



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

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2019 Scholarship applications are now open

Melbourne Grammar School is proud to offer a wide range of scholarships which add to the diversity of our student body and contribute to a culture that celebrates achievement and aspiration across many different disciplines.

Applications for 2019 Scholarships are now open. We encourage applications from very able new and current Melbourne Grammar School students entering Year 7 and 9 in 2019 for:

- Academic scholarships
- Music scholarships, including the Hone Music Scholarship
- Boarding scholarships (new students only)

Please note that students planning to study at Melbourne Grammar School on a student visa are ineligible for scholarships.

Key dates

Applications close

5.00 pm, Sunday 4 February 2018

Scholarship examination

8.30 am – 12.00 pm, Saturday 17 February 2018

To find out more, contact the Admissions Office on +61 3 9865 7570 or enrol@mgs.vic.edu.au

Year 9 entry

Melbourne Grammar School offers a limited number of places at Year 9 each year, in addition to scholarship places.

Talented students wishing to enter the School at this level should contact the Admissions Office on +61 3 9865 7570 or enrol@mgs.vic.edu.au to find out more.

Front cover: *Wadhurst Jazz Evening 2017*

Opposite: *Robbie Morrison (front), Year 12, has excelled in both Athletics and Snowsports this year. He was named Individual Champion in the Division 1 Alpine and Ski Cross events at the Australian Interschool Snowsports Championships. He also won the Open (Div 1) 100m and 200m races at the APS Boys' Combined Athletics Sports 2017 and was a member of the victorious Open 4x100m relay team at the same meet.*

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A New World of Teaching and Learning Campaign Highlights

ABOUT THIS ISSUE

Welcome to the 124th edition of Grammar News.

The theme of this issue is 'the world of work'. We hear from our Headmaster about the future landscape of work and its impact on education. Initiatives which assist students to gain valuable work experience and skill sets are highlighted and our Prep students tell us about their career plans.

This edition also includes stories about four outstanding students who are recipients of a Melbourne Grammar School Hone Medal. This Medal is the highest honour for achievement in a curricular or co-curricular activity that a student can be awarded at the School. It is an award for excellence of performance and attitude, both in a particular field and in the School generally. Moreover, it must be clear that the student, through performance and attitude, inspires others and influences them positively.

This year, two students were awarded a Hone Medal: Fergus Hamilton – for outstanding performance in Rowing and Jack Solomon – for outstanding performance in Debating. You can read their stories on pages 10 and 13 respectively. Two former recipients, Daniel Le (OM 2010) and Nick Musgrove (OM 2002), returned to the School and shared their talents with the School community this year. Their stories are on pages 9 and 26.

I hope you enjoy reading this magazine.

Wendy Lawler Editor



Planning the future

School Council Retreats are always informative, stimulating, and generators of constructive strategic thought. At last year's Retreat, with the assistance of presentations by external experts, we considered, from a MGS perspective, what constitutes the 'ideal' school size. The following are two key points of future strategic direction which were considered and unanimously accepted, in principle, at last year's School Council retreat:

- We shall focus on improving the quality of the educational offering, rather than increasing significantly, the size of our current student body; and
- We shall remain alert to developing the current, as well as acquiring additional strategic, assets.

With regard to the first point, the School Executive will work with Mr Anthony Mackay, CEO for the Centre for Strategic Education, to develop its views on the 'Pedagogy of the Future'.

With regard to the second point, this year's annual School Council Retreat focussed on the School's Property Master Planning Process, with a view to providing insights into the physical 'Educational Infrastructure of the Future' required to support the pedagogy of the future.

The Property Masterplan aims to provide the infrastructure framework required to support the future strategic direction of the School. Needless to say, every aspect of any future strategic direction must be pedagogically based and motivated. The Plan adopts a ten-year perspective and assumes continuation of existing enrolment levels.

To begin the process, members of the School Executive Team, as well as other members of the School staff with the relevant responsibility, were invited to present their aspirational recommendations regarding their future requirements. Intentionally, no financial costings are allocated at this stage of the process. The end result of this process is a prioritisation of all the recommendations which are then included in a consolidated plan submitted for consideration by School Council. No major capital expenditure can proceed without School Council approval.

It was a very stimulating day of discussion not least because it provided the Council with an intimate insight into the infrastructure of the School which is the physical vehicle for our main and customary focus on governance, strategic direction, and financial supervision.



Mr Michael Bartlett

In light of this discussion of planning for the 'Pedagogy and Educational Infrastructure of the Future', the following words of wisdom from Steve Jobs are particularly apposite:

It's in Apple's DNA that technology alone is not enough – that is technology married with liberal arts, married with the humanities, that yields us the result that makes our hearts sing.

Finally, I would like to pay tribute to Steve Hiscock, who retired from the Council in July, after many years of dedicated and expert service to the School. In addition to being a Member of Council, Steve was a highly regarded and experienced Chairman of the Investment Management Committee, as well as a Member of both the MGS Foundation and the Nominating Committee. He will be greatly missed; however, I am delighted to report that Mr Ian Ward-Ambler has kindly agreed to join the Council, and succeed Steve as the Chair of the Investment Management Committee. Ian, another OM and current parent, has spent most of his career in Finance and is a former Chief Executive of Goldman Sachs Asset Management. He currently serves on the Boards of a variety of Commercial Businesses and Not for Profits including CBA Group Super, Voyages Indigenous Tourism (Ayres Rock Resort) and Trinity College. Ian is also an Executive Coach.

Michael Bartlett Chairman

Robotic Students?

My recent overseas travel enabled me to visit schools in England to ascertain the latest curriculum trends in Design Technology (DT), in view of the new Melbourne Grammar School Geoff Handbury Science and Technology Hub coming on-line in 2018. One highlight of my visit to Cranleigh School in Surrey was seeing an operational 3D printer which Year 10 students had built themselves, during lunchtimes and after-school timeslots, to use in class. At Cranleigh, the DT Club offers student activities such as drone racing, which is very popular.

In the second part of my trip I visited major universities in the USA. Specifically, I visited MIT, Harvard, Northeastern and Stanford Universities to study their Design, Engineering and Artificial Intelligence Centres. At MIT, their (under construction) NanoLab will examine materials at atomic and molecular length scales. I was fascinated to learn that this new complex would have no Faculty offices, aimed at ensuring cross-disciplinary work patterns and behaviours. This was heartening, given our plan for the Hub is to not have subject-specific laboratories.

I visited the new Science Centre at Boston's Northeastern University. Whilst more traditionally organised than the MIT NanoLab, the strong link between Science and Computer Technology systems was reflected in their location within the one building. In the artificial intelligence (AI) area, a staff member showed me their latest work with robotic arms. A focus on machine learning and robots was also an area of research in Stanford's AI laboratory, situated within the Bill Gates Computing Centre. Stanford University's Hewlett, Packard and Gates Centres displayed the huge philanthropic investment and resourcing going into these areas of academic research.

The current world-wide technological revolution is bringing substantial gains, but also some real world problems. The impact on the future world of work of robotics, AI and machine learning is imminent, whilst carefully noting some of the hyperbole involved. One professor said to me that the number of routine, repetitive jobs that will disappear in the next ten years will be significant and, for the first time, will involve substantial white collar jobs. This is backed up by an Oxford University research paper (Frey and Osborne, 2013) which found that only 70 of 700 occupations cannot be computerised. These tend to be professions such as surgeons and dentists, and those based on strong human interactions such as teaching and management supervision.

However, a recent McKinsey Global Institute study stated that only 5% of all occupations can be fully automated, based on current technologies. This suggests that robots will not replace entire occupations, but will redefine work practices, with humans focused on knowledge based activities and less time spent on routine tasks.



Mr Roy Kelley

It is clear that these technological developments will have a substantial impact on employment and education. However, history suggests these changes will also provide opportunities and new industries in the near future. When I asked the university professors with whom I met, what advice should a school leader give to current students about this new world, they all mentioned the need for future citizens to be adaptable, flexible, creative problem solvers who are fully collaborative in their work habits and devoted to the ongoing review of their practice. Accordingly, Australian education systems need to be focussed on producing such outcomes. The sad reality is that, based on the current curriculum and assessment regime of the VCE, they do not.

Whilst it was not mentioned by any of the people with whom I met, I believe that having a very clear moral compass and strong values will be important to navigate through what could well be unprecedented social change. In acknowledging the many positive changes that technology will bring, maximising the skills unique in our humanity will be crucial to enable the future workforce to contribute and thrive in the broader aspects of life. In this period of substantive change, the reality that schools need to be defined by the quality of the human relationships within them is more important now than ever before.

Roy Kelley Headmaster

The future of career counselling

The rate of change in the modern world has never been more fast-paced and, of course, this impacts on our understanding of traditional career pathways, with many being disrupted and replaced. It leads me to ponder how we can best prepare students for this uncertain world.

Traditionally, Melbourne Grammar School students aspire to, and are admitted into, tertiary study post Year 12. However, some may be committing themselves to an uncertain future. Choosing a specific career path in Year 12 seems ill advised when the student will not be entering the full-time workforce for at least another four years or more - will the job they studied for still exist?

I often hear the advice – ‘follow your passion’ directed at adolescents who are faced with making career decisions in an atmosphere of uncertainty. Worthy advice for all those lucky enough to have found their passion – but quite discouraging for those who have not yet been exposed to enough experiences to even begin to recognise what their ‘passion’ may be. It is a conundrum that challenges many of us working in the field of career development.

I find it helpful to rethink our definition of ‘career’ - not as simply a paid role or occupation, instead it may be more helpful to see a career as a continuous process of learning and development. Activities that contribute to a career can include education, training, enterprise, volunteer and leisure activities, employment, and other life roles, like parenting.



