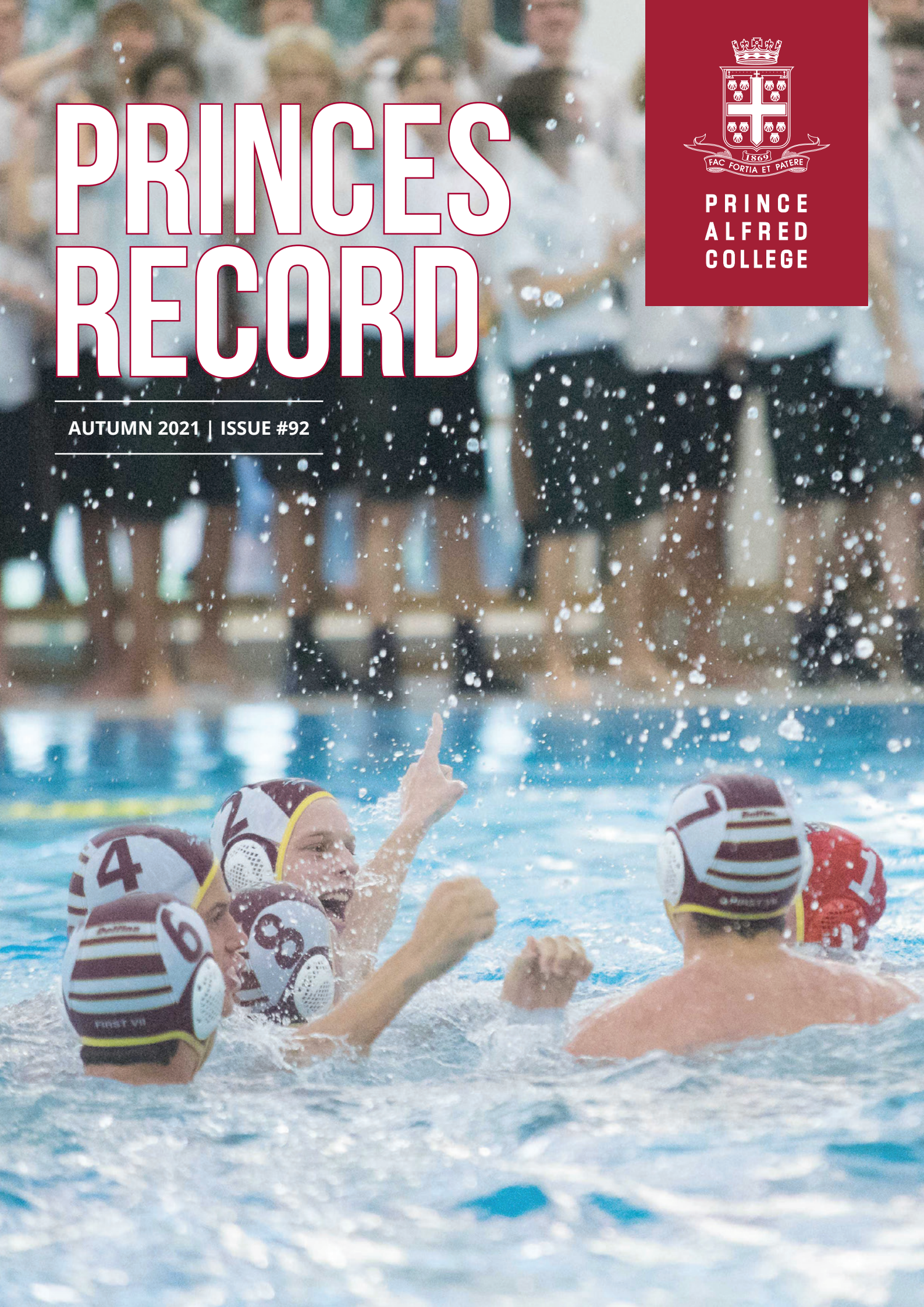


# PRINCES RECORD

AUTUMN 2021 | ISSUE #92



PRINCE  
ALFRED  
COLLEGE





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AUTUMN 2021



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# FROM THE HEADMASTER

Bradley Fenner | Headmaster

The 2021 school year has seen a return to normality in a number of respects. In particular, we have been able to hold a number of our regular community events that could not take place under COVID-related restrictions in 2020. Attendance at events this year has been higher than in previous years, indicating the importance of community and connection at a school like Prince Alfred College.



This year has also seen the emergence of widespread concerns about the sexual harassment and assault that many girls and young women have experienced. The petition initially launched by Sydney woman Chanel Kontos produced hundreds of accounts of the disturbing experiences of girls

and young women in this regard. As the initial accounts were centred around single sex schools in the capital cities, boys' schools like ours have come into focus. It has been alleged that boys' schools are breeding grounds for the kind of sexist and misogynistic attitudes that lead to these behaviours. Whilst there is no direct evidence for this, we are taking this issue very seriously.

We have established a working party to review our existing programs relating to respectful relationships and develop further what we are doing in this area. So far, this group has commenced the following:

- Reviewing our existing programs in this area.
- Engaging with an expert in this area to work with us in developing our education programs for students, staff and parents.
- Meeting with pastoral representatives of other Adelaide single sex schools to share programs and ideas.
- Commencing discussion with girls' schools around shared programs in this area.

In discussing these matters with our Prefect body, they made it clear that they wished to make a statement about this to the Secondary School in the first instance. Prefect Bailey Lock and College Captain Mitch Searle spoke to the Secondary School in the last week of term, to encourage all our students to stand together against sexism, abuse and harassment. They said "Not all men may cause the trauma, but it will take all of us to stop it. All men need to hold all men accountable.". The response that they received from the students and staff should give us all hope that our young men can make a difference in this area.



