In this issue:

Is that really cod you’re eating?
Analysing fish DNA reveals some alarming results

Rock’n’roll is dead!
Long live rock ‘n’ roll! The music industry lives on

Is the examined life worth living?
Part Two of a reflection by the Headmaster

SGS and UNSW: A mathematical partnership
Geoff Carroll returns to his old university as Visiting Fellow

Sydneians in the Boer War
Welcome to the third edition of 'SGS' I hope there is plenty in the magazine to interest you.

On a more sombre note, a former master at College Street, Mr Ray McDonald, has written on the second anniversary of the tragic death of his son, Paul (OS 1990).

'It is coming up to two years since my son Paul suicided. I hope that friends will take a few minutes to think about him and about the terrible illness, schizophrenia, which brought him down. Terrible, because it takes young people in their prime, and, in many cases, destroys them. Paul had just graduated in Economics when he became ill, and his apparently bright future became twenty years of suffering. Many people have a charity which they regularly support, and I ask you to consider contributing to schizophrenia research, through Neuroscience Research Australia, in Paul’s memory. Lately, there have been some promising advances, especially through Neura and its director, Professor Cindi Shannon Weickert (for details and contributions, see www.neura.edu.au).'

With very best wishes from us all at the School.

Philip Barr – Editor
Speech Day 2015

Dr Julian Meagher (OS 1996) was the guest speaker at the College Street Speech Day held at the Sydney Town Hall on Thursday 3 December. He also presented the prizes. In his address Dr Meagher detailed his decision ten years ago to reduce his work dramatically as a medical doctor in order to pursue painting full-time. He advised the boys, ‘Be open to options and experiences which may be different to your original course. Be aware that your insecurity and inexperience will make you vulnerable to other people’s expectations and values. Don’t let society pigeon hole you. At some point you need to grip it and rip it to find your own path in your own language. When you do, you’ll never feel freer’.

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Dr Vallance to step down

From the Chairman of Trustees

Dear Parents, Staff, Old Sydneysians and other members of the SGS community,

I write with much regret to inform you that Dr John Vallance has decided that it is time for his tenure as Headmaster of Sydney Grammar School to come to an end.

With his customary thoughtfulness for the School and the Trustees, John has given us a long notice period. His Headmastership will end at the end of the first term in 2017.

John joined the Classics department in 1993 from Corpus Christi College, Cambridge University, where he had received his doctorate and taught for eight years. In 1999 he was appointed Headmaster. It is rare in this time of constant change for a leader in any field to establish what we can rightly name an era. For the entire 21st century to date John has articulated and led a distinctive educational ethos at Sydney Grammar School that is easier to see and grasp in its practice than it is to name and describe.

John’s leadership has been characterised by clarity of vision, application of formidable intellect and constancy of purpose. He has built and led a common room that is unrivalled in (at least) Australian schooling and he has widened the range of learning experiences boys have at Sydney Grammar School. He has created a school that remains thoroughly grounded in the long Western tradition of scholarship and learning but which is nevertheless modern, adaptable and inclusive.

The Trustees are of course disappointed in John’s decision to leave but we respect and understand his desire to undertake new challenges and to do so when he is unquestionably at the top of his game.

The Trustees have begun the process to find John’s successor and we will communicate with the School community at appropriate times as that process proceeds. We will have plenty of time to farewell John appropriately before early 2017. For now, and certainly as far as John is concerned, it is business as usual in a busy new school year.

Kind regards,

David Kirk
19 February 2016

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John Sheldon

Many in the Grammar Community were shocked to hear of the appalling accident involving former Master of the Lower School, John Sheldon, when he was knocked down by an inner-city tram in Milan last August. His injuries, including damage to spinal vertebrae, were severe, and meant that he was hospitalised for several months. John is currently convalescing in Milan at the home of his sister, Mary. Progress has been slow and John is not yet able to travel back to Australia. He is, however, occupying himself with much reading and listening to music and is also extremely grateful for all the enquiries and good wishes which have come from the School community.
Flying high

At the age of just 15 years and three months (and well before gaining his driver’s licence!), Will Feeney (IV) has taken his first solo flight. After completing the preliminary course in a total of just fourteen hours, Will piloted a single-engine Piper Warrior III from Bankstown Airport on 1 February this year. The next stage is a Restricted Pilot’s Licence which will allow him to take passengers up in the training area (approximately 10 x 10 miles) and after that, the Unrestricted Pilot’s Licence which will allow him to carry passengers all over Australia. He hopes one day to fly the A380 (or a bigger plane, if one comes out) for Emirates.

Correction

In the Summer 2015 edition of SGS (page 17), the identity of ‘Einstein’ in the photograph relating to ‘Night of the Notables’ at St Ives Prep was wrongly attributed to Michael Grenier. It was, in fact, David Matthews (currently Form III at College Street). Our apologies.

Swinging in Tasmania

Sydney Grammar’s Old Boys’ Big Band, ‘Dr V’s Swing Thing’, set up by Dr Vallance in 2002, continued carrying the torch for jazz with a 27 February performance at the Clarence Jazz Festival in Hobart. The thrilled audience (advised by lead trombonist Dr Luke Harley that Hobart was undoubtedly the ‘most beautiful city in Australia’) quickly rose to their feet to dance in appreciation of Dr V’s eclectic mix of old and new tunes. The performance caps a hugely successful period for the band of late, including gigs at Angel Place and the Wangaratta Festival of Jazz. A July performance in the New Hall with James Morrison will give the band another opportunity to acknowledge their founder in his final year as Headmaster.

Tri-Grammar Cricket

The annual Tri-Grammar cricket competition was this year held in Brisbane from 16 to 22 January. In our first encounter, a one-day match against Melbourne Grammar, we scored 150. Melbourne chased down that total with Captain Robin Evans (3/24) the pick of the bowlers. The second one day game was against Brisbane Grammar who scored 150. Robin Evans (56) and Oscar Halbmeyer (36) featured in the run chase which ended controversially in a tie off the last ball of the game. The T20 matches were played the following day. Sydney restricted Melbourne to 142. Evans (74) and Sam Isherwood-Critchley (45 no) batted beautifully to pass this score in the 18th over with only one wicket down. Brisbane proved too strong in the second match as Sydney managed just 127 in reply to their 160. In the final match, our traditional fixture against Melbourne Grammar, Melbourne dominated from the start to post 336 and regained ‘The Bat’ as well as the Tri-Grammar Shield and the T20 Trophy.
Artist returns to Edgecliff

Julian Meagher (OS 1996) was artist-in-residence at Edgecliff Preparatory in Term I. He encouraged the boys to free up their drawing techniques by making a series of quick single-line drawings of his dog, Yoshi. Boys also watched closely as he worked on a still-life painting titled Country III.

Julian says that, as a pupil at College Street, he was particularly inspired by artists-in-residence Philip Wolhagen and Mathew Lynn. For this reason, he was delighted to come back to work with the boys at Edgecliff. Julian has been a finalist in the Archibald Prize for the last two years, with portraits of musician Daniel Johns and actor John Waters. He was also guest speaker at last year’s College Street Speech Day.

Duntroon graduates

In December 2015 three Old Sydneians of the Year 2011, Hayden Berrigan, Edward Wright and Hamish Wallace (pictured left to right) graduated from the Royal Military College, Duntroon and became officers in the Australian Army with the rank of Lieutenant. Hayden has joined the Royal Australian Corps of Signals (RA Sigs) and posted to 1 Combat Signals Regiment in Darwin. Edward joined the Royal Australian Infantry and is at the 5th Battalion, Royal Australian Regiment. Hamish, who will complete a further year of study in cyber security at the Australian Defence Force Academy, is also a member of RA Sigs.

Fly Fishing

The Grammar Anglers undertook their annual Snowy Mountains camping trip in the April Holidays. Boys from Forms II, III and IV, along with four masters, enjoyed a five day stretch of still, clear weather, pursuing trout and relaxing around the campfire. Col Sinclair, a local guide, presented a casting tutorial to help with timing and accuracy, before demonstrating how to search the weedy margins of Tantangara Dam with a wet fly. A modest number of brown and rainbow trout were caught over the week – and our first brook trout for many years.

Coding Club

Year 4 boys at St Ives have been eagerly participating in Coding Club this year. Each Tuesday morning the boys arrive keen and excited to work on their projects through Scratch, a programming language and learning platform. The boys build understanding about logical reasoning and sequence progression to create animation and also participate in games. This tool enables them to problem-solve and think critically. They are learning about computational thinking while developing a deeper understanding of programming skills.
Fundraising for charity

In a bid to out-do last year’s Prefects’ figure of $25,000, this year’s Prefects have initiated a raft of fundraising activities in order to support Care Australia’s Syrian Refugee Crisis Appeal (see Senior Prefect’s article on page 41). The aim is to be able to provide sufficient funds to house one refugee for each boy at College Street. As well as the traditional mufti days and lunchtime barbecues, dodge ball and paper plane throwing competitions ( pictured in the New Hall) have also attracted large numbers of boys and should ensure that last year’s figure will be surpassed. Grammopalooza, our annual rock festival, was also a major fundraiser.

Form I camp

During the last week of Term I four buses full of excited boys travelled to Myuna Bay on beautiful Lake Macquarie for the annual Form I Camp. The aim of the camp is for the boys to get away from Sydney for three days, to relax after the trials of their first term at the School, and to enjoy activities such as high ropes, canoeing and archery – whilst leaving behind all electronic devices! Another benefit for the boys is the opportunity to meet and make new friends. With excellent weather prevailing, the camp was a great success.

His own flesh and blood

Domantas Kuzinkovas (VI) (pictured) took an unusual path in fulfilling the Residential Project component of his Duke of Edinburgh Gold Award by volunteering in an Immunology laboratory (the SA Pathology IMVS laboratory) in Adelaide. Over five days in the summer holidays Domantas helped a PhD candidate with his research into the causes of auto-immune disorders. Donating and working with some of his own blood, Domantas performed experiments using different antibodies and learnt about the components of the immune system. Domantas says, ‘Although the lab work and biology theory was completely new to me it was also rather relevant to my biology studies at school. The experience also showed me what life after the HSC could be like.’

Sculptures by the Seas

In March this year Dale Miles (Art Department) was awarded the inaugural Rio Tinto Prize at Sculpture by the Sea, Cottesloe Western Australia, valued at $50,000. Made from carved and constructed timber, Dale’s work ‘Parallel Thinking Space’ (left), explores the fascinating visual devices used by artists to make relief sculpture from antiquity onwards.

‘Mirage’ (above), a work by architecture Old Boy undergraduate Harry Stitt (OS 2013) and fellow student Deirdre Mair, was exhibited at Bondi’s Sculpture by the Sea. ‘Mirage’ works as a visual gimmick, using anamorphic processes to create a perspectival cube from four independent linear geometries. The piece is intended as light satire, half critique, half child’s playground.
**Athletics Carnival**

The 143rd Annual School Athletics Championships were held at Weigall on Wednesday 16 March. It was almost a wash out with torrential rain all morning, but we persevered and it turned out to be a lovely day. The tug-o-war competition was fierce and was enjoyed by both competitors and spectators. JKR house won the junior tug-o-war and KJO house won the senior tug-o-war. The Grammar Gift was hotly contested again and was won by Harry Varvaressos (VI). JKR won the day’s House points tally, finally breaking KJO’s six-year winning streak.

The Open competition was close in all events but was dominated by Alec Sheldon (VI) who won the 100m, 200m and 400m. Timothy Hirsch (VI) won the 800m. Angus McAdam (VI) the 1500m, Abraham Tanbouz (VI) the High Jump, Vishal Prasad (VI) the Long Jump, Lachlan Burrows (VI) the Shot Put and, despite being only Under 15, Thomas Davies (III) the Ooen 3000m.

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**Two Good!**

Tuesday mornings in the Common Room at College Street are a flurry of activity as a team of masters sort, label and store the latest delivery of delicious Two Good lunches. Two Good is a local charity which provides nourishing salads and soups for people in need. Even better, the charity employs women from the shelters to prepare the food which has been designed by well-known Sydney chefs and foodies. The food is organic, where possible, and otherwise pesticide-free. Founded by Rob Caslick and Cathal Flaherty, the Kings Cross-based charity works on a "buy one, give one" basis where for each meal purchased, an identical meal goes to someone in a domestic violence shelter or someone who is sleeping rough. At the time of writing well over 800 lunches have been provided by Grammar staff to those in need.

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**Publications**

**ASYLUM**

Around eighty people were at Gleebooks on Tuesday 3 March to hear Trustee, Old Sydneian and Senior Crown Prosecutor, Mark Tedeschi AM QC (OS 1989), and poet and essayist Mark Tredinnick, launch School Librarian Dr John Hughes’ fifth book, Asylum. The book was largely written during a period of long service leave Dr Hughes took at the beginning of 2014. In his address Dr Hughes explained that Asylum began for him in Venice when a boat sank off the island of Lampedusa and nearly a hundred asylum seekers drowned. The Italian response was to declare a National Day of Mourning. It struck him then that such a response would be impossible in Australia given the complete absence of compassion in almost all our public discourse, and it was in that realisation that the idea for the book took root. Dr Hughes remarked that the book that was being launched at Gleebooks was a long way from the book he started to write in Venice two years before. It has become a surreal fable, he said, about an experiment whose purpose is not scientific, but one in which he hoped traces of the original impulse and its heat remained. The title has a number of resonances in English, he said, and they are all there in the book.
Flickertest

Flickertest began as a small local festival at Balmain High School in 1991. Over the last 23 years it has grown to become Australia’s only Academy-accredited and BAFTA recognised short film festival and filmmakers increasingly view it as one of the main festivals on the world circuit. We are delighted that this year Miles Gibson (V1) has picked up the SAE QANTM FlickerUp Award (plus a cash prize of $500) for Best High School Production. Miles wrote and directed Malcolm and John, a short film featuring fellow Grammar boys Max Jelbart and Rowan Kennett (both V1) (pictured left and right).

Organic Chemistry Conference

Throughout 2015, Fifth Formers (left to right) Jason Chami, Andreas Orsmond, James Manton-Hall, James Kalas, Alexander Su, Mackenzie Shaw and Evan Hockings worked on an organic chemistry research project with researchers from around the world as part of the Open Source Malaria (OSM) project. The OSM team aims to find new medicines for malaria by synthesising analogues of promising compounds. In their part of the project, the boys used a three-step reaction sequence to successfully synthesise four target compounds as a starting point for further investigation into their anti-malarial properties. In December, the boys were invited to present their work at the Royal Australian Chemical Institute Organic Chemistry Conference, the first time that high school students have presented their own research at this annual conference.