The five guiding principles of Career Development provides us with a framework for students to understand themselves and the world they will enter on leaving the Bluestone:

- Change is constant: Recognise that the world around you is constantly changing. Be open to change and remain alert to new opportunities.
- Follow your heart: Pursue your interests to find fulfilment. Discover ways to combine them with career opportunities.
- Focus on the journey: Don't focus on one destination only. Recognise that your career journey will be throughout your lifetime. Appreciate and value each experience along the way.
- Access your allies: Rely on the support of your family, friends, mentors, colleagues and peers. Career success can be a team effort.
- Learning is ongoing: Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.

In times of such change, there has never been a more important time to provide opportunities for self-reflection and assessment, exploration and research, informed decision-making, and to link School experiences to the outside world.

When I first meet with boys, often at Year 10, I talk with them about the fact that they have already started their career; they are full-time students and this leads to a discussion as to what this may mean for them. We help them identify the links between being at school, the learning, the sport, the relationship building and the personal development that gives them a ‘toolkit’ of values, attitudes and skills that prepares them for the transition from their school career to the next phase of their lives.

The curriculum in Senior School is rich in opportunities for students to connect to the world of work and develop those ever important ‘soft’ skills to complement the knowledge and technical skills they gain in the classroom. Whether it be researching roles within an NGO; listening to guest speakers from the world of business, environmental science or politics; debating; tutoring; creating a design brief to create a product or a movie; planning and executing an art exhibition; engineering and marketing as part of the F1 in schools’ challenge. These are but a small fraction of the experiences we can use as a way of starting a conversation around study, careers and employment interests.

So, back to the question about how best to prepare students in light of uncertainty and unpredictability. We aim to send them into the world with a love of learning, an ability to see connections and the skills to manage their career journey in its widest context.

Kirsten Larn Director of Career Development

Students assisting students

Two Senior School students are delivering initiatives which provide their peers with hands-on experience in the practice of medicine and science.

Med-e-Sim – a programme which provides Year 10 to 12 students with hands-on simulated medical experience in a hospital – was initiated by Year 11 student Hugo Bogdan and a family friend from PLC, this year.

“I’m interested in studying medicine and wanted to gain some work experience in the area,” says Hugo. “Despite coming from a medical family, it was hard to find. I really had to create my own opportunity. It made me think about how difficult it must be for people without my connections, so I thought it only fair to try to provide an experience which could include other students as well as me.”

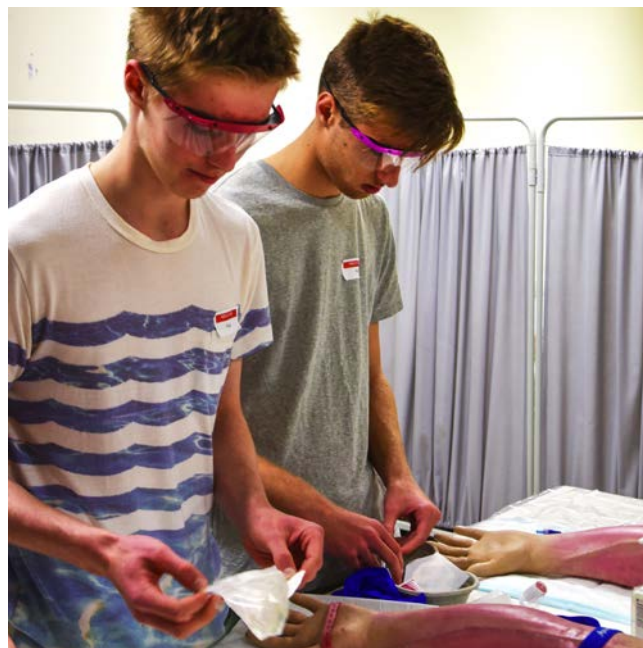
Hugo and his friend successfully approached the Head of the Simulation Centre in the Royal Melbourne Hospital with a proposed strategy and programme. They promoted the event within their respective schools, with a resultant 12 students from each school participating in the initiative.

The day included a visit to the hospital’s emergency and intensive care units, practical workshops (including using dummies to learn suturing and how to insert an IV) and a Q&A session with doctors, residents, and medical students.

“One of the most enjoyable activities was working with a simulation bot called Chester,” explains Hugo. “We asked him questions and took his blood in order to diagnose his condition. Unfortunately for Chester, he was diagnosed with impending heart attack.”

Participant and Year 11 student Will Saba adds, “The Med-e-Sim programme gave me a valuable insight into what doctors face on a daily basis. We were able to access areas that normally aren’t available to high school students.”

“The hospital has been very supportive, and our base model worked well,” says Hugo. “We hope to expand Med-e-Sim to other schools in the future.”



From left: Hugo Bogdan and Will Saba ‘taking blood’ from a dummy during Med-e-Sim

Pravind Easwaran, Year 12, has also played a key role in developing a new initiative aimed at prospective research scientists. He has been instrumental in organising MYSci, a new programme to be delivered by Monash University in collaboration with The Young Scientists of Australia, Melbourne (YSA). Over three days, research scientists will provide insights into their disciplines through workshops and other activities.

“There are quite a few programmes for students in Year 9 and 10,” says Pravind. “This programme is aimed at older students who are interested in exploring potential careers in scientific research and related areas in more depth.”

Pravind has been a member of YSA since Year 9 and currently sits on their Executive Committee. Incidentally, the President of the Committee is James Salamy (OM 2012).

A WORKING FUTURE

I'd like to be...

We asked Preb B about their possible future career, with some interesting results.

Palaeontologist – There are only two types of dinosaur bones left to find and I want to find them.

Addison

Dentist – My Dad talks about teeth because he is a dentist.

I want to be just like my Dad.

Alfie

Rock Star – I like singing, I will like playing the drums. They make cool loud sounds.

Ben

Pet shop owner – I really want to get a pet. I would choose a rabbit because they like carrots like me!

Emily K

Author and Illustrator – I am already practising to be one, but I don't know all the words yet...

Emily S

Vet and a mummy! – I want to be able to fix animals and look after my own children just like my mummy looks after me.

Estelle

Palaeontologist – I want to find real dinosaur bones. I will call it a Tablesaurus because it will have a flat back and square legs and an oval head.

Jack

Chef – I like mixing ingredients together. My favourite thing to make will be Margarita pizza.

Jake

Scientist – I will do experiments with perfume and water and ice at home every day.

Jamie

Chemical Scientist – I want to make a chemical to put in a pool to make it hot every day, even on rainy days.

Kaeleb

Funny guy (comedian) – They are on the radio and I want lots of people to listen to my funny jokes. I am funny!

Lachlan

Lolly Shop Owner – People will need to buy lollies when they have parties and they might buy some marshmallows and some lollypops.

Lauren

Teacher – I want to meet new children. I will teach them how to count up to 100 and how to write the letters of the alphabet.

Maddox

Scientist – I like science and I want to make potions and I want to teach children through science.

Madeline

Vet – I really hope to operate on a lion or a tiger. They are my favourite animals and I want to see one in real life.

Olivia

Movie Star – I want to be famous because my favourite wrestler (The Rock) is famous.

Oscar

Pet Shop Owner – I really like animals. It will be a happy and sad job, because I will need to give them to families that come to buy the animals.

Sage

Scientist – I want to study all about what lives underground. I'll find treasure and dig it up.

Stirling

Racing Car Driver – I will be super-fast. I really like speedy things.

Tommy



Masterclasses in music

Former students – Daniel Le (OM 2010) and Li-Wei Qin (OM 1994) – returned to the School earlier this year and held music masterclasses during their respective visits.

Li-Wei Qin is a world class cellist. He regularly appears as a soloist or chamber musician with leading orchestras including the Rundfunk- Sinfonieorchester Berlin, London Philharmonic, Prague Symphony, BBC Symphony and Sydney Symphony.

“I was about to give my first solo performance with the Melbourne Grammar School Symphony Orchestra and Li-Wei was scheduled to perform the same piece with the Melbourne Symphony Orchestra around the same time,” explains 2017 Captain of Music, Vincent Wang. “I was really pleased when he agreed to return to the School and work with me on the piece.”

The pair spent more than an hour focusing on the opening two minutes of the performance. “Li-Wei’s advice was very detailed. He worked on numerous aspects of my performance, including providing tips to deal with nerves,” says Vincent. “It was great to be able to spend time with someone with so much professional experience.”

“There is a huge history of ‘music success’ at Melbourne Grammar. Students have gone on to very high-end careers,” says Vincent. “It is good to have these tangible examples. It makes me think ‘Why can’t I do that?’”

Ultimately Vincent’s performance was outstanding, with Mr Nick Evans, Deputy Headmaster and Head of Senior School, describing it as “superb”.



From left: Vincent Wang and Li-Wei Qin



Daniel Le (standing) with Roddy Dong, Year 7

2010 Captain of Music, Daniel Le, is currently studying a Masters in Classical Performance at the Manhattan School of Music in New York. “I enjoy coming back to the School,” says Daniel. “There was always a feeling of enthusiasm and respect for musicians at the School, and that is still the same. It is one of the great Grammar things.”

An outstanding pianist, Daniel honed the skills of several students during his visit. “When you are appreciated and valued, you want to give back, so I am pleased to be able to work with the boys and, hopefully, encourage them to do the same,” he said.

Daniel believes that the point of creating art is to enrich the community so, to him, it is a natural extension to want to use his musicianship in the service of others. “I recently performed in a concert to raise funds to ‘save the whales’. It was water themed, with each piece highlighting a different musical approach to water,” he says.

