunlop – Environmental Science, Further Mathematics
Enoch Fan – Literature
Max Fisher – Philosophy
Austin Haynes – English, French, Literature
Marcus Jones – Environmental Science
Lachlan King – English, Philosophy
Spencer Liapakis – English
Matthew Olney-Fraser – Art
William Saba – Mathematics Methods
Andrew Shen – Physics
Antony Tragas – Business Management



Austin Haynes (OM 2018)

Captain of Miller House
Senior Chorister
Chair, Gay Straight Alliance Committee

I think that what is most important is not necessarily your score, but what has come before it. I believe that what I'll remember most, and what I care about the most now, are all the friendships I have made at Melbourne Grammar School.

The School also pushed us to really consider our world, and who we are as people. That was really valuable.

I'll be pursuing a degree in English Literature at Oxford University later this year. I also have a Choral Scholarship there. In the long term I want to look at a career in baroque music performance in opera.



Lachlan King (OM 2018)

Vice-Captain of Snow Sports Colours in Snow Sports, Hockey, Debating, Tennis
House Colours

Throughout my years at Melbourne Grammar, I developed a lot as an individual, not only through the academic programme, but also through all the co-curricular activities I did.

On receiving my result, I recognised it as a point of contentment where I was extraordinarily happy with what I had achieved. It was also a time for moving from that point to strive for great things in the future.

My current plan is to complete a Bachelor of Commerce and Diploma of Languages (French) at the University of Melbourne, then use that, and subsequent engineering studies, as the basis to become an engineer.



Andrew Shen (OM 2018)

Chair, Sustainable Living Improvement Committee
Founder of RAM (Robotics and Machines) Club
Colours in Debating, Table Tennis

99.95 was in my mind for the whole year, but as I was waiting for my results, its importance diminished. I realised that the final score doesn't represent what I have achieved this year very well. Looking back, I am happy with my academic effort, but I also value the opportunity I had to start a new club at the School and work with others on worthwhile efforts. I learned a lot about myself through that experience.

I'm studying Science at the University of Melbourne, while waiting on the outcome of applications to US college. Without knowing the specifics yet, my career will be in the STEM related sciences.

2018 RESULTS AND DESTINATIONS

'Top' students in Visual and Performing Arts

Each year the finest pieces of work created by VCE students in the Visual and Performing Arts are showcased in a series of exhibitions and concerts, collectively known as the VCE Season of Excellence. This year, three Melbourne Grammar students will be involved in these prestigious events.

Blake McCord

2018 Will Ballantyne Scholar, Blake McCord (OM 2018), will exhibit his diverse range of artwork in Top Arts 2019.

My Presence series represents an anonymous figure which doesn't have an obligation to make sense to you – it is morally ambiguous. The initial idea came from trying to replicate a figure emerging from a pool of crude oil which was completely drenched in it. You could put as many of your own ideas onto it but, because of the oil, nothing would stick. It is everything and nothing in the same space.

My Year 11 Studio Art teacher, Helen Kennedy, was committed to having all students explore a wide variety of artforms. I discovered a new interest and subsequently had an unexpected realisation that I wanted to become an artist and create art every day.

I'm studying a Bachelor of Fine Arts at the Victorian College of the Arts this year, majoring in Sculpture and Spatial Practice. My long term goal now is to pursue art as a fulltime career.

Jono Dunlop

Year 12 student, Jonathan (Jono) Dunlop, will exhibit his VCE Product Design and Technology product and folio in Top Designs 2019, having completed the subject in Year 11.

The philosophy behind my major piece of design was to reduce clutter and improve the functionality of a bedside table. Rather than having cords for a light, phone and laptop, with my design, all you have to do is plug in one cord. You have a light already there and, inside the drawer, you have points and usbs to charge your phone and laptop as well as a storage space for them. It means that you have a bedside table that's neat and the notification lights on your phone and laptop don't keep you up at night.



I like both the design and building aspects of Product Design and Technology. It's really fascinating to see something you've designed on a computer become the finished product. The new Design and Technology space has everything you need to create whatever you want. You don't really have to worry about what tools you will need when you are designing your piece.

Next year I plan to study aerospace engineering. It covers areas of engineering and also involves design and a lot of mathematics, which I enjoy.

Dougal Patterson

Dougal Patterson (OM 2018) will perform in *Top Class*, one of only five VCE Drama students invited to do so from across Victoria.

In the piece selected for *Top Class*, I play a frustrated contestant who has been barred from performing in the Eurovision Song Contest. The flamboyant individual passionately explains why he should be allowed to perform in the show to a panel of adjudicators. Unfortunately, he heads down unrelated tangents about musical activism throughout history. I wrote the piece with a comedic spin.

It really interesting to see the power that theatre has, as an artform, to inspire change. There is such breadth you can achieve with theatre, not just to entertain – and I like doing that – but you can also make people think and make people feel about issues in our society. I think that is what is really fulfilling about it.

My longer-term aim is to be a sustainable actor albeit on the screen, or in shows I have written myself, or working in smaller independent productions. I'm currently at the Victorian College of the Arts studying a Bachelor of Fine Arts (Theatre).

1. Blake McCord in March 2019
2. *Presence (Adam)*, 2018 – Rope on plaster + aerosol paint, by Blake McCord
3. Jono Dunlop's bedside table
4. Jono Dunlop
5. Dougal Patterson performing in the 2018 Quad Play, *King Lear*



2018 RESULTS AND DESTINATIONS

Post-school destinations

In line with their diverse range of academic and co-curricular interests, the Class of 2018 will head into a varied set of post-school destinations.

More than 63% of students received a VTAC offer for their first preference for tertiary study. This year, after all VTAC offers were made, 91% of students had received an offer for their third preference or higher. Numerous students received multiple offers, having applied to study at interstate and overseas institutions.

Interstate offers to date include ANU (17), UNSW (1), Charles Sturt University (1) and Sydney University (4).

In 2018, eight students applied to study at UK institutions. Seven students included either Oxford or Cambridge in their range of applications. Six were invited to interview and all took up this offer.

Two students were subsequently offered a place at Oxbridge: Oxford (Austin Haynes, Literature) and Cambridge (John Lush, Classics). Students were also offered places at St Andrews, Kings College London, Durham and Edinburgh universities.

To date, four students have been admitted to other international universities – Harvard College (Daniel Blunt), New York University Abu Dhabi campus (Bevan Chu), University of Chicago (Stanley Zhu) and Rice University (Campbell Salmon). Several other students are still awaiting the outcome of their US applications.

Student Destinations (known acceptances)	No.	%
Victorian institution		
• The University of Melbourne	80	40
• Monash University	51	25.5
• RMIT (incl RMIT TAFE)	23	11.5
• Swinburne (incl Swinburne TAFE)	9	4.5
• Deakin University	6	3
• Victoria University	2	1
• Australian Catholic University	1	0.5
Interstate institution	9	4.5
Overseas institution	6	3
Full-time work (or similar) OR Not pursuing full time tertiary study	8	4
Other private provider	5	2.5
Total Class of 2018	200	100

VTAC Offers by Field of Study	Class of		
	2018	2017	2016
Agriculture, Environments and related studies	3	1	8
Architecture and Building	12	12	18
Creative Arts	26	16	12
Education	0	0	0
Engineering and related technologies	28	14	8
Health, Medicine and related ^	9	14	10
Information Technology	6	2	7
Management and Commerce +	73	79	85
Natural and Physical Sciences	42	34	28
Society and Culture #	41	59	56
	*240	*231	*232

[^]Includes Medicine (4); Pharmacy (1)

[#] Law (8); Arts (27)

⁺ 58 at UM or Monash

* This figure is higher than the total offers, as combined degrees will cover more than one field of study.

Note: Information correct at the time of printing

A sense of community



Community unity

This year, the Grimwade House community came together to celebrate Chinese New Year - and what a celebration it was! The festive artwork created by Grimwade students provided a wonderful backdrop for performances including diabolo acrobatics and Chinese Fan and Flower Drum dances. A spectacular Chinese Lion (dragon) even showed up for the occasion.

"All of the performances were my favourite!" says Chloe, Year 1. "They were amazing, and I loved to see my mother, my little brother, my teachers and my friends altogether to celebrate the Chinese New Year together with me. It was so much fun!"

"The celebration is a fun way to maximise our students' learning of the Chinese language and culture," explains Ms Ling Gao, Acting Head of Chinese.



