In this issue:

We need to suffer just a little
Self-respect leads straight to resilience, writes the Headmaster

Latinitas viva!
Who ever said Latin is a dead language? asks Anthony Gibbins

Words and pictures
Author and illustrator, Andrew Cranna, on his passion for children’s books

Open science
Dr Erin Sheridan explains how conventional research is changing

2015: Centenary of Gallipoli
From the Headmaster

Dear Reader,

Welcome to the first issue of SGS magazine, a new journal which aims to combine the flavour of Foundations with extended essays and articles about matters of interest and importance to our School community. For future editions we plan to commission pieces about famous Old Sydneysians, readings and critical work about school education, and articles about developments in the tertiary sector around the world.

We hope you enjoy this inaugural printing.

Dr John Vallance

From the Editor

Many of you will be familiar with Foundations magazine, which grew out of the SGS Foundation Newsletter, first published in August 1989 and then the organ of the SGS Foundation.

Fifty editions later the magazine has evolved into what I hope is an informative and visually engaging account of what Grammar boys (including Old Boys) are up to.

In 2015 Grammar is a busier, livelier and more stimulating place than ever. I am indebted to the Headmaster, Dr Vallance, for his proposal to expand and update the magazine and to broaden its horizons - a challenge our designer Stephen Miller and I very readily embraced. The new name and design are obvious changes. The larger format has now allowed for lengthier, more discursive articles which invite closer reading.

This edition also contains a moving eight page section on the Centenary of Gallipoli and its resonances for Sydney Grammar School.

I really hope you enjoy SGS magazine.

Philip Barr

1 Jottings
Snippets from here, there and everywhere

10 The 39 Steps
Our junior actors’ most recent romp...er, play

12 Speaking in Tongues
Andrew Bovell’s play about pain and longing

14 Musical notes
The beat never stops...

16 Centenary of Gallipoli
Our tribute to Sydneysians in the Great War

24 We need to suffer just a little
The Headmaster writes

27 Eyewitness to history
Edgecliff Prep’s new photo gallery

28 Latinitas viva!
Who ever said Latin is a dead language?

31 China study tour
‘A journey of a thousand miles...’

32 Words and pictures
Andrew Cranna’s books for children

35 Making waves
Swimming at St Ives Prep

36 Open science
On-line and collaborative research

39 Silver at Volleyball Nationals
The rise and rise of our newest sport

40 Summer sport round-up
An update on camps, tours and results

42 In Flanders fields
Tour to the western battlefields

44 Precious objects
A celebration of diversity

45 From the Archives
Grammar’s own Flickr site

46 Postcards
I wonder whatever happened to...?

49 The ties that bind
Alumni reunions galore
Headmaster’s Exhibition

Former MLA for Epping, Shadow Attorney General and Old Sydneian, Andrew Tink AM (OS 1972), was this year’s examiner for the Headmaster’s Exhibition. The set text was Alexis de Tocqueville’s Democracy in America. Eight boys from Forms V and VI sat two three-hour papers dealing with issues arising from the book. Mr Tink was impressed by the boys’ ability to use fluent and rapid handwritten prose to structure persuasive arguments and stated that very little separated them. But the essays of Timothy Hirsch (V) (pictured first left below) showed the greatest mastery of Tocqueville’s arguments, the most nuanced appreciation of how Tocqueville’s own time and circumstances influenced his writing, and highlighted in compelling detail what he saw as the frequent flaws and inconsistencies in Tocqueville’s reasoning. For this reason the Exhibition was awarded to him. The runner-up, and recipient of the Johns Prize, was Jason Chami (V) (pictured first right below).

2014 HSC results

From the Headmaster (Grammar Newsletter, 4 February):

‘In 2014, our Form VI maintained the high standards set in recent years. Boys topped the state in five courses, and seven members of last year’s Form VI achieved the maximum possible ATAR of 99.95. In the ‘All Rounders List’, made up of candidates who scored 90 or more in their ten best units, Sydney Grammar School was placed sixth. (I should add that the lists and details published in the Sydney Morning Herald are not always accurate, and parents interested in further investigation should visit the Board of Studies website for official information.) More than 70% of candidates achieved an ATAR over 90, up four percent on the 2013 figure.’

Old Boy centenarian

Archivist Bridget Minatel recently received this letter from Norman Holcombe (OS 1930), who recently turned 100, together with 31 mounted photographs and press clippings originally belonging to Arthur Walter Holcombe, or Vernon James Holcombe (both OS 1891-1892). The Holcombes were graziers from the Burren Junction/Wee Waa area. Norman’s father, uncles and brothers all attended the School.

‘Dad was born in 1875 and would have been about 17 when the group picture was taken. His brother Arthur, also in the picture, was older. They were taken at the home of a Master who took in a few boarders, but I cannot remember his name*, though I do know he had first boarded with a Mr Barbour who later went to Toowoomba and really got the Toowoomba Grammar School going. I have been going through old things lately to help my children, as I was born in 1914, so became a centenarian last December, as did my older cousin, Malcolm Slack Smith (also an OS), a few years ago. My brothers Stuart, Owen and Maurice, who all went to Grammar, are all dead, but I had a 100th party to celebrate and it was for 100 descendants of my mother and father and their partners so the family survives.’

[* Editor: This was Mr CJD Goldie]

Left top: Cadet Camp at Holsworth 1892
Left bottom: Holcombe brothers with friends and bicycles
Descendant of our first Headmaster

Amongst the 190 First Formers arriving at College Street this year is Declan Harty, the great-great-great grandson of the School’s first Headmaster, William John Stephens.

Stephens, a graduate of Queen’s College, Oxford, was appointed as Headmaster of Sydney Grammar in 1857, aged just 27. He resigned in 1866 in controversial circumstances to establish his own school, ‘Eaglefield’ in Darlington. 100 pupils followed him.

ANZAC Centenary: the School remembers

The School marked the 100th anniversary of the Gallipoli landings on Friday 24 April. Dr Alan Dearn (Senior Subject Master in History) gave another thought-provoking address at the ANZAC Assembly in Big School at which 10 Old Boys joined the Fourth Form, their Tutors and Housemasters. Lieutenant Colonel Hugh Meggitt (OS 1988) gave an inspiring talk to all other boys in the New Hall. A lunch for Old Boys followed in the Mackerras Theatre foyer. In the evening a Smoke Concert, mirroring similar events held 100 years ago at the School, took place in Big School (see Musical notes, page 14). The following day Grammar Air Force cadets were on hand once again to help with the Anzac Day march through the city streets.

Vale Robert Rofe

Bob Ross (former Senior Master), writes:

‘Many Old Sydneysians who were at Grammar in the ’50s or ’60s will remember Robert Rofe, either as an Economics teacher or as a resident master at the School House.

Robert Lancelet Rofe was born on 10 January, 1926 and attended Grammar from 1938 to 1943. He took a Bachelor of Economics degree at the University of Sydney and taught at Newington College for six years before joining Grammar as a teacher of Business Principles (later Commerce) and Economics in 1954 under Headmaster Colin Healey, who appointed him to the new position of Assistant to the Headmaster from 1960. When Healey left mid-year in 1964 to become Principal of Scotch College in Melbourne, Robert became Acting Headmaster for six months till the arrival of Healey’s successor. This earned him the title of Senior Master until he resigned to take up the post of Headmaster at Brighton Grammar School in Melbourne. He remained in that post until his retirement at the end of 1995. Robert was active in Cadets, first under Major Alec Hill and later as Officer Commanding. He undertook resident duties at the School House for many years prior to his marriage in May, 1966.

Robert was made a Member of the Order of Australia in 2002. He died on 19 December, 2014, survived by his wife Joan, daughter Helen and her family.'
Ceramics chosen for Art Express

ArtExpress is an annual exhibition featuring a selection of outstanding student artworks developed for the artmaking component of the HSC examination in Visual Arts in NSW. Henry Armstrong (Form VI 2014) was fortunate enough to have his ceramic work, 'Morandi, Gwyn and me' selected for the exhibition at the Art Gallery of NSW. He was under the tutelage of Grammar ceramics teacher, Bernadette Mansfield.

Henry says, 'In my work I have taken a utilitarian approach to ceramics. I wanted to work with clay in a way that harks back to its humble beginnings; its use around tables where family and friends gathered to share food and drink. To convey this I have adopted Gwyn Hanssen Pigott's ceramic style and Giorgio Morandi's composition of still life.'

Changeons de place!

Hamish Dodd and Ben Townley (IV) write: 'Having French exchange students stay with us was an experience inoubliable. Sacha and Pablo (from the École Alsacienne in Paris) were amicable and enthusiastic and had a great sense of humour; they quickly became mates. They integrated well with our families and were able to have a good laugh. Their high standard of English and friendly nature also meant they soon made friends. When not at school, we also went sightseeing, visited many different beaches and went camping. On some weekends, we met up with a few other French exchange students and their correspondents from Abbotsleigh. We look forward to seeing them soon in Paris!'

142nd Athletics Carnival

The 142nd Annual School Athletics Championships were held at Weigall on Tuesday 17 March. The sunny weather produced ideal conditions for the athletes. The Grammar Gift, part of the School’s charity fund-raising programme, was hotly contested again and won by Isaac Crawford (VI). KIO won the House points competition for the sixth year in succession.

The Opens competition was dominated by Zachary Lanigan (VI) who won the 200m, 400m, 800m, 1500m and 3000m. Zachary Studnibaba (VI) won the 100m and Long Jump with Lachlan Burrows (V) taking out the Shot Put and Lance Young (VI) reaching the winning height in High Jump.
New boats christened

Three heroes of the ancient world were celebrated in the naming of new racing shells by the Headmaster at the boat club’s Open Day on Saturday 8 November. The names Aristotle (Greek philosopher and scientist), Heraclitus and Parmenides (pre-Socratic Greek philosophers) now adorn the bows of three Grammar racing IVs. We wish them all speed!

Pond life

Boys in the Edgecliff Prep Science Club recently designed and built a pond for the corner garden. They wanted a site for studying local ecology but the lure of dabling in ponds in their lunch time was a key factor, too!

The boys started work preparing the site last year and over the summer holidays, a liner was inserted and the pond filled. As per the boys’ design, native aquatic plants and animals were added. These included Australian Smelt and Pacific Blue-Eye fish which were once common around Sydney and eat all the aquatic mosquito larvae. A galvanised steel frame with four large, removable panels was bolted over the top to ensure the safety of both the pond life and the boys. The design includes a biological filter in which a solar powered pump moves water to a raised garden bed where it is naturally filtered by aquatic plants before cascading over a waterfall and back into the pond.

The result has been like an oasis; a snapshot of what might once have existed in Rushcutters Bay before it was modified by humans. It is a lesson to the boys about local ecology, sustainable living and the design process.

Classes have been busy catching and identifying the various aquatic invertebrates, and searching for the elusive frogs. At other times, they just like to sit by the pond and relax!

A different drumbeat

Over the last few years, performances at assemblies, Annual Concerts and Presentation Days have led to a steady growth in the number of Year 5 and 6 boys at St Ives Prep wanting to participate in the physically demanding art of Taiko drumming. This year, 71 boys are working in three groups with Graham Hilgendorff of TaikoOz, developing creativity, co-ordination, strength and flexibility in this very energetic (and loud!) activity. Adding to our Shime-daiko and Miyadaiko drums, two enormous Odaka drums were purchased recently, significantly increasing the enthusiasm and effort of all boys.

Head of the River

Saturday / March saw over 900 boys head to the Sydney International Rowing Course at Penrith to support their fellow-schoolmates at the 118th AAGPS Head of the River. Sixth Formers Moffat Maloney and Isaac Crawford co-ordinated a volley of war cries and chants which rang powerfully across the course. A competition to compose new war cries and chants was won by Oscar Haibmeyer (V) and the results were very successfully put into effect. Despite the trying hot conditions, the support continued unabated and was hugely appreciated by our crews.

“Weeeeee-aaare-the-Gram-mar-boys...!”
**Weigall: new turf down**

Anyone passing Weigall recently (especially by train) will have been delighted to see the stunning new turf on Weigall ground. Term IV last year saw the 1st and 2nds cricketers having to play ‘away’ games while the work was being done. However, when school resumed this year, play recommenced on glorious new turf and on a wicket repositioned and reoriented north/south – a return to its former location. With a new drainage system in place (plus the welcome addition of new boundary rope!) the School now boasts one of the finest cricket facilities in the country.

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**Christmas hampers for Barnardos**

For many years boys from the School have donated Christmas hampers for men who use the Matthew Talbot Hostel for temporary accommodation. In 2014 the School entered into a new partnership with Barnardos Australia. We asked boys to collect gifts for children who are in foster care, sheltered accommodation, or who are from financially disadvantaged homes. The boys responded with real commitment, collecting 688 presents and more than sixty gift cards with an estimated total value of more than $11,000. Barnardos were exceptionally grateful, especially given that the boys focused on purchasing gifts for teenagers, an area that is often under supplied.

Several of the boys also volunteered at the Barnardos warehouse during the holidays to help sort out the gifts. They were given an interesting talk from one of the shelter directors who gave a very colourful description of the situation faced by many children using Barnardos services.