“I am currently organising a concert which will feature Australian and American music,” says Daniel. It will be held in the Lincoln Center in New York on Anzac Day next year and it will be my debut there, so I am pretty excited.”

Both Vincent and Daniel were awarded scholarships at Melbourne Grammar School. “I would never have been able to come to Melbourne Grammar without a scholarship,” says Daniel. “These scholarships are a good representation of how our community is supporting the arts, with donors having the chance to nurture new and emerging musicians.”

World standard in rowing



Year 12 student, Fergus Hamilton, was crowned World Rowing Junior Champion in the Junior Men's Double Scull event earlier this year. He and his team mate, Cormac Kennedy-Leverett from Brisbane, were coached to their victory by Mr Tom Abramowski, Melbourne Grammar School's Director of Rowing. Here, Fergus and Tom outline their journey to the top.

Fergus Hamilton

"I was 12 when I rowed for the first time. It was in a dam on a farm and I remember it clearly because I saw a snake swimming next to me. That didn't bother me. I've loved rowing from the start.

I've rowed competitively since early secondary school years, but I became more serious about it when I came to Melbourne Grammar in Year 9 as a boarder.

As Captain of Boats this year, I played a key role in how the Boat Shed runs. I want the boys to fall in love with the sport, like me. It's important that I show younger students that it is possible to enjoy rowing and win at the same time.

At the end of 2016, I had an idea that I would like to try racing at an elite level. I spoke with Tom and my parents and we all agreed that I should go for it. I'm pretty goal focused, but there was no rush because I'm a year younger than my peer group. We knew I could take the time to enjoy the process.

I was chosen to represent Australia through trials and matched with Cormac for the Double Sculls race. Given Cormac lived in Queensland, I did a lot of training by myself. In the months leading up to the World Championships, I was out on the water in a single scull early most mornings. I had trained for two hours before most people were out of bed.

Of course, being in Year 12, I still had to keep up with my school work. Living in the boarding house really helped me find the balance between school work and rowing. I'd often row after school until around 6pm, have dinner, then study during the set time for homework each evening when the house is quiet and everyone else is studying as well. It was hard work, but satisfying.

I don't think I would have got to be where I did without Tom Abramowski. Tom kept me on track. I like his style of coaching. He is very direct. He pushes me but we get along pretty well.

Preparation for World Championship Final started well before the regatta itself. Cormac and I only rowed together for around three weeks before the Championships but we made the most of the opportunities we had.

Tom made sure we spent a lot of time strengthening our focus so the process we needed to follow in the race became second nature.

When the race started, I was nervous but I knew what I had to do and when I had to do it. I became confident at the 1000-yard (halfway) point when it became clear to me that we were in front.

It was great to win but it's not the end of the journey for me. I still love rowing and I intend to keep racing at an elite level for as long as I can."

Tom Abramowski

"I developed a great love for rowing at school so, at university, I looked for an opportunity to maintain my involvement in the sport. Coaching was a natural solution and I continue to enjoy it to this day. Working with young athletes who are just as passionate as I am about rowing, and helping them achieve their goals, is very rewarding.

I started coaching Fergus three years ago when he came into senior rowing programme at Melbourne Grammar School. Although it was clear that he had a natural gift for rowing, there was no rush in the process of coaching him. It was important to let him enjoy the sport by rowing with his mates and coming through the natural cycle.

Fergus has height, strength, and an amazing physical capacity on his side. We were able to exploit this to give him an edge in racing, but physical attributes will only get you so far. I think it is Fergus's emotional maturity and strong problem-solving ability that makes the real difference. To be as successful as Fergus, an elite athlete has to be able to make quick, smart decisions in races and during training. Fergus also had to find a balance in managing his schoolwork and training programme. This comes down to character.

A good deal of my coaching focused on building mental strength and enhancing Fergus' decision-making capabilities. This involves recreating possible race scenarios in training over and over again, until the confidence, composure, and capability to deal with them is built. For this to succeed, there has to be a great deal of trust between an athlete and his coach.



Fergus Hamilton with the First VIII earlier this year

Fergus has been brave enough to discuss the areas about which he had concerns. This meant I could help him with tools and strategies to deal with those concerns.

The training programme leading up to the World Championships was a significant step up compared to the normal rowing programme in terms of intensity and focus. The sessions were very performance orientated – there was nowhere to hide. Fergus spent a good deal of time rowing by himself during each session, but still consistently maintained motivation and effort. That was a significant achievement.

I was excited but fairly calm before the Championship race. I knew Fergus and Cormac could win. They had built the physical and emotional capabilities to do so; it was just a matter of putting it all into practice.

My own life is a balance between coaching and engineering. In addition to being employed as the Melbourne Grammar School Director of Rowing, I work as an engineer managing major gas projects. I am fortunate to have two good employers who allow me the flexibility to engage with both aspects of my working life. The commitment to rowing tends to be higher over summer, so I am more focused on that during that period. During winter, engineering comes more to the front.

It can be tough to manage the workload at times, but I wouldn't have it any other way. Coaching Fergus and Cormac to a world championship was a great privilege."

Different, different but same

The accommodation has been different, the food has been different but the experience of developing lifelong friends has been the same for all three generations of the Webb family who have boarded at Melbourne Grammar School.

Geoffrey (Geoff) Webb (OM 1955) entered Perry House (on the current Wadhurst site) in 1946. His son, Richard Webb (OM 1985), followed, entering School House (located on the site of the current Nigel Peck Centre for Learning and Leadership) in 1982. Richard's son, Jack, is currently in Year 10, having commenced at the School last year. He also resides in School House, albeit in its current location in the Boarding Precinct.

"Although I lived locally, my parents thought boarding school would suit me – and it did," explains Geoff. "I remember being a little apprehensive at the start but, once I settled in, I was happy as could be and that never changed."

Richard concurs. "I was already attending Melbourne Grammar when, in Year 9, my parents thought I might enjoy a boarding experience," Richard says. "I was initially reluctant but, within less than a month, you couldn't have pulled me out of there. It was one of the best things I ever did."

So, what has made this the case?

The Webb family admits that each of them have had a different boarding experience. Geoff resided in a dormitory, whereas Richard and Jack reside(d) in more comfortable spaces. The food appears to have significantly improved in recent times. "Some meals were best avoided," laughs Geoff whereas Jack enjoys great variety of teenage friendly, nutritious food.

However, the one abiding constant has been the mateship that develops between boarders.

"I still count some of my fellow boarders as being among my closest friends," says Richard. "There is an indelible mark left on you by virtue of living in close proximity for those important, formative years of your life. The deep friendships tend to extend through passage of time."

Geoff still catches up with some of his boarding mates on a regular basis. "Even though it was more than 60 years ago, I remember that period of my life far more vividly than any period since," he says. "The opportunity to knock around with a mob of guys and get up to fun means that we became close and we now have many shared memories."



Jack also enjoys his unstructured time. "There are loads of things to do on the weekend," he says. "Some are organised by boarding staff but sometimes I just like to go and watch sport or catch up with friends."

New Director of Boarding

After more than five years of outstanding service as the inaugural Director of Boarding, Mr Michael Shaw has elected to step down from the role at end 2017.

Current Director of Students, Mr Geoff Guggenheimer, will commence in the role next year. He will operate in both roles. Mr Guggenheimer has considerable experience in managing a boarding environment, having previously served in a similar role at Christ Church Grammar School in Perth.

"Boarders form a special part of the Melbourne Grammar School community," says Mr Guggenheimer. "My priority is to continue to provide boarding students with a safe, caring 'home away from home' which offers independence, privacy, flexibility and fun."

Tabbed fifth in the world



The 2017 Year 12 Melbourne Grammar School Debating team, from left: Jack Solomon, Michael Patrick, Rich Bartlett, Nick Bartlett, Jack Wappett

When Jack Solomon stepped up to the debating podium for the first time in Year 6 at Grimwade House, he freely admits he wasn't a strong public speaker. However, now, as a Year 12 student, Jack is recognised as Australia's best school-age debater and was tabbed (or ranked) fifth best in the world at the World Schools Debating Championships (WSDC) earlier this year.

The WSDC is a global competition for high school debaters. The Championships take place each year in a different country. All debates take place in English. Each country can submit a squad of 3-5 eligible students to debate social, moral, and political issues. There are currently between 50 and 60 nations that compete annually.

Jack was selected to represent Australia at the WSDC through a very rigorous selection process. "The first step was to be selected to represent Victoria for the National Championships, which I was," he explains. "Then the selectors carefully watched the debaters throughout the Nationals and chose the best five speakers from that pool. I was fortunate to be one of those selected."

The Australian team went on to reach the quarter finals of the WSDC, with 8/10 wins during the heats.

"It was exciting but humbling to represent Australia," says Jack. "I know there were a lot of people who wanted to be in the team, and a lot who have done so in the past. I wanted to make sure that I represented them well."

Jack found debating on the world stage to be a challenging experience. "We debated against teams who have different styles and mannerisms than we were used to," he says. "While that made it interesting, we weren't always sure what to expect."

The ranking of individual debaters occurred at the end of the Championships. "It was definitely a surprise to be tabbed fifth in the world," says Jack. "Obviously I hadn't been able to see all the other people in the competition debate, so I didn't know the standard or have any idea where I might fall. I was really pleased that other Australia team members also ranked highly."

"I don't think you have to initially be a great public speaker to be a great debater," explains Jack. "That can be learnt through practice and coaching. What is important is the argumentation. You need to be able to challenge every idea you hear, and make it your own."

As Captain of Debating at Melbourne Grammar School, Jack has mentored numerous younger debaters this year and played a key role in the organisation of various debating activities at the School.