Taking a stand for women's rights

Perhaps Year 11 student and one of the organisers of the 2019 Walk for Women, Ben Lipchin, best summed it up when he said: "It is important that women across the world have access to their rights and can live in a place safe from violence and abuse." This is the core idea underpinning the annual Walk.

Initially conceived by Melbourne Grammar School students, the Walk for Women is in its tenth year. This time, around 630 students from government and independent schools joined forces to signal their support for the cause by collectively walking around the Tan track.

Each participant made a donation to the United Nations Women's organisation as part of their registration, raising more than \$6,700. The funds are subsequently used to support the implementation of laws, policies, and action plans to end violence against women and girls across the world.



Supporting the homeless

Now in its seventh year, the Mission to Run initiative supports young homeless people across Melbourne. On a sunny Sunday in March, more than 180 members of the Wadhurst community joined forces to raise money through the sponsorship of a group relay around the Wadhurst Oval over a four-hour time period.

Organised and managed by the Wadhurst Student Leadership and Service Learning Committee (SLSC), the funds raised will be used to purchase thermal blankets and sleeping coats. They will be distributed through Youth Projects.

Year 8 student and SLSC member, Stuart Galloway says: "Living on the streets is very hard, particularly as a younger person. If we can help get people warm, it might help them get back up on their feet again."

Mischief and opportunity: Carrillo Gantner AC reflects on his inspiring career

Carrillo Gantner AC (OM 1962) believes that, whether we realise it or not, the performing arts are a part of everyday life for all Australians – and should be accessible to all.

“We participate in the arts every day, from watching Australian content on television, to taking our children to dance classes,” Mr Gantner says. “I know in my life, the arts have given me joy, discovery, learning and revelations about myself and my community. If we can open these doors to more people, that’s a wonderful thing.”

Mr Gantner’s impact on Australia’s performing arts landscape has been transformative. His work has included building important links with Asia’s performing arts world, rebuilding the Playbox Theatre Company as the Malthouse Theatre and, today, working to establish the new Shepparton Art Museum. In all these activities, it’s Australia’s capacity to encompass many cultures that fascinates him.

“Australian culture is hard to bottle because it’s not one culture,” Mr Gantner says. “Australia encompasses everything from our dynamic Indigenous culture to migrant cultures from all over the world. I believe that our place between West and East is our most exciting opportunity. It’s a nonsense to continue to think of ourselves as an outpost of the British or American empires.”

Surprisingly, Mr Gantner’s only interaction with the performing arts during his time at Melbourne Grammar was through the School Choir. “I wasn’t in a single School play,” he explains. “I was inflicted with that disease at University.” A self-described rule-breaker, Mr Gantner adds that an astute decision by the Headmaster, Sir Brian Hone, kept him focused. “I was made Captain of Boats in my final year,” he says. “I had a tendency toward exuberant behaviour, but that kept me from going feral!”

Mr Gantner was also Captain of Debating and thrived through his participation in the LGR Society – regular hikes are still part of his life today. He says the value of collaboration learned through activities such as these have remained central in his working life. “In the performing arts everything is a collaborative endeavour,” he says. “It still takes 20 people to put on a one-man play. You realise a good team produces better outcomes than a star with an okay team.”

Thinking back on his school days, Mr Gantner remembers one of his first interactions with a boy who became a lifelong friend – and who eventually became Chairman of the Melbourne Grammar School Council. “I remember arriving at Wadhurst in third term,” he says. “Our Fifth Form teacher, Mrs Peters, said to a boy named Sandy Clark: ‘You look after this boy.’ He has, really, ever since then.”



Mr Gantner also remembers a number of his Melbourne Grammar teachers fondly, including a French teacher who wrote one particularly memorable comment in his School report. “I can still quote it verbatim: ‘His marks could be improved, but he enjoys life so much it seems a pity to do so.’ I hope that has continued to apply throughout my life.”

About Carrillo Gantner AC

Carrillo Gantner AC is Chairman of The Sidney Myer Fund. His roles have included General Manager of the Melbourne Theatre Company, Founding Director of the Playbox Theatre Company (now Malthouse Theatre), Chairman of Asialink, Chairman of the Melbourne International Comedy Festival, President of the Victorian Arts Centre Trust and President of The Melbourne Festival. He was awarded a Companion of the Order of Australia in 2019 for eminent service to the community through professional involvement in, and philanthropic support for, the performing and visual arts, and to Australia-Asia cultural exchange.

Australia Day Honours

Melbourne Grammar School community 2019
Australia Day Honour recipients include:

Mr Carrillo Gantner AC (OM 1962)

For eminent service to the community through professional involvement in, and philanthropic support for, the performing and visual arts, and to Australia-Asia cultural exchange.

Emeritus Professor Richard Larkins AC (OM 1960)

For eminent service to medicine and medical research, to education through academic leadership, to public health care, and to the community.

Mr Robert Thomas AO (OM 1963)

For distinguished service to the State Library of New South Wales, to business, and to the financial services sector.

Mr David Inglis AM (OM 1969)

For significant service to the international community through humanitarian medical programs.

Mr Graeme McPherson AM (Past Parent)

For significant service to print and digital media, and to the community.

Mr Roger West AM (OM 1964)

For significant service to the community through social welfare initiatives, and to the law.

Dr Michael Borton OAM (OM 1956)

For service to medicine as a proctologist.

Mr Richard Burman OAM (OM 1955)

For service to the community.

Mr Leonard Levy OAM (OM 1955)

For service to the pharmacy profession.

Mr Clive Smith OAM (OM 1953)

For service to children through charitable initiatives.

Mr Terence Wills Cooke OAM (OM 1947)

For service to the community.

Dr James Renwick CSC (Past Parent)

For outstanding devotion to duty as a legal officer in the Royal Australian Naval Reserve.

Sir Jackie Stewart OBE visits the School



It's not every day that a three-time world champion visits the School, but Senior School students had the opportunity to hear advice from one of the legends of Formula 1, Sir Jackie Stewart OBE, when he spoke at a recent Assembly.

Sir Jackie reflected on the challenges he faced as a student with dyslexia, as well as the role sport has played in shaping his life.

"When you're dyslexic you can't do the things that other people do so easily," Sir Jackie told students. "At 14, I was a complete disaster at school and I was hanging out with the wrong people. Instead of escaping into drugs, like many of the kids around me, I found sport. It saved my life."

While dyslexia created difficulties in Sir Jackie's education, he told the Assembly that it hasn't been an entirely negative force. "Many dyslexic people have been very successful because they think outside the box," he explained. "Not being able to do things the same way as everyone else means you find other ways of achieving."

Throughout the challenges and triumphs of a sporting career, Sir Jackie says it was the people around him that mattered most. "One of the most important decisions you'll make in your life is choosing who you spend time with," he told the Senior School. "Choosing your friends carefully is as important in business as it is in life."

School Captain, Harry Chester, was particularly moved by Sir Jackie's speech. "I feel very connected to what he said," Harry said after the Assembly. "It moved me on a personal level. His achievements despite dyslexia are quite incredible."

By coincidence, our Director of Career Development, Kirsten Larn, first heard Sir Jackie speak at her own school assembly. "Last time I heard him was when I was in my final year of schooling," Ms Larn remembers. "As he did today, Sir Jackie was very able to connect with the students through his story, even though by then he was already an international superstar."

MEET THE SCHOOL CAPTAINS

The value of lifelong learning

Harry Chester is the 2019 Captain of School and a boarder in School House. Here, he presents his views on learning and why it should never end.

Learning is something we do for our whole lives. And just as each of us live our lives differently, so too do we learn in different ways. Learning therefore cannot be simplified to a single method; there are multiple approaches and strategies to suit our own unique competencies. This is perhaps the most significant lesson – we must recognise that each individual learns, acquires and applies knowledge in their own distinct way.

Learning goes through stages. It begins where we acquire a basic understanding or skill, being instructed or shown how to perform a certain function. For example, when I was younger and developing physically, I was taught how to kick a soccer ball, how to manoeuvre through cones and control the ball. Even though I was not particularly fit nor very competitive, I would work hard on Sunday morning training with the eventual hope of contributing to a team in the future. Perhaps being young played to my optimistic attitude, because I was thrilled by the thought of combining my skills with those around me, to create something even bigger.