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**THE FIFTH COLUMN**

Dr Robert Loeffel (History Department) is the author of The Fifth Column in World War II: Suspected subversives in the Pacific War and Australia to be published by Palgrave Macmillan in July this year. The book examines the Fifth Column scare which plagued all Allied home fronts during World War II. This was the fear that the Germans – and later the Japanese – had embedded agents waiting to cause havoc and carry out sabotage in preparation for an invasion of Australia. The book illustrates how these fears were created, both at home and amongst the AIF on campaign, and reveals that this panic about traitors and spies on the Australian home front was excessive. It also shows how some of these suspicions were directed at some unlikely targets in Australian society.

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**ARCHITECT OF THE ASHES**

Walla Walla Press has just published a new edition of Richard Cashman’s tribute to one of Australia’s most famous fast bowlers, Old Sydneyside Fred Spofforth (OS 1870). Titled The Architect of the Ashes: The Demon Fred Spofforth, the book was launched at the Sydney Cricket Ground Museum before play on the third day of the January Test. In it, Cashman re-examines Spofforth’s reputation as an innovative fast bowler. It was at the SCG in 1879 that Spofforth took the first Test hat-trick for Australia. He captured 94 Test wickets in total, at an average of 18, and is widely credited with revolutionising international cricket.
Beethoven’s Ninth

Nineteen boys from Forms IV and V were selected to sing with the Sydney Philharmonia Choir and the Sydney Symphony Orchestra under Chief Conductor, David Robertson, in three performances of Beethoven’s epic 9th Symphony. It was an intensive rehearsal and performance period, but the boys did the School proud, with many of the musicians commenting on their professionalism and excellent focus. The experience was one they will remember for life!

Art of welding steel

Three Form V Visual Arts boys, Noah Soderlund, Curtis McMilan and Lachlan Pembroke, have been working under Artist-in-Residence, sculptor David Horton, producing their first large scale sculptures in welded mild steel. Works by Curtis and Noah are currently displayed in the Art Department Level 6 corridor.

Tri-Grammar cricket

This year’s Tri-Grammar Series was held in Melbourne from 16 to 21 January. In what proved to be the most successful series in recent times, Sydney Grammar School won the competition for the first time since 2004 and regained ‘The Bat’, not won since 2011.

The first two matches were T20 fixtures where excellent contributions from Alec Sheldon with the ball (3/18) and Dominic Richardson (40) proved too strong for the Melbourne Grammar School. The following match against Brisbane Grammar School was low scoring where we could manage only 9/99 runs in pursuit of Brisbane’s 7/106. The first two-day match against Brisbane who batted first for a total of 159. Wickets were taken across the board but Oscar Halbeyer was the standout bowler with 3/18. Sydney replied with 317. Hugh Farrow 84 n/o, Aniruddh Joshi 69, Isaac Crawford 44 and Zac Michael 31 were the main contributors. Brisbane batted a second time with Hugh Farrow taking three wickets in an excellent display of spin bowling. Sydney Grammar won on the first innings.

The second two-day match was against Melbourne Grammar. Sydney batted first. Isaac Crawford (46) and Jeremiah Iliffe (45) played well to set a target of 191. In reply Melbourne could only manage 139 due to some excellent bowling from Hugh Farrow (5/40) and Alec Sheldon (3/30). Again with first innings points secured we batted a second time. Farrow scored a measured 74.

Combined teams of Sydney Grammar School, Melbourne Grammar School and Brisbane Grammar School and was well supported by Will Mallett (33 n/o), Dominic Richardson (40) and Isaac Crawford (24). Melbourne conceded shortly after tea to hand Sydney the overall trophy and ‘The Bat’.

In a series dominated by Sydney Grammar, six of our players were selected in the Tri-Grammar Team: Isaac Crawford (Captain), Hugh Farrow, Jeremiah Iliffe, Aniruddh Joshi, Will Mallett and Alec Sheldon.
American Composers’ Forum National Composition Contest

Will Gardiner (OS 2005) has recently won the 2015 American Composers’ Forum National Composition Contest. The three winners of this competition (from 479 entries) receive commissions to write new pieces for the Los Angeles-based ensemble ‘wild Up’ – an exciting new music ensemble – to be performed in September. After finishing Arts/Law at Sydney University, Will completed a master’s degree (MM) in music composition at Yale University (Yale School of Music) where he also received a Presser Foundation Graduate Award in 2013. He is currently completing a Doctor of Musical Arts (DMA) in composition where his Tutor is David Larg, winner of the 2008 Pulitzer Prize for Music, and co-founder of ‘Bang on a Can’.

Air Force Bivouac

On 11 April, the 306 Squadron of the Australian Air Force Cadets deployed to Katoomba Airfield for four days of true bush living. The annual bivouac, a favourite activity for many cadets, enhanced teamwork, leadership and fieldcraft skills. Cadets enjoyed the prospect of ditching mobile phones, the internet, warm baths and home cooking, for a different sort of holiday!

Under the direction of Flight Commanders and Section Commanders, cadets engaged in fire, shelter building and radio exercises. The highlight for most, however, was the navigation exercise where cadets would navigate in small sections, collecting points and ambushing other sections along the way. Sections liked the fact that they were left to their own devices to move around, giving them freedom to employ their own tactics.

Winner of National Youth Concerto Competition

The National Youth Concerto Competition (NYCC) is recognised as the most prestigious competition in Australia for string soloists aged up to 17 years. It was established by Queensland Youth Orchestras in 1976 to encourage the development of young Australian string players. Terence Leung (VI) was the winner of the 2014 competition held in Brisbane in October. Reviewer Patricia Kelly wrote: ‘Cellist Terence Leung...cut a swathe through Sinfonia Concertante in E Minor by Serge Prokofiev...[he] kept that cello close to his heart so the two beat as one...He swept full steam ahead as the orchestra stopped and balanced below his encircling orbit.'

We congratulate Terence on this outstanding achievement.

Junior swimmers GPS runners-up

The 2015 swimming season culminated in the 3rd AAGPS carnival at the Sydney Olympic Park Aquatic Centre on Friday evening, 27 March. The eager, vocal support of the entire Fourth Form was both deafening and relentless, and lifted our swimmers (pictured below) to many personal best performances. The Junior Age group, consisting of Conor Field, Chris Finnegan, William Boyd, Michael Choi, Gabriel Gorgas, Nico Lowe, Ari Stathis, Hugh Ashley, Henry Palmerlee, Stirling Smith, Henry Xu and Sebastian Zamora, had a particularly outstanding set of results and were runners-up in the GPS Junior Championship.
Speech Day 2014

Edward Santow (OS 1996) was guest of honour at the 2014 College Street Speech Day at the Sydney Town Hall. In his occasional address, Mr Santow, who is Chief Executive Officer of the Public Interest Advocacy Centre, touched on his own experiences at school and spoke with passion about the connection between law and social justice. Mr Santow also presented the prizes. In what is believed to be a first, three Sixth Form boys played the magnificent William Hill and Son organ for the ceremony under the watchful eye of organ tutor, Robert Wagner (OS 1986).

Remembering Phillip Hughes

Following the death of former Australian cricketer Phillip Hughes during the Sheffield Shield match between South Australia and New South Wales at the Sydney Cricket Ground on Thursday 27 November 2014, a brief memorial was conducted prior to all GPS Round 3 cricket fixtures on Saturday 29 November. On that day, the Grammar First XI played St Ignatius’ College at Riverview. Following a brief speech from James Rogers (SIC) both teams and officials came together to observe a minute’s silence in honour of Phillip’s short life.

Australia Day awards

The School congratulates the following Old Boys who were recipients of Australia Day awards:

Officer (AO) in the General Division
Hugh Clifford Mackay (OS 1954)
For distinguished service to the community in the areas of social research and psychology, as an author and commentator, and through roles with visual and performing arts and educational organisations.

Member (AM) in the General Division
Malcolm John Bush (CS 1953)
For significant service to the logistics and transport industry through a range of executive roles, to business, and to the community.

Professor Michael Sidney Frommer (OS 1969)
For significant service to medicine, particularly in the areas of public health and medical education, and to policy development and reform.

Dr Neil Eastwood Street (OS 1972)
For significant service to medicine in the fields of paediatric anaesthesia and malignant hyperthermia, and to the people of the Asia-Pacific region through medical aid programs.

Professor John DG Watson (OS 1972)
For significant service to medicine in the field of neurology, to medical education and administration, and through mentoring roles.

Representative honours

We congratulate the following boys who have gained selection in representative teams in summer sports:

Combined GPS Cricket: Alec Sheldon
Combined GPS Tennis: Yuta Ito,
Alexei Moore (reserve)
Combined CIS Basketball:
Cameron Rutherford (reserve)
Combined GPS Rowing: Sebastian Schwartz
Combined GPS Swimming: Conor Field,
Gabriel Gorgas, Ari Stathis, Kell Plater,
William Boyder, Michael Choi,
Henry Palmerlee, Stirling Smith, Henry Xu,
Hal Hughes, Charles Abel, Clive Nicolson,
Perry Narborough, Zac Lanigan.

Batyr

In November last year, Form IV boys gave a voice to ‘the elephant in the room’. Batyr is an organisation of young adults, many of whom have experienced mental health issues. Batyr staff took Form IV boys through a day of preventative education to raise awareness of their own and others’ mental health. Experiential tasks, as well as reflective sessions, were used to engage the boys and to develop their understanding of issues such as depression, suicide, anxiety, stress, sexual assault, eating disorders, bullying and personal health.

Below: Oskar Anderson takes on Wallaby Paddy Ryan in a lesson about resilience.
Surf lifesaving success

We congratulate Ben Hislop (Queenscliff Club), Lincoln Smith, Liam Mason and Stirling Smith (all Manly Club) who were successful at the State Surf Lifesaving Championships held at Umina Beach early in March. Stirling Smith (who is Junior Club Captain) was 4th in the State Board relay and 6th in the Swim team event. Ben Hislop made it into the semi-finals of the Ironman and Individual Board events and came away with a silver medal in the Cameron Relay and a 4th Place in the Board Relay. In the Under 17s, Lincoln Smith achieved bronze in the Individual Sprint. He and Liam Mason were part of the winning Beach Relay team which went on to win gold at the National titles.

![Lincoln Smith in the Individual sprint](image1)
![Stirling Smith in the Board relay](image2)

Orienteering

Duncan Currie (Ill) spends much of his spare time training for or competing in orienteering events. Orienteering, which originated in Sweden, is a competitive sport that tests both the skills of map reading and cross country running. Competitors race through urban or bush terrain to find a series of checkpoints using only a compass and a topographical map. Duncan loves the mix of physical and mental skills required and he enjoys travelling to many different parts of the country for his sport.

As a five year old Duncan was fascinated with the maps in the street directory and so his parents thought he might like to try orienteering. He now competes several times a week all year round. He represented NSW at the Australian Championships last year in Western Australia where his team won the relay and he is hoping for more success at the national championships this year in September in Ballarat, Victoria.

![Orienteering course map](image3)

ADVENTURE TRAINING

During the Easter break six Army cadets (CWO George Brumpton, SGT Robbi Arnold, SGT Harry Barnett, SGT Matthew Shields, SGT Felix Mak and SGT Michael Darroch) participated in the National Adventure Training Award, held in Majura Training Area, Canberra. They faced a six-day test of their fitness, endurance, leadership and teamwork skills in an attempt to achieve the award that is considered the pinnacle of a cadet’s achievement. Amongst the 120 cadets from all over Australia, all six Grammar candidates were successful in achieving the award. CPLs Soshianne Bonnio and Benjamin Lothol also worked in the command post as signallers. Peter Hunter (3S 2012) received the award when he was at the School and returns regularly as a member of staff.

![Grammar cadets in conversation with Deputy Chief of Army; Major General Rick Burr](image4)

DON WAGNER

Richard Macdonald (Don) Wagner (OS 1948-49) passed away on 1 December 2014, after many years on dialysis. Remembered by one of his contemporaries as ‘a family man of the first order... a generous and caring parent who passed on his humanitarian values to his descendants’, Don was also a loyal supporter of the School and a contributor to the 1948 Old Sydneyans Scholarship Fund which supports a means-tested scholarship for a boy currently at the School.
The 39 Steps

Gun shots, *femmes fatales*, hair-breadth escapes, secret identities and happy endings – the hallmarks of great stage thrillers – helped make this junior play a resounding success.

November last year saw eight Form III boys take to the stage of the Palladium Theatre to put on an energetic and spirited production of the classic spy story, *The 39 Steps*. First a John Buchan novel, then an Alfred Hitchcock film, this Patrick Barlow play offers both a parody and a nostalgic reminder of all the quirks and clichés of the classic spy story, of the Hitchcock thriller, of old-fashioned cinema. In the play, we see a fine, upstanding, stiff-upper-lipped English gentleman, Richard Hannay, meet a mysterious woman, who returns to his flat before being murdered, casting Hannay into the midst of a plot to bring down Mother England. He then proceeds to charge around the British Isles over the course of two acts, fighting policemen on the side of a moving train, seducing an innocent Scottish farm girl and giving impromptu speeches at political rallies, before returning to foil the plot in the nick of time.