The boys with their poster ‘Functionalised Triazolopyrazines for the Treatment of Malaria’

Toughening up

During the April holiday break thirty rugby players from the Under 13s and Opens age groups headed for Canberra for what has now become an annual camp at the Australian Institute of Sport. The Opens engaged in an opposed training session against Canberra Grammar and a game against Radford College which they won convincingly. The Under 13s had a one-try loss to Canberra Grammar and scored a resounding victory against Burgmann Anglican School.

The holiday break concluded with forty-three Under 16s and Opens players training at the Sydney Academy of Sport, Narrabeen. The camp provided valuable opportunities for the boys to work on their combinations and bond as a group. It began with a Rob Rowland-Smith ‘Toughen Up’ session including kayaking across Pittwater, fitness work on the beaches and a trek over West Head. On what was a stunning Sydney day, this was the perfect way to fill in five hours! On the final day we hosted matches against Trinity Grammar. The Under 16s went down five tries to two, so the boys, despite playing very satisfying rugby and leading for most of the game, a Trinity try in the dying minutes of the game denied us a win (10-14).
School House: a 51-year reunion

During its 50 year existence some 1,030 Grammar boys lived at the School House in St Mark’s Road Randwick. At any given time there were about 60 boarders. It closed in 1976.

Paul Sanders writes: ‘Over a weekend in September last year, a reunion was held of the 1964 School House Form VI. Nine of us gathered at a lower North Shore restaurant where we dined and reminisced until the small hours. It was a splendid evening and the fact that some of us hadn’t seen one another for fifty years did not matter in the slightest. Next morning, we reconvened at Mark Feres’ home in Birchgrove and were treated to a harbour cruise on an old Navy work boat that Mark had restored beautifully. Lunch followed at Mark’s home to round off a most enjoyable weekend.’

Australian Day Honours

Four Old Sydneians and one long-serving School Trustee were amongst those honoured in this year’s Australia Day Awards:

Member (AM) in the General Division of the Order of Australia
Dr Barry Rex Catchlove AM (OS 1958)
For significant service to medical administration, particularly health care systems, to international business cooperation, and to education.

Professor Gustav Isaac Lehrer AM (Trustee)
For significant service to tertiary mathematics education as an academic and researcher, and to professional and community groups.

Mr John William Winning AM (OS 1970)
For significant service to the community through fundraising and support for charitable organisations, and to sailing and horse sports.

Officer (AO) in the General Division of the Order of Australia
Mr Andrew Alexander Briger AO (OS 1986)
For distinguished service to the arts, particularly to orchestral music performance as a leading conductor, and as founder of the Australian World Orchestra.

Commendation for Distinguished Service
Brigadier David Peter Shields (OS 1979)
For distinguished performance of duties in warlike operations while deployed on Operation Slipper from 14 November 2013 to 15 November 2014.

The ancient past made present

Have you ever wondered how many lux were emitted by an ancient clay lamp, or whether the Romans really cheated at dice? Do you ever think about what life might have been like for a wealthy woman in 5th century BC Athens, or for a legionary living on the frontiers of the Roman Empire? This year Form V Ancient History boys found out the answers to these fascinating historical questions when they were visited by Karl Vandyeke (pictured) from Macquarie University’s Museum of Ancient Cultures. During Karl’s visit, boys examined artefacts from all over the ancient world, and glimpsed every day life in Greece, Egypt and Italy thousands of years ago. The boys also tried their hand at forensic archaeology, uncovering the mysteries held within an ancient burial site and shedding new light on life and death in the Roman world.

 Excelling at ‘celling

Grammar ‘cellists have been much in the news lately. Benett Tsai (l) (pictured left) won the Sydney Elstaddolf Alf and Pearl Pollard Memorial Instrumental Award for Performance Excellence with his rendition of David Popper’s Hungarian Rhapsody. Vincent Lo (OS 2012) was the winner of Fine Music 102.5’s Young Virtuoso Award, while Terence Leung (OS 2015) followed in Wayne Kwon’s (OS 2013) footsteps by receiving a Big Brother Movement Youth Support Award to study in the United Kingdom. Wayne has continued his studies at the Royal Northern College of Music where he received the inaugural Higgins Scholarship for undergraduate studies.
NAIDOC essay competition

At the end of last year Corey Blyth (III) was awarded First Prize in the NAIDOC (National Aborigines and Islanders Day Observance Committee) Week School Initiative Competition for his essay about indigenous constitutional reform. Dylan Williams, Executive Director of NAIDOC Weck, came to the School on December 1 to present Corey with his winner’s medal in the Alastair Mackerras Theatre. Mr Williams praised Corey’s achievement and congratulated him for his efforts in raising awareness about the importance of friendship and greater cultural diversity. Corey’s essay was one of more than 207,000 entries submitted from schools across Australia for a variety of creative writing and essay competitions.

Weather machines

Kindergarten boys at St Ives Preparatory have been engaging in an Inquiry unit which investigates weather. The culmination of this unit was for boys to explore the possibility of designing a weather machine, a rigorous and gritty process which called for, not just consideration of the specific purpose of their weather machine, but an underpinning knowledge of the weather. Ideas were made visible through large diagrammatic drawings with the parts and functions of their weather machines carefully labelled. Two-dimensional drawings became three-dimensional models; significantly the integrity of big ideas were honoured and remained intact.

2015 HSC results

Because nearly all our boys proceed directly to university after leaving school, the Australian Tertiary Admission Rank (ATAR) is for us the best indicator of overall HSC performance.

In 2015, our Form VI maintained the high standards set in recent years. Three members of last year’s Form VI achieved the maximum possibleATAR of 99.95. 56% of our boys achieved an ATAR of 95 or more, and 75% were over 90. In the ‘All Rounders List’, made up of candidates who scored 90 or more in their ten best units, Sydney Grammar School was placed seventh. A full breakdown of results can be found on our website.

Headmaster’s Exhibition

Old Sydnetian architect Howard Tanner AM (OS 1963) was this year’s examiner for the Headmaster’s Exhibition. The set texts were Charles Moore, William Mitchell and William Turnbull’s The Poetics of Gardens, and Anne Latraille’s Garden Voices: Australian Designers – Their Stories. The aim of the Exhibition was to give the seven boys who sat the two three-hour papers an opportunity to consider the important contribution of landscape design, especially to urban life. Mr Tanner commented that the best results came from those who, among other things, could reflect on personal experience of gardens and landscape and were sensitive to the indigenous appreciation of ‘country’, thus having a broader and more abstract appreciation of the land. He awarded the Exhibition to Aravindh Anura (V) because, in addition to this quality, he was able to introduce diverse ideas that provided objective insights that made the reader stop and think. The runner-up, and recipient of the Johns Prize, was last year’s winner, Timothy Hirsch (VI).
Grammar’s Olympians – an update

The article ‘Chasing the Olympic Dream’ which appeared in the last edition of SGS magazine prompted a number of readers to write with updates and corrections to the published list of Old Sydneian Olympians. We’re very pleased to publish an updated list. Amendments are highlighted in red. The Archivist would love to hear from anyone with additional information on Grammar Olympians, past and future.

<table>
<thead>
<tr>
<th>Name</th>
<th>Olympics</th>
<th>Event</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Septimus Kelly (OS 1897)</td>
<td>London 1908</td>
<td>Rowing Men’s Eight (for Great Britain)</td>
<td>Gold</td>
</tr>
<tr>
<td>Frederick (Freddie) Claude V Lane (OS 1898)</td>
<td>Paris 1900</td>
<td>Swimming 200m Obstacle</td>
<td>Gold</td>
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<td></td>
<td></td>
<td>Swimming 200m Freestyle</td>
<td>Gold</td>
</tr>
<tr>
<td>Roger Berkeley Fitzhardinge (OS 1900)</td>
<td>Stockholm 1912</td>
<td>Rowing Men’s Eight</td>
<td>Semi-finals</td>
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<tr>
<td>Hugh Kingsley Ward (OS 1905)</td>
<td>Stockholm 1912</td>
<td>Rowing Men’s Eight</td>
<td>Semi-finals</td>
</tr>
<tr>
<td>William (Billy) Longworth (OS 1910)</td>
<td>Stockholm 1912</td>
<td>Swimming 100m Freestyle</td>
<td>(Taken ill)</td>
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<tr>
<td>William (Billy) Herald (OS 1916)</td>
<td>Antwerp 1920</td>
<td>Swimming 100m Freestyle</td>
<td>4th</td>
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<td></td>
<td></td>
<td>Swimming 4 x 200m Freestyle</td>
<td>Silver</td>
</tr>
<tr>
<td>Edwin William ‘Slip’ Carr (OS 1917)</td>
<td>Paris 1924</td>
<td>Athletics 100m Sprint; 200m Sprint</td>
<td>4th in heat</td>
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<tr>
<td>Maurice Froomes ‘Moss’ Christie (OS 1917)</td>
<td>Paris 1924</td>
<td>Swimming 400m Freestyle</td>
<td>Disqualified</td>
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<tr>
<td>Andrew Murray ‘Boy’ Charlton (OS 1922)</td>
<td>Paris 1924</td>
<td>Swimming 1500m Freestyle</td>
<td>Gold</td>
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<td></td>
<td></td>
<td>Swimming 400m Freestyle</td>
<td>Bronze</td>
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<td></td>
<td></td>
<td>Swimming 4 x 200m Relay</td>
<td>Silver</td>
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<td></td>
<td>Swimming 400m Freestyle</td>
<td>Silver</td>
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<tr>
<td>Amsterdam 1928</td>
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<td>Swimming 1500m Freestyle</td>
<td>Silver</td>
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<td></td>
<td>Swimming 400m Freestyle</td>
<td>Silver</td>
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<tr>
<td>Los Angeles 1932</td>
<td></td>
<td>Swimming 1500m Freestyle</td>
<td>5th in semi-final</td>
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<td></td>
<td></td>
<td>Swimming 400m Freestyle</td>
<td>6th</td>
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<tr>
<td>Ainslie Beric (Joe) Gould (OS 1928)</td>
<td>Berlin 1936</td>
<td>Rowing Men’s Eight</td>
<td>Eliminated</td>
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<tr>
<td>Mervyn David Finlay (OS 1943)</td>
<td>Helsinki 1952</td>
<td>Rowing Men’s Eight</td>
<td>Bronze</td>
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<tr>
<td>Victor Ronald Middleton (OS 1945)</td>
<td>Helsinki 1952</td>
<td>Rowing Men’s Pair</td>
<td>Eliminated</td>
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<tr>
<td>William (Bill) Ernest Butchart (OS 1948)</td>
<td>Melbourne 1956</td>
<td>Athletics 800m</td>
<td>8th</td>
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<tr>
<td>Edward Roy Totty (OS 1946)</td>
<td>Squaw Valley 1960</td>
<td>Speed Skating 500m Long Track</td>
<td>35th</td>
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<td></td>
<td></td>
<td>Speed Skating 1500m Long Track</td>
<td>37th</td>
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<tr>
<td>William John Berge Phillips (OS 1960)</td>
<td>Tokyo 1964</td>
<td>Water Polo Men’s Team</td>
<td>Eliminated</td>
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<tr>
<td></td>
<td>Mexico City 1968</td>
<td>Water Polo Men’s Team</td>
<td>Excluded</td>
</tr>
<tr>
<td>Owen Ross Martin (OS 1959)</td>
<td>Grenoble 1968</td>
<td>Skiing 15km Cross Country</td>
<td>60th</td>
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<tr>
<td></td>
<td></td>
<td>30km Cross Country Classical</td>
<td>60th</td>
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<tr>
<td>John Harold Nickson (OS 1961)</td>
<td>Mexico 1968</td>
<td>Rowing Men’s Eight (reserve)</td>
<td>Silver</td>
</tr>
<tr>
<td>John Edward Clark (OS 1965)</td>
<td>Mexico 1968</td>
<td>Rowing Men’s Eight (reserve)</td>
<td>Silver</td>
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<tr>
<td></td>
<td>Munich 1972</td>
<td>Rowing Men’s Eight (6 seat)</td>
<td>8th</td>
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<tr>
<td>Denis C Pigott (OS 1962)</td>
<td>Montreal 1976</td>
<td>Equestrian Team</td>
<td>20th</td>
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<td></td>
<td></td>
<td>Individual Eventing</td>
<td>Bronze</td>
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<tr>
<td>Ian Warwick Brown (OS 1972)</td>
<td>Montreal 1976</td>
<td>Sailing Mixed Two Person Dinghy</td>
<td>Bronze</td>
</tr>
<tr>
<td>Ian Anthony Clubb (OS 1973)</td>
<td>Montreal 1976</td>
<td>Rowing Men’s Eight</td>
<td>5th</td>
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<tr>
<td>Peter Fraser Dignan (Master 1987-2013)</td>
<td>Montreal 1976</td>
<td>Rowing Men’s Eight (for New Zealand)</td>
<td>Bronze</td>
</tr>
<tr>
<td>David Gordon Hutslop (OS 1976)</td>
<td>Sarajevo 1984</td>
<td>Skiing 15km Cross Country</td>
<td>59th</td>
</tr>
<tr>
<td>Geoffrey Peter Taylor (OS 1968)</td>
<td>Atlanta 1996</td>
<td>Yachting Finn Class (for Fiji)</td>
<td>n/a</td>
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<tr>
<td>Stuart Thomas Welch (OS 1995)</td>
<td>Sydney 2000</td>
<td>Rowing Men’s Eight</td>
<td>Silver</td>
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<td></td>
<td></td>
<td>Athens 2004</td>
<td>Bronze</td>
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<td></td>
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<td>Rowing Men’s Eight</td>
<td>Bronze</td>
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<td>Lachlan William Kershaw (OS 2012)</td>
<td>Beijing 2008</td>
<td>Athletics 800m</td>
<td>6th in heat</td>
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<td>Rohan Chapman-Davies (OS 2009)</td>
<td>PeongChang 2018</td>
<td>Skiing Freestyle Mogul</td>
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What happened to the Grammar gun?

Dr Alan Dearn, Head of History, would love to hear from any Old Boys who may be able to shed light on the WWI trophy which disappeared from College Street.