# MOTIVATING YOUR SON TO ACHIEVE HIS BEST

Andrew MacGregor | Senior School Year Level Coordinator – Year 12

Why are you at school? It's a question that many a teacher has asked their students. In my experience, responses range from state enforced legislation to more enlightened notions of becoming an educated person.



Your son's 'reason' for being at school is deeply connected to their motivation - the internal mechanisms that drive their everyday actions and decision making. Clearly, the right motivation drives positive and fruitful actions that help a student flourish. But what is the right motivation?

Motivating factors can be considered either extrinsic (originating outside one's self) or intrinsic (coming from within). Research is unanimous, in the long-run intrinsic motivation is best and leads to lasting change, more impactful actions and better outcomes.

Developing intrinsic motivation towards school is the goal for all students. Paradoxically, while such motivation resides firmly within the student, it can be influenced and shaped by external factors. This is where teachers and parents play a crucial role.

How can parents and teachers foster intrinsic motivation in young people? In the pursuit of intrinsic motivation, some extrinsic factors can be useful. In literature these may include rewards, threats and competition with others. However, while important in the early stages of motivation development, these factors should be used sparingly and are less effective as one ages or gains greater proficiency with a task.

For over three decades, Deci and Ryan have been the leading researchers in the field of motivation. Their work spans both education and employment settings. They point to three factors that lead to the development of intrinsic motivation: autonomy, competence and relatedness.





### Autonomy

Students need to feel that they are in control of their education and are able to make key decisions. In a secondary school setting this includes having students develop their own learning goals, creating homework schedules and initiating conversations with their teachers and coaches.

As parents and teachers, we are often quick to tell students how they should do things, we may even step in and do things ourselves, but this can reduce a child's feelings of autonomy. More often, we need to hold back solutions and allow young people to figure things out independently, occasionally through failure.

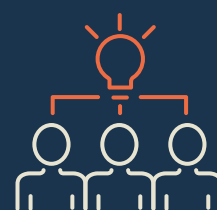


### Competence

Young people must also feel their learning is challenging, yet achievable. Teachers and parents should rightly encourage students to be ambitious and seek to extend themselves, but students display little motivation for tasks they perceive to be beyond their ability. One of the key tasks for parents and staff is therefore to build a young person's confidence and belief in their capacity to rise to a challenge.

A focus on process over product is also beneficial in building confidence. We should praise students with as much enthusiasm for managing deadlines, carefully crafting drafts and taking notes in a systematic manner as we do for attaining an A grade.

When a student performs below their expectations, we should encourage them to look at the process they followed, not dwell on the deflating score. Ultimately, education is a long-term game and any progress is often made in small steps, rather than leaps up the grade bands.



### Relatedness

All people show higher levels of intrinsic motivation when they perceive that what they are striving towards will build stronger ties with others. Showing interest in your son's learning and daily school life is a great way to foster relatedness and help him feel that what he is doing is important.

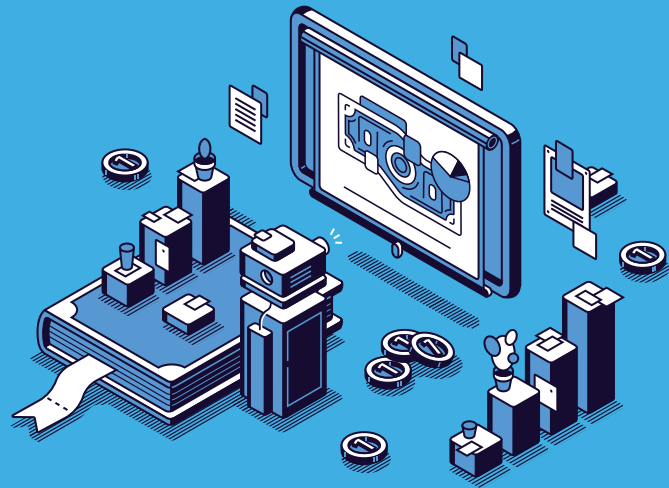
Parents can also draw positive connections with their own schooling, talking about what they learnt at school and how it has helped them in life. Having good social networks also aids relatedness, reinforcing the idea that being involved in sport, bands and school activities with one's peers leads to better learning outcomes.

Finally, all parents and teachers should promote the idea that education is a wonderful gift; one that can enable a young person to lead a rich and meaningful life in the years to come. Helping our students and sons develop intrinsic motivation will ultimately help them to make the most of this gift.



# GETTING THE BALANCE RIGHT

John Stewart | Head of Preparatory School



Technology permeates our lives. Our children struggle to imagine a world where handheld devices, WiFi, streaming, and playing games online with your friends was not the norm. When I explain to my children that when I was a boy, we had one 24-inch TV with four channels, and that we had to change the channels manually, they don't believe me. Times have certainly changed.

Technology has also changed how we teach and how children learn in schools. While it has brought new challenges to the job of teachers, it has also helped us greatly enhance the learning experience of students.

In our school, we provide each boy with an iPad. This mobile tablet allows us to offer boys specific applications that meet a clear need or learning focus. By focusing on learning key concepts and skills in a particular app, we can engage the boys in targeted learning. Locating the right app for the skills we want to address is essential. Working with our IT department and other professionals, we provide apps that support the boys' learning, differentiate our learning program, and meet the varied needs and learning styles we have in our school. For some boys, speech to text apps assists with struggles in writing. For others, the repetition of maths apps allows them to consolidate essential number skills, while other apps target the five elements of reading development.