Ultimately, Jack would like to represent Australia in future debating competitions.

Grimwade House Centenary

Get ready to celebrate in 2018! Grimwade House is '100 years young' on 28 February 2018. There will be a number of exciting events and activities throughout the year and all Old Melburnians are invited to join in the celebrations.

Key dates

Centenary Ball on Saturday 15 September 2018 in the Great Hall, National Gallery of Victoria.

Centenary Celebration of Learning Day on Friday 16 November 2018 when Old Melburnians, parents and friends are invited 'back to Grimwade' to see the School in action. Reunions will be a feature of the day.

Uniforms and memorabilia

We are seeking Grimwade House uniforms from the past 100 years. The earlier the better! Boys uniforms, girls uniforms, sports uniforms, caps, blazers, school bags etc would all be much appreciated.

We would also be thrilled to know if you have any memorabilia or artefacts for use in commemorative Centenary displays and publications.

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

Centenary commemorative book

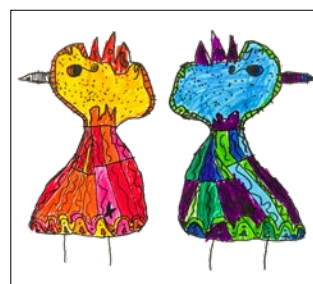
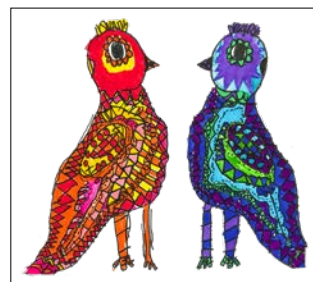
Our Centenary commemorative book will be launched in August 2018. Please contribute to its development via the past student questionnaire. It is online at: <https://grimwadehouse100.typeform.com/to/HyAeUB>



Birds of Grimwade

Year 1 students held an exhibition of their artwork – *Birds of Grimwade* – earlier this year. The children used a variety of techniques to interpret and represent bird forms. The colourful 2D and 3D art works were diverse and captivating.

"I am so proud of each and every Year 1 student. The exhibition showcases student individuality and creativity," said Ms Lee-Anne D'Paul, Teacher of Art. "Inspired by images, videos and the works of artists, students used a variety of mediums and materials to create their stunning works of art."





An adventure every day

Have you ever been to a farm one day, to outer space the next day and the jungle the day after that? Grimwade House students have.

Have you ever spent time in the company of Harry Potter, the Cat in the Hat, and a mermaid, all at the same time? Grimwade House students have done that too.

How about being taught by Willy Wonka, or Gandalf? You guessed it. They've done that at Grimwade House as well.

Book Week's theme of 'Escape to Everywhere' made every Book Week day a fantastic experience at Grimwade House. It was embraced by students and staff alike. Fun costumes, decorated spaces, guest authors, loads of activities, and, most importantly, lots and lots of books were the order of the day.



The concept translated into classroom lessons as well, with Year 6MC creating their own field guide around the book 'Mechanica' and science classes using butterfly displays as a basis of an estimation activity.

"Reading is such an important part of the culture at Grimwade House," says Ms Francesca Pasmus, Teacher Librarian. "It is so important that children develop a love of reading as it forms the basis of their learning across so many subjects at all levels of education."



From left: Willy Wonka (aka Mr Royce Helm, Head of Grimwade House) and Gandalf (aka Rev'd William Peacock, Grimwade House Chaplain).



Supporting Eat Up



Thousands of Victorian students come to school hungry each day. Wadhurst classes are supporting these disadvantaged students through their work with Eat Up.

Eat Up is an Australian charitable organisation that, with the help of volunteers, make and deliver thousands of lunches a month to schools in metropolitan Melbourne and regional Victoria. According to Eat Up, one in eight Victorian children arrive at school either without any breakfast or provision for lunch. Eat Up provides high-need schools with sandwiches and other food staples to distribute to these students.

One Wadhurst class per week comes to School early, and makes up to 500 cheese or vegemite sandwiches. They wrap the sandwiches, which are then placed in freezers in schools across the State, ready for their time of need.

“It is really important that we help these students,” says Year 7 student Anthony Tashevski-Beckwith. “You need food to concentrate so, without food, it can be hard to learn and this might impact on your life later on.”

Eat Up currently supports more than 140 schools across Victoria. With 500 schools having been identified as high need, they are continuing to try build the volunteer base.

“We are very grateful to Melbourne Grammar for the support they are giving the programme,” says Eat Up founder Lyndon Galea. “The initiative started when I read a story in my local (Shepparton) paper which said children in two of my local schools were going hungry. I was surprised that students living in our area could be in such a situation, so I set out to do something about it.”

Some Senior School House groups are following suit and are also providing sandwich making support for Eat Up.

www.eatup.org.au

Investigating Atlantis



It was the Ancient Greek philosopher, Plato, who first told the tale of mythical Atlantis – a prosperous land that, due to the wrath of gods, disappeared into the sea without a trace. Today, there is speculation that the Greek island of Santorini may form the basis of that legendary story. And this is where the Year 8 integrated unit of study, Atlantis, begins.

Posed with the question *Could Santorini have been Atlantis?* students use a multidisciplinary approach and a variety of techniques and sources to explore the quandary. Through the study of volcanoes and tectonic plates in Geography, Plato’s dialogues in History, and rock formation, stratigraphy (the layering of rocks) and geological timeframes in Science, students draw together multiple threads of evidence to form their response.

Ultimately, students produce an essay, a group video, or a visual and oral portfolio to present their conclusion.

“The capacity to gather, analyse, and interpret disparate pieces of evidence, then form a coherent, logical point of view is developed through this approach,” explains Mr Tim Bratton, Coordinator of Science. “The boys tend to enjoy the unit of work because it puts their learning into an interesting context.”

Mr Bratton indicates that many students also develop a new perspective about rocks during the programme. By using experiential learning to investigate the physical aspects of different types of rocks, students gain an understanding that the rock cycle is dynamic. The hands-on approach to exploring rocks tailors to both the students who like to get active in their learning and also to those who prefer a scientific approach.

And, as to the initial question about Atlantis and the island of Santorini. The truth is that we will possibly never know the answer but perhaps learning that truth can be elusive is a lesson in itself.

Friendship showcased on stage



The Year 7 Drama Ensemble's performance, focusing on the range of relationships that can occur between students in a school, was both heart-warming and thought provoking.

Staged as a series of vignettes, the play explored the importance of friendships, what can happen when they don't work and strategies for dealing with difficult relationships. Devised by the students, under the guidance of Ms Lauren Smith, Coordinator of Drama at Wadhurst, the play also delved into the reasons why some people might act as they do.

"You could imagine our surprise when we first found out that the storyline, posture and gestures were completely controlled by us, the students," says participant Angus Bardsley. "This gave us an extraordinary feeling of freedom; we could make this production anything."

The unique piece of theatre was largely drawn from the students' own experiences or observations. Non-naturalist conventions and physical theatre were used in effective ways.

Set in a school, the boys wore their uniform as costume. In addition to filling all the acting roles, Year 7 students also assisted with lighting, sound, and backstage activities.

The Ensemble is open to all students, providing boys with an opportunity to interact with others who share a common interest.

"Drama and theatre are often viewed as just entertainment," explains Ms Smith. "However, it goes well beyond that, teaching students to think creatively, to think laterally, and to communicate effectively and confidently. Creating your own piece of theatre also requires problem solving skills and entrepreneurial skills."

"It was very rewarding to watch the show become owned by the students," she added. "You can see they are enjoying the process when the energy really starts to flow."

SENIOR SCHOOL

The workings of an NGO



Year 10 Geography students gain a firsthand understanding of the operations of a Non-government Organisation (NGO) as part of their study into 'Geographies of Human Wellbeing'. The unit considers the factors which impact on a person's wellbeing and, in relation to NGOs, the role they have in influencing these factors.

Students spend time in a selected NGO, gathering information about its aims, achievements, and challenges. Making a hands-on contribution to the NGO is a core part of the visit. Ultimately, the students give a presentation to their class.

One group of students – Hamish Fergusson, Hudson Fisher, Lewis Levy, Calvin Payne, Michael Phillips, and Ben Thomson – visited TEAR Australia as part of the programme. Working in partnership with more than 70 organisations, TEAR Australia responds to the needs of poor communities around the world.

The students had formal meetings with key TEAR staff, and assisted with the packing of pop-up fundraising kits during their visit.

"The interaction with TEAR gave us a really good insight into the work of an NGO," said Lewis. "It was really interesting to see what they do for people who need to improve their wellbeing and how they go about it. I gained a real appreciation of the importance of their work."

"We learnt how an NGO can have an impact on numerous wellbeing factors," added Calvin. "In the case of TEAR, they focus mainly on agriculture and health."

Studies in digital humanities



While many students use their School holidays to pursue leisure activities, Year 11 student Tom Sutherland spent his winter break pursuing an activity of a different nature. Tom was successful in gaining a place in the prestigious Stanford Pre-Collegiate Summer Institute, where he completed a course of studies in Digital Humanities.

Digital Humanities focus on the intersection between new technologies and the humanities such as Literature, History, and Geography. Technology is now enabling the use of research methodologies in the arts which are more scientific in nature. "Digital technologies facilitate increased computation so you can, for example, analyse large volumes of text at one time," explains Tom. "People undertaking literary studies can use this to review a corpus of work, rather than necessarily individually reading each book. It can save time and increase accuracy in certain situations."