The rehearsal process was a long and exhausting one. Due to the play’s intentionally haphazard nature (the bulk of the set was composed of a few apple crates and ladders), most of the cast was constantly switching between characters, some having to play ten or more substantial roles, over the course of the play. It took many hours to co-ordinate all these changes – in one scene, two cast members have to switch repeatedly between the characters of a Scottish paper boy, a police constable, one of two salesmen, a train conductor and a confused old lady named Mrs Higgins, meaning that the changing of their hats needed to be co-ordinated to the split-second. The humour of the play relied almost entirely on quickfire, snappy deliveries of lines and actions, taking hours going over and over to get them absolutely perfect. This was made even more difficult by the fact that all of our sound effects came from a boley artist. This is when the sounds are not made by playing a recording, but by making a real sound with something else that sounds similar. For instance, for glass smashing, he would hit some wind chimes against a desk, and for a punch, he would hit a melon with a mallet – all this co-ordinated with what was happening on stage. While tiring, the rehearsal process was nonetheless rewarding. There is very little that serves better to forge friendships than making a fool of yourself with a mate in a fruitless attempt at a Scottish accent.

On the whole, the production was an excellent experience, and the final product proved to be a source of great enjoyment, both for the audience and the cast. The cast and crew are indebted to Ms Williams, for helping us bring to life this wonderfully playful production.

*‘The humour of the play relied almost entirely on quickfire, snappy deliveries of lines and actions, taking hours going over and over to get them absolutely perfect.’*
Speaking in Tongues

Later adapted into the award-winning film *Lantana*, Andrew Bovell’s play about our desperate need to connect made big demands of its young cast.
It was *Speaking in Tongues*’ remarkable structure that struck this company when we first met to read through Andrew Bovell’s extraordinary play. Written in three parts, narratives drift in and out, cross paths, share the same characters and suddenly vanish, often unfinished. The effect? A deep longing in all involved to know more; to be part of these peoples’ worlds and to connect with them, just as they long to connect with each other in the hope of filling an emotional void, real or imagined, in their lives. In this haunting play, characters ache. As Leon (Jasper Bruce) and Jane (Gemma Hassall) ask in Part One, ‘Am I no; enough for you?’; their respective spouses, Senja (Eliza Learmonth) and Pete (Miles Gibson), reply, ‘I don’t know what enough is.’ Jane’s simple, final line, ‘If things were right between you and me, then that should be enough’, resonates as Parts Two and Three unfold.

That young actors in their mid-teens can so powerfully capture the pain and longing that Bovell explores is testament to their talent, their emotional perceptiveness and their willingness to take risks. Smaller roles offered just as much intensity in a play where there is really no such thing as a ‘lead’ and where the entire ensemble, through Bovell’s intricate jigsaw-like structure, weave the stories of their lives into a multi-layered narrative. Lit simply by a desk-lamp, Neil (Max Jelbart) narrates a series of letters to a lost love; Sarah (Zoe ‘Terakes) reads those as she searches for answers in the therapist’s chair; that therapist (Emma Rémond) listens on, occasionally judges and fears that her marriage may be failing apart; her husband (Hamish Dodd) sits at home, consumed by guilt, fearing a single failure to act may mean the disappearance and possible death of his wife; Nick (Curtis McMillan), the man possibly responsible for that death, sits in a chair answering questions from a police officer.

Echoes of former stories are heard; parallels across characters are drawn; scenes are played simultaneously, with dialogue doubling and being shared (proving a technical challenge that the cast rose to quite superbly). As such, a decision was made to design the production with a sense of near perfect symmetry, with a gloss black floor offering another point for reflection (thanks to a carefully considered lighting design by Alex Berlage) and a translucent back wall offering a ghostly hint of a world beyond, but seemingly out of reach, heightening the claustrophobic nature of the play. This striking set, by NIDA graduate Charlie Davis, served the play perfectly; indeed, all involved (including the crew of Louis Parker-Talbot, Henry Wennerbom and Alex McManus, the three of whom guaranteed three technically flawless performances) served the play perfectly.

The final words, perhaps, should come from Bovell himself in an email the company received during the second tech rehearsal: ‘I understand from my colleague, the playwright Suzie Miller, that you are about to open your production of *Speaking in Tongues*. I think it’s terrific that you are taking it on. It’s a complicated piece of drama. I hope you’ve found it interesting and rewarding.’ We too thought it terrific we were ‘taking it on’ and, yes, it was both interesting and, most importantly, profoundly rewarding for all.

Words Peter Rudge
Head of English (Director)
Photographs Patrick Boland
Musical notes

With over half the boys at College Street actively involved, and more than fifty evening concerts being held annually, the pulse of music continues to beat strongly at the heart of the School.

AMEB Shield

Grammar was again presented the AMEB shield in the Schools Category – the 20th such win in the last 22 years. Attendees at the presentation ceremony on 8 March were entertained by Grammar’s Senior Bassoon Quartet.

A rousing end to the year

Each year the standard presented by the boys at our many concerts continues to delight our audiences and these past two terms have been no exception. 2014 ended with the usual flurry of concerts in the final weeks of Term IV. The Jazz Combos Concert, the Choral Concert and the Chamber Music Concert were held on successive evenings and featured an impressive array of works including the Overture on Hebrew Themes for String Quartet, Clarinet and Piano by Prokofiev, Suite for Wind Quintet by de Groot, the Serenade for Winds, Cello and Double Bass by Dvořák, and the ‘Alleluia’ from Regina Coeli by Mozart for mixed choir and soprano soloist.

Smoke Concert

An Anzac Commemorative ‘Smoke Concert’, mirroring similar events held 100 years ago at the School, was held in Big School on the eve of Anzac Day. Excerpts from letters and poems written by Old Boys from the front, and published in The Sydneian, were read by boys and masters. Musical items, reflecting the taste and prevailing sentiments of the time, were presented by boys, including Junk Man Rag (1913), Rally Round the Flag (1903), Rule Britannia! and a quartet written in 1904 by Old Sydneian Frederick Septimus Kelly. The concert aimed to transport the audience back to an era where patriotism and devotion to Empire was at its height, and Old Sydneians who fought for King and Country were honoured.

Singing with the SSO

At the end of February nineteen boys were fortunate enough to sing with the Sydney Philharmonia Choir and the Sydney Symphony Orchestra in performances of Beethoven’s great Symphony No.5 (The Choral) at the Sydney Opera House conducted by the SSO’s chief conductor, David Robertson.
2015 concerts kick off

The annual Bach Birthday Organ Concert was presented by Robert Wagner on the Mander Organ in the Big Schoolroom on 22 March, followed the next day by the rock concert Grammpalooza (featuring nine school bands plus the staff band, ‘Masterpiece’) and the Term I Concert on 26 March. This concert featured the winner of the Form V (2014) Instrumental Competition, Felix Wallis (VI) performing the Concerto for Double Bass and Orchestra by Koussevitzky with the School Orchestra. The Orchestra also presented the ‘Marche au Supplice’ (March to the Scaffold) from Symphonic Fantastique by Berlioz; the Wind Ensemble wowed the audience with the ‘Gallop’ from First Suite for Band by Reed; the Grammarphones impressed as always with ‘Sure On This Shining Night’ by Morten Lauridsen and the School Choir were joined by a brass octet in ‘O Praise God in His Holiness’ (Psalm 150) by Cecil Armstrong Gibbs.

New parents welcomed

The start of the 2015 concert year saw some equally impressive repertoire on show. Amongst the items played at the Welcome to New Parents Concert on 12 February, Third Formers Lucas Nguyen (violin) and Jason Wu (cello) performed the Passacaglia – Duo for Violin and Cello, by Halvorsen (after Handel) and a Form IV clarinet quartet played Caprice for Clarinets by Clare Grundman.

Staff on show

A full audience gathered in Big School on 26 February to hear a recital by many of Grammar’s full-time staff and peripatetic tutors in a variety of ensembles from piano duet to saxophone quartet to jazz combo. The music presented ranged from Baroque to modern jazz tunes arranged by our very own jazz piano teacher, David Levy.

Richard Charlton tribute

Members of the School Choir and the Sydneian Bach Choir joined girls from Ascham School on 13 March to perform at a special celebration concert for Sydney composer, Richard Charlton. This concert featured works by Charlton and concluded with a massed choir singing his work To See the World in a Grain of Sand commissioned by the Sydneian Bach Choir in 2004.
2015: Centenary of Gallipoli

One hundred years on, we remember the very significant contribution played by Old Boys at Gallipoli and throughout the Great War.

At the outbreak of war, imperial sentiment and loyalty towards the British Empire was suddenly renewed. Patriotism and pride were especially cultivated in the leading independent schools, particularly in Melbourne and Sydney. Headmasters called upon their pupils to do their duty for country and Empire. A fact, whether it is well known or not, is that Old Sydneysians were the largest body of volunteers from a single school in Australia to participate in the First World War. A total of 308 Old Sydneysians who lost their lives are inscribed on the centre panel of the memorial in Big School, with a further 1476 represented on the two side panels who returned from active service.

By virtue of numbers and reputation, Grammar set a strong example of patriotic duty to other schools in the Sydney area. The Sydney Morning Herald reported that ‘such tremendous cheering and piercing, deep-rooted enthusiasm has never before been displayed in the School. Spectators who followed the recruitment march in December 1915 throughout the state were heard to remark that in no one place was the cheering so grand as at Sydney Grammar School.’

WWI HONOUR BOARD

In late 1914, Headmaster HNP Sloman initiated an appeal for the names, ranks and regimentals of Old Sydneysians serving in the forces, declaring that it was a duty the School owed to them to see that a full and permanent record was kept of their achievements in the war.

The outcome was the great rosewood memorial that occupies the north wall of the Big Schoolroom, a gift predominantly funded by members of the Old Sydneysians Union, and designed by Eric L. Apperley, an Old Sydneysian and well-known architect as well as a champion professional golfer. The memorial was unveiled by Lieutenant General Sir Harry Chauvel at Speech Day on 12 December, 1921. The Greek inscription over the centre panel reads, ‘The whole world is the tomb of famous men’, which is from Pericles’ funeral oration for those who died in the Peloponnesian War according to Thucydides, and appears on countless monuments to known and unknown soldiers all over the world.

Seven additional names were added to the School’s WWI Honour Board last year, after being confirmed by family research. Most of these boys attended more than one school during their education and therefore appear on several school honour boards. Even today, the number of Old Sydneysians lost to this war is growing. One recent addition is Sydney Harold Banks-Smith (OS 1906).
SYDNEY HAROLD BANKS-SMITH
(OS 1906)

Sydney Harold Banks-Smith was born in Tarce in 1893 and attended Grammar from April to December 1906. He enlisted in March 1915, joining the 8th Field Ambulance. In letters to his family, Banks-Smith describes his experiences as a stretcher bearer at Gallipoli up to the last night of evacuation, being an ambulance driver in the Middle East and France and then an air mechanic with the Australian Flying Corps at Leightonister, England where he was killed in an aircraft training accident on 3 July 1918, aged 26.

According to his Red Cross Wounded and Missing file, Banks-Smith had taken a test flight with another pilot for the purpose of testing a machine gun and, while diving at the target, the machine collapsed and crashed to the ground, killing both men instantly with the impact. He was well liked at the aerodrome, and a number of his friends attended his full military funeral, with the informant remarking that it was hard to think he went through Gallipoli and France and in some of the tightest corners and then to be killed here.

His name, somehow omitted from the Honour Board in Big School when erected in 1921, was finally added last year.
DOCUMENTING OLD
SYDNEIANS’ WAR GRAVES

Over the years, the Archives have benefited greatly from contributions made by Old Sydneys and their passion for in-depth research. Some of the most notable research undertaken has been into the stories behind the fallen Sydneys on our World War I Honour Board and where they were laid to rest one hundred years ago.

Peter Hall (OS 1952) and Philip Creagh (OS 1966) are responsible for a great deal of this work, with Peter meticulously researching each boy’s military history gathered from hundreds of Australian and British war records, and Philip persistently searching and locating every foreign grave site to record their headstones and final resting place. Another researcher, John Williams has completed a similar project with Old Boys involved in World War II.

WHISPERS FROM THE PAST – A PERSONAL WWI JOURNEY – PHILIP CREAGH (OS 1966)

‘One of the sights that stuck in my mind while a boy at Grammar was the School’s WWI War Memorial covered with names and its Greek inscription. What I remember in particular back then was seeing the name of the boy at the top of the centre panel, Lieut. WE Addison, and asking myself: ‘who really was this person?’

All these thoughts were discarded for the next 40 years, but upon retirement, my thoughts turned back to Addison and the other 307 Grammar boys inscribed on the centre panel of the Memorial. I first started researching a few boys whom I could easily find and visited their overseas grave sites in 2008. Soon my attention turned to every Old Sydyean that was killed. Since then my wife and I have visited France, the UK and Egypt three times. This year we are visiting Turkey as well as the UK, Northern France and Greece.

Along the way, I discovered that another Old Sydneian, Peter Hall (OS 1952), had also extensively researched fallen Old Boys on the Memorial over several years. We have since collaborated and shared our extensive material.