The desire to celebrate victory by showing off the weapons of a defeated enemy is a very ancient one. Homer’s *Iliad*, for example, is replete with accounts of heroes fighting to capture the armour of their fallen enemies. Grammar itself once displayed such a trophy, a German field gun from the First World War. Its fate, however, has proven to be a mystery.

In the aftermath of WWI, large quantities of captured German and Turkish war material were shipped to Australia to be allocated to municipalities, schools and other institutions around the country as trophies. The copy of a letter obtained from the Australian War Memorial shows that as early as August 1919, Headmaster Sloman wrote to CEW Bean, asking for his help in securing ‘a few German rifles, steel helmets, machine guns etc’ to display in Big School as a ‘visible trophy of our victory’. Nothing seems to have come of this, but in February 1921 the School was formally offered a 7.7cm calibre field gun that had been captured at Framerville in France in August 1918 by troops from the Australian 20th Battalion, a number of whose officers were Old Sydneysians. Thanks to the grim arithmetic that allocated trophies according to the number of Old Boys who volunteered for military service, Shore was the only other Sydney school to receive such a prestigious trophy. In contrast, Scots and King’s received mere trench mortars, with machine guns for Newington, St Joseph’s and High. Only one (small) photograph so far shows the location of the gun at the School, placed at the Northern end and menacingly facing towards the Middle Playground.

Research so far has revealed a great deal about the Grammar gun. We know where and by whom it was captured, how it reached Australia and even its serial number (8253). Frustratingly, what we do not know is what happened to it. Many of the war trophies received by Municipalities with great fanfare in 1921 quietly disappeared for scrap during the 1930s, victims of anti-war sentiment. Others were scrapped when steel was required for the war effort at the start of WWII.

However, the Grammar gun seems to have escaped these fates, with Old Sydneysians from 1945 remembering that the gun was a regular backdrop to their lunchtime conversations. The Trustees’ Minutes and the Sydney are silent as to its ultimate fate.

There must be more to this story. We would very much like to hear from members of the Grammar community who may be able to cast light on the fate of this fascinating piece of the School’s history.
Kids matter at St Ives

Boys who are mentally healthy arrive at school happy, ready to learn and more likely to achieve success.  

Words Leslie Dorn, Director of Pastoral Care

A positive school community is one in which people are connected with each other and all are involved in meaningful ways. Children who are mentally healthy are able to enjoy and benefit from family life, relationships and educational opportunities, as well as to contribute to society in age-appropriate ways. They are also in a better position to adapt to change and cope with life's stresses. Mentally healthy children arrive at school happy, ready to learn and are more likely to achieve success.

At St Ives Prep we have adopted the KidsMatter framework in order to implement our Pastoral Care Programme across the School. KidsMatter is a flexible, whole-school approach to children's mental health and wellbeing. It provides a framework to help schools, parents and carers, health services and the wider community nurture happy, balanced children. It also provides an umbrella under which our existing social programmes, such as Buddies, Friendship Groups, House Meetings, Games Room, Peer Support, PALS, BOUNCE BACK! and Circle Solutions, can fit comfortably. Even though pastoral care happens every moment of every day, the School has dedicated one period a week to explicitly teach social skills.

Our School code, Carrington's Code, also fits under this KidsMatter umbrella. It provides a moral platform and behavioural guidelines to which the School community can adhere and aspire. The five values of Carrington's Code – Respect, Courage, Integrity, Empathy and Initiative – are modelled, expanded upon and referred to in different contexts and at various developmental stages in order to build character in our young boys. Carrington's Code provides a pastoral framework that is clear, positive and easily embraced by the whole-school community.

Our House system plays an important role in developing positive relationships among the boys and their teachers. The House Masters provide a second layer of support to the Form Master and they create opportunities for boys to connect across the grades through a variety of social activities.

KidsMatter was developed in collaboration with Beyondblue, the Australian Psychological Society, and the Principals Australia Institute, with funding from the Australian Government Department of Health and Ageing and Beyondblue. The School is currently working through a two-to-three year cyclical process to implement the following four KidsMatter Components: Positive School Community, Social and Emotional Learning for Students, Working with Parents and Carers and Helping Children with Mental Health Difficulties.
God and Death

'Tragedy is when I cut my finger. Comedy is when you fall into an open sewer and die.' (Mel Brooks)
Woody Allen seems to have adopted much the same attitude.

In his 1972 short plays God and Death, Woody Allen takes as his comedic subject matter a mass murderer, existential angst, the insignificance of the individual and the death of God.

Still, the plays are hilarious, loaded with one liners, reversals and moments of the truly absurd (the brief entrance of Groucho Marx into Ancient Greece, for example). And so it was these plays that were chosen for the 2016 senior drama production, and an ensemble was chosen from Form V and VI boys and girls from SCEGGS, Darlinghurst.

While both feature men searching for their place in the scheme of things, the two plays are otherwise unrelated, which presented a design challenge. Together with our NIDA-graduate designer, Isabel Hudson, we decided on a simple set that invoked theatrical traditions: a proscenium arch and a red velvet curtain. In this way we hoped to underscore the meta-theatrical content of both plays while keeping the space flexible for a large company. Accordingly, costumes and lights were kept simple, though the exigencies of securing a toga still proved a nightly battle for some.

Rehearsals were a gas, as the cast riffed on the comedy provided by Allen. The decision was made to change multiple local references in God (to Brooklyn College, for example, and Sardi's) to references appropriate for our audience (to WSU and Bill and Toni's). This provided further fertile comedic ground as we managed to work in references to Hyde Park after 3.30 and rival GPS schools, much to the company's delight.

God was led by Miles Gibson and Morgan Mandorla (both VI) as Hepatitis and Diabetes, two ancient Greeks in search of an ending for their play. Miles played up the writer's neuroses, walking a skilful and assured line between hammy and vulnerable. Morgan showed confidence and charisma as the actor, the (comparative) straight man of the duo assailed from all sides by the whims of the Fates played as ostentatious American tourists by Luke Dietrich (VI) and Eliza Learmonth. Harry Varvaressos (VI) took the helm of Death as Kleinman, a little man with a big job to do... only no one will tell him what that job is. Harry was exceptional in the role, his first with Grammar Drama, negotiating his way past the threats posed by his friends, only to meet his doom at the hands of a killer (Tim Livingstone, VI) who looked oddly like him.

Comedy is hard to get right, but the boys and girls of this company worked so hard and so enthusiastically to make this a terrific show which delighted their sell-out audiences. Perhaps none of the finer mysteries of the universe got solved, but there were plenty of laughs.
Above left: Morgan Mandorla (Diabetes), Joe Barry (King) and Georgio Mellos (guard)

Above right: Miles Gibson (Hepatitis) and Morgan Mandorla (Diabetes)

Morgan Mandorla (Diabetes)

Miles Gibson (Hepatitis) and Rowan Kennett (Bursitis)

Joe Barry (policeman), Dan Heyworth (Sam), Harry Varvaressos (Kleinman), Vishnu Natesh (Al) and Angus McAdam (Hank)
Musical notes

Chairman of Music, Paul Gaske, looks back on two more hectic terms of music-making at College Street.

Music for charity

In December a number of boys in Form V combined with girls from Ascham School to perform at a fundraising concert in Woollahra for NYALWOCODEP (Nyalunga Widows and Orphans Community Development and Education Project), a Kenyan charity.

At the start of 2016, twenty-six staff performed music ranging from Renaissance lute songs to well-known jazz standards at the Staff Recital. Included in the programme was a performance of Poulenc’s Sonata for Piano (Four Hands) by the Headmaster and Pen Campbell (Head of Keyboard).

2015 finale

2015 concluded with a wonderful Term IV concert featuring the 1st movement of the Korngold Violin Concerto with soloist Anthony Chan (V), winner of the Form V Instrumental competition, accompanied by the School Orchestra. Runner-up from the same competition Eugene Frizza (V), accompanied by Alastair Mackerras Chamber Orchestra (AMCO), played the Saxophone Concerto by Glazunov. A highlight of the concert was the stirring ‘Dry Your Tears, Afrika’ (from the film Amistad) by John Williams, sung by a massed choir of boys from College Street and the two Preparatory Schools and accompanied by School Orchestra.

Guitars classical and electric

In March the annual Guitar Concert featured (for the first time) ensembles from all three Grammar campuses. In the same month, the now annual ‘Grammarpalooza’ rock concert presented a range of music styles to a packed Mackerras Theatre with all proceeds going to charity.
Another year under way

Term I 2016 concluded with a series of lessons, masterclasses and a concert by visiting international organist Daniel Moult. An expert at overcoming performance anxiety, Daniel gave very interesting talks to a number of elective music classes.

The Term I concert saw a rousing performance by the Wind Ensemble of Flight by Claude T Smith. School Orchestra gave an outstanding rendition of the 1st Movement of Schumann’s Symphony No 1, while School Choir gave a moving performance of the ‘Bogoroditsye Djevo’ from Rachmaninov’s Vespers. Also delighting the audience were AMCO, performing Two Elegiac Melodies, Op 34 by Edvard Grieg; and – for the first time – a bassoon quartet playing Raymond Scott’s Powerhouse arranged by Fraser Jackson.
Firsthand learning

Prep Boys have been enjoying a ‘hands on’ approach to two old favourites, History and Geography, now enjoying a resurgence at Edgecliff, as Headmaster, Dr Matthew McCloskey reports.

The implementation of the new Australian Curriculum has released us from teaching HSIE (Human Society and its Environment) to take a more academic approach to teaching History and Geography in the Primary years. Edgecliff teachers have relished the opportunity to present these subjects in an authentic way, so that the boys have positive experiences of them in their formative years.

Over the last two years, we have developed new Units of Work which provide opportunities for boys to sink their teeth into the skills, concepts and content which will underpin higher study in History and Geography. It has been with great excitement that we have been building field trips into the curriculum.

One of the highlights has been a four-day Year Four field trip to study the Kiama region. The boys visit historically important sites such as Kiama’s beautifully restored Pilot’s Cottage where they discover how the region has developed to reflect land use and resource management in the area. The boys learn about logging and the loss of magnificent cedar tree forests as first settlers cleared the area. A visit to the Minnamurra rainforest allows them to study the original habitat. They also visit the rock platforms in Kiama harbour to investigate firsthand evidence of a prolific basalt mining boom before investigating the emergence of thriving dairy and tourism industries.

In another key field trip, Year 5 visited Hill End to learn about the Gold Rush and life on the gold fields. Experiencing these things first hand brings the topics and the subjects to life.

The renewed academic focus on Geography in particular has been accompanied by the development of the boys’ mapping skills. As if to prove that it isn’t only treasure maps which attract the attention of young boys, they have shown great excitement in learning to read and draw maps.

Another pleasing aspect of the renewed academic focus in History is that the boys have been delving into the School Archives for primary sources to help unlock the mysteries of their School and the surrounding area.

At Edgecliff there is a very strong sense that, by presenting boys with exciting and authentic opportunities to learn History and Geography, the boys are feeling inspired and excited about their learning.
Sportsman at Nationals...and beyond

Current Grammar boys have been making their mark in sport at the highest levels in the country. Some of them will soon be wearing the green and gold.

**Nico Love (II) and Tom Lefebvre (II)**

*Surf Life Saving/Open Water Swimming*

At the 2016 Australian National Open Water Championships held from 12 to 14 February at Mooloolaba, Queensland, Nico Love came 6th in the 5km Open Water Swim for 13 year-olds. At the Australian Surf Life Saving Championships on 16-24 April he was a finalist in the Ironman and Surf Swim and also came 3rd in the 2016 Junior Nutri-Grain Ironman Challenge. In late February Nico and fellow Grammar boy Tom Lefebvre competed for Bronte Club at the NSW State Surf Life Saving Championships held at Ocean and Umina Beaches.

**Otto Henry (II)**

*Sailing*

In January this year Otto Henry won the Australian Junior Sailing Championship for the second time. The championship, held this year in Sydney and attracting 250 competitors, is sailed in a single-handed boat, the International Optimist Dinghy. In 2015 Otto competed in the World Junior Championships in Poland and finished 5th in a field of 275 sailors from 58 countries. A proud Grammar boy, Otto secretley wears his SGS swimmers under his wetsuit when racing his boat.

**Izac Carracher (V)**

*Izac Carracher has been selected by Volleyball Australia into the Australian Institute of Sport (AIS) volleyball programme. Izac attended the national training camp and competed for the ‘Australia Gold’ Under 17 team at the Thailand Junior National Championships in April. This is the highest volleyball achievement to date for a current Grammar boy.*

**Gabe Gorgas (II) and Ari Stathis (II)**

*Swimming*

At the (Georgina Hope Foundation) Australian Age Swimming Championships held in Adelaide from 28 March to 4 April, Gabe Gorgas won the bronze medal in the 14 Years 200 Freestyle event. He was also placed 12th in the 100 metres Freestyle and 24th in the 50 metres Freestyle. Fellow Grammar boy Ari Stathis was placed 7th in the Boys 12-13 Years 100 metre freestyle, and 12th in the Boys 12-13 Years 50 metre freestyle.

**Oliver Schwartz (VI)**

*Rowing*

Oliver Schwartz has won two gold medals at the National Rowing Championships. Ollie and fellow Sydney University Club oarsman Marcus Britt took out the Under 19 Pair, and then teamed up with Jack O’Brien and Lachie Miles to win the Junior Clocked IV by over eight seconds. The coxed IV has been selected to represent Australia at the World Junior Championships to be held in Rotterdam in August.

Ollie Schwartz (VI) (right – with Grammar cap!)

Otto Henry (II)  Nico Love (II)  Tom Lefebvre (II)  Izac Carracher (V)  Gabe Gorgas (II) and Ari Stathis (II)
Is that really cod you’re eating?

A new and exciting collaboration between the Australian Museum and the School has seen boys extracting and analysing the DNA of fish, with some surprising – and alarming – results.

In 2015 Sydney Grammar embarked upon a genetic sequencing project in collaboration with the Australian Museum to determine whether fish are being mislabelled.

The ills of overfishing are now far-reaching and the issue of fish mislabelling only exacerbates an already precarious situation. Unfortunately, awareness of the implications is not far spread and we are hoping to bring more attention and responsibility to this area and improve understanding of our local ecosystems.