"During the course, we also looked at how we can use geographic information systems to create very accurate representations of historic events. By overlaying a topographical map and with, say, battle lines and other environmental knowns, we can use mathematical modelling to create 'shapes' and see what commanders were actually seeing during a skirmish. This means we can start to ask and answer new questions about their battle strategy," Tom added.

The course was delivered in a collaborative, rather than lecture, style. "I really enjoyed being with a small group of people who were all very interested in the topics we discussed," says Tom. "It was a great atmosphere and I learnt a lot from the others who were there."

Tom is not sure about his future career at this stage. "I really like the sciences but I am also very interested in literature and languages," he says.

Rogaining win

A group of Senior School boys won the Neill Phillips Trophy* for the Best Boys result at the Victorian Rogaining Association Schools Championships earlier this year.

Part of the LGR programme, the Year 11/12 Rogaining team comprised Year 11 students Andrew Argyrou, Hamish Brown, and Blair Nuske. The Year 9/10 team comprised Year 10 students Markus Christiansen and Harry King and Year 9 students Charlie Bradley and Guillaume Delvaen.

Together, the two teams amassed the highest total score of any 'boys only' entry. The Year 9/10 team were also recognised for collecting the highest number of points of any team on the day.

"Rogaining is a cross country sport which involves using a compass to navigate from point to point, within a timeframe," explains Markus Christiansen. "You get a map of a large area with many points marked on it on the day of the competition. It's impossible to get to them all within the time allocated. The purpose is to map out a route which will get you to as many points as possible, as quickly as possible. This means you have to be both strategic and fit."



Members of the successful Rogaining team, from left: Harry King, Hamish Brown, Blair Nuske, Andrew Argyrou, Guillaume Delvaen, Markus Christiansen and Charlie Bradley

About the Leslie Gladstone Robertson Society (LGR)

Initially conceived as a voluntary bush walking club, the School's LG Robertson Society, was established in 1959. While hiking and camping remains the primary focus, today, other activities include skiing, mountain biking, scuba diving and, now, 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.

Leadership of hike groups on LGR camps is often undertaken by Year 11 and 12 students. They take direct responsibility for the health and safety of not only themselves, but also that of others in their hike group.

The Schools Championships were held over a five-hour period in the Wombat State Forest.

"The teams worked together extremely well," said Blair Nuske. "We had spent a fair bit of time together at other LGR activities, and could almost predict each other's approach to each step of the challenge. This made it a really enjoyable event."

"Most of us were relatively new to the sport," added Markus. "It was quite satisfying to go into something new and pull off a win against more experienced teams. We're looking forward to participating in more rogaining events in the future."

*Coincidentally, the trophy is named after, and was presented by, Neil Phillips (OM 1969), a consulting economic geologist who also holds an academic position at the University of Melbourne. A highly successful rogaier in his own right, Neil was the inaugural President of the International Rogaining Federation.

F1 innovation



The Limitless Racing team, from left: Charlie Beggs, Charlie Bradley, Jordan Fuller Milind Bhatt, Ben Lipchin



Limitless Racing's award winning prototype

The international F1 in Schools competition is a short-term activity with long-term benefits. Teams of students come together to develop an engineered, prototype F1 car (in miniature). As part of the process, the teams also deliver marketing and sponsorship plans.

Eighteen Year 9 students successfully gained a place in the state competition this year, with the 'Limitless Racing' team of Charlie Beggs, Milind Bhatt, Charlie Bradley, Jordan Fuller and Ben Lipchin coming away with two awards - Best Engineered CAD Design, and an Encouragement Award as a result of their efforts throughout the competition. They have also been offered a wildcard entry into the National Final which will be held in Launceston in March 2018 in recognition of their fine work.

"All of the teams were excellent," says Ms Becca Seel, Science teacher and project organiser. "The Engineering award is an extremely difficult award to attain. The boys were interviewed by a panel, including Boeing engineers. They demonstrated how augmented reality had helped them with their car design. The judges absolutely loved the innovation behind this."

The competition kicked off with an exclusive masterclass at the Australian Grand Prix. "We learnt that, these days, a racing outcome is due to 20% driver and 80% team," explains Guillaume Delvaen. "There is no doubt that drivers are elite athletes with incredible strength and agility, but the engineers, pit teams, and other support staff are what really makes the difference."

The students were given a once in a lifetime experience to go behind the scenes in the Honda McLaren pits. "We got to see the back of the car in detail," says Guillaume. "That is usually kept under wraps as much as possible because the shape of the rear wing has a big impact on the aerodynamics of the car, and that has a subsequent impact on its speed and movement."

As the designated engineer in 'Limitless Racing', Charlie Beggs kept in touch with the McLaren engineers after the visit, seeking their advice on his design and engineering ideas. These were just one group of professionals the teams collaborated with during the project.

"The F1 in Schools competition provides team members with valuable vocational skills but, moreover, industry professionals from engineering, design and marketing sit on the judging panels. So, between the interaction with the judges and the industry collaboration leading up to the final, the students interface with potential employers across many fields. Offers of work experience, internships, scholarships and employment can result from these interactions," explains Ms Seel.

AFLW coaching appointments

Two Melbourne Grammar School colleagues are friendly rivals outside the School gates. Ms Jessica Rottura, Head of Media Studies in the Senior School, and Mr Scott Whyte, Director of Sport at Wadhurst, have each been appointed to AFLW assistant coaching positions at Carlton and the Western Bulldogs Football Clubs respectively.

“Typically, there are a few different aspects to the role of assistant coach,” explains Mr Whyte. “I’ll be responsible for the mid-field group, plus I’ll be involved in list management and the development academy. I’m really excited about the opportunity.”



Ms Rottura is also looking forward to the challenge. “It’s important for football players to feel like they have someone who understands them and knows how to help them get the best out of themselves,” says Ms Rottura. “Assistant coaches play a key role in developing training programmes that build the skills of each individual player.”

Both Ms Rottura and Mr Whyte have an impressive background in football coaching, and both are steadfast in their belief that diversity in the coaching line-up is essential to the game.

“While the number of female players has grown exponentially, there are still only a few women coaching in the AFL,” says Ms Rottura. “To maintain the integrity of any programme, the most qualified and best person should be appointed to any coaching role. Football departments should reflect real life and it is important that boys and girls see both genders in leadership positions on and off the field, so they can see their own potential.”

Mr Whyte concurs. “Coaches will play a vital role in continuing to improve standard of women’s football and this will impact on the perception of the sport by both players and supporters,” he explains. “Diversity across all roles is an important aspect of the development of the AFLW.”

Footy fever

Twenty-seven Year 6 girls participated in an APS Primary Girls Football Expo in September 2017. Initiated by Mr Mitch Le Fevre, Head of Health and Physical Education at Grimwade House, the girls participated in a skills clinic and played two (shortened) football games against other APS schools.

Four AFLW players led the clinic. They also spoke to the girls about their pathways into the sport, following their presentation, with a Q&A session. “It was good to have strong role models at the event,” says Mr Le Fevre. “The girls can see first-hand what is possible.”

Participant Alex Skinner (Year 5) said “We had a great time. We were out in the rain, getting dirty and it was fun. I’m hoping to play competitively next year.”

Currently Grimwade House girls can play football as an APS sport in Year 6 but, as with all APS sports at that level, in a coeducational group.

“We’ve seen a lot of interest in football from our girls since the launch of the AFLW,” says Mr Le Fevre. “I wanted to give our girls the opportunity to learn more about the sport.

It was also a chance to gauge the level of interest across APS schools so we could take this into account in future planning.”



AFLW player, Harriet Corder, is surrounded by Grimwade House girls. Harriet is the grand-daughter of Don Corder (OM 1939), winner of the 1946 Brownlow Medal and Chairman of the Melbourne Grammar School Council for the final five years of his 16-year tenure. The Corder/Eggleston (Football) Cup is named in his honour.

Snowsports success

Melbourne Grammar School students performed extremely well at state and national snowsports championships again this year.

The Grimwade House team was named Champion Primary Co-ed School at the Victorian Interschool Snowsports Championships and claimed second place at the Australian Interschool Snowsports Championships.

The secondary boys were runners-up at both the Victorian and Australian Championships, with many outstanding individual and team performances.

The Grimwade House team placed first in Alpine (girls), Ski Cross (girls) and multiple Cross-Country team (boys and girls) and individual (boys) events, plus placed highly in many others. Wadhurst and Senior School contestants also placed first in multiple Classical Cross-Country, Ski Cross and Alpine events on a team and individual basis.

Of special note, Robbie Morrison (Year 12) was individual champion in Division 1 Alpine and Ski Cross events. John Mordes (Year 8) and Hugo Hines (Year 6) were individual champions in Cross-Country, while Samantha O'Keefe (Year 4) anchored the Primary girls Cross-Country team to their Australian Championship result.

And, while wins were a wonderful outcome, Samantha summed up perhaps the most important aspect of the team's success when she said, "I think we won so many events because we love skiing and get along with each other so well."



Grimwade House girls Samantha, Willow, and Catherine proudly display the medals and trophies they won at the Victorian and Australian Interschool Snowsports Championships.

Nathanael Coull



Nat Coull's love of learning is exhibited in his ebullience for exercise and his fondness for the exercise of the idea. His love of sport is revealed in his active involvement and sense of pure enjoyment; Nat loves to win but at no cost to our or his ethos.

Nat must have a great hat collection at home; he seems to have worn so many of them at Melbourne Grammar. Aside from being a Boarding House Assistant, and Head of Athletics, Nat has been Head of Health and Physical Education since 2004, a teacher of Physical Education and Personal Development, a tutor in Miller, Witherby and Morris Houses, a football coach, and leader of the Byron Bay Surf Lifesaving Camp.