Back in 1975, as a young man in my twenties, I visited an Australian War Cemetery in France. I found it interesting but relatively unmoving at the time, even though I was the same age as many of those buried there. But in 2008 and now a father, standing in front of the headstones in the beautifully maintained cemeteries was a much more humbling experience. Standing in front of boys who knew the same schoolrooms that I did nearly 100 years ago moved me enormously.

After the war, every Australian soldier’s next of kin was able to write an epitaph, limited to 66 characters at a cost of three pounds per character. One can only imagine the torment for parents as they decided on what inscription to put on a headstone in a place they would probably never see.

The headstones and their inscriptions are compelling and remain quiet and intimate whispers from the past.’
MR ABBOTT’S LETTER

When accessioning a collection of stored papers in 2012, the Archives came across an original letter written from the front lines at Gallipoli by Mr AA Abbott to the Headmaster, HNP Soman in November, 1915. Abbott was a master at the School from 1913-1915 who took leave to enlist in the 1st AIF with the rank of Captain. The letter was written about five weeks before the commencement of the withdrawal of the Australian troops from the Gallipoli Peninsula in mid-December 1915.

Abbott gives a first-hand account of the experiences of an Australian soldier fighting on the front but probably the most interesting part of the letter is Abbott’s very conservative political stance. He was a strong supporter of conscription, later to be rejected by the Australian voters in the referenda of 1916 and 1917, expressing the view that the Germans exemplified a ‘singleness of purpose’, which he contrasted to the ‘deplorable apathy’ that he believed characterised the response of Britain and the Empire.

We can only wonder how the military censors reacted to Abbott’s views.

‘We were also plagued with insects brought by hundreds of corpses lying just outside the parapets – the grisly relics of the charge by the 3rd Light Horse Brigade and the counter charge by the Turks the next day...’

20th Battalion, 5th Brigade A 17
Gallipoli
November 1st [1915]

My dear Chief,

Thanks very much for your letter dated Sept 20th which reached me with remarkably little delay. The postal arrangements here are very far from satisfactory, and as yet no other letters of yours have arrived.

It has lately been cold and wet with one big compensation, namely the decrease in number of flies. These have been a most awful pest and during the long Indian Summer which has prevailed since our arrival until a week ago, we ate and slept amidst clouds of them. They got into the food in hundreds, and I am convinced that they were responsible for the large amount of sickness which has attacked the troops. The doctors combined with the officers in doing everything possible to put down the evil, and it was made a serious offence for any man to leave any refuse of food about the lines. We were also plagued with insects brought by hundreds of corpses lying just outside the parapets – the grisly relics of the charge by the 3rd Light Horse Brigade and the counter charge by the Turks the next day on. I think, Aug 6th.

Both attacks were unsuccessful, and it is, I think, fully realised by both sides that an attempt to dash across the neck is certain death for the side that attempts it. Still, since that happened, both sides have sapped out and are even closer to one another now. Should the Turks make another attempt, they could cross the few yards of open ground and reach us in about five seconds.

The 20th have not had as yet any real action, but we will have our turn, and I have every confidence in the men, who are a splendid lot. As soldiers they are inferior to British troops, but as figures they are probably unsurpassed by any in the world. We are all very disappointed to read in the papers how the recruiting has fallen off, and the incident which occurred at the Stadium filled us all with indignation. That incident should have been the signal for prompt and decisive action on the part of the government, but what can you expect from Labour? This appears to be no time for hesitation, nor is there room for the pleasure and vanity which seems to go on as usual both in England and Australia. I really do not believe that the Empire is really alive to the seriousness of the crisis, and we are not actuated, as a nation, with that singleness of purpose, which has characterised the Germans in their conduct of this war. We can win, but only when this deplorable apathy shall have been overcome and every resource of the Empire shall have been concentrated on the one objective. Conscription must come all over the Empire, and, if we are not to contemplate a prospect of the failure of our arms, it must come quickly. The reason for the ‘shambles in recruiting’ is not far to seek; and the fact that the British Public has to be called to a sense of its responsibilities by a system of advertising on hoardings is sufficient proof of the failure of the ‘voluntary system’.

My dugout is comfortable and has a stretcher bed and fireplace – but the roof made of waterproof sheets, wih, I am afraid, scarcely withstand a heavy and continuous downpour. I must close up now with kind remembrances to you and the staff.

Yours ever,

AAA
OLD SYDNEIANS' LETTERS FROM THE FRONT

The progress of the war and the part Old Boys were playing in it dominated the lives of the boys at Grammar from 1915 to 1918. They were stimulated by news, letters and editorials in *The Sydneian* which was then published four times a year.

From September 1915, shortly after the landing at Gallipoli, the Old Boys' Union decided to despatch 100 newspapers weekly to Old Sydneys, and later *The Sydneian* magazine itself. During this time, countless letters were received by the headmaster Mr Weigall (known as 'The Chief'), masters and the Union from Old Boys at the front and on service, and extracts from these proved very interesting for Sydneys and soldiers alike, creating a lively (albeit delayed) dialogue between the battle line and the home front.

Many Old Boys, directly and through their families, passed on to the School their thoughts, feelings and encounters – good and bad – often noting the constant presence of fellow Sydneys in nearly every Battalion and every theatre of war. Some of their stories follow:

**Private CG Addison** of the 1st Field Ambulance, writes: 'The peninsula is simply alive with Old Sydneys, and I am continually hailed from a trench or commodious dug-out by gentlemen who were at school during my nine years of light labour there, and now sport flowing beards and the grime of weeks. Among many others I have run across Dug Close. Les Cowlishaw, Cesar Lucas, Whiskey Dawson (the friend of all in these foreign parts), Weary Walker, Albert Cotter, Girle French, Humphrey Scott, Colin Fuller, Hugh Poate, Harry Clayton, and Monte Colette. Of all I have seen I felt Lionel Macnamara's death most: he was looking through a periscope and got a bullet through the heart.'

*The Sydneian* No. 226, November 1915

**Lieut.-Colonel RH Owen, CMG.,** replying on behalf of Sydneys returned from the front said: 'I must admit a feeling of nervousness, approaching that which attacked me on first setting foot on Gallipoli Peninsula. We are very modest about what we have done, realising that any other body of Sydneys would have done as well. The occasion was there and we had the good fortune to be there too – that was all. I should like to see a battalion composed of Old Boys of the School, for I know from experience of them that they would make a fine showing. And I should like to make mention here of Captain JW Bean, medical officer to the 3rd Infantry Battalion and son of the Rev Mr Bean, a former master of the School; he is most certainly one of the finest and bravest men it has ever been my privilege to meet.

'The success achieved in Gallipoli by the Australians is undoubtedly due in a large measure to their habit of playing the game, to their obedience to those in authority, and to the spirit of comradeship that prompted them to help a fellow-fighter in trouble, are all lessons that have been taught in this School and in all the Public Schools throughout Australia.'

*The Sydneian* No. 227, April 1916

**Driver RM Macadam,** of a certain Australian FE Co., while on duty walking along a trench in the Armentières region, saw a paper lying in the mud. 'Out of singular curiosity he picked it up, found it to be *The Sydneian* – the first he had seen for several years. He therefore wrote to Mr Goldie (a long-serving master) to tell of the incident, the only parallel to which is an Old Melburnian finding the school telescope, which had been presented to one of the staff and lost when he was wounded. If Driver RM Macadam is not one of the best Old Sydneys henceforth, one at least is who will not credit the fact.'

*The Sydneian* No. 231, March 1917

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*Lt. Col. Murray VC DSO DCM in a trench on Cheshire Ridge, Gallipoli, 1915*
I distinctly remember one of my men, as we were massing on the deck of the transport prior to ‘landing,’ and watching the inner circle of warships bombard Gaba Tepe, saying that ‘this was what we had been waiting for.’

Reginald Edward Glencairn Cunningham (OS 1918)

Reg Cunningham, who was 15 years old when he left Australia for the Western Front, joined the School in 1918 at the age of 17 after serving for three years as a Field Artillery Gunner with the AIF in France and being gassed at Ypres. Reg then joined the SGS Army Cadet Corps as a Second Lieutenant.

Letting his sense of adventure get the better of him, the 15 year-old Cunningham escaped the ‘limited environment’ of school life and travelled abroad in the name of helping his country. Sailing firstly to Melbourne then to Fremantle, Colombo, Cairo and Marseilles, Cunningham finally arrived at Le Havre, France, where the harsh reality gradually set in: ‘Far from being afraid, I really enjoyed the first few days in the line in France, finding my surroundings so weird and novel; but this feeling unfortunately proved to be short-lived, for I soon realised I was there to kill or be killed, and not for a joke; the thought was not comforting by any means.’

Reg went on to serve in the Army during the Second World War. In 1954, he appeared at an Old Sydneyeans’ Assembly looking ‘well bronzed and very robust’. He later travelled to Pakistan as part of the UNO (United Nations Organisation) to advise in sheep husbandry before working for many years as a grazier in Cunnamulla, Western Queensland. He died at the age of 81 in 1981.

Below: Reg Cunningham (circled) with Officers and Non-Coms, SGS Senior Cadet Corps 1918
During the war it was common at many schools to lose all the eligible masters of military age to the front, but no one had ever heard of one where the headmaster had felt compelled to answer the call. At an assembly in the Big School in July 1916, the young British Headmaster Mr Sloman made the announcement that, after long consideration, he had concluded that it was his duty to offer himself for active military service. When conscription was considered necessary in England, he felt that he could ‘no longer refrain from trying to take his personal share in the great struggle of the Empire in the defence of justice and freedom.’ He had initially volunteered in Sydney, but the military authorities rejected him on account of his eyesight. He had therefore decided (with the consent of the Trustees) to proceed to England and endeavour to join a fighting unit abroad, despite strongly preferring to have served with an Australian contingent. He felt sure that boys and masters alike would do their duty and work for the honour of the School, though he himself would not be with them. Within three months of being at the front, Sloman was awarded the Military Cross for gallantry on the field in France in 1917.

Mr Charles Nathan, a pupil starting in 1919 and later a master himself at Grammar, recalls Sloman when he returned from fighting in the British Army to take over the School once more from acting Headmaster AHS Lucas. He looked just as young or younger than some of the prefects of the day, which prompted a new prefect to approach him when he first got back and belt him on the back, asking ‘Are you one of our new prefects? A startled Sloman quickly replied, ‘No, I’m your new Headmaster just back from England!’

Many comments from Old Boys flowed in from the front and were published in The Sydney Morning Chirron for his commitment, including Major WR French, writing from France in November 1916: ‘By gad, the present Chief must be a fine chap; the high standard of patriotism set by him is magnificent.’ Sir Harry Chauvel declared ‘I want to say how proud I felt when I heard that Mr Sloman had volunteered. I thought it very fine indeed, and a splendid example. I followed his career and felt proud again when he won the Military Cross.’

In 1919, Sloman returned to his duties as Headmaster once more, also teaching French and Classics. Sloman was described as a ‘fine young chap’ and a very good Headmaster. However, his wife fell ill and didn’t take to the hot Australian climate, so at the end of 1919 he regrettably returned to the UK, and soon took up the Headmastership at Tonbridge School in Kent, much to the regret of the Trustees, masters and boys.

Sir Harry Chauvel declared ‘I want to say how proud I felt when I heard that Mr Sloman had volunteered. I thought it very fine indeed, and a splendid example. I followed his career and felt proud again when he won the Military Cross.’
'OUR CHIEF' - AB WEIGALL

'Old Boys will never forget the Old Chief'

Copious pages of The Sydneyian published during the war include entries by various Grammar alumni reflecting on the time spent at the School under the 'dear Old Chief', Mr Weigall. Many boys of subsequent generations felt his influence from masters who willingly carried on his doctrines and the traditions he established.

Old Sydneyian Brigadier-General JM Antill, in a letter to The Sydneyian in September 1916 wrote, 'I was so glad to receive here, on the Desert, The Sydneyian which is still going strong. It is some 35 years now since I first saw it in the days of the Old Chief – the days when I learned the first and lasting principles of soldiering in the ranks of the Cadet Corps... And the finest gentleman I've ever known as our Captain – Old Weigall. He would have been a fine general had he not been an unequalled schoolmaster.'

In April 1916, at an Old Boys' Speech Night gathering, Lieutenant AM Cohen replied on behalf of Sydneyians in camp training for service at the front. 'It is not remarkable,' he said, 'in view of the influence of the Old Chief, that Sydneyians have so appreciated the call of Imperial duty. Our only regret is that he is not alive to see the most honourable number of Sydneyians that have entered into active service.'

Clifford Turner, author of Grammar describes Weigall as '...a Captain not only in name but in reality; taking an active part in its drills and camps. Over camp fires, 'The Chief' got in closer touch with the boys... the esprit de corps which existed amongst the cadets, the military discipline to which they were subjected, and the military sense of duty which was impressed upon them, made its influence felt even amongst those boys who were not cadets.'

Countless Old Boys fondly remember the Old Chief and Sergeant 'Mick' Hagney and how they instilled a military fervour and patriotism in them while at School that contributed to their resilience and individual success at the front. This also seemed to extend beyond the School gates and into the Sydney community.