A group of Form IV and Form V boys has been working over the past year with researchers at the Australian Museum to genetically identify the fish being sold at the Sydney Fish Market, David Jones and Woolworths. Working in the School laboratory, we provide fish fillet samples of a variety of fish (approximately forty different species have been tested so far) to the boys to analyse genetically.

The process of DNA extraction begins with taking a match-head sized piece of tissue from the fish. Boys place their sample into their own labelled tubes which have buffering and extraction agents prepared by the research staff. The extraction agents help break open the cells to access the DNA, in particular the mitochondrial DNA (mtDNA). We can then add Polymerase Chain Reaction (PCR) primers to target the cytochrome oxidase gene present in the mtDNA of the fish. Once the extracted mtDNA has been added to the PCR mastermix in a separate PCR tube, it is then left for a few hours in a PCR machine to synthesise millions of copies of the targeted gene. After PCR, the boys can check to see if they have correctly extracted the gene by running a small amount of their sample through gel electrophoresis equipment.

If all is successful, their samples are sent off to be sequenced by a biotechnology company. After around a week, a file containing the sequenced bases of the gene is sent back. The boys then progress to DNA analysis of their samples using a public data portal called BOLD systems. The BOLD database provides a DNA barcode library that can be used to help genetically identify the fish they have sampled, which is then cross-referenced with the original label.

Our results have presented a number of interesting findings thus far. Blue Warehou was one species of fish found to be mislabelled (genetically found to be Silver Warehou). Blue Warehou is a species which is overfished. One of the 'Blue Cod' we were sold was in fact Red Gurnard. We also found variation in the Flathead species: some of these species are overfished but the label only presents the generic name which is not enough to inform the consumer whether they are making a sustainable food choice. Yellowtail and Goatfish present a similar story. We are thus concluding that using generic names can mean it's difficult to keep track of species that have been highlighted at risk.

There is a case for labelling of fish, according to EU Laws, to include the genus and species name when selling fish. This would be a step forward because some names, for example Monkfish, are too general and subspecies of these fish have differences in their sustainability. New Zealand, along with other countries in Europe, has begun to recognise the problem and is changing its packaging laws accordingly.

A timely article in the Sydney Morning Herald recently (Cormack, 2016) reported that worldwide, 30% of seafood is mislabelled as found in a study conducted by the international Marine Stewardship Council (MSC). SBS also aired the series What's the Catch? in 2014, which highlighted the impact we are having on depleting this valuable resource.

We are hoping to bring further awareness to the issue and provide our boys with an opportunity to be involved in current and topical research. We are continuing to build upon the results collected so far and hope to present a solid case for updating our fish labelling laws in Australia.
Boys pipetting samples

Michael Sacks runs an electrophoresis gel
Samoa rugby tour

Coaches Lachlan Fear, Tim Clark and John Rimmer accompanied Under 14 and 15 Rugby boys to the beautiful islands of Manu Samoa. Two games; two wins. But the rewards lay not just in results...

The clear objective for the tour was to provide complementary experiences to the ones most boys would have on their standard family travels intermingled with the opportunity to play some rugby against players with a completely different philosophy of play to our own. These objectives were well and truly met.

The tour started with a traditional greeting at Fia Fia (Happy People) Village where the boys were taught how to husk a coconut, crack it open in one strike, remove the flesh and make coconut milk. Following this was a fire dance by the world champion Pati Levasa and then an Umu (feast) with pig, fish and Palusami Lu’au (baby taro leaf with coconut milk).

The scenery of the islands is unmissable. Undoubtedly the scenic highlight was swimming in the ocean trench at To-Sua on the island of Upolu but we also took in the waterfalls at Sopoaga, Fao Fao beach (where many lives were lost in the tsunami of 2009), the Piulua fresh water caves and Robert Louis Stevenson’s house.

Our first fixture was against a strong Siuu District representative team. With barbed wired fencing surrounding the field, up to a hundred spectators hustled for a view high up in the trees. The physical nature of the opposition initially worried our boys but did not halt their desire to perform well. Grammar ended up victors, 12-7. Another Umu followed this game at the High Chief’s house in the village with songs performed by...
both groups of boys as part of a welcoming and acceptance gesture.

The tour group moved on to Savai’i, the big island of Manu Samoa where the boys visited the Alofa’aga blow holes, swam the waterfalls at Afu a’iu and learned the art of Siapo (cloth making). We were fortunate to stay at the Tanu Beach Fales virtually sleeping on the beach under the stars with a coral reef at our doorstep. We swapped our training session for a beach touch football game with the locals and dancing with the village family at night.

The final game on tour was hosted by Vailola (Water of Life) College, a Mormon boarding school high in the hills. We were welcomed by a traditional greeting of High Chiefs, orators and kava drinking in which the old Samoan language was used.

The site of the match provided an outstanding outlook down the island and out to sea looking back towards Upola. With tries to Max Parker, Sam Hemmings, Andrew Guest and Nick Gay, the group secured a second victory 25-15.

The tour proved an absolute ‘bucket list’ experience for the boys. The most valuable outcomes for the boys, however, were understanding the high level of respect within the communities we visited and also appreciating the gift of giving. The gratitude shown by our hosts of our gifts of jerseys, boots and training (things we often take for granted) was something which will stay with our boys for a long time to come.
Grammar’s burgeoning rock scene proves that the music industry is far from dead, as an Old Boy, former rock musician (‘Dappled Cities’) and now English master, reports.

Words Tim Derricourt (OS 2000)
Photographs Jason Chami (VI)

Rock’n’roll is dead!

Everything in its right place
For anyone walking past the Alastair Mackerras Theatre on a mild Autumn night last term, the sound emanating from the hall may have surprised those with a certain view of the School. Metalcore? At Grammar? Surely not! But if they listened in, they would have heard those (un)familiar notes of a distorted guitar shredding itself to pieces as the double-kick of a well-bashed kit reaches its crescendo.

Welcome to Grammarpalooza – Sydney Grammar School’s own rock’n’roll’n’pop-song-mash-up spectacular.

For those lucky enough to have witnessed the magic of the night from inside the theatre, another surprise was in store. The raw energy of the metalcore group was followed up by a crystalline version of Radiohead’s ‘Creep’, sung with all the emotional fragility of Thom Yorke himself. And that is the magic of an event like Grammarpalooza: Ed Sheeran can rub (comically enlarged) shoulders with David Byrne; Leonard Cohen can cling onto the dying notes of ‘Imagine’ Dragnet; and we can even enjoy a bit of Bieber, provided that later on in the night an unidentified teacher, dressed as Pitbull, wows the crowd with a fiery rap over a J-Lo backing track.

A common misunderstanding that floats about when it comes to rock is that any young fool can pick up a guitar, strum a few chords and wow the crowd. On the contrary; it takes a lot of hard work to make it look like you aren’t working hard. Yet behind all the hoopla and humour of Grammarpalooza is an event of somewhat epic proportions, with boys working tirelessly beforehand to perfect their musical performances and their rock moves.

The journey to the stage started in Term IV of 2015, with boys taking those tentative early steps towards stardom: musos putting the call out for fellow musos; decisions on which songs to audition with; rehearsing, adding bandmates and rehearsing again. With only fourteen spots available and over thirty aspiring singers and bands, this year’s competition was stiff. Particularly impressive were those members of the newly formed Junior and Senior Rock groups, Grammar’s first official rock’n’roll ensembles. Comprising boys from Forms II to VI, many of whom had never played with anyone else before, Junior and Senior Rock turned from a ragtag bunch of instrumentalists and vocalists into incredibly tight units, turning what I nervously thought would be songs from the too-hard basket (raucous rock anthems, classic 70s hits and modern Australian psychedelia) into pitch perfect performances with the passion of a band that had been on the road for months.

Prior to going on, the boys stood in the darkened wings, pacing nervously, re-tuning guitars, tapping sticks on walls and softly warming up those vocal chords in nervous anticipation of what was to come. With little time to rehearse, and even less time to sound check, the boys could be forgiven for feeling a little bit overwhelmed. Yet every boy stepped
Long live rock’n’roll
out onto that stage and performed like nothing else in the world
mattered.

Once the crowd roars, the guitar is plugged in and that first
awesome note is hit, the world itself melts away and all that remains
is maybe a sense of where the microphone is and a blurry awareness
of countless eyes and ears, taking in every breath of what you have to
say. The thrill, to put it lightly, is magical.

But where does that leave the boy who went home that night and
declared ‘Mum. Dad. I’m gonna spend my life in a band’?

What are we to make of the future of rock’n’roll?

The times they are a-changing

Okay. So things aren’t glamorous for the music industry right
now. The story is familiar. Once upon a time, people wrote songs,
formed bands, got signed, recorded albums, sold records and toured
the world. Those record sales were significant enough to ensure that a
band-member could have a career, record a few albums and even live
as a musician – a professional musician!

Then – the internet. At first it seemed like it might help. A band
from Sydney, Australia, could get their music heard in all corners of
the globe with the simple click of a button and, suddenly, you had fans
writing to you from tiny mid-western American towns, exotic South
American villages and even Bathurst.

But unfortunately, the stats are saying a different thing.

Depending on the figures you find, global record sales have
plunged from around $14–15 billion in 1999 to around $6.3 billion
in 2009, despite the increase brought about by the digital market1. In
2000, album sales peaked at 785 million. Last year, they were down
to 415.3 million2. Unfortunately, the harsh truth is that record sales
continue to decline as people feel less and less inclined to actually
purchase a piece of music.

Streaming has done much to battle the scourge of online piracy,
with viable options such as Spotify, Apple Music or Pandora offering
vast catalogues of music for reasonable rates. But even that is not
without its issues. With a royalty payout of between $0.006 and
$0.008 per play, the income generated from 1,000,000 plays amounts
to $7,000, very little actual income for a band of more than one
member, and that is without taking into account the recoupment of
advances required from record labels3. We could look to Michigan
punk band Vulpix as an example of how to make the most out of a
dire situation. The band released a ten track album of 30 second
songs of silence, to which fans were asked to listen overnight on
repeat in order to generate a solid Income. The results gave the band a
reputation and $20K, but then Spotify pulled the album for unstated
reasons and left other bands with little option but to bite the bullet
and take whatever royalty they can get.

Anecdotes are rife of modern hip hop artists paying out the
stylings of their 90s forebears, only to be hit back with the fact that
in the 90s, a number one album bought you a house, whereas today,
it might barely get you on the road. Driving through New Mexico at dawn in order to make a show that
night in Minneapolis, or catching the early flight from New York to
London after literally throwing gear into cases and bolting for the
airport from a late Lower East side show are memories that will stay
with me forever and experiences that lend themselves to the songs
that wind up on the next record.

Music sounds better with you

So bleak as it all can sound, this is the odd thing about the death
of the music industry: music hasn’t died.

In fact, cheaper recording software and the changing music tastes
of the time means that any kid with a laptop can slam out an EDM
club banger using the Flume/Skrillex-plugin on Ableton. And this is
exciting. Gone are the days where you have to hire massive studios,
budget for overpaid studio engineers or travel to Los Angeles to
get songwriting advice from a guy that once played bass in XTC
(although for those that missed out on these days, those things are
loads of fun).

If I were to give one piece of advice, it would be that the future
of music lies with the self-starter. Learn to produce, figure out how
to record and start making music by yourself – those are the skills
that will get your music heard, not just by some A & R rep from a
major label but by some other kid, five years younger than you, living
in Berlin and who is now inspired, by you, to make their own life-
changing tunes.

So, for those of you who got a glimpse of the stars at
Grammepaloza and thought what if I did this forever?, then don’t
stop there. Music will persist and you are going to make it so. And
for those who can even fathom the idea of getting up on stage and
belting out a cover or two, then your job is easy; listen to and support
music itself. Without you, these guys are just voices in space.

Lachie Schell and Oliver Clarke

1 http://money.cnn.com/2010/02/02/news/companies/rapoter_music_industry/
3 http://www.spotifyartists.com/spotify-explained/
Hong Kong football tour

Sixteen footballers from St Ives Prep broke new ground in April this year with a pre-season tour to Hong Kong, as Sportsmaster, Peter Derrin, reports.

Day 1. We had barely recovered from our flight before we found ourselves playing in our first tournament match hosted by Hong Kong International School. This was a challenging introduction in which we played against talented and strong opposition. Sunday’s fixture against Galaxy Football Club saw the team develop a greater awareness for the game whilst playing in an 8-sided format.

The tour was as much about football as it was about experiencing school life in Hong Kong and so on Monday the boys were up at the crack of dawn ready for a day at the Australian International School (AISHK). Attending Year 5 and 6 classes with their buddies, the boys had a fulfilling experience. Football training and fixtures were held after School in the shadows of the high-rise buildings in an entertaining tournament.

The boys had smiles from ear to ear on their rest day as they explored the picturesque Ocean Park. Not a ride went untried and the boys achieved super-star status with the attention they received from the mainland Chinese visitors.

The busy schedule continued with a ride on the Star Ferry, a journey up to the famous Peak Tram, a visit to the Hong Kong Football Club and a day trip to Lantau Island including a stopover at Tian Tan (Big Buddha) and the Po Lin Monastery. The lure of the Temple Street markets was irresistible and afforded the boys the opportunity to purchase gifts and develop their negotiation skills.

Dinners in the market place revealed the ‘foodies’ who were amongst the group and challenged the fussy eaters. Plenty were willing to push themselves beyond their comfort zone to the extent that pre-match meals became more about dumplings, chicken’s feet and intestines.

As the week drew to a close, the boys spent a hugely successful day with pupils at the Chinese International School (CIS) where lessons are delivered in both English and Mandarin. The afternoon was spent training with and competing against the CIS.

The red-eye journey home left the travelling party exhausted but filled with experiences that set up footballers at St Ives for a fantastic 2016 season!
The dropping of prerequisites in degree courses and the shift away from calculus-based HSC course are two factors in the changing face of mathematics teaching at the University. The blackboards, however, remain the same...

Words Geoff Carroll, (SGS Mathematics Department; UNSW Visiting Teaching Fellow 2015)

SGS and UNSW: A mathematical partnership

The UNSW Visiting Teaching Fellowship was established in 1989 by the School of Mathematics and Statistics to build better links between schools and the University, to provide an opportunity for school teachers to re-engage with undergraduate mathematics and for the University to benefit from the insights of an experienced teacher. Dr Bill Pender, former Head of Mathematics at Grammar, was the first Fellow with several current and former masters at College Street following suit. The principal duties of the Teaching Fellow are to tutor first year courses in Calculus, Algebra and Discrete Mathematics and to provide regular consultation hours for students needing help. Other duties include lecturing the first year Fundamentals in Mathematics course, interviewing and mentoring first year tutors and making recommendations as a member of the Teaching and Learning Committee. Beyond these official duties one of the most valuable aspects of the Teaching Fellowship was having informal access to leading Australian mathematicians and an opportunity to attend seminars and courses in pure and applied mathematics.