As Head of Athletics, he brought an Olympian spirit to the track and field events. The Athletics Camp conducted every Spring for over a decade with 40+ students from Years 7 to 12 was a critical component to the overall success of the team during this time.

Demonstrating an authentic care and concern for both his colleagues and students, his default button is set to well-being. As Head of Physical Education, he implemented a Personal Development programme in 2005 with a focus on the importance of long term health and personal welfare. The components involved physical activity, mental health and a deeper understanding of human relationships. That programme flourishes today.

After 15 years of distinguished service to Melbourne Grammar, Nat moves on to serve as the Director of Boarding at Newington College, Sydney, beginning in Term I, 2018. We wish him well.

Stephen Dessants Head of English

Bree Mayes



Bree Mayes commenced working at Grimwade House in a part-time capacity as the Grimwade Club Coordinator in 2002, when she was just 20 years old. Over the next 15 years she held various positions, and implemented and supervised enormous changes in the Out of School Hours Care programme.

During her tenure the separate elements of Out of School Hours Care Programme, Holiday Programmes and Grimwade Club were amalgamated, and Bree managed all of these. Bree was also heavily involved in the design and setup of the wonderful OSHC space in use today. At the time of building, new procedures and programmes were also implemented and policies to comply with Children's Services Regulations were introduced.

Grimwade Club has grown exponentially under Bree's direction, and now has over 480 students involved, with most attending at least two activities each week. Swimming alone caters for more than 200 students from beginners to squads who compete externally, and intensive swim programmes run through the holidays. On offer are 31 different classes including breakdancing, golf, coding and jewellery making. Homework classes are also available for students.

Aside from all these wonderful achievements, highlights for Bree have included meeting Olympian Andrew Gaze and many other well-known sporting personalities, organising a Futsal competition for 100 students, and attending a Melbourne Victory match with 60 students and their parents.

Amid a hectic career, Bree has undertaken studies, married and had two beautiful children. She leaves us to spend more time with the family. We thank her for her tireless energy, efficiency and positive attitude and wish her well.

Bronwyn Joseph Teacher Librarian

Carolyn Walker



Carolyn Walker arrived at Melbourne Grammar School in 1992, joining what was then the Business Studies Department, to teach Legal Studies, a subject she quickly came to love and develop as her speciality.

She soon gained a reputation for teaching the subject with energy and drive, an eye for detail, meticulous preparation, and the desire to challenge and stretch the thinking of her students.

Prior to joining the staff at Melbourne Grammar School, Carolyn had umpired on the Grand Slam Tennis circuit, including umpiring the first Australian Women's Final at Rod Laver Arena. Carolyn was selected to represent Australia as a tennis umpire at the Barcelona Olympic Games in 1992. Carolyn became Head of Tennis for a long period.

In 2003 Carolyn was appointed as Head of Ross House, a position she revelled in and held with distinction until 2011. Carolyn built on the strong relationships in Ross House, demanding high standards of the students under her care and generating enormous loyalty in return. Courtesy and manners at all times, respect for self and others, and service and compassion were high on her list of 'not negotiables'.

As Carolyn now prepares to retire after a long and very distinguished teaching career, it is my profound honour to say an enormous thank you for everything she has contributed to the Faculty and to the school more broadly. Carolyn has left an indelible mark on Melbourne Grammar and goes with our every good wish.

Leanne Forbes Head of Business Studies

THE OLD MELBURNIANS COUNCIL

From the President

The approximate 18,000 membership of the Old Melburnian community encompasses people from all walks and stages of life, engaged in many varied vocations globally. The diversity and depth of this talent pool is one of our greatest strengths as a community.

The purpose of The Old Melburnians Society is to support OMs to **connect and grow**, fostering an active and engaged community that supports each other and the School. Finding ways to achieve this beyond the traditional and popular reunions and dinners, with our limited resources, is something to which The Old Melburnians Council gives considerable thought.

Beyond what inevitably goes on in an informal manner, we ask ourselves, how can we create an environment and establish sustainable activities where OMs can connect, have fun, and lend support to each other vocationally or otherwise?

Growing globalisation and evolving technologies are disrupting the status quo of work. Traditional businesses are being challenged by newcomers with new ways of doing things. Many jobs and enterprises that exist today will not exist in the future.

What impact does this have on OMs? For older OMs it might create investment opportunities, increase the threat to their business or job, challenge them, as leaders, to be more responsive to change.

For younger OMs, this could bring entrepreneurial opportunities, or opportunities to help those in traditional businesses adapt, or create new jobs that don't exist today.

In particular, as the nature of work changes, the importance of being connected to a community with similar values that can provide guidance or support, is increasingly important. This is the case regardless of whether someone is entering the workforce or nearing retirement.



Mr Andrew Maughan

The OMs Council is mindful of these needs and has responded in three ways. First, the OMs mentoring programme pilot is nearing an end. The feedback has been encouraging. Expanding the programme to impact more OMs is the next step.

Second, OMLink, established this year, aims to make it easier for OMs to connect, share information and develop new relationships. OMs can register on OMLink.org including as mentors or mentees.

Third, OMs also assist the School with careers support. The 'Face your Future' breakfast brings OMs from diverse vocations to share their experiences with Year 12 students.

Finding other innovative ways to harness the diversity of the OM community to positively impact more OMs is an ongoing challenge and we welcome ideas and energy from those willing to contribute.

On the topic of energy, I wish to make special mention of Andrew Brookes, the outgoing President of the OMs. Andrew has served on the OMs Council for six years and as our President for three.

Success of the OMs depends on the goodwill, commitment and energy of volunteers and Andrew Brookes has been a role model in that regard. His hard work and leadership has resulted in a lasting impact on our community. He retires from Council with our gratitude. Thanks also to Andrew's wife, Robina, for her considerable support over these years.

Andrew Maughan President

A 45-year commitment



When Andrew Brookes (OM 1974) first sat behind the sound board at the School Play as a Year 11 student, he could not have foreseen that this would be the start of a 45-year commitment to the School. Apart from periods when he was living overseas or interstate, Andrew has managed the sound board for most Senior School theatrical productions at Melbourne Grammar School since 1972, and those at Grimwade House since 2000.

“Being involved in productions is a lot of fun, but the most satisfying part has been working with the students who have helped on sound desk over the years,” says Andrew. “Sometimes giving a boy this new responsibility has made a real difference. It has been such a pleasure to help students in this way.”

Andrew’s extraordinary theatrical ‘career’ is just one of the many ways Andrew has supported the School. Andrew has been a member of the Old Melburnians Council since 2011 and served as its President from 2014 until 2017.

“Old Melburnians are a very important part of the Melbourne Grammar School community,” says Andrew. “I’ve been incredibly lucky to meet so many amazing OMs at various functions throughout my time on the Council. Having a role in growing the opportunities for them to stay connected to the School has been really rewarding.”

Andrew has also been a member of the Investment and Management Committee (2009 – 2016) and is a long-standing member of the Witherby Tower Society, among other associations.

“We are very grateful for all of the contributions Old Melburnians and other members of our community make to the School, but the length and breadth of Andrew’s support deserves special recognition,” says Headmaster Mr Roy Kelley. “His willingness to quietly and consistently look for ways in which he can support the community is a fine example to our students of today. I sincerely thank him for his extraordinary generosity.”

Andrew has had a successful 22-year career in finance and now works in philanthropy. He holds voluntary governance roles at Melbourne Health and LifeWorks, where he is the Chairman of the Board.

“I believe it is important to give to the community because it contributes to a stronger community,” explains Andrew.

Andrew will now be stepping away from the sound board at the August production and Grimwade House productions but will continue his involvement with the Quad Play in 2018.

THE OLD MELBURNIANS

The Old Melburnians double bill



Nick Musgrove (OM 2002)

The first Old Melburnian theatrical production was staged in 1955. The next was staged 60 years later in 2015, and it has been an annual event since then.

The 2017 event was a double bill, comprising two very different stories. *The Browning Version* focused on the departure of a Classics teacher from an English boys' school after eighteen years of teaching there. A small act causes the teacher to reflect on his past and to contemplate his future.

The alternate play, *Challenger*, was written by Nick Musgrove (OM 2002). "*Challenger* is an exploration of the clash between commerce and common sense," explains Nick. "It describes the critical errors preceding the Challenger shuttle disaster, when the engineers essentially knew what was going to happen but could not dissuade management from the launch."

Nick has been forging out a successful writing career since leaving Melbourne Grammar School. "I really like writing dialogue in a theatrical form," says Nick. "I was fortunate, as a Year 9 student, to be allowed to co-write the Middle School (Year 9) play. I was then encouraged to write the School play in 2012. I discovered my love of writing through the support of teachers and fellow students at the School and I am immensely grateful for that."

Awarded the Doug Salek Drama Award* in Year 12, Nick was able to utilise the funding to attend productions at the West End, London, at the end of the school year. "I was thrilled to receive the Award," says Nick. "It has had a real impact on my life."

"I really do attribute everything I have done as a writer to the support and encouragement I received at Melbourne Grammar School," says Nick. "It is a real buzz to come back and reconnect with the part I loved most about it."

**The Doug Salek Drama Award was established on the basis of a gift by Doug Salek QC (OM 1969). It aims to assist, encourage, and promote an interest in theatre by a Year 12 student who has, whilst at Melbourne Grammar School, demonstrated a high degree of talent in theatre and an eagerness to participate in drama at the School.*



A scene from 'The Browning Version'

When law meets the performing arts

Carnegie Hall is New York's premier concert venue. Like many organisations within the arts industry, philanthropic contributions are a vital source of income, often enabling the entity to present a richer and more diverse arts programme to the community.