The interactive nature of the apps we provide the boys helps them access materials, consolidate skills and become producers of information. They can create interactive presentations, 3D environments, video reports and capture information in various ways. Creation and presentation are essential aspects of their learning, assisting them in deepening their understanding as they share their knowledge. The mobile

nature of the devices provides our boys with easy access to a range of online materials, from encyclopedias to digital audiobooks.

This year, we have introduced virtual reality (VR) into our learning program. Led by Mr Thompson and Mr Hunter, the staff are learning how to use the VR kits to take our boys beyond PAC and Australia's confines and allow them to experience places far afield. The use of VR will enhance our unit of inquiry learning and deepen our boys' understanding of what they are investigating.

The expert knowledge of teachers ensures we get the balance right. We know that the physical act of writing on paper has significant benefits on brain development and children's ability to recall information. Research indicates that handwriting in pre-literate children links directly to their ability to read (James & Engelhardt, 2012). Teachers ensure our boys work with concrete materials, write on paper, read actual books, and work with their hands. Devices are used to enhance learning. You will often see boys using their iPad to access information while working in their books. We know that boys can get excited to get online to explore a topic. Teachers work diligently to provide learning opportunities that meet the varied needs and interests of our boys.







# AROUND THE COLLEGE



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Above and right:

1. Parents attending the 'Reading with your Child' workshop in March
2. Easter Service at Wesley Uniting Church
3. Year 8 students testing their karts as part of the EduKart program
4. Lending a hand at the FoPAC Family Fun Night
5. Winners are gridders at the ELC - Year 2 Cross Country
6. Wambana groups cycling from Weaver's Lagoon to Edithburgh tidal pool
7. Celebrating Chinese New Year in the ELC
8. Hanging in the bow net aboard the 'One&All' on the way to Wambana



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15.



16.

Above and left:

9. Nature play at the new PAC Playgroup
10. Harley Barber and Carter Williamson celebrating Harmony Day
11. Zach Floreani and Seth Rocca cooking up a storm at EduCook
12. Year 2 students at the National Motor Museum
13. Joshua Douglas-Galley is cheered on by his classmates during the Year 3-6 Cross Country
14. Rock Band performing at Jammin' in the DC
15. String Group rehearsing on the Back Oval
16. Job well done! PAC competing at the Schools' Premiership Series #4 Regatta



# WILL CROOKS, THE INTELLECTUAL COOPER

Benjamin Evans | Director of Teaching and Learning

The last time I departed the southern hemisphere was in July 2019. I spent time in both England and France visiting family and friends. I did not realise at the time it would be over two years before I saw them again.



Above:

Will Crooks memorial tombstone  
in Tower Hamlets Cemetery Park,  
London.

Photo: Gordon Joly  
Licenced under CC BY-SA 4.0.  
<https://bit.ly/3mL8wCT>

In a quiet moment of my trip, I took time to visit Tower Hamlets Cemetery Park in East London, one of the seven great Victorian cemeteries of the city. I was on the trail of Will Crooks, who died exactly 100 years ago this year. He is a little-known figure today, but Crooks became the first labour MP in England in 1900 and remained an MP for over 20 years. He was a lifelong campaigner for social justice and sought to address poverty and inequity wherever he saw it (in early 20th Century East London, I imagine he saw a lot!)

The reason I spent time with Crooks at his final resting place was down to a quote from him that I read some years ago:

*On my way home from work one Saturday afternoon I was lucky enough to pick up Homer's Iliad for twopence at an old bookstall. After dinner I took it upstairs – we were able to afford an upstairs room by that time – and read it lying on the bed.*

*What a revelation it was to me! Pictures of romance and beauty I had never dreamed of suddenly opened up before my eyes. I was transported from the East End to an enchanted land. It was a rare luxury to a working lad like me just home from work to find myself suddenly among the heroes and nymphs and gods of ancient Greece.*

This is my educational philosophy writ large. Crooks put that philosophy into words better than I am able. The purpose of education is intellectual betterment and the associated opening up of worlds unknown. Education transforms us as people and brings us closer to others. The College's Academic Extension programme, involving just shy of 200 boys, might well have Crooks as its patron saint. During my first session with the Year 8 boys in February, we explored links between Adolf Eichmann, Anne Frank, Hannah Arendt, Milton Fruchtmann and Jeff Mangum. I hope to have done Will Crooks proud.

“

The purpose of education is intellectual betterment and the associated opening up of worlds unknown.

”







# CARING FOR OUR ENVIRONMENT

Melanie Garland | Director Early Learning Centre

“Unless someone like you cares an awful lot,  
Nothing is going to get better. It’s not.”

– Dr Seuss, *The Lorax*



‘What do you like about our garden’, I asked Ben. ‘The veggie garden’, he replied. ‘We can grow our own food and eat it...and feed it to the chickens!’. For young children, the world around us is an exciting place, providing boundless opportunities for exploration, discovery and investigation.

As a Reggio Emilia inspired Early Learning Centre, we recognise and value our environment as an integral part of our children’s learning and development, so it follows that sustainability is embedded in the design of our centre and educational programs.

The veggie garden encourages the children to develop their understanding of where food comes from, with each class group responsible for its own area of the patch. Food produced in the veggie garden is incorporated into the children’s learning, a favourite activity being making cheese and silverbeet scrolls!

Areas of habitat provide opportunities for the children to learn about wildlife. Pathways through the garden allow children to explore these areas through their play, and children are often seen

using magnifying glasses to take in their surrounds. In the indoor environment, caterpillars, stick insects and lizards inspire curiosity and help to build responsibility.

We were delighted to welcome some new chickens to our ELC this term. Collecting and recording the number of eggs laid each day is just one of the ways the children have been developing their numeracy skills in the garden! They also help care for the chickens, which enjoy fresh food scraps from our on-site kitchen.