Lieutenant J.C Robson, MC, a pupil from 1907-1912 – during the last years that Weigall was Headmaster – remembers his father telling him that his imagination was stirred daily as he passed the Grammar Cadet Corps marching back to School from Hyde Park, headed by a then young man 'with upright carriage and a fine black beard'. This was of course Albert Bythesca-Weigall, who made a deep impression on many of his time – boys and adults – including Robson’s father who, as a result, resolved to send his boys to Grammar.

After attending Grammar, Robson served in the 18th Battalion 5th Brigade AIF as Private then later Adjutant (Assistant to the Commanding Officer) in Gallipoli. Robson initially wasn’t passed due to poor eyesight, but after attending Officers' school in Egypt, Major General William Holmes commissioned him as a Private. He eventually received the Military Cross 'for distinguished and gallant services and devotion to duty in the field'. Robson was awarded the NSW Rhodes Scholarship which he took up in the years following the War and later served as Headmaster of Shore School from 1923 to 1938. He was awarded a posthumous knighthood.

Headmaster Weigall’s influence on pupils during General Sir Harry Chauvel's time at the School was clear; his generation saw the inception of The Sydneyian magazine and the School Cadet Corps, with Mr Weigall as his Captain. He attempted to instil ‘truthfulness, modesty and unselfishness’ in every boy to pass through Grammar’s doors, teaching them the importance of ‘playing the game’.

Chauvel recalls that ‘the Old Chief was to us of that day the greatest example of true manhood and the ideal of a gentleman I have endeavoured to follow through life.’

In a speech replying to a toast made to him during the OSU Dinner, Chauvel declared 'I am proud of the Old School, and can say on behalf of Old Sydneyian soldiers we were proud to be at the School. I personally learnt much there, and was prouder the day I read in The Sydneyian that I had passed for Lance-Corporal than when I was appointed Lieutenant-General.'

In 1919, the School declared Sir Harry Chauvel the ‘greatest of all Old Sydneyians’, and the most distinguished Old Boy in the War. At a dinner hosted by the Old Sydneyians’ Union in honour of Lieutenant-General Sir Harry Chauvel, the President proudly stated that he was one of the most brilliant cavalry leaders in military history, commanding the largest body of mounted troops in modern warfare, making it possible for Australia to be held in as high consideration as it did at the end of the First World War.

Captain Weigall with his Cadet Corps 1880s.
Is it possible to learn without suffering? If, along the way, you must learn how to be resilient, then no. But imagine how dull it would be if things were different.

We need to suffer just a little

In the world of education there is more talk about the contexts in which people learn, about measurement and assessment than there is about the content and structure of what is actually taught. This – to take just one example out of many possible – has led to a situation where we glamorize science and encourage girls to become scientists, but steadfastly refuse to provide quality curriculums in physics and chemistry for children at schools in Australia in case the difficulty of the subjects puts pupils off. It’s ultimately about lifestyle rather than learning.

That’s not all. Over the past fifteen years a worldwide positive psychology movement has gained much support; people need to feel good about themselves if they are to make progress. It’s an unremarkable observation really. Pupils and teachers have always been prone to melancholy, but modern attempts to banish melancholy, grafted onto conceptions of self-esteem have had the effect of making generations of pupils parasitic on the approval of others and incapable of motivating themselves.

In a public address given at a College Street Speech Day nearly ten years ago I sought to address this problem. It is no less a serious matter today. This is what I said.

At the last assembly for 6th Form this year it was smiles and relief, tempered by the usual concern about the looming HSC. There was the customary shirtsigning and picture-taking and back-slapping, but one boy came up to ask me a question. “Is it possible to learn without suffering?” I looked around at all the parents who had worked and fought so hard to secure the best for their sons.

His question got me thinking. Most people settle for the cliché view that learning at school must be fun. All pupils must constantly be recognized, indulged, rewarded and praised at both a personal and an institutional level so as to make it even more fun. As a result, some Speech Days in Sydney now take over four hours.

Yet we all know – every single one of us in this hall – that reading, writing, thinking, learning, and caring about other people is hard work. Perhaps that’s why we need to sugar the pill when we are giving it to our children. We may not allow sugar in our soft drinks anymore, but we like to have as much as possible to sweeten life in the classroom and beyond. The consequences are worrying, to put it gently. They include the moral equivalent of childhood obesity.

The Roman politician and Stoic philosopher Seneca once wrote about the contrasting world views of mothers and fathers when it comes to education.

“Do you not see how fathers and mothers indulge their children in different ways? Fathers stir them up to get to work early, and do not allow them to remain idle even on holidays. They beat sweat out of them and sometimes tears. Mothers, on the other hand, want their children on their laps, and keep them in the shade. They do not ever wish to see them unhappy, or cry, or even work. God is on the side of fathers, and insists that good men be tested in order to cement their
strength. Without challenges the body becomes weakened to the point where it is fatigued even by its own movements. Unchallenged luxury cannot motivate a man. But he who can cope with the continual difficulties of life becomes strong, to the point where he yields to no man. And if he falls, he continues to fight on his knees.’

I’m willing to bet you that this passage is not being quoted at any other Australian Speech Day. Of course, we will not be so crude as to universalisce about modern fathers and mothers in the way that Seneca did. The point is rather different and it’s not about sexism.

It’s about this, how is this pill sweetened, and why is sweetening wrong? There’s a widespread view these days that young people can only succeed if they possess a magical quality called self-esteem. You read about parents who believe that their children should never be punished in case it might harm their self-esteem. You meet people who seem to believe that disappointing consequences and personal responsibility are for losers. I recently attended a University board of review into one of the major professional degree programmes where it was argued in one submission that grading university courses creates ‘assessment anxiety’ which lowers students’ sense of self worth.

It was a liberation for me when I learned at University that everyone finds academic study taxing, and that even the most successful pupils don’t just breeze through everything. We all know the type of person who pretends that he never needs to work. That it all comes easily. We should unmask those people for the frauds they are.

There is an important distinction to be made in all this between self-esteem and self-respect. All people should respect themselves, and must demand to be treated with respect. Promotion of self-respect and respect for others is one of the central missions of our School, not to mention Western humanism. Self-respect leads to resilience, one of the most vital qualities we all need.

Self-esteem, on the other hand, is something artificial. It is fuelled by the uncritical praise of what is not out of the ordinary at all. Concentrating on self-esteem for its own sake is a fundamentally selfish endeavour. It leads children to focus too much on themselves. It encourages narcissism. To take just one example, it is one of the great social perils stirred up by the ‘gifted and talented’ movement. One prominent local institution runs ‘leadership’ courses for gifted children – the idea being that the gifted should be isolated from the rest, even beyond the classroom, while they learn how to be leaders and change the world. God help the world if they get their way.

‘Pastoral care’ is the field in which self-esteem is grown and harvested. When someone says ‘pastoral care is not particularly good’, it’s often a coded way of saying ‘my son has suffered a disappointment and that should never have been allowed to happen’. Real pastoral care aims at cementing the notion in a community that self-respect and tolerance, rather than self-esteem, is the right for which we all need to fight. We mustn’t make the mistake of thinking that weak judgment and futility aimed at smoothing over hurt feelings necessarily counts as good ‘pastoral care’. The mistake, paradoxically in the context of all the talk about excellence we hear these days, is turning many of our schools into bastions of mediocrity and selfishness.

Some of you here today will disagree with what I am saying. If everyone thought like this, you might argue, no one would have the courage to dream, to go the extra distance, to take the risks that move society forward. Nonsense, I would say in return. Success and achievement and innovation come from knowing where the truth is, finding out what really works, and learning what you really want. And here’s it’s arguable that failure is a better teacher than success, as long as you can fail among friends.

‘It’s well put in one of those Lemmy Snippet books: ‘My mother thinks that my sister is afraid of the monster under her bed because she suffers from poor self-esteem. I know that my sister is afraid of the monster under her bed because there’s a monster under her bed.’

‘Promotion of self-respect and respect for others is one of the central missions of our School, not to mention Western humanism. Self-respect leads straight to resilience, one of the most vital qualities we all need.’

On a more practical note, I gather that the children from North London who sang the ‘we don’t need no education’ chorus in the famous Pink Floyd rally-cry ‘Another Brick in the Wall’ have for some years been suing the band for unpaid royalties. As one third former pointed out to me after he and his friends performed it recently at College Street – ‘we don’t need no education’ is a double negative. It means, he explained, that we do need an education, and the children of Islington North School are learning the hard way.

For you boys, the conclusions from all this are actually very exciting. You can trust your own instincts. Learn from us adults by all means and be nice to us. But also learn what not to learn. Insist on your right to self-respect, and not on self-esteem which makes you parasitic and dependent upon others. Remember that adults in authority often conceal their own motivations for saying what they do. When someone says something nice about something you’ve done, that’s all well and good. But when you know, deep inside, that you are being praised for something less than your best, please, for heaven’s sake, don’t be deceived. Life isn’t about spin and pretence and deception. It’s not about letting others flatter you. It’s not about being manipulated. It’s about finding out who you are and then learning how to be yourself in the supportive company of others. As both Aristotle and I have said to some of you dozens of times before, there are two things to aim at in life. The first is to find what you love. The second is to enjoy it. Only the wisest can achieve the second.

Is it possible to learn without suffering? If, along the way, you must learn how to be resilient, then no. But imagine how dull it would be if things were different. And this, ultimately, is why it’s so good to be alive.
Eyewitness to history

Edgecliff Prep draws the curtain on a display of archival photographs that bear witness to its first 100 years and the history of its surroundings.

In 2013 we celebrated a century of education at Edgecliff Prep. As a commemoration of these hundred years, we now have a permanent photographic history of Edgecliff Preparatory School installed in the RW Billing Hall.

The photos selected for this collection depict the history of Edgecliff Preparatory School, as well as the broader life of Edgecliff boys by including images of the local area. Many of the photos found for this project are new to the School.

Photos include the creek that ran into Rushcutters Bay, the Market Gardens where Weggall Sportsground and White City now stand, the amazing and long forgotten White City Amusement Park, the Stadium that hosted world title boxing fights and internationally renowned performers. There are images depicting the White City Tennis Club with world record crowds and Davis Cup matches which were visible from the playground. Other photos show the modes of transport our boys used to get to school; from horse and cart, trams, ferries and double decker buses. Many depict school life at the original Edgecliff Preparatory School which was situated where the Edgecliff Centre now stands.

One of the strengths of our School is the value we place on history and heritage. The history of Edgecliff Preparatory School and the local area are now part of our school curriculum, and the photographic display in the Hall makes this knowledge more accessible to the boys. It has been a pleasure to see the boys taking such an interest in their school and its history.
Latinitas viva!

Classicist Anthony Gibbins is passionate about Latin as a living language. Here he writes about his experiences at Rusticatio Virginiana, a full-immersion Latin workshop in the USA offering high-energy conversation exercises and readings from Latin literature.
‘As fireflies sprinkle light across the back lawn, one by one the residents of the house join the large circle that forms under the ceiling fans. It is here that sooner or later, maybe on the first night and maybe on the last, everyone will finally find the courage to overcome their nerves and tell a story.’

removed from town or neighbour, it provides the perfect location for a full Latin retreat. Here one can go eight straight days without hearing a word of anything but Latin. Indeed, perhaps the best way to understand the Rusticato experience is by taking a journey around the house.

The core of Rusticato is the aula scholastica. Two formal sessions are held daily in a large hall at the west end of the house. The space was originally built as a ballroom and was the cause of Claymoni’s monkishness among the surrounding farmers; Bushrod’s folly. The bulk of the aula scholastica sessions are conducted by Rusticato’s head teacher, Nancy Llewellyn. Nancy is the founder of SALVI (Sextentioe Roxeum Latinitatis Vivae Institutum), the organisation that created and continues to run Rusticato. She is an Associate Professor of Latin at the University of Wisconsin and studied for three years in Rome under the Vatican Latinist Father Réginald Foster. She is entirely fluent in Latin and, what is more, a magnificent teacher. Her lessons are full of life and laughs, and entirely interactive.

Breakfast, lunch and dinner are served in the refectorium. This large dining hall sits at the opposite end of the house, and between lessons is full of lively conversation. After a session on animals, to offer one example, my friend Silvius and I walked from table to table joining diners and asking each of them ‘si tu esse animal, quod animal esse?’. This question — if you were an animal, what animal would you be? — not only gives life to the — deep breath here — imperfect subjunctive in a present tense contrary-to-fact conditional clause, but also leads to some very interesting responses. After a question of this kind is answered, one only has to ask ‘cur (why?)’ to find out something unknown about the respondent.

Below the refectorium, connected by a staircase and the hypogeum (basement) is the kitchen. Each participant of Rusticato is placed into one of eight teams. These small groups allow for more intimate language sessions, each conducted with a facilitator, such as reading a Catullan poem or taking a tour of the nearby woods. These teams are also allocated chores, such as cleaning up after meals or — the big one — cooking! Nowhere is one’s comprehension put to greater test or its limitations more readily apparent than in the kitchen. I remember well the story of one participant who was asked to fetch six cups of wine but returned with six bottles. It is a place of great learning, where vocabulary usually hidden away in the cookbook of Apicius serves once more to foster cooperation and feed a community.