This process, this shift in desire to take skills that have been taught and learnt and then apply them elsewhere with a finer goal in mind is, in my opinion, what true learning is. This doesn't mean skills are better learnt and applied in a larger group in every instance; rather, the

step that you take, regardless of the scenario, from the initial stage of learning to the application of that skill, is where we can find our greatest potential and where we can learn the most.

This entire concept of learning through application is what I believe constitutes life-long learning itself. According to our School values, Melbourne Grammar aims to encourage engagement, creativity and 'lifelong learners.' To me, a lifelong learner is someone who takes what they learn and aims to apply it in different situations, both individually and as a collective, in order to advance their understanding of that very thing. Melbourne Grammar has provided exactly that opportunity for me. The diversified environment that students encounter has developed and matured my desire to continue to absorb, to acquire and to learn. It's one of Melbourne Grammar's greatest strengths.

It might be a cliché, but when people preach 'never stop learning', this resonates with me – as I hope it will for all students, staff and parents. It is so important for us to expand our horizons – academically, in the community, in sports and the arts – and to constantly strive to engage ourselves fully in all that we undertake.

Harry Chester 2019 Captain of School



2019 School Captains



From left, back row: Fedele de Campo, Co-Vice Captain of School; Harry Chester, Captain of School; Mr Roy Kelley, Headmaster; Danny Cash, Vice-Captain of Wadhurst; Mr Nick Evans, Deputy Headmaster and Head of Senior School

From left, middle row: Mr Greg Caldwell, Head of Wadhurst; Tom Leigh, Captain of Wadhurst; Toby Foreman, School Captain, Grimwade House (Semester 1); Peumike Dissanayake, Co-Vice Captain of School; Mr Royce Helm, Head of Grimwade House

From left, front row: Henry Flintoft, School Captain, Grimwade House (Semester 2); Tabitha Chamberlain, School Captain, Grimwade House (Semester 1); Harriet Ellard, School Captain, Grimwade House (Semester 2)

Design & Technology: from Prep to Year 12

The study of Design & Technology is popular at Melbourne Grammar School, with students learning the principles behind both everyday and world changing objects and ideas.

From the earliest days at Grimwade House, through to VCE, the understanding and application of the design process – design brief | research | design | test | produce | review – underpins the curriculum. Ideally, critical and creative thinking capacities are also built through the discipline.

Grimwade House: Introducing the satisfaction of problem-solving

At Grimwade House, students begin learning the foundations of the design process through Digital Technology, fondly known as DigiTech.

The journey begins in Prep, with students using the coding language of visual programming as the basis of learning about algorithms, problem solving and computational thinking. They perform relatively simple tasks, like moving a robot. In later year levels, the problems become more challenging and, increasingly, have an everyday focus. "Sometimes we try and find a digital solution to a real-life problem," explains Max, Year 5.

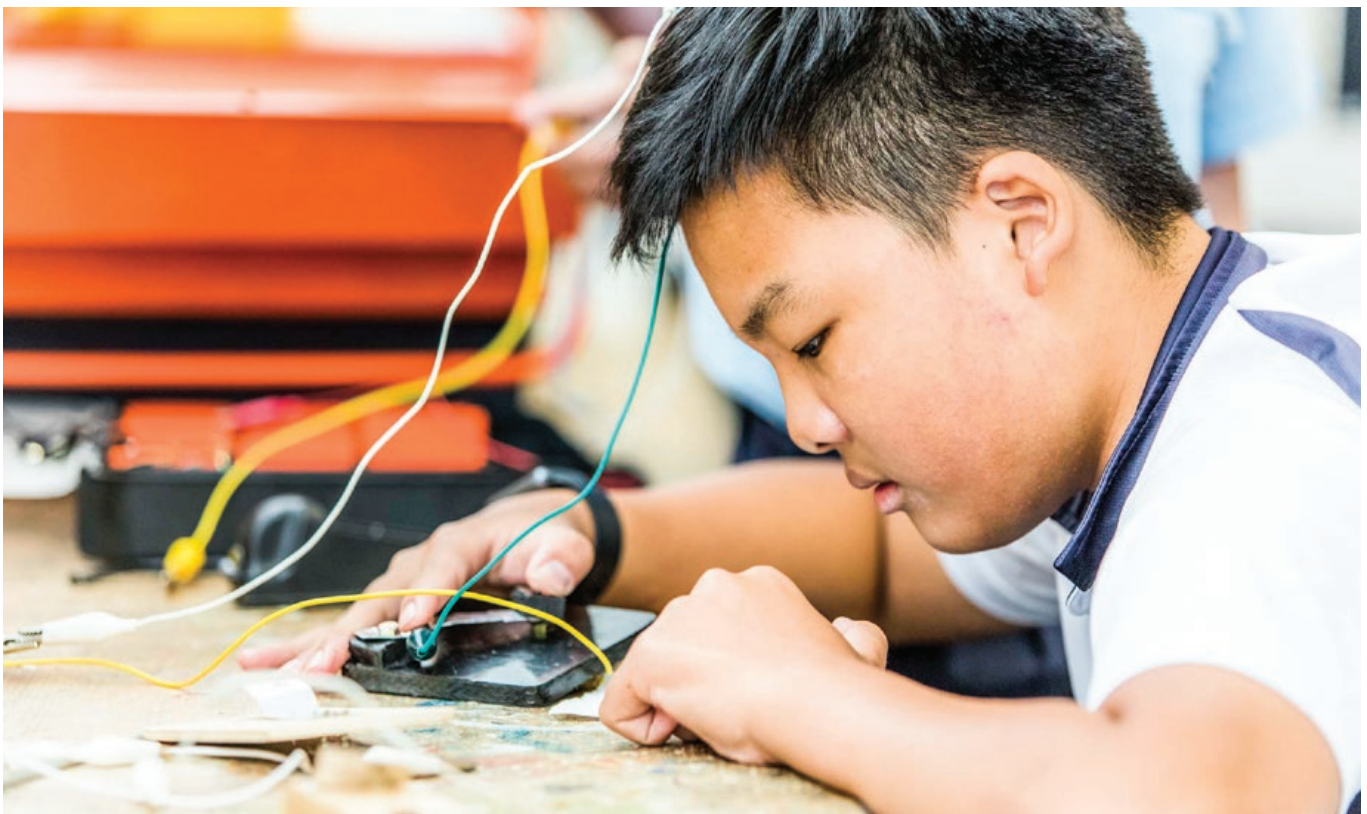
"During Year 4, students research mazes around the world, design their own using a CAD program, and build them using our 3D printers," explains Mr Matt Smith, eLearning Coordinator at Grimwade House. "By Year 6, students are asked to devise their own problem to solve using a digital solution. It could be something of interest to them, or a community issue. Either way, by this stage, their capacity to address the problem can be quite sophisticated."

"DigiTech fosters creativity," says Mr Smith. "Not everyone is going to come up with the same solution to problems. Plus, if something doesn't work out, you can go back and fix it in DigiTech. This 'tinkering' begins students' core understanding of the design process."

Wadhurst: Discovering new capabilities and areas of interest

At Wadhurst, the focus of Design & Technology broadens to incorporate the use of new materials and new design challenges. "At Wadhurst, Design & Technology is a celebration of the type of technological society we live in," says Dr Phillip Hingston, Design & Technology co-ordinator. "Boys are challenged to question how things work. We try to make it interesting to them, and relevant."

"These years are about exposing students to as many new areas of knowledge as possible, so they can find out where their true interests and capabilities lie," adds Dr Hingston.





Over the two years, problem solving methodology is addressed explicitly in a progressive manner. “We have to come up with new ideas ourselves. It’s challenging, but when you can overcome problems on your own you get a sense of accomplishment,” says Year 8 student, Bill Ren (pictured left).

In Year 7, students are largely experimenting with new materials, like plastics, electronic components, wood and metal, and they learn how to use the tools to shape them. “The boys are essentially asking ‘what would happen if?’” explains Dr Hingston. “Once students have mastered the basics of design principles – termed ‘design | build | improve’ at Wadhurst, projects include building a mouse-trap car.”

The theme for the classes in Year 8 is ‘communication’. Projects start with using a self-built key to send and receive Morse code, through to programming a microprocessor to perform increasingly complex tasks like setting the lighting of a pinball machine or driving a robot car.