The School of Mathematics and Statistics is the largest teaching school at UNSW with approximately 4,000 students taking first year courses alone. I was an undergraduate of UNSW in the early 1990s and was surprised to find that many of my lecturers from that time were still teaching at the University. I was also pleasantly surprised by the degree to which my academic colleagues valued having an experienced classroom practitioner on their staff which I took to be a positive reflection on the importance with which the University regarded good teaching. The lecture halls were as cavernous as I remembered them and the tutorial rooms, apart from a fresh coat of paint and a few more seats, were also largely unchanged. I was interested to hear that the staff voted only a few years ago to keep blackboards!
‘Compared with universities, schools have a much greater emphasis on pastoral care commensurate with the greater duty of care owed to their pupils. One of the most challenging aspects of teaching at university therefore, was seeing a handful of students, only a few months out of school, falling through the cracks.’

Despite first appearances, changes are afoot as universities across the world – UNSW included – re-evaluate what modern tertiary teaching and learning environments should look like. There has been a global trend by universities towards the online delivery of lectures and tutorials and the UNSW School of Mathematics and Statistics has been experimenting with incorporating online tutorials in two of its first year subjects and evaluating the dissemination of mathematics to the wider public via Massive Open Online Courses (MOOCs). Students have been generally positive about attending tutorials online with many appreciating the flexibility of being able to access the material at their own convenience which, based on the timestamp of when they log on, is often well past midnight!

Teaching at university was a completely different experience to that at school. A successful tutorial at university is largely a matter of careful exposition of several mathematical ideas to a class of up to 48 students once a week with individual assistance provided through the Student Support Scheme and by consultation with academic staff. Contrast this with a school setting where the teacher sees pupils on a daily basis and ideas are developed much more incrementally with greater time allocated to practicing the application of those ideas in class. Universities are predicated on students being self-regulated learners and it became apparent to me that, next to teaching our subject, our principal task as high school teachers is to help our pupils become those self-regulated learners. Aside from a requisite level of aptitude, half the trick of succeeding at university seems to me to lie in developing some intrinsic motivation, an ability to locate information and, most importantly, enough self-knowledge to ask for help when needed.

Compared with universities, schools have a much greater emphasis on pastoral care commensurate with the greater duty of care owed to their pupils. One of the most challenging aspects of teaching at university therefore, was seeing a handful of students, only a few months out of school, falling through the cracks. Services are available to help students, but access is dependent on students asking for help which does not come naturally to many. The transition from a nurturing school environment to the relatively impersonal environment at university is for many students the most challenging experience they have faced since leaving primary school. Students who approach the transition as an opportunity to discover what can give them fulfillment in life and to jettison bad habits in favour of good ones cope better than those who drift thoughtlessly from one environment to the next: rarely does life present such a good opportunity for self-reinvention.

In the twenty years between my leaving university and going back in 2015 there has been a well-documented shift by students away from calculus-based mathematics courses (2, 3 and 4 Unit Mathematics in the old language) in favour of the less academic General Mathematics, or of choosing no mathematics at all. In 1992 mathematics was compulsory and 69% of students took a calculus-based course. In 2014, only 43% of those students studying mathematics took a calculus-based course. This trend has been due in part to universities dropping prerequisites to their degree programs and to students seeking to maximise their ATAR by choosing an easier subject with both factors contributing (in my opinion) to a diminishing esteem in the wider community for the mathematical sciences and numeracy more generally. At UNSW, I was able to see firsthand the effects of this phenomenon: students attempting first year university mathematics having only studied General Mathematics, or no HSC mathematics at all, were woefully ill-prepared for the rigours of the course. Bridging courses are of some help but are less effective than a student choosing a level of HSC Mathematics in line with his or her aptitude. Early signs that universities are considering re-introducing prerequisites is a welcome development.

One of the most gratifying observations as a Visiting Teaching Fellow was seeing the positive correlation between a student’s ability to thrive at university and having a thorough grounding in ‘the basics’, something strongly emphasised at Sydney Grammar. It was clear that students with a strong foundation in algebra and mental arithmetic were more readily able to pick up the more complex mathematical concepts without getting bogged down with simple manipulations or reaching for a calculator. Furthermore, I observed that students who did not use laptops in class at high school were not disadvantaged in any way when learning to use mathematical software to complement the theoretical aspects of the first year course. Whilst technological literacy among modern students is reasonably high, certainly higher than twenty years ago, successfully applying technology to mathematical problem-solving is reliant on a student having a solid grasp of the underlying mathematical principles.

Participating in the Visiting Teaching Fellowship program gave me, not only a refresher on the undergraduate level mathematics that I love, but a clearer view of what mathematics ‘looks like’ after school. This has enabled me to develop my own classroom practice further in terms of providing emphasis of some ideas over others and has led me to develop a more coherent narrative for the subject which is too often taught as a collection of unrelated topics. The benefit to the mathematics teacher, their pupils – and by extension the School – by participating in such a program, has been more than apparent.
These days it’s hard to keep track of our exchange pupils! Besides our established links with schools in Paris and Zürich, we also look forward to welcoming visitors from Italy later this year.

French exchanges
In September last year three Form IV boys went on the 12-week exchange to the École Alsacienne in Paris having previously hosted their exchange partners in Sydney. Within weeks of their arrival, Jasper Schoff had written his first essay on Rousseau (and got an A!), Sam Rogers had made a fantastic video in French on how to cook a pavlova, and Owen MacNamara had played his first solo on trumpet with the School Orchestra. Each of the boys was treated to holidays away with their host families including trips to Milan and Venice.

From January to March this year, Grammar welcomed three more pupils from the École Alsacienne, Baptiste Jaussion, Sam Gourmail and Isander Arend. Their hosts, Ari Duchen, Alex Yao and Jack Zimmerman, wrote: “Our exchange partners were able to attend school with us for almost all seven weeks and get to know our friends. Through events such as Australia Day and trips to the harbour, the Opera House, Bondi Beach and Manly, we bonded with our partners better than anyone could have imagined. We can’t wait to see them again which we will when we head for France ourselves in three months’ time – Paris, nous voici!”

Swiss exchanges
Over the Christmas holidays four Grammar boys, Hamish Dodd, George Foley, Chetan Immidi and Angus Yiu headed to Zürich for a five-week exchange. They received a warm welcome, not just from their hosts, but also from a group of Old Sydneysians living and working in Zürich (see page 50). William Maurency was also in Zürich for a longer, three-month exchange. He writes: ‘I am very happy to say that I enjoyed the experience immensely. The school I attended, the Freies Gymnasium Zürich, was also very accommodating for me. I learnt a lot about the school, and about the differences and similarities between it and Grammar. They, for instance, had no uniform, no assemblies and very few extra-curricular activities. I have returned from this experience a richer person: richer, not just in terms of my improved German, but also in knowing a bit more about the world and having experienced a very different way of life.’
Applied Arts at Grammar

This year, for the first time, Design and Technology is being offered as an HSC subject at Grammar. Our distinctive Applied Arts course in Forms I to IV, gives boys the thorough grounding they need.

Science, Technology, Engineering and Mathematics (STEM) learning is a useful way for pupils to problem-solve through real-life design projects. At Grammar, we encourage our boys to think creatively and critically about the design brief with which they are presented.

They commence their investigation through in-depth research in the given area to understand the current user experience of the problem which exists (real or imagined). Applied Arts pupils learn how to innovate through brainstorming their initial ideas, developing conceptual designs and prototypes and, eventually, fully resolved designs. This process of thinking, planning, managing and making is followed from Form I Applied Arts (Mandatory Technology syllabus) through to the Design and Technology HSC course introduced in Form V at Grammar for the first time this year.

Some Units of Work are purely hypothetical, intended to explore concepts of engineering, whilst others are to solve real-world problems where the boys are given the challenge of designing to a set brief. Whatever the design task, Applied Arts constantly exploits the opportunity to create new forms and to introduce and expose the potential of innovative materials and emerging technologies. This creative interplay between mind and process informs all pupils’ work.

Form III (Elective) Applied Arts boys are currently designing chairs whilst also exploring the global issue of sustainability and over-consumption. In this unit they are examining how different materials are grown, supplied, managed and maintained. For example, hardwood timbers are a slow growing material that are becoming increasingly scarce, resulting in limited supply and higher prices. Mindful of these constraints, pupils must research a sustainable source of timber for their project. In addition to this, Form III boys are also exploring the environmental impact of products, systems and services by conducting a Life Cycle Analysis. This examines all stages of a product’s life from ‘cradle to cradle’ (i.e. raw material extraction through to rebirth in a different form) and prompts pupils to consider these factors in their own designs.

The process that boys in Form III are currently following in Applied Arts is outlined below:

Form II CO2 dragster (post-race!)
Form IV logo design prototype
Leon Ortega (III) sketch
Brief
Design, plan, manage and construct a desk chair that is suitable for your home environment using sustainable materials.

Research
Investigate chairs by different designers from recent history such as Charles Rennie Mackintosh, Frank Lloyd Wright, and Charles and Ray Eames. Identify sustainable material options for their final product. Determine the needs of the end user in relation to desk chairs. Analyse your research and apply it to the design of your project.

Idea generation
Brainstorm for ideas and then start converting them into 2D and 3D forms:
- thumbnail drawings;
- concept sketches;
- corrugated cardboard, foam core, gator board, wire prototype;
- foil card prototype;
- an orthographic projection of the resolved design using CAD (Computer Aided Design) software of the initial prototype;
- laser cut plywood prototype;
- formulate criteria to evaluate success of the final design.

Testing
Visually assess the laser cut plywood prototype (1:10 scale) for balance, proportions, aesthetics.

Making
Make any adjustments to the design and then commence planning:
- 1:10 scale orthographic drawing;
- materials list;
- time management plan.
Once the design is fully resolved, find sustainable sources for each material and then commence construction in the workshop.

Evaluation
Formulate criteria to evaluate the success of your chair:
- Ergonomics: Is there any pain, strain or discomfort when sitting in the chair?
- Durability: Is the design and construction of the chair robust enough for continual use, wear and tear?
- Limitations: Has the initial design brief been met and does the chair comply with all of its stipulations (i.e. sustainably sourced material)?
- Comfort: Is the chair comfortable to sit in for extended periods?

Aesthetics: Does the chair look like a considered design? Has attention been paid to line, colour, texture, size, space, and the shape of the chair?

The world has seen immense change in the past 200 years which is continuing at an increasing rate. For this reason, Applied Arts is a dynamic and exciting subject area. Grammar is embracing this age of technological change through encouraging and fostering innovative design that utilises current and emerging technologies such as CAD drawing, 3D printers and laser engravers. These tools allow for accurate scale designs that can be rapidly prototyped and make possible projects of a complexity otherwise unachievable. Applied Arts pupils are embracing technology to aid them in their design process whilst considering and respecting the fragility of the planet and its finite resources.
A few years ago the father of a boy at Edgecliff asked me why Grammar produced so few entrepreneurs. Tendentious questions are dangerous things and I had to tell him he was simply wrong. We produce loads of entrepreneurs. And all sorts of other -eurs besides, from flaneurs and poseurs to potters and lawyers. Sometimes I am told that our boys don’t know what they want to do with their lives when they leave school. Is that really such a terrible problem? Even at my age, I am looking forward to discovering what to do next.

For the past few years I have been running a small research project looking at the post-university destinations of our boys. Preliminary results have shown that our Old Boys database is in need of complete reorganisation, structured as it is around very traditional employment categories which simply don’t seem to work anymore – law, medicine, education, the arts and so on.

I’ve also been hosting parties for younger old boys in New York and London specifically to find out what they are up to. Old boys in Australia are easier to keep an eye on, and through our Old Sydneysians office we keep quite close tabs. It’s been fascinating for me to meet members of the Grammar diaspora like this. Several members of a senior Latin class I had in 2001 are now running a successful IT company in New York selling educational apps across the United States. Five or six below the age of thirty could reasonably be described as successful entrepreneurs, inventing (and selling) ideas and services; making more money than I could dream. Another old boy has established a boutique brewery in the east end of London. In April this year he hosted what is possibly one of the largest London reunions in our history. Yet another has set up a social media aggregation company selling services to politicians around the world. Two others have set up distilleries, one of them in Sydney. Several work for Silicon Valley gaming companies. Another is a professor of sculpture at a well-known English art school. Yet another is the general manager of an internationally famous chamber orchestra in London. We have at least three opera singers and a cartoonist for the Cartoon Network in LA. Of course there are the usual

Is the examined life

In this second part of Dr Vallance’s essay, the Headmaster looks at a world outside the HSC.

Words Dr John Vallance, Headmaster

lawyers and doctors and hedge fund managers, but when you meet them you quickly realise they are not the usual lawyers and doctors and hedge fund managers.

Many of these young people have not just had more than one job, they’ve had more than one career. Still more interesting, they didn’t all get their vocational training at university – they got it afterwards, on the job. Those who did law at university often never practised. Those who ended up doing medicine often started with an arts degree. Those who became entrepreneurs frequently did Latin and Greek at school. None of those in IT expressed any great interest in studying it as a subject at School (although one has recommended to me that we start to encourage the Informatics Olympiad competition at College Street, which I am in the process of doing now.)

At Speech Day in 2014 I announced an expansion of our careers advice programme. We asked the UNSW to design for us a special programme which we presented to our Sixth Formers at the beginning of this 2015. On balance, I have to say that it was not a success. If you ask the boys, they will likely be less diplomatic. Those who knew what they wanted to do found it unnecessary. The boys who didn’t know what they wanted to do found it annoying because the course wasn’t in a position to give them any concrete advice.

To understand what is going on here – both with our senior boys, and our
worth living?
postgraduates – we need to take a step back and look at what modern universities are up to.

From where we stand, we can see five more or less distinct models of tertiary journeys that our boys might take – and are taking – after leaving school. The range of journeys on offer underlines, I think, the fact that our boys do not need to panic about careers when they leave school.