There is a music room not far from the refectorium. Some nights there are impromptu gatherings around the piano and the Latin song-books come out. On other nights the lights are dimmed and a Latin feature film, such as Barrabas et Bella, is projected onto the wall. On the final night, moreover, this room is transformed into a live theatre, and each of the above mentioned teams performs a play for the enjoyment of the others. Those attending for the first time are given a script, a box of costumes and as much or little help as they require. Those returning to Rusticato write and direct an entirely new play of their own creation. All the usual problems of putting on a production are intensified by having to use a secondary language, and yet the results are always outstanding.

Along the length of the house, stretching from the dining hall to the ballroom, is a long covered verandah in the style of a southern plantation home. As the sun falls and the air becomes cooler, this is where participants gather. Many, myself included, find this the most magical part of Rusticato. As fireflies sprinkle light across the back lawn, one by one the residents of the house join the large circle that forms under the ceiling fans. It is here that sooner or later, maybe on the first night and maybe on the last, everyone will finally find the courage to overcome their nerves and tell a story. It is the sharing of our own personal experiences in this ancient language that I always bring back with me from Claymont. Beyond all else, Rusticato has taught me that Latin is a language in which we can still laugh and share, learn and teach, make plans and reminisce.
China study tour

千里之行，始于足下

Words Rita Fin
Assistant to the Headmaster

A journey of a thousand miles begins with a single step.

The 4th Century BC Chinese philosopher Lao Tze’s proverb certainly rang true for the twenty-five boys and three masters who began their journey to explore the traditions, culture and language of China.

We departed early on 5 December and our first proper stop was in the ancient capital Nanjing, with its impressively thick city wall. Other highlights included a visit to Dr Sun Yat-sen’s Mausoleum, the Xialing Mausoleum of the Ming Dynasty and the Nanjing City Museum.

Back in Shanghai we prepared for our two-week stay in the boarding house of the Jiao Tong High School, an experience that enriched all of us and gave us a unique insight into the daily life of a Chinese high school – so different to that at College Street. The boys took classes in calligraphy, painting, carving, martial arts, tai chi, table tennis, craft, music, dumpling-making and, of course, Chinese language. I made it my mission to improve the intonation and by the end of the tour at least all the boys were singing the traditional song ‘Molihu’ in the same key! We also experienced the Chinese equivalent of our assemblies, the flag-raising ceremony, where every pupil trooped out onto the school oval in march-like fashion accompanied by the national anthem.

By far the most exciting experience for the boys was the three day homestay where they left school with their ‘buddies’ to spend the weekend in a real Chinese home. The warmth with which the boys were received was exceptional and there were even tears shed when it was time to depart.

Shanghai is a bustling city of almost twenty-five million – it’s astonishing to think that the entire population of Australia could fit into this one city. We enjoyed many of the traditional tourist sites as well as a full day trip to the water town of Suzhou. The final few days were spent in Xiamen and Hong Kong.

(Oh, and by the way, the banter was awesome – second only to the food!)
Above: The process

Right: The final characters in The Bloodhound Boys

Far right: The Bloodhound Boys has been translated into several languages including Estonian
For the last several years, at the end of Term One, I have attended the Year Four/Six St Ives School Camp at Point Wolstoncroft, Lake Macquarie. It is a four day adventure away from home for the boys, filled with a range of challenging activities including kayaking, rock climbing and a giant rope swing, each challenge testing the courage of the boys, and at times, teachers. For me, it is also a time of great creativity, where I manage to clear my head in the fresh country air, think about story ideas and sketch happily around the campsite. On one of the nights, usually the first, the camp instructors will guide the group on a three kilometre evening hike along a bush track. A fantastic experience for the young campers. But also a strategic attempt to exhaust all the trekkers so they go straight to bed upon their return to the cabins.

On this occasion two years ago, it was pitch black by the time we reached the halfway point of the trek and we had turned to begin the journey back to the campsite. I was walking within earshot of three or four Year Six boys who, in an attempt to pass the time, were challenging each other to light subterranean torch duels, while telling horror stories. One boy made me out in the darkness and asked if I could tell them a scary story. I thought that this could be the perfect time to trial a story I had been writing called The Bloodhound Boys. As I set the scene, a hush came over the group as they trained their ears to listen. As children do, the boys brutally critiqued each paragraph honestly, telling me what they liked and which scenes they felt should have had more blood or gore. As my storytelling continued, I noticed the small group was growing. Boys were catching up from behind or slowing down to listen from the front. By the time we had reached the lights of the camping ground, I had about thirty boys swarming around me, bustling to hear what was happening to the two main characters, Rocky Werewolf and Vince Vampire. The story was immediately halted by the stern ‘go to bed quietly’ speech by our deputy head. On the short walk back to the cabins, boys pleaded with me to tell what happened next in the story. Although keen to continue, in my best teacher’s voice, I refused and told them to hit the sack.

For the remainder of the camp, I was bombarded with ‘Bloodhound Boys’ queries about what happened next. Unfortunately at that point, I didn’t really have an ending to my story so I couldn’t satisfy the young listeners, even if I had wanted to. Little did I know at that point, in two weeks’ time, during the upcoming school holidays, I would be sitting in my first publisher’s meeting at Walker Books Australia, discussing that very same story idea about Rocky and Vince. The Bloodhound Boys was to become my first published children’s graphic novel, and I am always appreciative to the boys on that trek who critiqued my story so honestly.

For as long as I can remember I’ve wanted to be a writer and illustrate children’s books. Many of my earliest memories are those
as a boy, happily sitting in my small rural primary schools ogling the freshly published picture books that would magically arrive on the library shelves. Each page captured the imagination, sending its reader off to far away lands to battle dragons, giants and wizards.

As a boy, creative writing was certainly my favourite subject in the primary school classroom and I always loved inventing new stories. I would challenge myself to write stories that were so strange and unusual that my teacher would have to choose mine to read out loud to the class. And just to get that story over the line, I would try my best to complement each page with a scribble or sketch. Soon these scribbles turned into sketches, and these sketches turned into proper illustrations, which I’d spend all night drafting to surprise the teacher. I never really considered Art to be a subject, but something that children just did, like riding a bike or playing handball ... or breathing. But that combination of creating stories with illustrations was very enjoyable.

When I was in Year Two, I vividly remember the arrival of a new teacher. The pupils soon discovered she was highly skilled at the art of drawing, and her weapons of choice were a simple stick of chalk and a blackboard. I recall being sent to her demountable classroom to pass on a message. As I entered the room, I was confronted by her drawings on the board for the very first time. The image was not just a whimsical sketch, but a chalkboard masterpiece related to a Social Science topic, or a book the class was reading at the time. Every Monday morning without fail she would have a new and amazing chalk display. Soon, every student knew about her artistic prowess and I remember kids would literally run from the front gate on Monday morning to peer through her classroom window to glimpse at the magic she had conjured. It was such a special feeling as a child to see this feat of creativity and I knew from that moment on, I wanted to do what she did.

By the time I reached high school I was at those artistic crossroads where many young people either continue to draw or put that coloured pencil down forever. I was determined to keep sketching, but studying Visual Arts was unfortunately not an option I was able to pursue. I persevered with my drawing studies while sitting in Economics and Geography classes, listening to the teacher rattle on about markets, shares and recessions. While they did, I transformed my textbooks into sketchbooks, meticulously drawing everything and anything I could that would improve my skill. In fact, my textbooks became something of an art piece by the end of each year. I remember my mother would be furious, as she could never sell them at the second-hand bookstores due to their abundance of illustrations of teachers floating through space, or my classmates being devoured by giant sea creatures. Goodness only knows how I passed.

After university I spent several years travelling and teaching around the globe. But it was in Asia, specifically Vietnam, where my father served as a soldier, where I refined my drawing skills by teaching English. Explaining definitions via a drawing or two became a powerful tool which I used each lesson. Upon my return to Australia, I began teaching at St Ives Prep as a Year Four Form Master, yet itching to pursue a career in children’s book illustration as well.

As a way of sparking creative writing ideas for my Year Four classes, I would ask my students a question as I called the morning roll. For example, ‘You’ve just escaped out of a burning plane and parachuted into an Amazonian swamp surrounded by flesh eating piranha, twelve foot alligators and a lost cannibal tribe with their poison-tipped spears trained on your every move. If you could have only one item to assist you, what would it be and why?’ The answers were always funny and insightful with each student trying his best to outdo the others. As a class, we would choose the most captivating answers and illustrate them in panels on the board. At the following day’s roll call I would ask a follow up question, and by the end of the week we had formed a graphic class story. I would do this every week, and by the end of the year we had created about forty comic strips as a class. This was a wonderfully stimulating classroom experience particularly for a budding graphic novelist such as myself.

Today, in my role as Art Master at St Ives, I am in a most privileged position. I’m honoured to help young minds foster creativity while contributing to their artistic appreciation. I know by doing this on a daily basis, it enhances my skills as an educator, an artist and as an author. And if I can make half an impression on my students as that ‘chalk board’ teacher did for me growing up, I would be delighted.

I have only recently returned from yet another school camp at Lake Macquarie, which was again filled with creativity, adventure and that familiar storytelling evening trek through the bush. Thanks to those four days I now have a dusty and worn drawing pad bursting with new ideas and wacky illustrations. And with another upcoming publisher’s meeting approaching to discuss further book ideas, I am extremely indebted for the creative time I spent away at the school camp.

And to all the young book commentators and critics in Year 4 and 6 who attended the camp with me, I thank you for your feedback.

Above: A sample from Cyber Squad
Top: Andrew Cramua with Connor Sinn (Fifth Class)
Making waves

The swimming pool takes centre stage at St Ives Preparatory as the boys learn about the joys – and possible dangers – of life in the water.

Swimming is an important part of the PDHPE (Personal Development, Health and Physical Education) curriculum at St Ives. The programme helps all boys, from Pre-School to Year 6, to develop their confidence in the water and recognise that swimming can be both enjoyable and important for their safety.

In Term 1, boys from P 2 have been involved in an intensive two week swimming programme. Swimming four times a week, boys participate in small ability groups with swimming coaches and Form Masters supporting their individual needs to develop confidence, safety and stroke development. The programme has resulted in significant improvements in the boys’ overall endurance and technique.

Boys in Years 3-6 have been challenged to achieve levels set out in the Royal Life Saving Society Award Scheme. Lessons place boys in thought-provoking situations that challenge their ability to save energy in dangerous simulated situations. Rescues form an important component as boys develop skills to help others who are experiencing difficulties, without putting their own life in danger.

To conclude the programme in Term 1, boys in Years 4 and 6 were given an opportunity to test their endurance and understanding of water whilst taking part in the Surf Educate programme at Manly beach. Boys learnt to identify rips confidently and develop a strong hold on understanding the workings of the ocean.

The highlight of the Swimming programme is always the House Swimming Carnival at Macquarie University Aquatic Centre. As the boys descend upon the venue early in the morning, music, mascots and colour adorn the spectator hill where each House hands together to cheer its team.

Whilst the coloured hair rinse, zinc six-packs and war paint soon fades, St Ives boys’ confidence and love of the water remains.
In March this year, the Royal Society celebrated the 350th anniversary of the first scientific journal, *Philosophical Transactions of the Royal Society*. Publishing a journal may not sound particularly radical, but the long-term impact of the journal was revolutionary.

Before 1665, science was notoriously secretive. Scientific discoveries were not announced; instead they were hoarded until they could be published expensively in books, which were then available only to a small number of people. The infamous Newton vs Leibniz controversy over the development of calculus occurred because Newton claimed to have invented it in the 1660s, but didn’t publish the work until 1693. Meanwhile, Leibniz had independently developed and published his own version of calculus. The effect of this approach was to actively impede the progress of science.

*Philosophical Transactions* fundamentally changed the practice of science by establishing a more open model for publishing scientific research, one that relied on peer review and a dated journal to determine scientific priority. This provided the foundation for the basic principles of science that we know today: that scientists will regularly publish their results, adding to the collection of shared knowledge, and future researchers will be able to build on their work.

Unsurprisingly, science has changed in the intervening three centuries. The amount of knowledge that humankind has assembled since the 17th century is so vast that it cannot be understood in its entirety. Today, even our most brilliant can only hope to be an expert in a tiny fraction of knowledge. Consequently, science is becoming increasingly dependent on large-scale collaborations, which bring together varied expertise.

The key to progress is harnessing available resources to locate the right expert, share data effectively and efficiently mine data for information. Open source efforts such as Linux and Wikipedia will be familiar to most people, and these projects demonstrate the tremendous impact that open collaborations can have. The principles of open science make the best use of current technology to deal with the challenges of research in an information-rich world, and have the potential to actively improve the way we do science.

In 2009, Tim Gowers, a mathematician at Cambridge University and a recipient of the Fields Medal, decided to use his popular mathematics blog to try a social experiment. He was interested in finding a combinatorial proof to the density version of the Hales-Jewett theorem and, rather than taking the conventional approach of working alone or with a few colleagues, Gowers turned to the readers of his blog. He issued an open invitation for people to comment on his
blog and collectively solve the problem. He called the experiment the Polymath Project.