Nothing is wasted in the centre. Sections of tree trunks serve as balance logs, stepping stones, and seating areas, while recycled pallet crates form mud kitchens and decking areas. Within the classroom, recycled packaging provides inspiration for art and craft projects – from towers to robots and dinosaurs...the possibilities are infinite!

As co-creators of their learning environments, the children learn to value and care for the world around them. By developing sustainable habits from a young age, we trust that our children will be good environmental citizens for life.





## A SUSTAINABLE SPACE

We were thrilled that our beautiful ELC garden recently received not one, but two, sustainability awards from the City of Norwood, Payneham & St Peters – the Mayor's Award for Best Overall Garden, and a commendation in the Community category.

The judging panel commended the way 'nature play elements, such as the mud kitchen, [were] incorporated into the garden, connecting children with nature through their play spaces', as well as the variety of sustainability features in the garden, including established shade trees, an organic veggie garden and fruit trees, worm farm and chickens, all of which contribute to our children's learning and enjoyment of the space.

Congratulations to all involved!





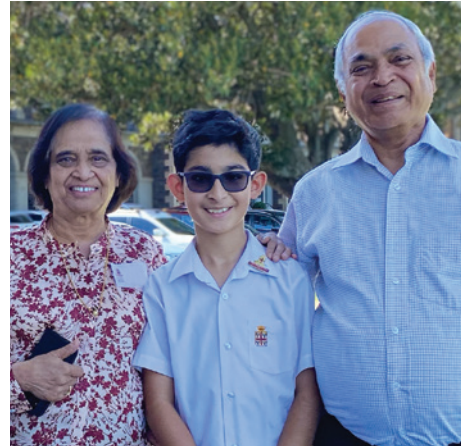
# GRANDIES' DAY

There were special moments on Monday 22 March as our Preparatory School students welcomed grandparents and other significant people in their lives to Grandies' Day.

The boys performed for their guests as part of a special assembly, incorporating musical performances and a video tribute, before walking back to class together across the Oval. A very special morning was enjoyed by all!









# THE WORLD IS YOURS FOR THE READING

Ana Grieve | Head Librarian (Senior School)

Reading literature is one of life's greatest pleasures. Our comprehensive library collections and reading programs are designed not only to teach our students about empathy, courage, and the human condition, but the library also gives them access to new perspectives, freedom and adventure.

Tom Henchcliffe, one of our many avid readers who appreciates a good book, always finds time to browse the library shelves. Tom was one of the 259 senior school students who participated in our 2020 Premier's Reading Challenge, a record number of participants!

Tom did not connect with a book until a library display caught his eye, and one of our friendly library staff introduced him to *Eragon* by Christopher Paolini. 'Finding the right book is the key to reading,' he says.

It was the same for me. It wasn't until I came across the *Little Prince* and his stories of intergalactic travel by Antoine de Saint-Exupéry that I began to love reading. Before that, it was all about the sport of fencing.

Currently, I am reading *Metal Fish, Falling Snow* by Cath Moore, a heart-warming story of a vulnerable teenager who wrestles with embracing her identity and accepting the loss of her mother. 'But I know the earth and this town are only for those who belong. And without someone to love, you can't belong anywhere', reflects Dylan, the main character.

Voices like Dylan's are important to be heard. Every time I read a thought-provoking novel, I feel richer because I gain a better understanding of people's complex emotions and motivations, possibly unlocking parts of myself that I did not even know existed.

Opposite page:

Year 9 student Thomas Henchcliffe  
browsing the selection in the  
Frederic Chapple Library









# BOARDING A RESILIENT COMMUNITY

Zac Savage | Director of Boarding



Above:

Students at the 'Taste of Harmony Day', raising money for the Kaurua Wirra Pintyanthi language project

Opposite page:

Enjoying the courtyard in the Boarding House, opened June 2019

Prince Alfred College has a long and fine tradition of delivering a world-class education for our boarders. We are proud of the opportunities we offer for our boys and the schooling we provide to help them contribute to society in a meaningful and practical manner. Of course, being boarders, our boys are used to adversity. Whether it be dealing with the harsh realities of life on the land or travelling to a foreign country for their education, our boys know about the importance of resilience and perseverance.

Recent times have provided challenges for our boarding community that we would not have imagined only one year ago. In boarding, we have strived to grow and mature through this adversity and use it as a source of growth and development. As 18th Century man of letters, Samuel Johnson said, "adversity has ever been considered the state in which a man most easily becomes acquainted with himself".

These challenges have given us the opportunity to understand what we value as a community. Our boys have looked for the positives wherever they can. In this way, we have endeavoured to grow as Princes Men. We have learned that by being empathetic and humble we are able to support others in times of need. We have learned that by acting with integrity and a sense of duty we can be leaders in our community.

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**"Adversity has ever been considered the state in which a man most easily becomes acquainted with himself."**

**- SAMUEL JOHNSON**

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Our international boarders have shown a particularly high level of commitment and resilience. The College is proud of these boys' efforts and pleased to keep the boarding

house open for them on an ongoing basis. We will continue to provide these boys with activities and programs during school holidays to keep them engaged and active in the community. We value the experience of all of our boarders and are proud to be one of the few boarding schools that has remained open.







# RED AND WHITE

Our Year 12 students, partners and staff celebrated in style at the Adelaide Convention Centre on Saturday 27 March.



Above and right:

1. Harry McInnes and Grace Hooper
2. Celine Pexton and Oscar Pledge
3. Emma Brownie and Thomas Searles
4. Annabelle Honner and Angus Croser
5. Riley Tape and Brock Wise
6. Samar Dosanjh and Katie White
7. Jimmy McGuire and Holly Cardone





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13.