As Manager of Corporate Relations and Sponsorships, Jeremy Leung (OM 2003), plays an important role in ensuring this artistic and cultural work continues.

But, it wasn't always that way. Indeed, when Jeremy completed his studies at Melbourne Grammar School, he initially headed in quite a different direction.

After studying a Bachelor of Arts/Laws at the University of Melbourne, Jeremy worked as a solicitor focusing on project infrastructure at the international commercial law firm, Herbert Smith Freehills, for almost five years. While the work was interesting, there was something missing for Jeremy.

"One of the things I most remember about attending Melbourne Grammar School was the appreciation that each person is multi-faceted and may have multiple interests," explains Jeremy. "When I was there, you were encouraged to cultivate your passions. I really enjoyed my work at [Herbert Smith] Freehills, but because of the nature of the work, work-life balance was challenging. I just didn't have time to pursue my other interests."

Jeremy had been an aspiring ballet dancer throughout his schooling life. Although pursuing a professional ballet career was an option for him at the end of Year 12, Jeremy elected not to move in that direction. But the passion remained.

Jeremy spent time considering how he could combine his interests in a professional setting and, ultimately, set his sights on a career in arts administration, enrolling in a Masters in Performing Arts Administration at NYU.

"I thought a Masters degree would not only provide me with an entry-point in the field and gain some valuable and relevant skills, but it would also enable me to build a network which would enhance my employment prospects," says Jeremy. "As one of the world's major cultural hubs, it seemed sensible to study in New York. Not to mention, it would be just plain exciting to do something like this in New York!"



Jeremy Leung (OM 2003) outside Carnegie Hall

Jeremy undertook several internships as part of the Masters programme. "My internship at New York City Ballet focused on strategy and analytics," he explains. "It was really eye-opening to see how they leveraged their creative assets to build new relationships and explore business development opportunities. I think it was then that I truly understood how my corporate law experience could bring something to arts administration."

Approached by Carnegie Hall, Jeremy commenced working there earlier this year. "I love my job," says Jeremy. "I meet interesting people. I have opportunities to think creatively and, most importantly, I have been able to combine my corporate, legal and performing arts interests into a career."

Weddings

Congratulations

The Grammar community is pleased to congratulate the following couples who recently celebrated their marriages in the Chapel of St Peter earlier this year*

5 August 2017

Maximilian Riebl (OM 2009)
& Bethany Jewell

18 November 2017

Brendan Cooke (OM 1988)
& Christine Phillips

Lachlan Wilson (OM 1998)
& Kate Jackson

*as at 20 November 2017

Aria winner



Max Riebl (OM 2009) won the prestigious 2017 Herald Sun Aria. It was his third appearance as a finalist. He has also received top prizes in the the IFAC Australian Singing Competition, the London Handel Competition, the Chicago International Classical Singer Competition, and the Royal Philharmonic Arias.

A countertenor, Max was the Senior Chorister in 2009 and was awarded the Archbishop Frank Woods Prize in the same year. He will be the featured soloist with the Australian Brandenburg Orchestra during their opening season next year.

Founded in 1924, the Aria is the oldest and most recognised competition in Australia for emerging opera singers.

Helpmann award winner



Theatre and opera director Barrie Kosky (OM 1984) has received a prestigious Helpmann Award for best direction of an opera this year. His universally lauded production of *Saul* was the centrepiece of the Adelaide Festival.

In 2014, Barrie was voted Opera Director of the Year at the International Opera Awards.

Barrie will direct *The Nose*, an absurdist opera featuring tap dancing noses, which will be part of Opera Australia's 2018 line-up. He is currently Intendant at the Komische Oper Berlin.

Western Bulldogs leadership

Ameet Bains (OM 1995) is the new Chief Executive of the Western Bulldogs. He was formerly the Chief Operating Officer at St Kilda, where he began as General Manager, Player List and Legal Affairs in 2011.

He joins player Fletcher Roberts (OM 2011), at the club.

Ameet was Captain of School in 1995 as well as a member of the 1st XVIII football premiership side. He holds a double degree in law and banking/finance.

Senior of the Year



Roy Francis (OM 1957) has been honoured with a Premier's Award for Victorian Senior of the Year for his 'outstanding contribution to local community and Victoria'.

Since being diagnosed with prostate cancer in 2006, Roy has made more than 750 presentations across the State, promoting cancer awareness and other health issues as an Ambassador for the Stroke Foundation, beyondblue, and Cancer Council Victoria. He founded the Mornington Peninsula Prostate Support Group and initiated a number of other Victorian support groups.

Roy has also served as an active volunteer/committeeman on many sporting, hospital, and community groups on the Mornington Peninsula.

Gift to address statelessness

Together with his wife, Ruth, Peter McMullin (OM 1969) is making one of the most significant and visionary philanthropic gifts in the history of the University of Melbourne Law School to establish the world's only academic centre devoted to the problem of statelessness.

The Centre on Statelessness will work towards the elimination of statelessness and to protect the rights of stateless people through research, teaching and training programmes, supporting public policy and law reform, and raising public awareness and understanding of statelessness.

Peter McMullin is currently the Chairman and Director of McMullin Group and Special Counsel to Cornwall Stodart Lawyers.

ASIC Chairman

James Shipton (OM 1987) has been appointed Chairman of the Australian Securities and Investments Commission (ASIC).

Most recently James was executive director of Harvard Law School's Programme on International Financial Systems. Prior to that he was a commission member of the Hong Kong Securities and Futures Commission (SFC) and held senior roles in Goldman Sachs in Hong Kong.

James was the Memorial Hall Prefect and a member of the Firsts teams in rowing, rugby, and athletics during his time at Melbourne Grammar School.

Australian champion



Olivia Feaver (OM 2016) has been crowned the 2017 Australian Aerobics Champion, winning the International Senior Individual Women section at the Australian Aerobic Gymnastics Championships.

Olivia has been participating in aerobic gymnastics since competing in the Aeroschools Programme with her Grimwade House Year 4 team. Since then she has won numerous state and national titles, and represented Australia at international competitions in Japan and the USA these past four years.

Last year, Olivia was awarded the International Aerobic Gymnast of the Year by Gymnastics Victoria.

Boer War Memorial

As reported in Grammar News no. 119 (April 2016), Peter Maffey (OM 1953) had an active role in developing a National Boer War Memorial in Anzac Parade, Canberra. Peter is pleased to report that the Memorial was dedicated on 31 May 2017.

The Memorial depicts a patrol of mounted Australian troopers. The statues were sculpted by Louis Laumen who was responsible for the statue of Edwin Flack (OM 1890), which was so graciously gifted to the School by benefactor Nigel Peck (OM 1945).

Mr Maffey wishes to thank all members of the School community who contributed to the project.

Fundraising trips

Andrew Cannon AM (OM 1974) has travelled 10,000kms around Australia in a one-of-a-kind 1923 Presentation Vauxhall to raise funds for education programmes for Indigenous children. Founding Chair of the Cathy Freeman Foundation, Andrew raised around \$140,000 for the Foundation on his road trip.

Andrew Harper OAM (OM 1981) has commenced a six-month journey around South America to raise funds for Muscular Dystrophy Australia. Andrew will approximately follow the Tropic of Capricorn from the Pacific Ocean in Chile to the Atlantic Ocean in Brazil – distance of about 4,000kms.

To support these endeavours, visit: cathyfreemanfoundation.org.au/donate-10000 capricornexpedition.com.au/donate

Obituaries

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

Alsop, J P (OM 1963)

Barlow, C M (OM 1948)

Bate OAM, W A (Past Staff)

Coombes, P C R (OM 1955)

Cornwall, W G (OM 1958)

Craig, W J (OM 1949)

Cuming, I P (OM 1957)

Dunlop, D W (OM 1954)

Ewart, D G N (OM 1951)

Fox OAM, R M (OM 1933)

Frey, J R A (1938)

Game, M W (OM 1945)

Goodsall, J A (OM 1955)

Harwood, K (Past Staff)

Jago, L C (OM 1947)

Johnson, R S (OM 1948)

Lawson, F D (OM 1951)

Llewellyn, I J (OM 1955)

Macfarlan, A K (OM 1954)

Maclellan, C A (OM 1991)

Naylor, B A (OM 1944)

Pathmanathan, P (Current Parent)

Reid, W J (OM 1935)

Rollason, K N C (OM 1945)

Sacks, N P M (OM 1973)

Smyth, N W (OM 1947)

Spain, R J (OM 1945)

Thompson, G O (OM 1937)

Turnbull, A J (OM 1966)

Wall, J H (OM 1947)

Wharton, A L (OM 1969)

Whiteside, P G (Past Staff)

Williams, L C (OM 1953)

Withers, A A S (OM 1941)

Worboys, J C (OM 1953)

Wright, W M (OM 1948)

COMMUNITY EVENTS

- 1 Mrs Anne Kelley and Mrs Patricia Peck at the Bluestone Luncheon
- 2 1997 (20 year) Reunion attendees
- 3 Simon Angus (OM 1997), former Co-captain of Grimwade House and Captain of School, toasts the School at the 1997 (20 year) Reunion
- 4 Rebecca (Woods) Collins (OM 1997), former Co-captain of Grimwade House, at the 1997 (20 year) Reunion
- 5 Chris Derham (OM 1960) at the Canberra Community event
- 6 Ian Gillespie-Jones (OM 1963), Campbell Edmonds (OM 2015) and James Henderson (OM 2015) at the Canberra Community event



- 7 Kelvin Griffith OAM (OM 1948), Liz Smart, and Anne Court at the Witherby Tower Society Pre-Play function
- 8 Witherby Tower Society members gather prior to the Senior School Play
- 9 Sandy Clark (OM 1962), John Hasker AM (OM 1956) and Tim Alder (OM 1965) at the Witherby Tower Society Pre-Play function
- 10 Louise Gourlay and others at a Hard Hat Tour of the Geoff Handbury Science and Technology Hub
- 11 Participants at a Hard Hat Tour of the Geoff Handbury Science and Technology Hub



THE FOUNDATION

From the President

Diversity of membership in the Foundation Board is desirable; it may be expected best to assist the Foundation Board fully to represent the interests of all of the Melbourne Grammar School community.