Senior School: Viewing objects through a Design & Technology lens

Senior School students are able to continue their Design & Technology studies by investigating more advanced problems and using more complex techniques and tools. Melbourne Grammar offers three Design & Technology subjects at VCE level: Product Design & Technology, Systems Engineering and Visual Communication Design.

“At Senior School level, our Design & Technology curriculum is delivered within a real-life context,” explains Ms Claire Garnham, Head of Design & Technology. “There is a strong relationship between what our students do in the classroom and what happens in industry.”

In Year 10, students are exposed to a wide range of ideas and activities. They develop personal projects based on a broad design brief. This gives them the ability to make an informed choice as they move into VCE level subjects.

Some continue to focus on Product Design which, post-education, can lead to careers including architecture, product design and interior design, while others choose to specialise in Systems Engineering, which can lead toward roles in areas such as biomechanical, electronic and structural engineering. Visual Communication Design can lead to careers in advertising, graphic communication, web design and marketing.

“Design draws on a specific type of creative intelligence,” says Ms Garnham. “Some students who excel in this discipline are very practically focused – they enjoy building with their hands and thinking through problems to find solutions in highly creative ways. That said, we also have enthusiastic Design & Technology students who are high achievers in Mathematics and Physics. In either case, students are learning to see the world through a Design & Technology lens – one that emphasises the development of an object, and how it works.”

Year 10 student, Sam Negri, says: “As we’ve moved through the School, we’ve built our skills and capacity to apply them. I like that Design & Technology gives you the freedom to be quite creative in how you approach things. The environment in the new Geoff Handbury Science and Technology Hub is spacious and well-equipped. This means you are only limited by your imagination.”

A return to Grimwade continues a multi-generational connection

When Steph Freeman (OM 2004) speaks about the sense of community she feels at Grimwade House, it's with a voice of rare experience.

From 1958 to 2010 inclusive – a period of 53 years – either Ms Freeman, or at least one member of Ms Freeman's immediate family, attended Melbourne Grammar School, save for a two-year gap between her youngest uncle graduating and her oldest brother commencing.

"We all still feel like this place is a part of us," Ms Freeman says. "Even my mother has friends today who she met when she was a Grimwade House parent. My family are so thrilled that I've come back as a teacher at Grimwade to continue that connection."

Ms Freeman brings nine years' experience across both coeducational and single-sex classrooms to the School, including two years at Malaysia's Australian International School, which championed a 'visible thinking' approach. She is now completing her Master of Education through Monash University, examining educational leadership and policy.

"When I saw the teaching position advertised at Grimwade House, I jumped at it," Ms Freeman says. "I loved the sense of belonging the School had. Those are the kinds of schools that have attracted me throughout my career."

A student at Grimwade House from Prep to Year 6, Ms Freeman says that while a great many elements of Grimwade have adapted to meet the needs of new generations, its sense of community remains unchanged. "There's a feeling of coming home – and there are some familiar faces," she says. "I had Brad Whittle as my Year 2 teacher and I remember how funny, encouraging and supportive he was. That's the kind of experience that inspires me when I think about how I want to teach."

Speaking about her experiences working in the classroom, Ms Freeman says some of her most exciting moments have come from working with students to overcome academic challenges or to present new challenges to very able students. "Progress is my focus, regardless of a student's starting point," she says. "I want to make sure they can all see their own progress. I love to see the joy on a student's face when they achieve something they originally thought might be difficult or even impossible."

"As I said to parents at an information evening earlier this year, Grimwade House was such a significant place for my family, I want to make sure they feel the exact same way," Ms Freeman adds. "I'm passionate about educating young people not only in the academic sense, but more broadly than that. It's about educating the whole student, which is something this School does so brilliantly. That's why I'm excited to be part of it again."



A gift that celebrates the joy of children

In December last year, as a final celebration of the Grimwade House Centenary, we unveiled our new Centenary Window in Grimwade's Chapel of St Andrew.

The Centenary Window was created by renowned Australian stained-glass artist David Wright (OM 1966), who has previously created three windows for the Chapel.

Speaking about his work, Mr Wright says that, while all the windows of the Chapel he has created are for the children, this window is "of the children."

"Children are invited to recognise themselves in the window in all their wonderful ways," he explains. "In the joy of movement – spinning, skipping, chasing balls and so on. The bonds of friendship are shown by the holding of hands. The book represents a love of learning, perhaps even occasional solitude."

Beneath the window, visitors to the Chapel will see a quote from Luke 18:16: "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."

"The theme of the new window reflects on one of the central events during Jesus' ministry," explains Mr Royce Helm, Head of Grimwade House.

"Jesus regarded children as special. He held up their trust, spontaneity and love as an example to adults."

The creation of the window was made possible through a generous gift to the School by Mr Desmond Anderson, who served as a member of our School Council from 1984 to 1995.

"Mr Anderson has given many years of dedicated service to Melbourne Grammar School," says Mr Helm. "As part of our School Council, he held positions as Council Treasurer, Chairman of Audit and Chairman of the School's Superannuation Board. His gift to the School has supported a wonderful, inspirational addition to the fabric and ministry of the Chapel."

Top right, from left: Mr Roy Kelley, Headmaster, Mr David Wright (OM 1966) and Mr Desmond Anderson at the unveiling of the Centenary Window
Bottom right: The new Centenary Window



Operating effectively in a digital world

Just about everyone needs some basic computer management knowledge these days. But even those who you'd assume would be digital natives – like Year 7 students – sometimes don't have the fundamentals in place. That's where the Wadhurst subject 'My Digital World' steps in.

"My Digital World introduces Year 7 students to School systems, as well as other pertinent platforms and programmes," explains Mrs Jen Pratten, eLearning Coordinator. "It's essential that students learn to use their devices as effective learning tools as quickly as possible."

Some boys entering Wadhurst have never used a device before, while others, like those from Grimwade House, may have been exposed to coding for some years. However, according to Mrs Pratten, even highly experienced boys have not always learnt basic skills like file management and key boarding techniques.

"Future employers are going to want people who can organise their online work, who can use a keyboard well and who have, at least, the fundamentals of coding, so that's what we address," Mrs Pratten explains. "Even if our students don't have a future career relating to information technology, they will be need to be highly competent users of technology to be competitive in the workforce."

Cyber safety is another important component of My Digital World, as is both the history and the future of digital technology. "My role is to present the students with a taste of what is possible," says Mrs Pratten. "In line with the broader Wadhurst philosophy, we try to give students as many opportunities to explore new horizons as we can."

In Year 8, students have the option of learning advanced coding in a subject called 'Code Like a Pro'. Some students, like Oliver Ebbels in Year 8, have aspirations to pursue a career in programming. "I want to create the next big game," he says.

Others, like Year 8 student Reubben Easwaran, simply choose the subject because it presents them with an opportunity to learn something new. "Coding can be challenging," says Reuben. "You need to learn a set of new languages, and you need to be persistent in your learning."

Oliver concurs. "Sometimes coding is all about logic but sometimes it is about being creative and thinking differently," he says. "It teaches us to never give up."

New friendships and new challenges in Year 7

Just one week after starting the school year, our Year 7 students found themselves far from the classroom learning how to surf, snorkel, set up tents and cook their own camp meals at Point Leo on the Mornington Peninsula. This outdoor education experience, dubbed 'Entering the Gates', is a new addition to Wadhurst's Year 7 transition program.

"One of the main things that makes boys feel comfortable inside and outside the classroom is the formation of new friendships," says Tom Bowler, Student Transition Coordinator at Wadhurst. "Through an experience like this, boys have the opportunity to meet others outside their immediate circle at this important point in the school year."

And the students concur. "I thought it was a great experience to start off the year at Wadhurst," says Will Griffin. "It helped me learn more about my classmates and my teachers." Will Armstrong also enjoyed the experience. "It was a perfect way to get to know each other," he says.

Along with a range of beachside activities, Entering the Gates also includes time for each House group to set goals for the year. Students also participate in challenges that encourage communication, planning and problem-solving.



“Boys who are already passionate about camping can help those who aren’t so confident,” Mr Bowler explains. “An environment like this puts some boys outside their comfort zone, and this is a great opportunity to build resilience and learn how to collaborate with others.”

An important factor in the success of the camp is the fact that the majority of materials – including tents, wetsuits, snorkels and sleeping mats – are provided for each student.