Above and left:

- 8. Eva Day and Henry Turner
- 9. Tom Harrison and Sophie Angel
- 10. Jess Jackson and Henry Cleland
- 11. Louella Wallbridge and Mason Sargeant
- 12. Lauren Malingre and Josh Brazier
- 13. Samuel Peter and Abbie Player
- 14. Oliver Smart and Charlotte Worthley



# STAFF SPOTLIGHT



A dynamic leader in education, our newly-appointed Head of Secondary School/Deputy Headmaster, Greg Atterton, has throughout his career enjoyed a variety of senior leadership positions, including Director of Studies, Head of School, Assistant Principal and Deputy Principal in independent schools in South Australia.

**What have you learned from your experience in education that you bring to Prince Alfred College?**

One of the important lessons that I bring to Prince Alfred College is to remember that the 'journey' is often just as important as achieving the 'outcome'. A strong sense of belonging, connection, pride and ownership is achieved when all feel they have contributed to the success of the school. Further to this, creating a strong sense of team, building capacity in others and regularly investing in the professional development of staff is critical for the school to achieve its optimum.

**What career advice you would give your younger self?**

My advice would be fairly straight forward. Take all the time you need to get to know the school community and develop an understanding of the school's unique culture. For me, nothing is more important than the relationships I build with students, staff and parents. When you truly understand your community, you will be even more effective.

**What are you most looking forward to about your new position at Prince Alfred College?**

I am really excited at the prospect of getting to know the PAC community and the opportunity to learn about the rich history, unique traditions and culture of Prince Alfred College. Leading and

teaching in an all-boys' school environment will be different for me and I am looking forward to the challenges and rewards this will bring.

**What have you enjoyed most about your career in education?**

The people. I have been fortunate to work in a number of great schools and each time I make the difficult decision to leave, it is the people that I fear I will miss most of all. I am regularly encouraged by the attitudes demonstrated by students and their positive relationships with one another. I love that it is commonplace to hear students offering encouragement and advice, as well as celebrating the effort their peers have put into a particular task. I have thoroughly enjoyed my first term at Prince Alfred College and the opportunity to get to know many of our students over a relatively short period of time.

**What book has left a lasting impression on you?**

I really enjoyed reading, "Two Steps Forward" by Melbourne author Graeme Simsion and his wife Anne Buist. It's a really easy read, nothing too heavy, but I loved the way they crafted a tale about characters who are on a physical and emotional journey. I have read most of Graeme's books and would recommend them if you are looking for something light to read at the end of a busy day.





“

I love that it is commonplace to hear students offering encouragement and advice, as well as celebrating the effort their peers have put into a particular task.

”

Above:

Greg Atterton with his Year 8 English Class



# THE BRIAN WEBBER FELLOWSHIPS

**Darren Roylett | Director of Professional Learning and Boys' Education**

In 2019, the Brian Webber Fellowships were established to provide an opportunity for staff to undertake major professional development activities that fall outside the College's regular Professional Development budget.

The Fellowships are established in honour of Dr Brian Webber, who was Headmaster of Prince Alfred College from 1988 to 1999. Brian was a distinguished educational leader, who had a strong focus on the recruitment of the best staff and their development as teachers and professionals. We believe these are three outstanding projects covering different areas within the school and I will be working with these staff throughout 2021 to assist with the delivery of their projects.

In 2020, the inaugural recipients of the Brian Webber Fellowships are as follows:



**Scott Parker**

Scott will work with the pastoral leaders within the school to update and express our pastoral objectives and programs through developing online material, animation and a reinvention of the Princes Man wall.



**Monica Magann**

Monica will research key Indigenous leadership and character virtues and explore how these might inform the College's student leadership programs, including leader selection. Monica will interview Aboriginal students and parents, as well as Aboriginal academics and leaders outside the College.



**Beth Christie  
and Amelia Norwood**

Amelia and Beth are researching whether teaching contextualised grammar improves student outcomes in English, and whether teaching meta-linguistics as part of an interdisciplinary approach to literacy improves student outcomes across all subject areas. This will take the form of an extended research project involving our students.



# RECONCILIATION AT PRINCE ALFRED COLLEGE

Monica Magann | Aboriginal Students Coordinator

Below:

1. Uncle John Lochowiak welcomes staff and students to the Harmony Day Assembly



In 2016, the Narragunnawali Reconciliation Action Plan (RAP) was launched at the College. Being part of a nation wide reconciliation program has given us a solid foundation on which to develop reconciliation initiatives, including building relationships with the local Kurna community and other Aboriginal language groups. Our student numbers are growing with 13 students representing local Adelaide families and other communities in Australia.

Recently I asked two Year 9 students from Darwin what it meant to them to receive an Indigenous Youth Leadership Scholarship (Smith Family). What they shared was encouraging. Both Kalen Russell and Neil Peckham were most enthusiastic about the educational support they receive from Prince Alfred College. Neil said that being here made him happy and that he could get 'more help', and that he felt grateful. A third student, R.J. Waters from Year 8, also shared that his family were grateful for the scholarship he received because it meant he could get a good education. All students agreed their cultural heritage was being celebrated and respected at Prince Alfred College.