The graduate entry model
This was arguably pioneered in Australia by the University of Melbourne, where vocational study is begun at the graduate level, after a first, general degree. The need to make a decision about a career is postponed while further general study is pursued. An increasing number of our boys go to Melbourne each year, and the feedback I have from them is invariably positive. Other Australian universities are beginning to adopt this model – including the University of Western Australia.

The double degree model
This has in one form or other been around for a long time – for example, getting an arts and a law degree together in less time than it would take to get them separately. This model is spreading to all kinds of disciplinary areas – many of our boys, for instance, will combine an engineering degree with commerce, or science subjects with arts subjects. I am told that around 40% of undergraduates at the UNSW are enrolled in double degrees.

The workplace ready model
This model of university study is driven by a sense of what employers want in young graduates. Practical, on the job experience is built into training – in the way that it has been for many years in the health sciences and medicine. It is not a matter of adding a practical year to a degree course – workplace experience is incorporated throughout the course. In Sydney, UNSW, UTs, and more recently Macquarie University have been exploring this model, and it is available of course in other places too, limited to very specific subject areas.

Liberal (non-vocational) education through non-arts subjects
A sizeable group of undergraduates study law on its own, with no intention of ever practising. Law is seen as a liberal foundation for a range of business-related activities.

Niche degrees
Some universities run degree programmes in niche areas – international relations, business studies and so on – as a way (not to sound too cynical) of attracting brighter undergraduates with high ATARS.

This range of options has apparently removed for our senior boys much of the traditional urgency about selecting a career early on.

Which brings me to my last point. Mario Cuomo of New York once observed that you campaign in poetry, but govern in prose. In the world of education, things are not always what they seem. We find poetry masquerading as prose all the time, and the reverse. The last part of my talk has the flavour of the campaign, but is no less serious for that.

If you understand how the HSC is assessed, you can play the games required and get through it effectively. If you understand what admissions departments of universities want, you can play their games too.

What about the more important, non-HSC stream which is untouched and unmeasured by public examinations? What does that look like? Nearly all the younger Old Boys I meet come back to this when they reflect on what they got out of Grammar.

This is where our message gets really mixed. Year by year, the Board of Studies imposes more obligations on us to deliver their courses in the ways they stipulate. Once it was possible to race through a syllabus and spend the rest of a class’s time on other, more challenging things. Now the syllabus expands through regulation to fill the time available.

In every area we strive to give boys who are keen to pursue it, extension around and beyond what they have to do in class. Some masters insist on doing this in their classrooms. Others, quite reasonably, take the view, based on the constitution of a particular class they have before them, that a focus on the curriculum is more appropriate.

We have a network of very highly qualified Senior Masters whose job it is to provide additional opportunities to boys who wish to pursue them independently with expert supervision and encouragement.

In addition to this, and because traditional subject boundaries are constantly being crossed by our curious pupils, we have a lot of pop-up clubs and groups at the School. Boys are encouraged to get small gangs of like-minded individuals together. Even if there isn’t time to do it at school, there’s plenty of time at home. Remember this is a day school – one of only two in the GPS.

So what about education – the kind of education that sets you up for life? It is not instrumental – you don’t need to get it in order to do something in particular. That is training, not education.

Unfair as it sounds, because of the gift of birth and opportunity, it is statistically very likely that the vast majority of our boys will do well materially in life. Research in middle class contexts around the world has shown time and again that the difference in average salaries between those with the highest and the lowest examination results is not very large.

Education, on our liberal model, has no point beyond itself. Quite simply, at Sydney Grammar School we believe that it is better to know than not to know.

It is better to do than not to do.
It is better to be curious than not to be curious.
It is better to question accepted truths than not.

In this we stand in firm opposition to fundamentalism of all types – religious and secular – and here we have a profoundly important social task to perform. (This is a point we will take up when I return to the question of moral education later in the year.)

Armed with all this, I hope you can see a way forward – towards getting the marks needed to move to the next step, whilst at the same time leaving enough space to embrace the opportunities to grow in a community like this one.

Knowing and trying to understand makes life so much more interesting and rewarding than not knowing and not trying.

Education is not the goal, it is the spirit of the life you lead. It is the active state that keeps you moving. If you limit your approach at school simply to maximizing your ATAR before moving on to the next step, you are missing out on nearly everything.

Yet maximize your ATAR you must.
You can do both.

That is the mixed message to which I referred in the first part of this essay. Is the examined life worth living? Of course it is.

You will need to let others examine you from time to time, but you must also learn how to examine for yourself. There is no doubt that subcontracting that crucial task to the New South Wales Government is something you must do with your eyes wide open.
Robin Ordell: radio star and war hero

Standing at the gravesite of this WWII Lancaster bomber, Peter Whild (School Counsellor/History Department) discovered that, for once, old GPS rivalries were put to one side.

In 1940, Robin Ordell at twenty years of age was regarded as the most popular early morning radio announcer in Sydney, hosting the 2GB breakfast session Monday to Saturday. He had begun his radio career at the age of six and by the age of seventeen was the youngest featured commercial announcer in Australia, having pushed to the evening roster the celebrated Dick Fair. Even whilst at Sydney Grammar he was frequently on the radio; in fact his popularity once led to a personal appearance at a concert at the Sydney Town Hall during school time – without the requisite leave granted! Unfortunately for Ordell, the School Sergeant was listening to the broadcast and he was thus discovered truanting in order to meet his adoring fans. By this time he had also starred in the film The Kid Stakes based on the comic strip ‘Fatty Finn’. His father, Tal Ordell worked extensively on Australian stage and screen, including as Dad Rudd in the film On Our Selection.

In a war cemetery near Eindhoven in the Netherlands is the grave of Flight Lieutenant Robin Ordell, DFC. On 3 February, 1945 Ordell piloted a Lancaster bomber with a crew of seven on a mission to drop bombs on Bottrop, Germany. In the crew were two Old Shore boys, Ian Osborne and John Killen and an Old King’s boy, Keith Reynolds. The Australian crew was popular as three were commissioned, and having a radio and film ‘star’ as pilot helped them socially. Ordell had flown twenty-one bombing operations, mostly over Germany. His crew had confidence in him; not only did he have flair, he was also a fine pilot.

After dropping the bombs on the target in Germany, Ordell’s Lancaster bomber turned for home in England. Over the Netherlands they were sighted by German fighter ace Heinz Rokker, who ended the war with sixty-five confirmed ‘kills’. Ordell and his crew were shot down, one of three Lancasters claimed by Rokker that night. The rear gunner was able to parachute to safety as the plane crashed into a minefield near Venlo, Netherlands.

The inscription below Robin Ordell’s name on his gravestone states simply ‘Sydney Grammar School’ and that on the grave of Ian Osborne ‘SCEGS North Sydney’. The six crew members’ graves lie side-by-side.

Lest We Forget.
For the Empire is one nation, and if so much as one quarter is attacked, so is another.

Edmund Barton (OS 1883)

The English troops as a rule have a heavy vacant sure bacon look about them while our compatriots, on the other hand, looked smart enough to steal a policeman’s watch if they were given half a chance.

AB ‘Banjo’ Paterson (OS 1880)

Thirteen Old Sydneians lost their lives fighting in South Africa (more widely known as the Boer War) from 1899-1902, with eleven honoured on a memorial board in Big School. Two further Old Boys can now be added to the eleven better-known victims. David Cumming MacLeod (AD 1888) was also the first Old Boy casualty of the entire conflict, killed at Sunny Side on 1 January 1900. Just after the conclusion of the war the thirteenth and final Old Boy fell victim to the conflict. Sergeant Cecil Selwyn Smith (AD 1883), of the New South Wales Mounted Rifles, died of enteric fever at Cape Town on 27 July 1902.

The nominal roll of Old Sydneians who went to fight in South Africa, includes 143 men who served in positions ranging from overall command down to ordinary troopers and privates. Among the leaders of the Australian contribution to the Boer War were a handful of Old Sydneians, the best known of whom was Keith Kinnaird Mackellar (OS 1899). He was killed-in-action at Deedep on 11 July 1900. His letters to his sister, Dorothea (the famous poet), are a poignant reminder of the youthful enthusiasm that drove so many Old Boys into the conflict. Other participants were former Grammar Army Cadets who had helped Headmaster AB Weigall send off the Sudan contingent as it marched down College Street in 1885.

One Old Sydneian non-combatant, famous for his reports on the conflict, was Andrew ‘Banjo’ Paterson (OS 1880). He went to the Boer War as war correspondent for the Sydney Morning Herald and the Melbourne Age. Attached to General French’s column, he gave graphic accounts of the high points of the British campaign, including the relief of Kimberley, the surrender of Bloemfontein (where he was the first correspondent to ride in), and the capture of Pretoria. Paterson also wrote twelve ballads based on his war experiences.

Sydneians in the Boer War

‘The nominal roll of Old Sydneians who went to fight in South Africa, includes 143 men who served in positions ranging from overall command down to ordinary troopers and privates.’

Original South African War Memorial, Big School, 1907
Photograph taken before removal to present location in 1926 and cleaning in 1979 which removed rust and the black background behind the lettering.

Words Dr Matthew Glozier,
History Department
Honouring the fallen

At Speech Day 1900, Headmaster Weigall confirmed the School would erect a memorial tablet in Big School. Originally, it was to honour just two Old Boys: Mackellar and William Rupert Harriott. However, Weigall soon desired a full-scale memorial with the names of all Old Boys who had fought in South Africa. This posed considerable problems because it was impossible, at the time, to identify veterans based only on the printed list of medal recipients. Frustrated, the School turned to newspaper advertisements, but with no satisfactory result. In the end, the board included only the names of those eleven known Old Boys who died in South Africa, but even this created controversy. For decades afterwards, the School remained concerned it had missed some who should have been included. In 1986, John Maffey (then Headmaster, St Ives Preparatory) suggested the inclusion of Franklyn Harcourt Legge, killed in 1901. Legge was born in 1879, the same year that three of his elder brothers attended Grammar, but there is no evidence that either Franklyn or another of his brothers, Henry Percy Legge (a Private in the Army Medical Corps; invalided to Australia, August 1900), ever attended the School.

The memorial was erected in Big School in 1903 as; 'a memento of those whose untimely death they were mourning and... [was] concrete testimony of the patriotism, loyalty and self-sacrifice of those who had fallen in what they believed a righteous cause'.

Legacy

The Boer War cast a powerful influence over Grammar up to the outbreak of the Great War in 1914. Included among the large number of Old Sydneyans who volunteered to fight in WW1 was Thomas Broughton Carne (OS 1861) ‘the oldest man to volunteer for service in the Great War’ and a veteran of the Australian Commonwealth Horse in South Africa. Another Old Boy Boer War veteran, Major Henry James Cox Taylor (OS 1891),
designated the Anzac ‘rising sun’ badge. As the Great War began, The Sydneyman maintained that Grammar’s military reputation rested not on the younger generation of raw recruits, but on the ‘nurslings who fought and fell in the Boer War.’

In April 1916 the Old Boys’ Union held a Smoke Concert in memory of Old Sydneys who had died at Gallipoli and on the Western Front. One of ‘Banjo’ Paterson’s poems was read out, drawing together the participants of the Boer War with those of the Great War: ‘As rank and file ... Grammar children all.’ The Official War Correspondent, Captain CEW Bean was at that time shaping the idea that a young Australian nation received its ‘baptism of fire’ on the beach-head at Gallipoli. Charles Bean had taught at Grammar as an Assistant Master in 1905, just two years after the erection of the Boer War honour board in Big School which quite possibly influenced his ideas on the meaning of Australians’ war service and war-impact on the nation more generally.

Over 1,750 Old Sydneys fought in WWI. Of this large number, more than 300 made the ultimate sacrifice. However, even after the huge losses of the Great War—effectively double the percentage from the Boer War—the OS victims of the South African conflict continued to exert a strong influence on the School community. The Boer War set the precedent for how to honour the enormous contribution made by Old Boys to the Great War—an honour board in Big School. But such was the level of devotion to the memory of Old Boys who had died in South Africa that protests were made when the Trustees wanted to displace the existing Big School tablets in memory of the Boer War dead and of the late Headmaster Weigall, despite the fact that over a third of Old Sydneys from the Boer War also served in the Great War.

Dr Glover is currently finalising publication a book on this subject. For further information please contact him at mrg@sydgrm.nsw.edu.au

Nominal roll of Old Sydneys in the South African War 1899-1902

<table>
<thead>
<tr>
<th>Officers</th>
<th>Other Ranks</th>
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<tr>
<td>148 Fought</td>
<td>14 Sgt (Sergeant)</td>
</tr>
<tr>
<td>13 Killed</td>
<td>9 Cpl (Corporal)</td>
</tr>
<tr>
<td>20 Wounded (Severely)</td>
<td>1 Cpl (Corporal)</td>
</tr>
<tr>
<td>2 Prisoner of War</td>
<td>6 LCpl (Lance-Corporal)</td>
</tr>
<tr>
<td>54 Also served in WWI (1914-18)</td>
<td>21 Pte (Private)</td>
</tr>
<tr>
<td>5 Served previously in Sudan (1885-96)</td>
<td>23 Tpr (Trooper)</td>
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**AIREY** (OS 1885), Lt Charles Francis