This not only sidesteps potential issues of comparison, but also introduces students to some of the basic equipment they will use in future outdoor education experiences at Melbourne Grammar.

The initiative might be best summed up by participant Pierre-Eloi Donnelly when he said: “A wonderful outdoor experience that will create lasting friendships.”



A new understanding of leadership for rugby Tour Captain



“You can’t be a leader without the people behind you.” – so says Year 11 student, Charlie Bradley, based his experience as Tour Captain on the Victorian Schools’ Rugby Union (VSRU) international trip in December 2018.

Charlie, who began playing rugby in Year 8 at Wadhurst, was selected alongside Year 11 student, James Slaviero, to be part of the Under 16 Victorian team. Over the three-and-a-half-week tour, the team played in the UK, Ireland and Belgium, winning 12 of their 14 games.

As Tour Captain, Charlie’s role not only involved acting as a spokesperson for the team, but also managing the day-to-day workings and challenges of touring overseas with a group of young men.

“Rugby-wise I learned a great deal, but I learned a lot more about supporting the people around me,” Charlie says. “You never know when you’ll need to lead again, so it was great to build skills in that area. I learned that leadership is definitely a collaboration. If you only dictate, the team won’t respect that.”

“When selecting Charlie, we wanted someone who would represent Australia, Victoria and rugby as an ambassador,” says Mr Rob Shields, Melbourne Grammar School’s Teacher in Charge of Rugby. Mr Shields served as Team Manager on the tour and was also on the selection panel that created the touring team. “The key to Charlie’s leadership was his reliability and his ability to articulate a message confidently – even when he was exhausted after a game,” he says.

“The games themselves were a huge highlight,” Charlie adds. “I especially liked being walked onto the ground by a Scottish bagpipe player before one of our games. But I also really enjoyed the opportunity to do some sightseeing on the trip and to learn more about Australia’s cultural heritage, including our war memorials. That’s a part of our history we can’t forget.”

Charlie is still considering where his career path will lead him after Year 12, but he knows rugby will be one of his passions. “It’s not just a game, it’s a brotherhood,” he says. “It’s putting your body on the line for your brothers.”

Science outside the classroom

At Melbourne Grammar School much of the study of Science occurs within the classroom but, on occasion, students are given the opportunity to further their learning in the outdoors, as we did on a recent cross-country ski tour, touring the trails around Falls Creek. Every day some time was allotted to 'science hour', and Mr Baylis and some of our other experienced guides shared the science of the environment in which we were skiing with us.

For instance, we learnt that the patterns imprinted on the bottom of our skis allowed us to grip the ice, particularly when skiing up hills. There was also a layer of wax on them, which melted the ice slightly as we skied down the hill, so that we could glide smoothly.

We also learnt about the albedo effect, where ice and other materials reflect sunlight, which cools the earth slightly as there is less energy (heat) being trapped by the atmosphere. However, due to climate change, there is less ice to reflect the heat and what ends up happening is the negative feedback cycle of global warming. It is information such as this, learnt while in the field, that shapes how we view our future.

Backcountry safety was a vital element of the camp. We learnt through first-hand examination that there are different layers of snow and ice.

When these layers slip they can create an avalanche. Furthermore, we learnt to identify avalanche high-risk hotspots using advanced technology such as an avalanche probe and tracker. We put a beacon inside a dry bag that was hidden by one group, dug into the snow, while another group had to find it by using a receiver for the beacon and then an avalanche probe. This game of hide and seek was related to a possible real 'life or death' situation.

One afternoon was spent building and testing a number of different shelter types, ideal for different conditions. This included a Quincy, which is built by making a mound of snow encircled by ice blocks and then dug out the inside with a structure that kept us both warm and ventilated. We also built a wind-shelter which is a hole in the ground that uses blocks cut out of the ground to create a windshield, making the process efficient and quick. The last shelter we made was a snow cave which was a hole dug into the side of a hill, that can be used in an emergency when on the slopes. This was so warm that many people sat inside for a while to get out of the cold.

This camp was a great opportunity for all members of the group to learn scientific skills, outside the School gates, which are relevant to our world today.

John Mordes and Felix Archibald Year 10 students



OM Mentoring Programme: assisting younger OMs in their career



MELBOURNE
GRAMMAR SCHOOL

THE OLD
MELBURNIANS



Mr Andrew Maughan

The mentoring of younger people by those more experienced occurs in all walks of life, and has done so for ages. In ancient times, it was said Socrates mentored Plato who mentored Aristotle who, in turn, mentored Alexander the Great. Thomas Edison mentored Henry Ford before he built Ford Motor Company. Bob Dylan was guided by Woody Guthrie. Bill Gates counts Warren Buffet as his mentor. Silicon Valley greats such as Steve Jobs, Jeff Bezos, Larry Page and Eric Schmidt were all mentored by the late Bill Campbell. Bill Campbell's key message to his mentees was: "Leadership is about recognizing that there's a greatness in everyone and your job is to create an environment where that greatness can emerge."

Campbell's wise advice is relevant to OMs participating in the OM Mentoring Programme which the OM Council has been developing over the past few years. The OM Mentoring Programme seeks to add to the informal mentoring that already takes place across our community and in the workplaces of OMs. The programme's objective is to assist younger OMs in their career by connecting them with a more experienced OM in their chosen field. The mentor selected is typically someone able to offer helpful career insights and guidance, and act as a sounding board for 12 months and possibly beyond.

My experience as a mentor in the 2017 pilot programme was a positive one. My mentee was keen to get some guidance as he moved from a large organisation to a similar one to my firm. Although the main focus was helping him navigate that transition, I enjoyed our discussions and benefited from his insight into how people of his age were thinking. We met for coffee or lunch every two months for 18 months. At that stage he was well settled and enjoying the new role, and I connected him to another OM in our field who I thought could also be of ongoing support.

This year we expect to connect 20 – 30 younger OMs with more experienced OMs as part of the programme that will last for 12 months. We aspire to build on these numbers in years to come and refine our approach as we get more feedback.

Should you wish to register your interest in being either a mentor or a mentee, or to seek out a suitable mentor, I suggest you do so via OMLink.

ASIC Chairman, James Shipton (OM 1987) to address OM Business Breakfast – 7am, Friday 24 May, RACV Club

Many OM's are engaged in business. Everywhere I go I meet OMs who are business owners, bankers, lawyers, accountants, wealth managers, executives, entrepreneurs and so on. Many of them are keen to reconnect with their OM friends and develop broader business relationships across the OM community.

With this group in mind, last year the OM Council initiated two events. The Business Leaders Speaker Series and the Business Breakfast. The Business Leaders Speaker Series invites a speaker to address and engage with a smaller group (~50) of OMs typically 6pm – 7.30pm in a boardroom.

The Business Breakfast aims to attract a larger audience annually in May and includes a key note address. OMs are encouraged to bring a guest. Last year the breakfast was fully attended with Tom Elliott from 3AW as our guest speaker.

This year we are pleased to announce our guest speaker will be ASIC Chairman, James Shipton (OM 1987). The significance of James' role in the current environment should make for a stimulating event. We are also pleased to have experienced News Limited journalist, Terry McCrann (OM 1965), joining James and leading the Q&A.

The Breakfast will take place at the RACV Club in the Melbourne CBD on Friday 24 May from 7am – 9am. Please refer to OMLink for further information and to register.

Andrew Maughan President of The Old Melburnians

A victorious team continues to achieve

First XVIII Football, APS Premiers 2013

Back row, from left: Mr Michael Ford (Coach), David Cuningham, Tom Wilkinson, Harrison Lane, Harry Stephens, Will Paine, Connor Lappin, Fraser Hawkins, Hugh Goddard, Ed Vickers-Willis, Will McFarlane, Seb Clarke, Sam Kelly, Sandy McFarlane, Kade Alexander. Ms Jess Rottura (Assistant Coach)

Front row, from left: Tom Fuller, Gus Borthwick, Tristan Davies, Adrian Karatzas, Nathan Drummond, Will Hayes, Zach Merrett (Vice-Captain), JD Hayes (Captain), Cody Mance (Vice-Captain), Owinda Weerawardena, Charlie Hawkins, Ed Manton, Ed Langdon, Theodore Rosenthal



The 2013 First XVIII was a remarkable team. The first football team from Melbourne Grammar to remain undefeated during the season (in the current APS format), they won both the premiership and the Corder-Eggleston Cup.