These Prince Alfred College students are part of a RAP leadership team that runs the 'Yaitya Tita Program: Aboriginal Youth Connect Program'. Aboriginal and Torres Strait Islander students from 15 schools (Concordia, Immanuel, Loreto, Pembroke, Prince Alfred College, Rostrevor, Sacred Heart College, Scotch, Seymour, St Peter's Boys, St Peter's Girls, Torrens Valley Christian College, Westminster, Wilderness and Wiltja) come together to strengthen connections, share stories, celebrate identity, play games, listen to guest speakers and enjoy dinner together. At the last meeting in February, which was our first catch up for 2021, Kurna Elder Uncle John Lochowiak came with his family to do a Welcome to Country and a smoking ceremony. Over 100 attendees had a BBQ and then played games, kicked the footy and planned for the rest of 2021. The Yaitya Tita Program is an exciting and rewarding program for Prince Alfred College to host.



# SEASONS CHANGE

Troy McKinnon | Director of Co-Curricular Activities



**B**eing from the Adelaide Hills, I don't need to be told when the seasons are changing, as I see the leaves hit the ground and temperatures plummet very quickly, at this time of year. Warm afternoons are quickly replaced by dull skies and the dreaded morning chore of defrosting one's windscreen after it freezes overnight. Of great beauty are the trees, ages old, that drop their leaves in autumn, in preparation for new growth in a new season. Letting go of what was beautiful and valued and important.

Just like the falling leaves, we see the seasons change at Princes. Around this time of year, the cricket bats, zoot suits and tennis rackets are tossed aside by boys who instead spend their time playing 'marks up' or kicking goals from 'the pocket' or boys 'throwing threes' in the RED Centre. The traditional 'changeover' from summer to winter sport, then back again, has a cathartic effect I am sure.

Whether it is myth or otherwise, there is a great story about a former Sports Master at Princes, who would casually stand in front of boys at an assembly, around this time of year, and say 'Ok boys, you can now get the footballs out at lunchtime!'

I love this time of year, as it allows boys to leave one sport season behind and start afresh with a different one. In some cases, it may be an escape from a season whereby the highs were not hit, the wins few and far between. In other cases, it may be that the boy has been excited for what lays ahead with a sport he hasn't thought about since last year, for better or worse. A time to polish the boots, pump up the ball, get a new mouthguard and set new plans.

Playing multiple sports, across different seasons, with different people, using different skills, with a different coach is healthy and as seasonal as the falling of the leaves.





Unfortunately, for many boys, they are told that they need to focus on one sport from a young age, for if they don't, they risk not making 'the big time'. They are told that if they invest more time the benefits will be greater. Sure, this can be true for a tiny percentage of the population, but for most it is the opposite. We are now witnessing an era whereby young people are dropping out of sport at great rates, citing physical and emotional burnout as the primary reason. Gone are the days when young people were, like the trees in autumn, allowed to regenerate and develop new growth.

What we do know is that boys who play multiple sports benefit from this 'grow and drop' seasonal approach. Time away from the emotional and physical demands of any one sport is a good thing. Not only for the body to recover and grow but also for the anticipation that comes with every change.

We apply the same in the classroom, do we not? A good education does not exist with fanaticism in one subject, but a breadth of experiences that create knowledge and proficiencies across many subjects.

The benefits of sport and activity 'sampling', learning new skills in new environments, gaining 'transferable' skills that assist in another sport or activity, being vulnerable to varying levels of success, bruised knees (and egos!), meeting new people and simply taking new opportunities, is something that we should insist on for our children.

Just as the seasons change, so should your child's sport.

1. Celebrating after a wicket, 2021 Intercol Cricket
2. Hamish Bartos and Edward Vo at the 124th Tennis Intercol
3. Winners of the 35th Swimming Intercol, 2021





# SAVING FACE

Paula Little | Director of Performing Arts



**W**hen I was twenty and studying in France for a year, I attended a very glamorous bal masqué - masquerade ball - near Versailles. It was like a Netflix period drama with all the elaborate decadence that phrase now conjures. I recall ornate gold ceilings and faux marble pillars (wood cleverly painted which almost passed for the real thing), plenty of Chambord and Gauloises, and a fabulous pink and gold Venetian-style full mask which I found in a street market near Montparnasse. Along with a bright sequinned disco-ball of a dress, it was one of the most striking costumes I have ever had the pleasure of wearing.

Before 2020, masks held an allure of romance, humour and joie de vivre, associated as they were with all kinds of social gatherings and celebrations. Now they can elicit complaints of discomfort and inconvenience as we may feel they detract from our enjoyment of all things

social. It is an interesting parallel to witness in such a short space of time.

---

**Through the mask,  
an actor has the most  
spectacular freedom  
to challenge the  
understanding of who  
they are and to feel  
empowered.**

---

As I write we are preparing to attend a production by the State Theatre Company, one of the centrepieces of Adelaide Festival, with all PAC Drama students in Years 9 to 12. We must all wear masks when we attend as part of the general public. We will go to see performances in the evening for a very simple reason – aside from not disrupting the school day, it allows students to enjoy the magic of a special occasion. A twilight performance gives

young people the very best opportunity to truly experience theatre as it should be - joyous entertainment that is worth making an effort for. I have had some interesting conversations about why we will all need to wear masks in the audience.

Masks themselves are not new to Drama. They have always been part of the theatre. Drama and democracy were born and grew up together in Ancient Greece where the ritualistic performances in honour of Dionysus utilised masks as a key feature to exaggerate and accentuate emotion and physicality in an outdoor hillside forum. Then, masks allowed for the amplification of character as well as giving actors the practical ability to play several roles. Commedia dell'Arte, the Italian street theatre of the sixteenth century, continued to use masks for the exact same reasons. Commedia masks quickly became the well-known faces





and personalities of stock characters we immediately recognise today.