**AIRY** (OS 1887), Tpr Henry George F

**ALLEN** (OS 1886), Lt William Bell

**ANDERSON** (OS 1883), Sgt Robert Murray McCheyne

**ANTILL** (AD 1883), Maj Edward Augustus

**ANTILL** (AD 1886), Col John Macquarie

**AUDI** (AD 1884), Capt Roy John Hay Goodlett

**AYLING** (OS 1882), Capt Henry Samuel

**BARKER** (AD 1872), Lt Theodore Hugh

**BARBY** (AD 1884), Tpr Sydney Norfolk

**BARNES** (AD 1887), Pte Charles Graham

**BARTHELEMY** (AD 1882), Pte Seymour

**BEVILL** (OS 1894), Tpr Robert Rosbottom

**BOARD** (OS 1893), Pte Osbert William Francis

**BOSLEY** (AD 1886), Sgt Charles Clifton Bosley

**MCLAUGHS** (AD 1882), Tpr Benjamin Henry

**BRAUN** (AD 1886), Lts Charles Lema

**BREES** (AD 1882), Lts William Angelo

**BROWN** (AD 1889), Tpr Percy Aderson De Coursey

**BROWNE** (AD 1889), Lts William De Coursey

**BUDGE** (AD 1900), Lts Henry William

**BULLOCK** (AD 1900), Lts Charles Cynus

**CAMPBELL** (AD 1889), Col Robert, Lts William Ullick Middleton

**CARNE** (AD 1863), Tpr Thomas Broughton

**CHAVEN** (AD 1884), Lts Col Henry George, CMG

**CHRISTIAN** (AD 1891), Tpr Fogoland M

**CHRISTIAN** (AD 1883), Col Sydney Ernest

**CHRISTIAN** (AD 1894), Tpr William Bassett

**CRAKE** (AD 1896), Pte Bell Sheridan

**CROSBY** (AD 1887), Lts Henry Richard Holmes

**COATES** (AD 1889), Tpr Frederick William

**COLLESS** (AD 1884), Tpr Horace Arthur

**COPE** (AD 1865), Lts David William

**COPLEY** (AD 1888), Tpr Henry Paul Ramsey

**CORKLETT** (AD 1885), Lt Sivam Arthur Christian

**CROUCH** (AD 1889), Tpr Henry Wadeson

**DELOHERY** (AD 1886), Tpr Henry Charles Morisset

**DOCKEN** (AD 1883), Lts William Throsby Blomfield

**DOCKER** (AD 1888), Lts George Arthur Murray

**DOWELL** (AD 1889), Lts Captant Charles

**DREXSEL** (AD 1900), Tpr Cecil Graham

**ELSTON** (AD 1894), Tpr William H

**FLETCHERSTONHAUGH** (AD 1893), Lcpl Hugh Cuthbert Merrion

**FIASCH** (AD 1887), Tpr Patrick Lucca

**FORD** (AD 1883), Lts Percival Deerrum

**FORD** (AD 1880), Tpr Martin

**FORD** (AD 1893), Tpr Thomas

**FOX** (AD 1899), Tpr Ernest Oswald Devenish

**FULLER** (AD 1888), Tpr Frederick Waldron

**FULLERTON** (OS 1878), Capt Alexander Young

**GIBSON** (AD 1893), Lt Clarence Hyne

**GOLDEICH** (AD 1902), Tpr Philip Henry Macartur

**GOULY** (AD 1887), Lts Lionel

**GRAY** (AD 1883), Lts James Mackay

**GREEK** (AD 1906), Tpr Edward William Grovitz

**GRIFFITHS** (AD 1889), Lts Cyril Tracey

**GRIFFITHS** (AD 1889), Lts Owen Ryhs

**HALES** (AD 1889), Pte Maurice Day

**HALL** (AD 1889), Tpr Ebenezer Richard

**HAYES** (AD 1885), Tpr Arthur Ernest

**HARRIOTT** (AD 1899), Lts William Rupert

**HARRIS** (AD 1883), Capt John

**HARRIS** (AD 1883), Tpr Sydney George

**HERON** (AD 1892), Capt Reginald Manning

**HILLIARD** (AD 1887), Capt Maurice Alfred

**HOLCROWE** (AD 1887), Lts Donald Town Chum

**HOLBROW** (AD 1887), Lts Grantley Andrew Hillier

**HUNGERFORD** (AD 1880), Capt Thomas

**HUNT** (AD 1892), Lcpl Arthur Lionel Carew

**JEFFREYS** (AD 1870), Lts Dr Herbert Castlemann

**JENKINS** (AD 1880), Capt Richard Lewis Hay Blake

**KINDON** (AD 1885), Tpr Frederick James

**LAMBERT** (AD 1886), Pte Horace Arden

**LAMB** (AD 1884), Capt Cecil Walter
Syrian refugees and our response

The motivation for compassion should not need three-year-old martyrs.
The text of a recent assembly address to the School by the Senior Prefect, Jason Chami (VI).

Every year the prefects are in charge of raising money for a particular charity and this year it’s CARE Australia, specifically the Refugee Crisis Relief Fund.

So, today I want to talk about the Syrian refugee crisis and try to explain why it’s happening, but in the spirit of our weekly (assembly) readings, here’s one I saw online from an expert in suffering, Joseph Stalin: ‘When one person dies, that’s a tragedy. When a million die, that’s a statistic’

At the start of 2011, Syria had a population of 21.9 million people, very similar to us. Since then, more than 200,000 people have been killed (unfortunate edit: the number is now somewhere around half a million, no-one is quite sure because the UN gave up counting), less than half still live in their homes and another 4.5 million Syrians have been forced to leave the country – all fleeing the civil war.

The civil war in Syria began in 2011 with a round of protests in the region called the ‘Arab Spring’, which took down a bunch of dictators that have almost all been replaced since then. In Syria, however, the dictator Bashar al-Assad has tried to hold on to his power by any means necessary, including an incident in 2013 where he ordered the use of sarin gas on his own people.

To escape, millions have fled on foot to Turkey, Lebanon and Jordan, and there are hundreds of thousands in neighbouring countries. They ‘live’ in camps. They’re underfunded, disease-ridden and full of untreated dead and dying, because there isn’t nearly enough funding to deal with this monumental scale of a screw-up. Last year, Lebanon accepted 11,000% more refugees per person than we did.

We see these huge, terrible numbers daily, because they’re comforting, in a way – they’re just numbers, they don’t look like people, they’re easy to ignore. For years, thousands of refugees have been dying trying to seek asylum, but we only noticed now, when one three-year-old boy’s dead body washed up on a beach in Turkey. His name was Aylan Kurdi, and he drowned off the coast of Turkey, trying to get to Greece.

As John Green (author, The Fault in Our Stars) said, ‘To talk about the refugee crisis, we need statistics, but we can’t forget what is precious, and what is numbers’.

There are no good guys here. The Syrian dictatorship definitely gets a lot of the blame, but so do Iran and China, who are still supporting that regime and doing very little in the way of clean-up. Just last month Russian air strikes hit two hospitals, including a makeshift clinic run by Médecins Sans Frontières, where I always thought I wanted to work. The US’s immigration performance is miserable and looking very...orange, for the future. Virulently anti-immigration parties lead the polls in Hungary and are dangerously close in Belgium and Greece. Australia’s refugee record is shameful for a country like ours, and likely a violation of international law.

Despite this, we often hear from our political representatives that crises like these are not our problem to deal with, or that the rights of ‘us’ should come before ‘them’. But we are one people, sharing one profoundly interconnected world, and all humans are ‘us’.

Aylan Kurdi would never have become a symbol if his family had been let in by Greece, or Germany, or Italy, or us. We felt compelled to share the image of that dead boy on the beach because instinctively, numbers aside, we all knew that his innocent life is what should be precious to us. The cause of compassion should not need three-year-old martyrs.

Right now, the best we can do, the gentlemen of Sydney Grammar School, isn’t to lobby politicians, isn’t to bother with politics at all, though that needs to be done. No, our job is to use our donations to help ease the suffering of those stuck in limbo, in the broken societies sprung up on country borders in the Middle East, the refugee camps that the UN can’t handle. For this purpose we want to raise 25 thousand dollars, and our chosen charity is CARE Australia, specifically the Syrian Refugee Crisis Relief Fund. They give out clothes and blankets in Turkish camps, stop child abuse and early marriage in Egyptian camps, and teach trades in Jordanian camps. Every $820 we raise can build a shelter in the camps, with basic hygiene products, food and a personal case worker, to house four families in need. 25 thousand divided by 820, times four families, times five or six people per family, and that’s a thousand people. We’re saving from poverty, disease and death. But that’s just numbers.

Our chance to save the life of another three-year-old boy like Aylan Kurdi, and everyone he loves, is our gift.

‘…we often hear from our political representatives that crises like these are not our problem to deal with, or that the rights of ‘us’ should come before ‘them’…’

Images courtesy left to right: AFP: Benedett Elsbø, Reuters; Yannis Behrakis, Reuters; Jeff J Mitchell, Getty Images
Summer sport round-up

As the cricket stumps, basketballs, boats and tennis nets are packed away, the Sportsmaster looks back over another very busy season of summer sport.

It is a long while since Grammar has been able to field six Under 13 year teams! The numbers of boys playing cricket remain strong. The First and Second XIs both had mediocre seasons with the Firsts’ victories against St Joseph’s and King’s, and a one-run loss to St Ignatius’ being the most memorable moments. With three wins and four losses, the Seconds finished equal fifth on the GPS ladder. Will Mallett (VI) was selected in the GPS representative team whilst Cooper Rice Brading (V) was awarded 2nds Player of the Year as well as Barber’s Best for 2016. The 15C XI was our most successful team winning eight of their nine games played.

With eighteen senior and nineteen junior teams playing for the School, we had over four hundred boys signing up for basketball this season. The Firsts and Seconds were an extremely young age group who continued to mature over the season and generated some outstanding results in the GPS competition. The most conspicuously talented and committed age group was the Under 14s who won 70% of their games; the 14Bs posted a perfect record winning 100% of their games.

The rowers had a challenging season on the water. Our Year 8 and Year 9 Quads were competitive with several wins being recorded by the junior quads; the Year 9 3rd Quad was the most successful junior crew. The senior crews attended a January rowing camp at the AIS in Canberra. Unfortunately, injury plagued them from thereon and necessitated significant crew changes as the season neared its end. Despite these setbacks, the camaraderie amongst the boys and the
commitment they maintained was a credit to them. Both senior VIs achieved their best times of the season at the Head of the River. Oliver Schwartz (VI) gained selection in the GPS First VIII and went on to gain national selection.

While the Firsts and Seconds Tennis teams did not experience the success they had hoped for, two positives they can take from the 2016 season are that all but two players will be returning next season and that Yuta Ito (V) was selected in the combined GPS 2nd team. Our 13s maintained the formidable reputation they had established in 2015 winning most of their fixtures with a 24-0 result. The introduction of tennis camps during the first week of each holiday period is also allowing more boys, from both the Preps and College Street, to develop their game.

In February Grammar entered twenty-five boys in the Roberta Nutt Competition for individual fencers and retained the Cup for the sixth year in succession. In the Under 13s, five boys made it into the top sixteen with Lachlan Blair going on to win our first gold medal for the season. In the Under 15s, the top end was littered with Grammar fencers. Sean Morota-Chu took out the silver medal and Alex Crawford the bronze.
Artists-in-residence

Three of Australia’s most distinguished artists have been sharing their work and expertise with boys at College Street.

David Horton
Dave Horton has continued to work closely with our senior sculpture pupils as a long-term resident artist and mentor. Now also deputy head of sculpture at the National Art School, he oversees work in our new Welding Studio. In March, he held his second exhibition in the Art Department, with a combination of welded metal sculptures and collages of coloured paper, printed pages of books or sheet music and other materials.

There is always a sense of life and vitality to Horton’s work, not only in his mastery of weight, movement and balance, but also in his ingenious re-use of metal elements whose forms recall other, half-forgotten functions. The works on paper too remind us that collage, for all its colourful animation, is not really flat, but a kind of very thin sculpture.

Robert Hannaford
Robert Hannaford is among Australia’s most distinguished contemporary portrait painters, and has been a regular visitor to College Street — often dropping in to life drawing sessions — since painting the portraits of Headmaster, John Vallance, and former Master of the Lower School, John Sheldon, some years ago. As part of a special focus on portraiture in Term 1 this year, Robert Hannaford conducted a portrait painting demonstration for boys of School Sergeant, Greg Bulger. The time allotted was slightly less than two and a half hours.

It was fascinating to watch the speed and confidence with which the painter approached the subject, starting with the broadest distinctions of light and shade and gradually articulating finer and subtler discriminations of light and shade, form, hue and temperature.
Andrew Bonneau

Andrew Bonneau, one of the most promising young portraitists in Australia today, conducted a masterclass with senior boys in portrait painting in Term I. Bonneau, a finalist in last year’s Moran Prize, is a graduate of the National Art School who went on to further study in Sydney before becoming one of the most brilliant alumni of the Grand Central Atelier in New York.

Andrew proved a natural teacher, with a capacity to break down the highly complex activity of portraiture into relatively simple steps, which he communicated clearly and effectively. Beginning with a careful and methodical pencil drawing on paper, light and shade were then blocked in with transparent glaze on canvas board, leading to the mysterious alchemy by which oil paint conjures up the colours and texture of flesh itself.
It was a strange path that led me to British period drama. Although I had spent lots of time in England, I grew up in Australia and studied acting in Perth at WAAPA (Western Australian Academy of Performing Arts). So it was amazing – and rather daunting – to be cast as Frank Gresham in the period drama *Doctor Thorne*, which the newspapers claimed ‘captured the essence of Englishness’. *Doctor Thorne* is a new three-part series written by Julian Fellowes (of *Downton Abbey* fame) and based on the Anthony Trollope novel of the same name. It is due to start streaming on Amazon Prime at the end of May.

After graduation from WAAPA, an audition for a different project brought me to London. Working in the UK had always been a dream, so I leapt at the chance, found an agent I loved and got cracking. The casting for *Doctor Thorne* happened over a couple months although I had to do two of four auditions while home in Australia. It was such fun to shoot! Beautiful period outfits, brilliant English actors (from whom I had so much to learn) and the most incredible sets and locations. It was a great way to see the countryside and also travel back in time to a world of formal manners and strict conduct.

I now live and work in London as an actor and love it. However, it was on the Grammar stage where I found my passion for drama! I suspect I will spend my career trying to chase the sort of fun we had in those school productions. They were a blessing for me.
Tim Rigg  (OS 1996)

Director, The Help Locker
Sydney

After leaving Grammar in 1996, I bounced around Sydney Uni studying psychology, film and beer for two years before dropping out to become a hospitality manager. After attempts at floristry, finance and writing, I enrolled in Communications and Design in 2002. In 2004 I began my career as a commercial creative (branding and advertising) and returned to university as a lecturer. Teaching is a passion of mine, and I still lecture in design, branding, advertising and conceptual thinking.

In 2011, I started ‘And’, an agency that believes marketing, advertising and design can be used to benefit this world, not just to sell more stuff. Having spent most of my school and adult years in the inner city, I have witnessed and tried to understand the complicated and multifaceted problem of homelessness. Being personally affected by mental illness (I was diagnosed with Bipolar Disorder in 2004), I decided in 2015 to use my skill set and my agency to attempt to tackle the problem.