And, since their time at Melbourne Grammar, eight members of the team have been drafted into the AFL. These Old Melburnians are:

- David Cuningham (OM 2015) – Carlton
- Nathan Drummond (OM 2013) – Richmond (recently delisted)
- Hugh Goddard (OM 2014) – St Kilda (now Carlton)
- Will Hayes (OM 2013) – Western Bulldogs
- Ed Langdon (OM 2014) – Fremantle
- Zach Merrett (OM 2013) – Essendon
- Ed Vickers-Willis (OM 2014) – North Melbourne
- Tom Wilkinson (OM 2014) – North Melbourne

“It was very much a great team performance to win the 2013 football premiership, as every player who represented the School in the First XVIII this year was needed to achieve what we have achieved,” wrote Captain JD Hayes (OM 2013) in the 2013 *Melburnian*. “We were a disciplined team, with every

player knowing and playing their role, working for each and every one of their mates, hunting the ball and giving every ounce of effort for us to become victorious.”

The group was fortunate to have Michael Ford as their coach, according to Vice-Captain of the team, and current Vice-Captain at Essendon FC, Zach Merrett (OM 2013). “He demanded a pretty high standard in everything we did. He was a great role model for footy and for life.”

Zach remembers the team as a cohesive unit. “Looking back, that year was probably the most fun I have ever had on a footy field,” he says. “The group was really tight from the start, even though there were boys from Years 10 through to 12 in the team. We all just loved playing football.”

And the camaraderie has continued through to today. “When you win a premiership at any level, you have a connection to your team mates,” says Zach. “Now when we, as Old Melburnians, play each other at AFL level, we all know what we achieved during that 2013 season so, regardless of win, lose or draw, we always chat to each other after the game. I don’t think that bond is breakable.”

A medical research career begins in the French classroom



Renowned for his research into the genetic response to human disease, Professor Simon Foote (OM 1976) is one of Australia's pre-eminent medical biologists. Although it may sound incongruous, Simon credits his French teacher, Mr Alby Twigg, with his decision to pursue a medical research career.

"I loved learning French at Melbourne Grammar School, particularly under the tutelage of Mr Twigg," explains Simon. "He ignited a desire in me to study overseas so, while completing a medical degree at the University of Melbourne, I took two years off to participate in a large medical research programme in Paris."

"That was the beginning of my research career," says Simon. "If it hadn't been for Mr Twigg, I would have become a full-time medical practitioner instead of a full-time researcher."

Today, Simon holds the extremely rare status of a Fellow of three Australian Academies: the Academy of Science, the Academy of Health and Medical Sciences, and the Academy of Technological Sciences and Engineering.

His career has included a post-doctoral position working on one of the early maps of the human genome at MIT, over a decade working in genetics at Melbourne's Walter and Eliza Hall Institute, Director of the Menzies Research Institute at UTAS, and Dean of the Medical School at Macquarie University. Simon is currently Director of the John Curtin School of Medical Research at ANU.

"My research has probably had the biggest impact in understanding how the body fights malaria, and in developing new treatments that allow people to fight the disease more effectively," says Simon.

"The value structure of Melbourne Grammar, along with the fact that each of my teachers had a different approach, was an important part of my learning at the School," says Simon. "Regardless of the subject, there was always a rigour with which we attacked it. This influences the way I approach my work even now."

Simon also believes the leadership skills he learned at Melbourne Grammar have been helpful in his professional life. "I was Captain of Perry House and a School Prefect in my final year at the School – and that year was incredibly useful later on," he explains. "Those leadership roles gave me the faith in myself that I needed to take on senior positions like directing a large medical research institute."

A journalism career stretching across the world

With a journalism career that included providing the impetus for the downfall of an Australian Prime Minister and an investigation of the Calabrian Mafia, Peter Game (OM 1944) is routinely described as one of the legends of the Australian media landscape. But he almost pursued an entirely different path.

“English was always my best subject at school, but I didn’t have a journalism career in mind when I left School,” Mr Game explains. “Then one day I met two journalists from the now defunct Melbourne newspaper, The Argus. What they told me about their jobs was fascinating. Soon after that, I applied for a cadetship at The Herald.”

Before being given the role, Mr Game unwittingly encountered one of the newspaper’s most significant figures while he was working in his father’s menswear shop. “After I’d applied for the cadetship, Sir Keith Murdoch came in to buy a belt,” Mr Game remembers. “He was very much involved in the hiring of people at The Herald at the time and was actually there to see what sort of person I was.”

Mr Game’s six-decade career at The Herald, and later The Herald Sun, included what would become one of the most significant moments in Australia’s political history. “I tracked down Tirath Khemlani, who confirmed that the Whitlam Government was trying to borrow billions of dollars from Middle Eastern oil-rich sheiks,” he explains. “I spent four weeks with Khemlani in London recording 19 hours of interviews. Only my wife and top Herald executives knew what I was up to.”

Ultimately, Mr Game’s report gave the federal opposition justification to block supply and the dismissal of the Whitlam government followed.

Reflecting on his role in the constitutional crisis, Mr Game says his desire to follow a good story eclipsed any political preferences he may have had. “It is a bit overwhelming to think you’ve become a part of history,” he says. By coincidence the man who would follow Whitlam, Malcolm Fraser (OM 1948), also attended Melbourne Grammar during Mr Game’s time at the School, though Mr Game cannot remember him as they were several years apart.

Along with earning a Walkley Award for his work on this story, Mr Game has also been recognised by the Australian Medical Association for his investigation into the Milan Brych Affair. In 2000, he earned a Quill Award from the Melbourne Press Club for lifetime achievement in his profession and he was recently admitted to the Australian Media Hall of Fame.

However, Mr Game received early recognition for his writing skills while at Melbourne Grammar, being awarded a The Hon William Cain Prize for English in his final year at the School. The book that he received with this prize – *Scott’s Last Expedition* – would have far reaching effects.

“When I read the story of Scott’s tragic expedition, it fascinated me. Years later, I persuaded The Herald to send me to Antarctica with the American Navy,” he says, recalling the eight-hour flight on a Hercules that took him there. “That’s the most treasured by-line of my entire career. Not everyone has the chance to file a story from the South Pole.”

Through all these achievements and the challenges that have come with them, Mr Game says his wife Betty has been a great strength. “I couldn’t have done it without her,” he says. “She has been marvellous.”



Photo by: Mat Lynn. Courtesy of Melbourne Press Club

Peter Game at the Australian Media Hall of Fame ceremony at the Melbourne Press Club in November 2018

Weddings

The Melbourne Grammar School community is pleased to congratulate the following couples who recently celebrated their marriage in the Chapel of St Peter.

Friday 30 Nov 2018

Tom Denehy (OM 2006) and Justine Lum

Saturday 12 Jan 2019

Lachlan Cann (OM 2005) and Anna Sajben

Sunday 24 Feb 2019

Thomas Bastion (OM 2006) and Alexandra Finemore

Saturday 23 Mar 2019

James Turnbull (OM 1995) and Elizabeth Kuruvilla

Obituaries

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

Austin, G F (OM 1967)
Brown, Q R (OM 1955)
Coldham, C W (OM 1951)
Coldham, G R (OM 1956)
Couchman, W H F (OM 1957)
Davis, R S (OM 1948)
de Clifford, A M (OM 1962)
Dunster, R A (OM 1948)
Everist, R R (OM 1953)
Fitzpatrick, D P B (OM 1965)
Fox, C (OM 1969)
Gleeson, E V (OM 1942)
Gray, I (OM 1943)
Guest, C E J (OM 1955)
Hogg, M J (OM 1954)
Joel, G E L (OM 1944)
Johnson, R M (OM 1942)
Lidgett, A K (OM 1949)
Lipe, A (OM 1979)
Lord, J R (OM 1949)
McLean, R P (OM 1959)
Maplestone, P J (OM 1963)
Miller, G F (OM 1951)
Millis, R D (OM 1973)
Moore, M T (OM 1949)
Murray, K N L (OM 1947)
Price, S C (OM 1948)
Richards, M S W (OM 1951)
Rotumah (formerly Kanoa) P (OM 1969)
Sargood, N M (OM 1956)
Sholl, J R (OM 1948)
Siggins, I D K (OM 1951)
Smith, M H (OM 1949)
Thomas, A H G (OM 1951)
Thomas, G H G (OM 1953)

1959 APS Cricket reunion

The MGS 1959 First XI celebrated their 60 Year Reunion at the MGS vs Xavier match on Friday 8 February. The nine attendees had a wonderful experience. Of the 12 who played in 1959, only three were unable to attend. It was the first game back at the Main Oval

in three years, and was also the first game using the new Angus McKay scoreboard. The 1959 team were acknowledged by Dr Marcus Richards at afternoon tea and the Xavier captain came over and congratulated these Old Melburnians.