In just five weeks, there were over 800 comments, 27 active contributors, more than 170,000 words written, and Gowers announced they had succeeded in solving the problem. In fact, the group had solved not just the original problem, but a more difficult, related problem as well. The results of the original Polymath Project were published in three papers under the pseudonym DHJ Polymath, and the original thread, as well as more current Polymath Projects, can still be found on Gowers’ blog. The Polymath Projects exemplify the new possibilities offered by open science. Open collaborations can be used to solve problems rapidly by amplifying our collective intelligence, connecting the right people to the right problem and dramatically accelerating discovery.

One of the first steps towards open science is making data publicly available, as access to information can spur innovation in unexpected ways. For example, in 1988 Don Swanson published a paper in the journal *Perspectives in Biology and Medicine* outlining a connection between migraines and magnesium deficiency. This in itself might not seem particularly remarkable, but Swanson was a retired information scientist with no training in medicine or neurology.

In his work at the University of Chicago, Swanson had realised that our collective medical knowledge had grown so enormous that researchers were likely to miss important connections. He was able to use the vast collection of open access papers posted at the National Library of Medicine portal (Medline) to search the literature for links between migraines and other conditions, identifying a connection that had been difficult to spot. The evidence Swanson used to support his finding was compelling, and therapeutic trials later confirmed the result. Swanson had realised that no single person could be an expert in all of the studies openly published on Medline, but by using the online tools available he showed it is now possible for even non-experts to make significant contributions to science.

Astronomy is another field experiencing an incredible explosion of data, primarily due to telescope advances that allow us to rapidly image enormous portions of space with increasing sensitivity. Incredibly, our collective astronomical data doubles every year, making analysis a monumental task. In response, many projects are looking for innovative ways to solve the analysis problem. One extremely successful example is Galaxy Zoo, where online volunteers help astronomers to classify galaxies.

‘The pharmaceutical industry may not seem like an obvious candidate, coupled as it is to profit and competition, but the current model of pharmaceutical research and development is increasingly unsustainable.’

In 2007, Kevin Schawinski, an astronomer at Oxford University, was using a massive, publically released database called the Sloan Digital Sky Survey (SDSS) to investigate the conventional assumption that elliptical galaxies contain very old stars compared to the stars in spiral galaxies. Humans are able to visually identify galaxy shapes more accurately than computers, so Schawinski was manually classifying galaxies. His early results were intriguing, suggesting that the conventional wisdom was incorrect, but he quickly realised that it would take years to classify enough galaxies to definitively overturn the theory.

So Schawinski and a colleague at Oxford, Chris Lintott, decided to try a different approach. With the help of a group of web developers, they built the Galaxy Zoo website, which was designed so anyone could participate in the project and help classify galaxies. In its first year, Galaxy Zoo received more than 50 million classifications. Since then, the project has expanded, identifying a new class of galaxies, and discovered new celestial objects such as quasar mirrors. There have been more than 50 papers published, and you can still contribute to ongoing projects today. The success of Galaxy Zoo was made possible by the open data sharing by the SDSS, and low barrier to entry for volunteer contributors.

While the ultimate goal of open science is for scientists to actively engage in open, transparent projects, making all data available and allowing contributions from many people, some areas of scientific research are better suited to increased openness than others.

The pharmaceutical industry may not seem like an obvious candidate, coupled as it is to profit and competition, but the current model of pharmaceutical research and development is increasingly unsustainable. A new pharmaceutical product costs an average AU$1 billion to develop and takes 12-15 years to move from a concept to an approved drug. The process is inefficient, slow and expensive. The application of open science principles to pharmaceutical research has considerable potential to address these issues.

There are a number of research groups around the world turning to open source science as a model for pharmaceutical research. One example is the Open Source Malaria (OSM) project, founded in 2011 by Matthew Todd at the University of Sydney. The initial impetus for the project was a revolutionary paper published in 2010 by GlaxoSmithKline, a leading pharmaceutical company, containing more than 13,000 potential anti-malarial medicines and placing the information in the public domain.

The OSM consortium includes collaborators from around the world, working in the open, using online laboratory notebooks and participating in open online conversations. Most of the collaborators are full-time academic researchers, but the project also welcomes contributions from others, including a group of students from Lawrence University in America, and a group of boys from Forms V and VI here at Sydney Grammar School. The project has already demonstrated that open source drug discovery works, and has the potential to accelerate the discovery of essential new medicines.

Society is increasingly adopting greater openness, but science has been slow to catch up. Changing the conventional approach to research by opening up data and public discussion, and removing the need to compete for publications, is the way forward. Completely rethinking the way we do science might be revolutionary, but we did it 350 years ago – it’s time make the most of the opportunities we have today.
Silver at the Volleyball Nationals

Under the dedicated and single-handed leadership of Trinh Loi, volleyball at the School has undergone a meteoric rise in success and popularity.

Words: Trinh Loi
Director of Volleyball

In the December holidays Grammar competed at the National Volleyball Championships (the 31st Australian Volleyball Schools Cup), a week-long tournament held in Melbourne. This is the largest high school sporting event in the southern hemisphere with 484 teams from across Australia, New Zealand and Singapore competing. Amongst them were Grammar’s two strongest teams.

Coached by Mr Sam Woodward (St Ives Preparatory School) and Dustin Lam (OS 2010) the younger team took to the challenge of playing in an older division: Open Boys Division 3. Isaac Morgan, James Yang (both VI), Terry Agapitos, Herman Feng, Dominic Leo, Noah Soderlund, William Zhan (all V), Izac Carracher, Zenith Hui and Jason Huynh (all IV) competed courageously throughout the week and finished first in their pool with an undefeated record. It was a dream run of victories for the team with the most consistent performances coming from Izac Carracher and Zenith Hui. Unfortunately, they were defeated by Rostrevor College (SA) in the Bronze medal playoff.

The senior team consisting of Alex Chan, Howard Chow, Aaron Huang, Justin Lee (Captain), Alan Quan, Nishan Samarasinghe, Joshua Shum, Raymond Wondal, Warwick Zhang (all Form VI 2011) and Thomas Hibbert (current Form VI) played in the Open Boys Division 2. Having won both the CAS and GPS volleyball premierships, this team was confident and determined to better Grammar's previous national results.

Despite having drawn a match on their flight day to Melbourne, the team defeated its first opposition convincingly. They continued accumulating wins throughout the week and before somewhat unexpectedly playing in the Finals. Competing against Renmark High School (SA) and facing the third and final set of the match at 1 set all, the game was a battle of nerves. Despite an inspiring effort from Grammar (with Justin Lee earning the Most Valuable Player title), Renmark’s experience sealed the match in their favour. Grammar was awarded the Silver medal – the School’s best national record to date – an unforeseen but outstanding result!
Summer sport round-up

Victory or loss, elation or disappointment, the one constant for our boys is the enjoyment that comes from playing with their mates. Sportswriter, Michael Curran, reports.

Summer 2014/15 will be remembered as the season when Grammar put its main cricket square back where it should have been, and also put in a proper timber basketball floor in its gymnasium. With Weigall out of action for Term IV, the Firsts and Seconds cricket matches were hosted by our opposition whilst the complete resurfacing of Weigall and installation of a new drainage and irrigation system took place.

Thirty-four teams, comprising about 350 boys, took to the basketball court this season. Although wins proved hard to come by, the First and Second sides, captained superbly by Matthew Stead and Sam Sydney, remained happy teams, dedicated to improving their performance. The 9ths, who remained undefeated, were awarded the trophy for the most successful team. The 13Fs won every game as well. The winners of the Most Valuable Player medals for 2015 were Simon Males (Under 13s), Stirling Smith (Under 14s), William Potter and Daniel Gardell (Under 15s), Hal Hughes and Soshiance Behnia (Under 16s) and Zenith Hui in the Opens.

The performance of the First XI at the Tri-Grammar series in Melbourne was outstanding. The team convincingly defeated both Brisbane and Melbourne Grammar to win the series comfortably and, in doing so, brought home ‘The Bat’ after an eleven year absence. In the GPS competition, the First XI had excellent wins over Riverview, St Joseph’s College and Sydney Boys High School but finished fifth due to inconsistent performances overall. The Second XI finished fourth with similar results across the board. Pleasingly, the club again fielded five Open teams and nineteen teams in total, including five Under 13 teams. Over a hundred boys attended the Ball and Boys sessions at Edgecliff Prep. The 15A XI was the most successful team.

The Grammar Boat Club competed against some strong and disciplined crews this season and did well to hold their own in some tough races. Both the Year 8 and Year 9 quads worked hard and made significant improvements over the course of Term I. The senior crews began their racing season with a very successful camp at the AIS in Canberra. The 1st and 2nd Year VIIIIs rowed well.
in their regattas despite unavoidable changes to their crews. The 1st IV, 2nd IV and 2nd VIII also rowed well, but found it hard to make a real impact at the Head of the River. Based upon their performance throughout the season, the 1st VIII went into the Head of the River regatta ranked fourth; they rowed well on the day to secure 6th place.

The 2015 swimming season was a very successful one. The Under 12 to 14 swimmers – Conor Field, Chris Finnegans, William Boyden, Michael Choi, Gabriel Gorgas, Nico Love, Ari Stathis, Hugh Ashley, Henry Palmerlee, Stirling Smith, Henry Xu, and Sebastien Zamora – were runners-up in the GPS Junior Championship, a wonderful achievement. The fact that there were thirteen Sixth Formers this season highlights the tremendous joy the boys found in representing the School. The incredible efforts of Theodore Tsolakis and Liam Grimes are, and will remain, an inspiration for the rest of us.

The First and Second Tennis teams both finished fifth in the GPS competition this year, improving on their 2014 placing. The effect of new training programmes and coaches was evident with Under 15s to Opens players showing improved skills during Saturday matches. Stand-outs in the younger age groups were the Under 14s who managed to win a number of fixtures with a 24-0 score. The Under 13s also made an encouraging start to their Grammar tennis careers, coming away with some very close sets.

Congratulations to the nineteen Grammar boys who were selected in GPS or CIS summer sport representative teams (see Jottings, page 8).
In Flanders fields

As our small group stands in Lone Pine Cemetery, rain falling in a misty curtain over Monash Valley, I think about the sacrifices made nearly one hundred years ago. The tremendous loss of life fills me with melancholy and humility.

During April, forty Grammar boys, staff and family members toured some of the western European battlefields to commemorate the sacrifices of the Allied forces of both World Wars, and to remember the Old Sydneysians who fought and gave their lives.

Of all Australian schools in 1914, Sydney Grammar School contributed the most men to fight in the AIF. Many of these men’s lives were cut short by the horrific battles that took place all over Europe. As part of the preparation for the tour, each of the boys and staff was assigned an Old Sydneysian to research and present in a short speech at their grave or their memorial.

This research task introduced a personal aspect to the tour. It helped me make a connection with my Old Sydneysian, Lt Noel McShane, as I got to know more about him. At the gravesides we heard stories of boys who had achieved academically and on the sporting field. We learnt of their contributions after school in law, commerce, academia and the arts. We heard of their many distinguished military achievements, and how many of these men had been brave leaders. As a group we attended the Last Post ceremony at the Menin Gate in Ypres attended by at least a thousand people. James Farrow (V) and Yuta Ito (IV) were honoured to lay a wreath.

The sun rising over a mosque near the Spice Market in Istanbul, Turkey

The Basilica Cistern is a cathedral-sized underground chamber in Old Istanbul

A bomb crater at Hill 62, Sanctuary Wood, Flanders Fields, Ypres

Hill 62 provided a good feel of what it must have been like in the mud and misery of the trenches

The tulip is the national flower of Turkey, not the Netherlands

The much photographed Mona Lisa at the Louvre, Paris

The Venus de Milo – always a Louvre crowd favourite

Like the whole of bomb-flattened Ypres, the beautiful Cloth Hall was completely rebuilt after WWI

The Menin Gate lists 55,000 names of fallen soldiers who have no known grave
We visited museums, cathedrals, important historical sites and battlefields. In the space of a few days we went from trudging through the sticky mud on the ridges of Gallipoli to climbing the stairs of Anne Frank’s house in Amsterdam. We traipsed through the ruins of Troy, looking at the rows of ancient walls that protected that city. We had a bird’s eye view of the fields where the Battle of Waterloo took place, and Brad Manera from the Hyde Park War Memorial brought the battle to life.

In all, we found the European Battlefields tour to be a very moving experience. We learnt many new things about Australia’s military contributions in Europe and it helped us understand the enormous sacrifices the soldiers of the AIF made.
Precious objects

Dr Matthew McCloskey reports on a unique photography project at Edgecliff Prep, designed to celebrate the diversity of our School community.

Australia is a nation of migrants. Nearly half of all Australians were born overseas or have at least one parent who was born overseas. Similarly, our Grammar families come from Europe, Africa, the Middle East, North and South America and Asia.

Even though we are a wonderfully diverse society, there are still people who regard anyone different with suspicion. Primary school is a time where minds are impressionable and values are formed and solidified. Our boys are growing up in a multicultural society and an increasingly global community. It is vital that we all understand the importance of accepting and celebrating diversity.