The Help Locker is an initiative which aims to provide storage lockers to homeless people, in turn providing them with an opportunity to develop pride, a necessary emotion in the road to self-fulfilment and progress. Additionally, we aim to provide mobile grooming and laundry, professional services (e.g. CV writing), food delivery and drug and alcohol recovery services.

Fellow Grammar boy, Joe Snell (Snell Architects and House Rules) has helped in the design of the lockers and environment with additional facilities such as laundry and rehabilitation on board for when the project kicks off at the pilot location – Harmony Park, Surry Hills – later this year.

Andrew Ding  (OS 1997)

Coffee shop and noodle bar owner and real estate agent
New York

Whilst at Grammar it seemed I was on a clear path to a career in music (viola performance). As a Music Scholar, my future seemed inevitable: I would complete my Bachelor of Music at the Sydney Conservatorium, move to the New England Conservatory in Boston for my Master’s degree studying with the world renowned teacher and performer Kim Kashkashian, end up in the viola section of a respected symphony orchestra, and have a bustling private studio of students.

At the age of 25 I had a moment of realization that shook my own sense of identity. I realized that a life as a classical violist was not going to fulfill me the way I’d always thought it would.

I now live in New York and am the owner of two businesses in Harlem: a coffee shop named ‘The Chipped Cup’ and a noodle bar called ‘The Handpulled Noodle’. Additionally, I also work in real estate representing clients in sales and rentals in uptown Manhattan where I reside. My career path may appear to be somewhat random and nonsensical, but as a 36-year-old looking back, I wouldn’t have changed a thing. The skill set I developed through studying music had far reaching applications and helped me realize that anything is achievable when the following qualities are yours: persistence, a strong work ethic, creative problem-solving skills, and knowing how to be an effective collaborator.

There is nothing that cannot be learned along the way and the more turns in your career, the more interesting your life will be.

Peter Morrison  (OS 1984)

Composer and musician
Copenhagen

Having spent more years out of Australia than in since my final year at Grammar, rules learned in the classroom have played a subtle yet firm-rooted role throughout my life in learning to understand and deal with cultural shifts and traits and to garner respect and flexible acceptance for others’ ways. However, breaking these rules on occasion has also provided me with the courage to meet and interact with many compelling personalities and to push myself as a ‘cellist and composer.

The intuitive communication that is music has led to a privileged life of touring and playing in major venues and festivals from Amsterdam’s Concertgebouw and New York’s Carnegie Hall, to remote parts of Asia and Scandinavia and central Europe. From my present base in Copenhagen, where I perform weekly concerts with the Danish Radio Symphony, I have access to collaborative ventures with many well-known music figureheads. Composing (classical, world-music and some years back, pop) takes up much of my time, but I am by nature strongly entrepreneurial and happy with simultaneous multi-project involvement. Diversity is important.

My focus presently is on working with music/art and refugees, with a project due to start in May/June in NSW. I am also an advocate for the recently registered Australian Arts Party. Previously I have designed an app plus taught basic curricula to underprivileged children in India. Of most value to me however is the encouragement of others to dream beyond purely economic ends. Life is about communication and people’s stories, and the arts provide colour to counter many of the world’s grim realities. It will always remain my vehicle for tolerance and understanding.
I remember my Grammar science masters especially well as they opened my eyes and mind to the world around me. I have always loved being on the water (I rowed in the 2nd IV in 1975 and 2nd VIII in 1976) and sailing, but was a bit of a nerd being hooked by the diversity of fish.

The job prospects in marine biology seemed as bleak then as they do today, but doors just kept opening starting with a BSc at Sydney University, an MSc (University of Manitoba), and a PhD in Fisheries Oceanography at Dalhousie University, Halifax, Canada. This in turn led to post-doctoral studies in Norway and Iceland, and a return to Sydney University before the taking up my current position at UNSW.

Opportunities continued to appear with voyages to the East Australian Current on Australia’s research vessel Franklin, replaced first by the Southern Surveyor (2001-2014) then by the brand new 94 metre, 6,000 tonne RV Investigator. The Sydney Institute of Marine Science (SIMS) began at Chowder Bay in 2006 at the same time as the Integrated Marine Observing System.

Prospects in marine science are therefore better than ever with the huge new icebreaker Australia is building and the many challenges being presented in the tropics, let alone the fisheries, marine parks and beach erosion on our coast. All my PhD and honours students end up with interesting jobs. I believe the key skills you could take from Grammar would be English, Maths, Chemistry, an ability to relate to all kinds of people, and a healthy dose of resilience and persistence!

The sea has a strange and strong call it seems. At Grammar, if not in boat camp, I could be found ‘mucking about in boats’ on Port Phillip Bay with my father and uncle. Both started their careers in the Navy, my uncle running a ferry service between Melbourne and King Island. However, my dream was to be a country doctor and thanks to great teachers and peers, by the age of 28 I was practising obstetrics and anaesthetics in Milton, NSW.

At 38 with my young family, I watched a solar boat race on Lake Burley Griffin thinking: why can’t we combine solar and wind to power a boat? I patented the ‘Solar Sail’ technology and built a prototype, which won the race in 1997. In 2000, we formed the Solar Sailor Company and launched a 100pxp ferry, which won the Australian Design Award of the Year.

At the time, my two young sons (proud Grammar boys) gave me a framed photo of a yacht sailing solo into the sunset with the blithely encouraging words, ‘Risk: you cannot discover new oceans unless you have the courage to lose sight of the shore’. As a family now, we laugh at how easy we thought this new venture would be. Twenty years later, the company, now called Ocius (Latin for ‘fleets’ – thank you, Mr Sheldon), has built six hybrid ‘Prius’ ferries around the world and is building Unmanned Surface Vessels for Anti-Submarine Warfare for the Navy.

It’s a path I could never have imagined.

I’ve often wondered who reads these little thumbnail life stories, and exactly what kind of balance between bragging and biography the author is supposed to strike. Clive James once told me that a career always feels out of shape to the person having it, and I guess that’s true. My own work has been a bit of a Frankenstein’s monster, sewn together from disparate parts in publishing, broadcasting and television. But it lives, and in the past twelve months, it has taken me to Ghana, Morocco, Brazil, Germany, Iran, and India, among other places.

I guess you could say that these travels started at school, with a single piece of paper, face down on my desk in English class. A long-gone teacher called Mr (Trevor) Newton gave us strict instructions not to turn the sheet over. One student disobeyed him, and a shocked laugh came from the back of the class. Someone was drinking in the first line of the Philip Larkin’s poem ‘This Be The Verse’.

The impression on me was a deep one and, many years later, I went to the grim northern English city of Hull, to see the streets Larkin walked and meet the poet’s girlfriends, publisher and executors. That research technique based on travel – some people call it psychogeography – is something I’ve now applied to the other writers from the mid-twentieth century. The book based on these journeys is called The Face of the Wave, to be released some time in the next twelve months.
A scholarly scoundrel

Bridget Minatel, Archivist, explains why it is that Laurence Hynes Halloran's portrait (pictured right) hangs outside the Big Schoolroom.

In the last year, no fewer than three separate descendants of founding Headmaster of the inaugural Sydney Grammar School, Laurence Hynes Halloran, have approached the Archives hoping to glean information about their infamous ancestor. They have also hoped to steal a glimpse of his portrait which currently hangs just outside of Big School in the South Blacket Wing.

Halloran's small school, founded in 1819 on the corner of Phillip and Hunter Streets in the midst of Governor Macquarie's budding Sydney colony, was to be the forerunner of the current School we know today, but not without a few false starts. After succumbing to debt and being forced to close Sydney Grammar School, in 1825 he proposed the establishment of a 'Public Free Grammar School' with the support of a body of colonial dignitaries, and thus planted the seed for Sydney College, which eventually opened in 1835.

The fact that Halloran had been able to establish a School in Sydney at all is quite remarkable. His turbulent and insalubrious past, caused by his chronic and compulsive misbehaviour and lack of moral judgement, was forever rearing its ugly head. Sentenced to seven years' transportation from England to New South Wales in 1819 for a raft of misdemeanours, Halloran's true character had been steadily revealed over a number of years in Exeter, Sussex, Bath and Cape Town, South Africa where his crimes included impersonating a clergyman, forging testimonials as well as a frank worth 'tenpence'. Most significantly, it has also been revealed that Halloran murdered a man with a sword after being challenged for a trivial interference while serving as a tutor in the Royal Navy in 1783.

However, there is no doubt that Halloran's talent lay in teaching and scholarship, with his schools in Alphington, England from 1788-1800, and in Sydney between 1819 and 1829 demonstrating his excellent qualities as a schoolmaster. He won the admiration of many - mostly distinguished - members of the community including Governor Macquarie who stated that he was 'by far the best and most admired instructor of youth in the colony'.

Despite his scandalous life, shared with his wives, mistresses and twenty-one children, he was influential in the drive for education to be the symbol of progress for colonial Sydney, in turn opening the gates for Sydney College and the present day Sydney Grammar School.


Sydney from Dawes Point 1821
The ties that bind

Grammar Old Boys continue to reunite, reminisce and rekindle the bonds of friendship established through their shared experience of the School.

Reunions far afield...

**LONDON**

On 15 April, the Headmaster and Mrs Vallance joined a large gathering of Old Sydneians at the Hops and Glory, a pub and brewery in North London run by Durham Atkinson (OS 2002). Some of those there thought it was the largest London gathering of Old Boys in memory. Given that it was his last London reunion as Headmaster, Dr Vallance was delighted at the turnout, and expressed his thanks to Adrian Jack (OS 1980) for assisting with the organisation. In recent years the Headmaster has worked to build up a network of Old Sydneians in Britain, the United States and Europe. If any Old Boys are thinking of moving overseas for any reason, Wendy Scotter in the Old Sydneians' Office (wes@sydgram.nsw.edu.au) will be happy to put them in touch with the appropriate members of our international community.

**MELBOURNE**

On Thursday 12 November, Tony Johnston (OS 1955), hosted a dinner at the Athenaeum Club, Collins Street, for Old Sydneians living in Melbourne. Michael West (OS 1980), business columnist for the *Sydney Morning Herald* and the *Age*, was a special guest.

**ZÜRICH**

Michael Fisher (OS 1965) writes: 'On 7 December last year nine Old Boys were surprise guests at a welcome reception for the latest exchange students from Sydney Grammar at the Freies Gymnasium, Zürich. FGZ Board President, Dr Rudolf K Sprüngli, a director of Lindt and Sprüngli, gave the Grammar boys a warm welcome. Afterwards, the Old Boys went on to hold the inaugural meeting of the Sydney Grammar School/Swiss Alumni (SGS/SA) group at the Baur au Lac Club. They were Joseph Alliker (OS 1991), Hunter Page (OS 1995), Geoff Watson (OS 1968), Simon Smiles (OS 1995), Richard James (OS 1985), Augustin Zaininger (OS 2011), Michael Fisher (OS 1965), Jean-Paul Ballard (OS 1995) and Daniel Scherly (OS 2001).'

**ANZAC Assembly**

This year's Anzac Assembly remembered Old Sydneians who gave their lives in the Vietnam War. Guest speaker Richard Cranna (OS 1962) spoke about fellow schoolmate and soldier Private David JE Fisher (OS 1962), who went missing in action for nearly forty years after being involved in an SAS operation over the southern Vietnamese jungle. With the help of an ex-North Vietnamese soldier who later emigrated to Australia, David's remains were eventually found and repatriated back to Australia in 2008.

Nearly sixty Old Sydneians and their guests attended the lunch afterwards where Colonel (Ret’d) Ian Mackay (OS 1951) spoke about his recently published book *Phantoms of Bribie* in which he describes his military experiences in Malaya and Vietnam, including his command of Bravo Company 6 RAR and Operation Bribie in February 1967.
...Reunions nearer to home

The annual lunch for Old Boys of the Years 1945, 1946 and 1947 (pictured right) was held in the Wallace King Room on Friday 27 November. Guest speaker was Mark Tedeschi AM QC (OS 1969), who spoke about his latest book Eugenia, a true crime story.

The Greenwood Hotel, North Sydney was the venue for the annual reunion lunch for Old Boys of the Years 1948 and 1949 held on Wednesday 2 December. Thirty-five or so attended this popular event.

Forty Old Boys of the Years 1950, 1951 and 1952 got together on Monday 9 November for another annual reunion lunch, organised by Don Middleton, at Nick’s Seafood Restaurant, Cockle Bay Wharf.

The Year of 1975 40-year Reunion Dinner held at Weigall on Saturday 21 November attracted 107 Old Boys plus five former masters as guests. The dinner was organised by Graeme Lowry-Jones, Steve Gonski, Geoff Atherton, Garry Browne AM and David Wurth. The previous day, some attendees had also enjoyed a tour of College Street with the Headmaster, Dr John Vullance.

Organiser, Tony Wakenshaw, encouraged over 90 Old Boys from the Year of 1980 to attend their 35-Year Reunion on Saturday 7 November at Manta Restaurant & Bar, Woolloomooloo Wharf.

An informal 60-Year Reunion Lunch for Years of 1965 and 1966 Old Boys (pictured below) was held on Wednesday 28 October at The Oaks Hotel, Neutral Bay.

OSU Scholarship

The OSU Scholar for 2016 is Noah Cass (VI). Noah, who is a School Prefect, arrived at College Street in Form I from Woollahra (OC) Public School. His very strong academic credentials are matched by equivalent talent in music (French horn in numerous ensembles), rowing ability (Senior VIIIIs 2016) and debating skills. Noah, pictured below with President of the OSU, Ian Plater (OS 1969) and the Headmaster, won the scholarship from amongst a formidable lineup of contenders in his Year.

The Year of 1990 25-Year Reunion was held on Saturday 31 October. Organised by Will Naughton, the Old Boys met either at Weigall to watch the cricket in the afternoon or for drinks in the evening at The Royal Hotel, Five Ways, Ryde.

David Yeo rounded up 74 Old Boys from the Year of 1995 for their 20-Year Reunion Drinks on Friday 23 October at the Quarryman’s Hotel, Pyrmont.

More than eighty Old Boys attended the Year of 2005 10-Year Reunion Drinks on 23 October at Stacks Bar, Darling Harbour. Lachlan Renshaw was the organiser.

Seventy-five Old Boys from the Years of 1960 and 1961 (pictured left) gathered for their 55-Year Reunion Drinks on Friday 13 November in Big School. The organisers were Bruce March, George Conomos, Bill Phillips, Bill Whitby, Warwick Sterling and Jim Cattlin.