From left: (Kenneth) Bruce Thomas (OM 1961), Peter Longney (OM 1959), John Turner (OM 1959), Graeme Houston (OM 1960), Chris Derham (OM 1960), Alf King (OM 1960), Roger Wilson (OM 1959), David Ashley (OM 1959), Ken Forge (OM 1960)

1979 First VIII Crew Head of the River reunion

Each year, at the APS Head of the River, winning crews from each past decade are celebrated. Accordingly, this year, the Melbourne Grammar First VIII crews from 1949 and 1979 were invited to a special event.

Tony Smith (OM 1949) represented the 1949 crew; he was also the coach of the 1979 First VIII. Eight of the nine members of that crew were in attendance for a lunch provided by the Nagambie Shire Council and to watch the 2019 Head of the River.



From left: Jeremy Lansell (OM 1979), James Purnell (OM 1979), Andrew Maughan (OM 1979), Chris Rose (OM 1979), John Michelmore (OM 1979), Tony Smith (OM 1949), Patrick Hilditch (OM 1978), Brad Fry (OM 1979), James Kiellerup (OM 1980)



Chief Justice Alstergren

In December 2018, the Hon Will Alstergren (OM 1980) was sworn in as Australia's fifth Chief Justice of the Family Court of Australia.

Chief Justice Alstergren is honoured to take the appointment as Chief Justice of the Family Court of Australia. Having been the Chief Judge of the Federal Circuit Court of Australia for just over 12 months, his Honour has a clear vision on how to improve the family law system for the benefit of the families who seek to resolve their disputes.

"I take very seriously the responsibility for ensuring the effective, orderly and expeditious discharge of the business of the Court and to maintain public confidence in it. The duty is not only to manage the existing work of the Court but also to develop steps to improve the way the Court goes about its work," Chief Justice Alstergren said.

History publication award

Greg Eccleston (OM 1957) is a retired land surveyor, who spent much of his career carrying out government surveys in remote parts of Victoria and New South Wales. His book, *Granville Stapylton, Australia Felix 1836, Second in Command to Major Mitchell*, was launched by Professor Emeritus Geoffrey Blainey at the Royal Society of Victoria in May 2018.

The book was announced the winner of the History Publication Award for 'the most outstanding non-fiction publication on Victorian history' in 2018 at the recent Victorian Community History Awards.

World Cup Gold for snowboarder Cam Bolton

Australian dual Olympian Cameron Bolton (OM 2008) has claimed his first ever FIS Snowboard Cross World Cup title in Feldberg, Germany.

The victory was even sweeter for the 28 year old who crashed on this course three years ago which resulted in a serious injury.

"Three years ago I broke my back on this course, so to come out here and qualify first and then take the win, it feels like I have a little bit of redemption," says Cam. "And to share the podium with a couple of German riders on their home turf was nice, too."

"Everything came together and I had one of those days where you feel as though you can control everything around you," he added. "I'm feeling great on snow and have a terrific team around me. I'm looking forward to building on this result,"

London Dinner update

There has been tremendous interest from the School community regarding the 100 Year Dinner in London on Friday 28 June. If you had a relative who was an Old Melburnian and served in WWI, and you are interested in attending this Dinner, please email omrsvp@mgs.vic.edu.au. We also welcome any Old Melburnians who will be in London on Friday 28 June to attend.

At the time of printing, there are a few places remaining on the bespoke Old Melburnians Western Front Battlefields Tour through Belgium and France in the week leading up to the London Dinner. For more information email omrsvp@mgs.vic.edu.au

Cricket Club success

Congratulations to the Old Melburnians Cricket Club, who won their first ever premiership defeating arch rival Old Scotch by four wickets in a nail-biting affair at Scotch. The Club has turned around from a winless team four seasons ago to a premiership one. The Best and Fairest trophy has been officially named 'The Doc' after Dr Marcus Richards, a key supporter of the Club for more than 20 summers as Teacher in Charge of Cricket at the School.

Save the Date

Community Events

Cordner Eggleston Cup,
at Scotch College
– Friday 24 May

Community Speaker Series
– Tuesday 28 May

Mornington Community Luncheon
– Sunday 2 June

London Community Centenary Dinner
– Friday 28 June

Community Speaker Series
– Tuesday 20 August

Sydney Community Function
– Friday 6 September

Old Melburnian Events

Business Breakfast featuring James Shipton (OM 1987), Chair of ASIC – Friday 24 May

The 140th Old Melburnians Annual Dinner
– Friday 9 August

APS Golf Day
– Friday 22 November

Reunions

5 Year Reunion (OM 2014)
Friday 23 August

10 Year Reunion (OM 2009)
Friday 31 May

20 Year Reunion (OM 1999)
Friday 14 June

30 Year Reunion (OM 1989)
Friday 17 May

40 Year Reunion (OM 1979)
Friday 3 May

Bluestone Luncheon
For OMs who left the School 50 or more years ago
Thursday 12 September

If you would like to assist in contacting class members, or need to provide your latest contact details, please email omrsvp@mgs.vic.edu.au

COMMUNITY EVENTS



1. Mr John Plowright (OM 1949), Mr Andrew Maughan (OM 1979), President of the Old Melburnians Council, Mr Tony Smith (OM 1949), Mr Malcolm Chestney (OM 1949), Dr John Langdon (OM 1950), Mr John Cudmore (OM 1949), Dr William Lewis (OM 1949), Mr Peter Curwen-Walker (OM 1949), Dr Graham Syme (OM 1949) at the 1949 (70 year) reunion
2. Former staff member, Mr Tony Smith (1949), greets Mr John Plowright (OM 1949) at the 1949 (70 year) reunion
3. Dr Graham Syme (OM 1949) at the 1949 (70 year) reunion
4. 1959 (60 year) reunion attendees
5. Dr John Matthews (OM 1959) greets Dr Wilson Brown (OM 1959) at the 1959 (60 year) reunion. Mr Peter Field (OM 1959) looks on.
6. 1959 Captain of School, Mr Roger Wilson (OM 1959), toasts the School at the 1959 (60 year) reunion
7. New members of the Witherby Tower Society Mrs Suzanne Gray, Mr Peter Greer (OM 1966), Neil Webster (OM 1959), Ms Sue Felton and Mr Rick Prince (OM 1973) at the Witherby Tower Society Lunch
8. Former staff members, Mr David Temple and Mr Ian Rutherford (OM 1950), with Mr Tim Alder (OM 1965) at the Witherby Tower Society Lunch
9. Professor Graham Brown AM (OM 1964) speaking at the Witherby Tower Society Lunch
10. Mr Nick Uren (OM 1957) and Mrs Marian Uren speak with Mrs Ann Kelley (foreground) and Mr Roy Kelley, Headmaster at the Indigenous Student Graduation Ceremony
11. Member of the Indigenous Steering Committee, The Hon David Harper AM (OM 1961) meets Jack Brown at the Indigenous Student Graduation Ceremony
12. Rev'd Hans Christiansen, Senior Chaplain, with Indigenous graduate, Toby Bedford (OM 2018) at the Indigenous Student Graduation Ceremony



THE FOUNDATION

Giving back is the ultimate gratitude

Melbourne Grammar School is blessed by a strong culture of philanthropy, and a highly engaged and supportive community.

This community, year in and year out, campaign by campaign, generously donates to the School and thereby enables it to provide its very high educational offering to each generation of students; and to each student in each generation.

And we need to be clear about this. The many and diverse opportunities, the facilities, and the programs are, and for 160 years have been, founded on acts of individual and collective generosity, some extraordinary, and all important and worthy of our thanks.

In 2019, the Foundation Board and the Lodge are placing a particular focus on stewardship. The School's new Director of Development, Sue Felton, quotes an ancient Chinese proverb: "When drinking water, don't forget those who dug the well!"