I am delighted to welcome four new members to the Melbourne Grammar School Foundation Board – Amanda Day, Fiona Hindmarsh, Shirley Hsieh, and Alex Scanlon. Amanda, Fiona, Shirley, and Alex are all current parents at Melbourne Grammar School. In addition, each brings strong professional expertise and a personal commitment to philanthropic endeavour in a variety of different ways. Each will, I am confident, make a significant impact in the work undertaken by the Foundation, including in the furtherance of philanthropy in all parts of the School community.

Philip Solomon QC President



Mr Philip Solomon QC



Amanda Day



Fiona Hindmarsh



Shirley Hsieh



Alex Scanlon

Amanda Day

Amanda Day (OM 1994) is a leading paediatrician with strong historical family connections to Melbourne Grammar School. She remembers Grimwade House as a nurturing environment that provided excellent opportunities for growth and learning. She has been involved in philanthropic activities since school and relishes the opportunity to contribute to the work of the Foundation Board.

Fiona Hindmarsh

Fiona Hindmarsh is recognised as a leading professional in private family wealth management having worked with the advisors of ultrahigh net worth families. She has recently commenced her own consultancy in this area. Prior to that Fiona was a senior executive in ANZ's Institutional Banking. Fiona is pleased to be able to support the Foundation Board's philanthropic intent.

Shirley Hsieh

Philanthropy has been an important part of Shirley Hsieh's life from a very early age. A former medical practitioner, Shirley continues to support philanthropic endeavours which have a real impact on the community, and has plans to devote even more time to this in the future. Becoming a member of the Foundation Board is one facet of this new chapter in Shirley's life and she is looking forward to supporting the School in this way.

Alex Scanlon

Alex Scanlon has a background in law and corporate finance. She is a member of the National Advisory Board for Community Hubs Australia whose priority is to help build community connectedness. Alex is also involved in the Scanlon Foundation which supports the advancement of Australia as a welcoming, prosperous, and cohesive nation. In addition, Alex undertakes hands-on volunteer work, mainly with migrant women and children.

Improving options and opportunities



It is fair to say that Year 11 student, Jamarl Firebrace, wasn't doing well at his former school. He wanted to improve. He wanted something more, but he just wasn't sure how to change his situation.

Jamarl became aware of Melbourne Grammar School's Indigenous Bursary Programme through his love of rugby. He played against some other Indigenous Melbourne Grammar boys who told him about the opportunity.

And, at that point, Jamarl's life changed.

"It was hard when I came to Melbourne Grammar last year," he says. "The boys were very focused on their work, and this was a new situation for me. It took me a while to adjust but now I think the move is the best thing I could have done."

Importantly, Jamarl believes that his options for the future have significantly widened. "I've always had an interest in working with Indigenous communities, but I had no idea how I could make that happen until I came to Melbourne Grammar," he explains. "I've now set my sights on completing a Bachelor of Arts at the University of Melbourne as a first step along that path."

Indigenous Programme Manager, Mr Phil O'Connor, thinks that Jamarl is well suited to his proposed career. "Jamarl is a proud Indigenous man who has been instrumental in working with boys across the School to help them understand and appreciate Indigenous culture and issues," he says.

"In addition, Jamarl's natural warmth and emphatic nature enables him to quickly form positive relationships with everyone. This has been particularly evident in his mentoring of younger Indigenous boys," says Mr O'Connor.

Indigenous Bursary Programme

The School is committed to raising \$7.5M from private funds to ensure that 15 Indigenous students can attend Melbourne Grammar School in any given year. The partial achievement of this goal has already made a powerful difference in the lives of many students. This year, thanks to the School's commitment, the support of the Australian Indigenous Education Foundation, and hundreds of generous community members, 24 Indigenous students will have completed their VCE, and gone on to make a difference in the world around them.

You can help us to get closer to our goal by making a gift online, by setting up a pledge, or by including a gift in your Will in support of the Indigenous Bursary Programme. To learn more about the Programme, or to talk about your philanthropic goals, contact Josee Pinsonneault, Director of Development on 9865 7683.

mgs.vic.edu.au/mg/indigenousbursaryprogramme2017

FRIENDS OF GRAMMAR



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OF GRAMMAR



It has been another great year of the Friends of Grammar supporting engagement and participation across the School community.

Senior School

One of our aims this year was to have a capacity Mother's Day Luncheon (a whole School venture) and again, I thank all involved for helping us to achieve such an incredible result. It will certainly be remembered as one of the most successful lunches in the School's history. This could not have been achieved without the help of so many community members.

We also raised just under \$30,000 from this event, which was amazing given our aim was to 'friend raise' rather than fundraise. One of the highlights was the gorgeous hand wrapped gift cards given to all guests from the boarding community – such a generous and thoughtful gesture.

This year the Boys Big Breakfast was also well attended as the boys and their fathers listed to Mark Skaife talk about his motor racing career.

Wadhurst

We have had a wonderful time organising events for the Wadhurst community this Semester. Our Father-Son Trivia Night in Term III was a sell-out. The night started with woodfired pizzas and drinks on the Wadhurst Deck and continued in the Wadhurst Hall where comedian Brian Nankervis hosted a fun night of trivia, which included games, songs, and prizes. Continuing the celebration of dads, we also held our Fathers' Day stalls.

We assisted Matt Houniet and the SLSC with Crop-A-Kid Day, carefully shaving students' heads to raise money for the Make-A-Wish Foundation, and also catered for the opening night of the Wadhurst Art and Music Exhibition. We also had a fun time taking out our boarders for a day of lasertag. Our boys continued to support our tucker box lunches which raised over \$3,500 for their chosen charities.

Grimwade House

One of the highlights of 2017 was the Grimwade Parent Luncheon, which attracted a very strong attendance including a noticeable increase in fathers. The entertainment was self-generated through socialising by all attendees, with an accompaniment of a superb music ensemble and some exciting auctioneering.

Friends of Grammar Grimwade House hosted an Oktoberfest on the first day of Term IV. This lunch of sausages, pretzels, cider, and cheesy beer songs, led by some raucous singers, was a fitting opportunity for FOG to thank teachers on behalf of the Grimwade community for all they do for our children.

The annual cake stalls at the Junior, Middle, and Upper Primary Athletics were warmly received by the School community, as was the breakfast given to Year 6 students and their parents prior to their final assembly.

To cap off 2017, the FOG Grimwade House Family Picnic occurred on Friday 17 November. This was a great opportunity to celebrate the year with families congregating for a picnic dinner, rides, animal petting, ball games, brass band and face painting.

We thank Committee members, the wonderful network of class representatives and parent helpers all of whom helped to create such a welcoming, inclusive school community. We also thank all the parents and the students who supported and enthusiastically participated in our events.

Kate Anstee President FOG Senior School and Executive
Maria Pirpiris President FOG Wadhurst
Sarah Sefton President FOG Grimwade House

A blazer from a trail blazer

Grimwade House history was made with this small blazer. Georgie (Reitman) Gough (OM 1990) wore it on the first day of school in February 1979 as she walked through the Balaclava Road gates with five other young girls and 385 boys. Her arrival, with her sister Monique (Reitman) Monot (OM 1989), Lucy Alderson (OM 1990), Mairéad Doolan (OM 1991), Sally (Johnston) Kinley (OM 1990) and Tracy (Lam) Stratton (OM 1991), marked the start of coeducation at Grimwade House.

As a prelude to Grimwade's Centenary celebrations next year, five of the six 'first girls' from 1979 recently came back to where it all began, attending Assembly and meeting Grimwade's current girls – all 228 of them. Sally, Georgie and Tracy were there in person. Monique and Lucy, both living in the UK, skyped in to the delight of everyone in the audience. After 38 years they were reunited with Peter Valder, Principal of Grimwade House in 1979, who was also a guest at the Assembly.

Sally gave a short address, sharing some "wonderful memories" of her six years at the school. A lively Q&A followed involving all five women. At its conclusion, the Head of Grimwade House, Mr Royce Helm, was delighted to announce that Georgie had kindly donated her first blazer to the School Archives. It will be displayed during the Centenary celebrations next year. He held up the blazer for all to see – such a small blazer – with the name tag 'Georgina Reitman' still firmly in place!

Designed by Miss James

Our girls' uniform was designed by Miss Kath James, who was a long-standing teacher at the School (1946–1983). Head of the Early Years programme at Harleston in 1979, she supervised the arrival of the first girls. There has been relatively little change to the uniform since Miss James' day.



Our thanks to Georgie Gough (Reitman) (OM 1990) for donating her 1979 blazer to the School Archives.



From left, Tracy (Lam) Stratton and Mairéad Doolan on the Harleston stairs, circa 1979

Can you help?

Georgie's blazer is the only item of the first girls' uniform in the Melbourne Grammar School archives.

We would love to receive other Grimwade House uniforms from the past – for boys and girls – to help with our Centenary displays next year. If you can help us, please contact grimwade100@mgs.vic.edu.au

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