There is an emphasis on the use of masks in performance theory of many modern practitioners – Meyerhold, Brecht, Grotowski, Lecoq, Mnouchine, Copeau and Butoh; indeed it was Vsevolod Meyerhold who began to use the mask as a specific tool as a reaction to Stanislavski's realism, both as a performance object and as a training pedagogy for actors. Even Julie Taymor has revolutionised recent musical theatre with her use of masks for *The Lion King*. Taymor's work is reminiscent of Meyerhold and Brecht through a deliberate constructivist style with the artifice being readily accepted by audiences and embraced by critics. Through the wearing of a mask, a person does not lose their own identity, but can adopt another. Through the mask, an actor has the most spectacular freedom to challenge the understanding

of who they are and to feel empowered to be someone else. As masks separate the image of the person from the performance, many children develop a soaring sense of confidence when using a mask on the stage: 'they can hide behind it, but still explore their own self-identity through it.' (Wilsher, 2007).

Mask work in the Drama studio allows for the improvised and unexpected, opening young people up to the spirit of useful discoveries. Through the beauty and deception of the masquerade, actors can live a virtual reality exploring a second nature without any personal risk; it ceases the moment the mask is taken off.

Masks have indeed always been part of the theatre - just this time, they are not on the stage. We are looking forward to playing our part and showing our character in this historic Adelaide Festival of 2021.

Above:

1. *The Rehearsal or A Scene from the Commedia dell'Arte* by Michelangelo Cerquozzi
2. Disney's *The Lion King*. Photo: Joan Marcus. Licenced under CC BY-SA 4.0. <https://bit.ly/3abYCVQ>
3. A Venetian carnival mask



# ROWING: A 140-YEAR HISTORY

Mike Page | Class of 1967



1. Remember hot summer days, sun on your back, sweat pouring out of your body, feeling the boat move beneath you? The deft catch, the acceleration through the drive, and the smooth release together. The sheer exhilaration of a group of mates moving a wooden shell with power and precision across the limpid glass of the Torrens Lake.

For many, it evokes many happy memories of the times spent training and racing at Prince Alfred College in our schooldays. It may also make you recall blisters, sore backs, tired limbs, early starts in the morning, and other less pleasant things! It was, and remains, all part of the ritual of character-building within the rowing fraternity.

Times have changed but the rowing culture remains strong at PAC. Today, our athletes have carbon fibre boats and equipment made from very light, strong durable materials, thereby enabling fast times and race margins measured in hundredths of seconds, and each crew has a dedicated coach.

Under the guidance and leadership of Director of Rowing, Will Maling, our Senior boys train on the water at least five times a week, plus do early morning gym sessions four days a

week, incorporating 'ergo' (rowing machine) sessions to assist in training and assessment of athlete performance. This is in addition to several camps held on the Murray over four to five days, both during and between seasons.

Our junior and intermediate ranks are prospering under the watchful and knowledgeable eye of Amanda Tidswell, Junior Director. Recently, a friend of mine who has been coaching Schoolboys for over 45 years told me that the current Year 10 Quad boat is the best technically that he has ever seen. A great testament to our program, which is working now and will create competition in the next three to four years for seats in the larger senior boats.

PAC Rowing Club has enjoyed a high level of success at Head of the River over the last ten years or so. Three consecutive First Eight wins, plus victory in Second Eights, Open Four, and many wins over a long time in Quads (Year 8/9, Year 9/10, and Year 10) has heralded Princes as the pre-eminent Rowing Club for Junior and Intermediate success. Thus, the stage is set for the continuation of rowing as a sport of choice at Prince Alfred College.





## THE BAYLY CLUB

The success of rowing at Prince Alfred College, since its origins in 1882 has been in no small part thanks to the generous support of members of the College community, who have not only given of their time, but also their financial support to ensure access to quality coaching, equipment and training programs.

To support the continued success of rowing at Prince Alfred College, it is our aim to establish an endowment fund that can secure the future of rowing at Prince Alfred College in perpetuity.

This fund will be supported by a newly-established group known as the 'Bayly Club', named after former Headmaster and Old Scholar Mr W.R. Bayly (PAC 1881), who coached the school crew from 1891 to 1896, and under whose direction and vision rowing was established as a sport at Prince Alfred College.

The Bayly Club will provide social and sporting opportunities for members, as well as an opportunity to contribute through the future success of rowing at Prince Alfred College through support of the rowing endowment fund (the Bayly Fund).

For more information about membership of the Bayly Club or opportunities for support, please contact the Director of Rowing, Will Maling, on [wmaling@pac.edu.au](mailto:wmaling@pac.edu.au).



Left and above:

1. Crews and supporters celebrate following Head of the River
2. The First VI disembark



# OUTDOOR EDUCATION

Outdoor education is an integral part of the well-rounded experience offered at Prince Alfred College, contributing to our boys' skill development, sense of belonging and wellbeing.

Through a range of overnight experiences, the boys develop character, competence, community-mindedness and leadership skills, and have fun together as they strengthen friendships and explore the outdoors. At the same time, they are also challenged to take responsibility for themselves, to learn and grow through community service and environmental action, through a structured program which begins in Year 3.

## **Year 3 | Adelaide Hills Adventure**

Our programs begin with the Year 3 Adelaide Hills program at Woodhouse Activity Centre. This three-day / two-night adventure see our boys participate in a range of activities focussed on developing teamwork and social skills.



## **Year 4 | Coastal Ecology Program**

The Year 4 boys travel down to the Fleurieu Peninsula for the Coastal Ecology program based at the Goolwa Caravan Park. The stunning coastal environment and beach activities represent the major focus of the program where our boys learn about the ocean environment and strengthen relationships with their peers.