The Foundation Board, with the Director of Development and other members of The Lodge, is carefully and 'ground-up' examining how better to focus on stewardship; and whether suitable systems and processes are in place.

Giving matters; and those who have given matter. We think that, and we seek to communicate that ethos. And we want to listen; and thus to learn what we may be communicating well and where we might further improve.

I turn next to a further important development. The Foundation Board is delighted to welcome Jason Mifsud as its newest member. Jason is already the Chair of the Indigenous Steering Committee and he will remain in that role. The Indigenous Bursary Programme is one of the Foundation's four pillars.

Under Jason's strong leadership, and the Indigenous Steering Committee's own engaged Board, significant and important strategic advice and guidance is provided to the School. This assists in ensuring that the School may make a significant impact on Indigenous education; and thereby

If you are interested in supporting the School's Scholarship programme, 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
mgs.vic.edu.au/giving



Philip Solomon QC

provide a positive impact for all current students at the School, future students, the families of those students and indeed our wider community. The Foundation is sincerely grateful to those who support the programme.

Another major focus for the Development team in The Lodge this year is the vital area of gifts left to the School in bequests. The annual Witherby Tower Society lunch took place in March; a celebration of support by the highly engaged membership of the Society.

Of course not all members of The Witherby Tower Society live in Melbourne. Witherby Tower Society members live regionally, interstate and overseas. The Foundation Board and The Lodge recognise that, and acknowledge it, and we are grateful for the ongoing support of all of our Witherby Tower Society members.

Finally, may I take this opportunity to encourage you all to support our annual giving appeal this year? All gifts, irrespective of size, do make a difference.

The Foundation Board thanks each of you for your ongoing support.

Philip Solomon QC

President of the Melbourne Grammar School
Foundation Board



MELBOURNE
GRAMMAR SCHOOL
THE FOUNDATION

Bequest brings a new perspective to the School



Working with his family as a farm hand on a Victorian sheep station, Oliver Martin didn't expect that he would one day move to Melbourne to further his education. "I'm the eldest of a family of three and my mum is a single mother," Oliver says. "It's incredible that this is my reality now. I couldn't have come here without the support of the Winter-Irving-Crawford Trust."

As a recipient of this Trust, Oliver has been able to take up a Year 9 boarding place in Perry House this year. The Trust was created through the Will of Gavin Crawford (OM 1956), whose generous bequest provides a scholarship for a new or current boarder each year, in perpetuity.

By making a place at Melbourne Grammar possible for a student who would not otherwise be able to attend, scholarships such as these not only create new opportunities for recipients, but also bring new, diverse perspectives to our student population.

"If I could speak to Mr Crawford today, I'd tell him this is something I couldn't have dreamed of," Oliver says. "It's made a huge difference to my future. I know my experience as a boarder will give me the independence I'll need to draw on when I go to university, which is definitely part of my plan."

Oliver's decision to pursue a place at Melbourne Grammar came after a current student recommended the School. "A friend of mine who was already here got in touch and told me how much he was enjoying it – he suggested I apply for a scholarship," Oliver explains. "So far I've loved being here. The staff and students have all been so welcoming."

Oliver has a strong passion for sport along with the performing arts, both of which he plans to pursue during his time at Melbourne Grammar. But Head of Perry House, Tim Morris, says Oliver's academic progress has also been impressive. "We don't take academic success in Year 9 for granted," Mr Morris says. "For many boys who join us from country schools, Melbourne Grammar is quite a big step up. The fact that Oliver is doing so well is a real feather in his cap."

"Oliver's enthusiasm for being here shows in everything he does," Mr Morris adds. "He's become part of a group that binds Perry House together. Oliver and the captain of our Junior House cricket team have also been working together and we've even managed to win two games, which is two more than we've ever won before."

FRIENDS OF GRAMMAR



From left: Madeline O'Connor, Senior School Vice President; Vanessa Leviny, Wadhurst Vice President; Stephanie Wilson, Senior School President; Kylie Glenane, Wadhurst President; Kate Henderson, Grimwade House President

Welcome to what we hope will be another wonderful year together at Melbourne Grammar School.

In 2019, Friends of Grammar (FOG) would again like to welcome all parents and families across the School, to connect within our community.

A parent-run committee across all three campuses, Grimwade, Wadhurst and Senior School, FOG's main purpose continues to be fostering friendships, supporting a range of social and fundraising events and enhancing our children's sense of belonging within their school.

Parent volunteers are a significant part of all Friends of Grammar activities and we are extremely grateful to the many dedicated parents who give their time each year. Whether it be organising social events, helping at BBQs or supporting our School's values and social initiatives, we thank you.

Similarly we are also grateful to the School and staff for their ongoing support and encouragement of our work.

This year, our upcoming events include the annual whole school Grammar Lunch to be held on Friday 10th May 2019 at The Glasshouse, where we look forward to enjoying a fun and relaxed afternoon together.

Other campus events in the calendar include the Senior School and Past Parents' Luncheon, Wadhurst Father-Son Trivia Evening, the Wadhurst Family Breakfast, and at Grimwade Father's Day celebrations and a Colour Run.

We look forward to sharing this year with you all.

Stephanie Wilson (Senior School), Kylie Glenane (Wadhurst), Kate Henderson (Grimwade House)
2019 FOG Presidents



**MELBOURNE
GRAMMAR SCHOOL**

**FRIENDS
OF GRAMMAR**

Marking time at Melbourne Grammar

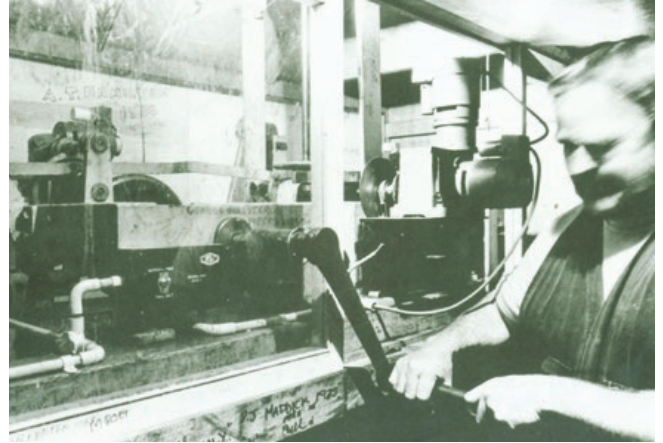
The clock that sits at the top of Witherby Tower today may look identical to that seen in early photographs of our School, but its history is one of technological change.

The clock's technology was impressive, even at the time it was commissioned in 1876. Joseph Bros. of Swanston Street was given the contract to create a clock with four dials, each six feet in diameter.

The idea for the mechanism behind the clockface had been developed in 1854 by Sir E.B. Denison for London's Big Ben. His cutting edge (for that time) technology enabled the clock to keep regular time without the assistance of meteorological observations, as was the usual practice at that time.

Internally there was a minute and seconds dial, a double three-legged gravity escapement with agate pallets, and a compensated wood and lead pendulum vibrated every one and a half seconds, according to a description in *The Melburnian*, 1876. Attachments drove sympathetic clocks around the School. Boarders could even choose to have one installed in their room for a fee of five pounds – a hefty sum in those days.

The clock began operation at 5pm on Thursday 21 December 1876, the year the tower was completed. However, because the bells had not been installed at that time, the clock was reported as "handsome but not yet striking" in *The Melburnian*. The bells were installed in 1877.



Plumber winding up the Witherby Tower Clock on Mondays 1985

Clocks were a luxury item in the late 1900s, so many people living in close to the School also used the clock as their source of time.

As late as 1987, the School plumber was still charged with climbing Witherby Tower every Monday morning to wind the clock. Today, winding is unnecessary with the mechanism being replaced in 2008. Now, the clock makes use of satellite and computer technology to keep precise time and changes automatically to reflect daylight saving.



Witherby Tower

Witherby Tower is named after Hubert Witherby, a former student of Melbourne Grammar's second Headmaster, Mr Edward Ellis Morris, when Mr Morris taught at St. Peter's College, Radley in England. Ill with consumption, young Witherby was attempting to return to England from New Zealand but only managed to get as far as Melbourne. Here, the family sought help from Mr Morris and Hubert Witherby was cared for at Melbourne Grammar until he died.

The tower was paid for by Hubert Witherby's father, Arthur Witherby, who was grateful for the support his son had received at Melbourne Grammar.

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