In light of this, the boys in Year 6 at Edgecliff Prep last year were invited to write about their families’ journeys to Australia and to anchor this narrative by bringing to School an object which had particular significance to their journey. The items that the boys brought in included travel chests, pocket watches, letters, treasured jewellery, war medals, books and musical instruments. Every boy brought something of particular importance to their family’s story. Artist in Residence Gary Heery helped each boy photograph a friend with his family’s special object, thus collaboratively assisting to document each other’s story.

1. Kell Plater with his great-grandmother’s china doll by Tom LeFebvre
2. Jackson Gordon with his great-grandfather’s Latvian tallit by Hugo Gibson
3. Hugo Sinden with his great-great grandfather’s ditty box, used in the English Navy by Ryan Gibson
4. Kerry Huang in traditional Chinese clothing by Otie Henry
5. Lachlan MacFarlane with his aviator grandfather’s WWII medals by Will Rogers
6. Max Griffin with his great-grandfather’s magnifying glass, given to his grandmother before he went to war by Oscar Molloy
7. Eamonn Murphy with a portrait of his Irish great-grandfather at the Royal Australian College of Physicians and his mother’s Persian scarf by Benjamin Gayst
8. Ned Kingston with his great-great-grandmother’s euphonium from 1892, which she played in the Sydney Salvation Army Band by George Jabbour
From the Archives

The School’s Flickr page boasts many intriguing (and often amusing) School images. Archivist, Bridget Minatel, reports.

One of the true strengths of the Grammar Archives is its vast collection of historical photographs, accumulated over many years from Old Boys, donors, the media and the School itself. From the formal class and sporting group photos, to the more candid moments of pupils and staff taken against the ever changing face of the School environment over the years, images have been captured and kept by the Archives and have not often been shared, until now.

The School’s own Flickr page, now featuring over 200 images, highlights various Grammar personalities, locations and events, and is continuing to grow as more are either discovered or kindly donated to the Archives.

A recent acquisition from an Old Sydneian centenarian, Norman V Holcombe (OS1930) that has just been uploaded to the Flickr page featuring a selection of original photographs once belonging to his father Arthur Walter Holcombe (OS 1892) depicting casual scenes from a Grammar Cadet Camp held at Holsworthy in 1892. (See listings, page 1)

Another recent find from within the Archives was a series of shots of the fondly-remembered School tuckshop, taken by Old Sydneian and iconic Australian photographer Max Dupain in 1959, when he was commissioned by the School to document its daily undertakings. The tuckshop was originally located at the rear of the Hallen (Big School) building, with the long-standing Miller family dishing out countless pies, sweets and drinks to the Prefect-controlled mass of boys, lining up restlessly each lunch-time for their feed.

You can now access the SGS Flickr page from the School website from the School Archives tab, or alternatively at http://www.flickr.com/photos/sygram/

The Archives wish to acknowledge donations from the following:

John Bullard
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George Keit

Gordon Richardson
Helen Ryan
Patricia Sherry
Robert Sloan
Ken Youdale
The Reddall Estate

Artius Walter Holcombe (OS 1892) Cadet Camp
Boys cheering after SGS wins the Head of the River 1955
Master and cricketer Bill O’Reilly on the radio c.1936
The School Library c.1970
We hear from seven Old Sydneians making their mark at home and abroad.

The first independent distillery in the city of Sydney since 1853, the Archie Rose Distilling Company in Rosebery has just opened its doors. Two years in the making, the fully operational distillery produces gin, vodka, white (unaged) rye whisky and single malt whisky followed by collection of aged whiskies and tailored spirits. It also offers an on-site bar.

Old Sydneian and Archie Rose’s founder, Will Edwards hopes to honour Sydney’s rich distilling history whilst offering Sydneysiders the chance to experience genuine grain-to-glass spirits production onsite.

With no local distillery to refer to, Will and the team reached out to some of the Australian industry’s top craftsmen including Tasmanian distilling icon Bill Lark, stillmaker Peter Baille and cooper Adam Bones, who generously shared their skill, passion and commitment to outstanding spirit production.

The beautifully designed space has been created by ACME & Co, whose portfolio includes The Grounds of Alexandria and The Incinerator. Archie Rose houses an array of custom-made equipment including brushed steel washbacks, oak casks and three purpose-built copper pot stills constructed by hand in Tasmania and now housed in the previously vacant 550m2 warehouse space.

For more information visit www.archierose.com.au or search Archie Rose Distilling Co on Facebook.

Old Sydneian and Archie Rose’s founder, Will Edwards hopes to honour Sydney’s rich distilling history whilst offering Sydneysiders the chance to experience genuine grain-to-glass spirits production onsite.
Many people ask why an Australian, living in England, works mainly on vultures in Africa. And why vultures? These are not unreasonable questions; there aren’t any vultures in Australia (not feathered ones), and there aren’t any vultures in England, either. Few people are fond of vultures. So while it’s straightforward to explain that I developed a deep interest in Africa from a very young age and fell in love with it whilst travelling (we married and moved to England), explaining the vulture connection takes slightly longer.

The simple reason is that I am a biologist in charge of the conservation and research department at a conservation organisation focused on birds of prey — not just vultures, but all birds of prey. However, vultures get a lot of conservation and research attention because they are ecologically very important and also because they are the most threatened group of birds in the world. Really. Three species nearly went extinct in South Asia during the 2000s due to a veterinary drug and most African vultures are threatened (critically so) by a devastating combination of poisoning, the wildlife trade, electrocution and habitat loss. We work alongside many partners to try and solve these problems.

None of them is easy to fix and the education and research efforts in which conservation biologists invest heavily seem straightforward compared to the difficulties of conserving entire guilds of species across the scale of sub-continent. It is a challenging and often frustrating environment, but fieldwork on safari has its benefits.

I was one of the young singers that Grammar sent down the road to the Opera House to perform in Opera Australia’s productions — I got the theatre bug straight away and knew I had found my people.

By the time I left Grammar, I knew that I wanted to go to NIDA and study set and costume design. The intensity, stimulation and focus of Grammar were a good preparation for the course, and after graduation I enjoyed working on various productions around Australia. It was a thrill to come back to Opera Australia and be asked to design several productions for them.

After designing costumes for the Closing Ceremony of the Olympic Games in 2000, it seemed the perfect moment to explore distant horizons. I headed off to New York with my husband Tim Martin (also an Old Sydneian — he graduated in 1983) and with equal measures of naivety and bravado, I showed my portfolio to anyone who would sit still for ten minutes!

Well, one thing led to another, and fifteen years later we find ourselves still in the US where we have built an interesting life for ourselves. Tim is a writer and an architect, I design costumes for Hollywood films. Last year I had the good fortune of being nominated for an Oscar for my designs for American Hustle. This year I designed the new Batman and Wonder Woman costume for the upcoming Batman v Superman. I love what I do and look forward to many creative years ahead.

My time at Grammar was a little turbulent, and included a brief suspension for truancy. Nonetheless I got through to the HSC, and left with an adolescent urge to escape, not just from school or family, but from the city, the country, the hemisphere. Four years in London followed, some of it studying. I flitted back and forth from Europe to Australia, before finally settling in Paris in 1990.

There I worked as a commercial translator, but I knew it wasn’t what I really wanted to do. Even at Grammar, I’d been a literary dreamer. I’d been the teenager with the Penguin Classics edition of a Camus novel eternally in my back pocket.

One day, after a long walk under an oppressive sky, I sat down to write a novel. It took me six months or so, but the very second I finished the last line, I realised what a hopeless mess it was. So I steered myself and wrote another, which became my first published work, The Execution — a literary thriller of sorts. It didn’t make me a fortune, but I was lucky enough to get some good write-ups in the Guardian, New York Times and other publications.

Since then I’ve written another novel, Colony, as well as a critical work on David Bowie. I’ve got a new novel, The Reflection, due out in September.

In 2010 I returned to Sydney with my partner and son after a 20-year absence, and juggle novel-writing with my work as a journalist.
Alexander (Sandy) Waite
(OS 1989)

Artisan baker
Launceston

In the twenty-five years since leaving Grammar, I have been a ski instructor, police detective, chef and a qualified nurse. Clearly, the next step was to move to Tasmania and become an artisan baker. Like most things in life, becoming a baker happened by accident, or in this case, in response to my wife's complaints that there was no good bread on the island. Challenge accepted. I am now the proud baker and pastry chef at Sandy's Sourdough, my very own independent bakery here in Launceston. Each Saturday for the last three years I have headed down to our local Harvest Markets (National Farmers' Market of the Year last year) so I can talk to the customers that have made this all possible. The slow food movement has been well received here, and nothing is slower than sourdough bread. The nine varieties of sourdough, plus croissants, pastries and danishes take 24 hours to produce from start to finish and are all made by hand. I'm proud of each item that I produce and work to the standards of my finest critics, my two daughters. From the very humble beginnings at the markets I have expanded into the wholesale market supplying some of the top local restaurants, cafes and providers. In addition to this we are looking at establishing our own retail outlet soon.

Will Boag
(OS 1964)

Walking the Camino for Parkinson's sufferers
Sydney

I left Grammar in 1964 with the freedom of spiritual thought, memories of mates and missed opportunities. My poor grades led me to Central Queensland where I was overseer of a vast sheep and cattle station until the government sent me to Vietnam. An economics degree ensued and after some teaching and stockbroking, I took to supervising on construction sites. A later Master's degree helped me carve out a new direction as I managed and counselled in the human services.

Today, with Parkinson's Disease enrobed in my being, a new path has opened up as I venture into new territory. My new loves of poetry, prose and pescitarianism have drawn me and my wife Corrie to Europe to raise funds, awareness, and (we hope) some inspiration for those living with Parkinson's worldwide. Last year we trod the Camino Frances, initially a path for pilgrims, but today adventurers and walkers from all cultures weave their way across the 800 kilometers from the Pyrenees to Santiago de Compostella in northern Spain.

Up the Pyrenees mountains, across rivers whose snowy sources glint in the distance, through forests whilst delighting in their differences, over gothic bridges, along narrow paths hugged by vineyards and huge carpets of crops, through ancient villages, many of them broken, others finding new life as walkers revive their fortunes. This journey is embellished in my newly published e-book on Amazon, You're the Guy with Parkinson's. On 9 April we left to continue our story on along the Camino, this time from Le Puy to the Pyrenees in France.

For more information go to www.willtowalk.com.au

Anthony (Tosh) Szatow
(OS 1999)

Clean energy entrepreneur/advocate
Victoria

Whether we enjoyed Sydney Grammar or not, it is probably fair to say we have all been privileged to attend, and be part of its rich history. How we exercise that privilege in the years after we leave, defines the School as an institution in Australian society.

It took me time to adjust to life after school’s routine, and find passions that could sustain me beyond a semester of university, and a year or two in the workforce. As The Hitchhiker’s Guide to the Galaxy implores, it is best not to panic, and perhaps that’s what Grammar prepares us best for. In the face of doubt and uncertainty, we learn to inquire and explore with confidence until we find our place.

My place is a long way from suburban Sydney where I grew up, in a rejuvenated regional Victoria town. After two degrees and six years working in various roles, I realised clean energy is my second language, and my passion is for an egalitarian society.

I’ve now started two businesses, both focused on creating energy solutions that support broader social goals. With The People’s Solar, we crowd fund solar panels so that energy savings can be invested back in communities. With Energy for the People, we work on larger projects, like a town of 800 people that want 100% renewable energy, and a town of 150 that want to go ‘off grid’. Life is full, and fun. It took a while, but I learnt not to panic.
The ties that bind...

Grammar Old Boys continue to meet, reminisce and enjoy the bonds of friendship established through the shared experience of the School.

Reunions galore

The annual dinner for ‘Old Sydneians living down south’ was held at the Athenaeum Club, Melbourne on Wednesday 12 November hosted by Tony Johnston (OS 1955). Tosh Szatow (OS 1999) gave a most engaging after dinner speech on his work with The People’s Solar and Energy for the People. (see Postcards, page 49)

London Old Boys: 37 UK alumni gathered at ‘The Only Running Footman’ in Mayfair on Friday 10 April to meet with the Headmaster, Dr John Vallance and his wife, Catherine.

The annual lunch for Old Boys of 1945/46/47 was held in the Wallace King Room on Friday 28 November. The guest speaker was Andrew Tink AM (OS 1971), former State Shadow Attorney-General and author.

53 Old Boys of 1950/51/52 got together on Monday 3 November for an annual reunion lunch at Nick’s Seafood Restaurant, Cockle Bay Wharf.

Geoff Stevenson (OS 1959) writes: ‘In January this year four of us (Old Sydneians of 1954/55/61) got together for lunch at Balmain. It was on the occasion of my first visit to Australia in several years from my home here in Maine, Washington, USA. We all went on to play rugby at UNSW in the early ’60s.’

Sam Lamond got Old Boys of 1971 together for an informal reunion on Saturday 8 November at the Crows Nest Hotel followed by dinner at the nearby Lees Fortuna Court restaurant.

A 30-year reunion for about fifty of the leaving Year of 1984 was convened by Tim Green on Saturday 25 October at the Hotel Centennial, Woollahra.

Sam Thampapillai and Jono Marks-Bluth organised an informal ten year get-together for a number of 2004 Old Boys living or working in London at Pizza East, Shoreditch.