## **Year 5 | Father & Son Weekend**

The Father & Son Weekend is a shared experience for the Year 5 boys and their fathers (or significant male role model) at our Scotts Creek Campus. The program is designed to reinforce relationships between each boy and their father, and also offers dads the chance to get to know one another. The weekend includes a variety of fun activities including canoeing, indoor rock climbing, fishing, games and a quiz night.





### Year 6 | Eco-Adventure

The Year 6 eco-adventure program at Scotts Creek has a major focus on aquatic activities. Boys learn the fundamental skills and safety procedures of canoeing and river rescues, and work together in small activity groups to develop a better understanding of basic ecological concepts. The students also take part in an overnight expedition into the Mallee.



### Year 7 | Community Perspective Program

The Year 7 community perspective program at Scotts Creek gives boys an insight into the complexity of living and working together in a small community. This program also allows boys to participate in a project to improve Scotts Creek and surrounding areas. Boys continue developing outdoor skills such as canoeing, navigation and camp-craft, with an overnight canoe expedition on the Murray River.



### Year 8 | Adventure Program

The final program for students at Scotts Creek is the Year 8 adventure program, which incorporates environmental education, personal development and adventure. Boys take part in a two-night kayaking expedition and climbing on the adventure high ropes course. The boys utilise the skills and safety they learn during the week to help each other achieve personal and group goals.



### Year 9 | Wambana

Year 9s participate in an extended five-week stay program known as 'Wambana', meaning knowledge and wisdom in the local Narungga language. The Wambana experience is designed to equip each boy with the skills and character to better manage the transition to adulthood through immersion in programs covering scientific research, adventure activities, health and wellbeing, leadership, independent living and community service. For many boys, the experience is a highlight of their time at Prince Alfred College.

### Years 10-12 | Curriculum and Leadership

From Year 10 onwards, Outdoor Education continues through the curriculum as a SACE subject and as part of the co-curricular offering. Activities at our Scotts Creek Campus are assisted by our Year 11 Leaders, who serve as leaders and mentors to our younger boys as part of a tradition which goes back to the Centre's inception in the late 1970s. As well as the positive impact our Year 11 Leaders have on our younger students, the experience also provides a solid foundation upon which to build as they take on future leadership roles.





# CONNECTED COMMUNITY

Friends of PAC Family Fun Night | Friday 12 February, 2021



Visit by Mrs Mollie Marcus (Wilkins) to the ELC Wilkins Room | Tuesday 17 November, 2020



Above and right:

1. Feeding the troops at the FoPAC Family Fun Night
2. Enjoying a light refreshment
3. Preparing for the tug of war
4. Taking in a movie
5. Dressed to impress at the FoPAC Family Fun Night
6. ELC students welcome Mrs Mollie Marcus (née Wilkins) back to the Wilkins Room, named in her honour, to celebrate her 90th birthday
7. ELC students perusing the board books kindly donated by Mrs Marcus during her visit
8. Parents getting together at the ELC Coffee Catchup

ELC Parent Coffee Morning | Thursday 25 March, 2021





## Friends of PAC Ladies in Red Luncheon | Friday 5 March, 2021



9.



10.



11.



12.



13.

## Back to ELC Morning Tea | Tuesday 19 October, 2020



14.



15.

## Friends of PAC Morning Tea | Thursday 28 January, 2021



16.

Above and left:

9. Rose Senesi speaking at the FoPAC Ladies in Red Luncheon
10. Elizabeth Russo and Anna Salagaras
11. Amanda English-Obst, Nadine Floreani and Samantha Grandioso
12. Kara Jovicevic, Fiona Besir, Jane Newton and Alexis Teasdale
13. Melanie Michael, Sally Davey and Susannah Davey
14. Sebastian Henderson at the Back to ELC Morning Tea
15. ELC and senior students sharing a lunch at the Back to ELC Morning Tea
16. Catching up at the start of the new school year at the Welcome Back Morning Tea



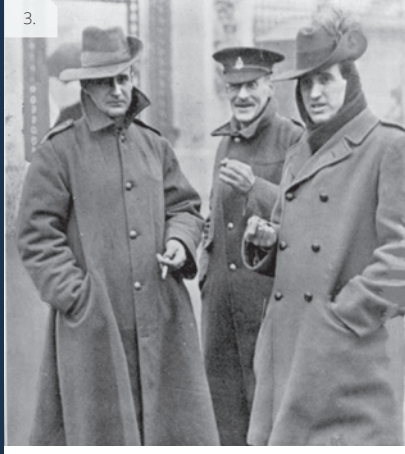
# AN EXCITING DISCOVERY

Kate Pulford | College Archivist

In 1983, a new mezzanine ceiling divided the original 1881 Gymnasium building into two levels and the Art Centre was born. In late December last year, work in the Art Centre revealed a portion of the original ceiling boards.

Remarkably, the boards are inscribed with the names of hundreds of our boys, who would have climbed a rope from the ground level, some 20 feet up to the top of the ceiling, perhaps as a rite of passage!

The boards and rafters are indeed a kind of time capsule. The discovery can be likened to exhuming a long-lost visitor's book and reading the notes within, left behind many years ago. There are compelling stories associated with the names on these boards. The inscriptions date from 1881 to around 1930 and include some interesting Princes names:



**Frank Eric 'Ric' Throssell  
(PAC 1896-1899)**

Frank Eric and his brother Hugo Vivian Hope 'Jim' Throssell (PAC 1896-1902) attended PAC as boarders and later enlisted in WWI. Frank Eric was sadly killed in action in 1917. Hugo survived to become a Captain and was later honoured with a Victoria Cross for his bravery in battle.



**Richard Hayley Lever  
(PAC 1883-1891)**

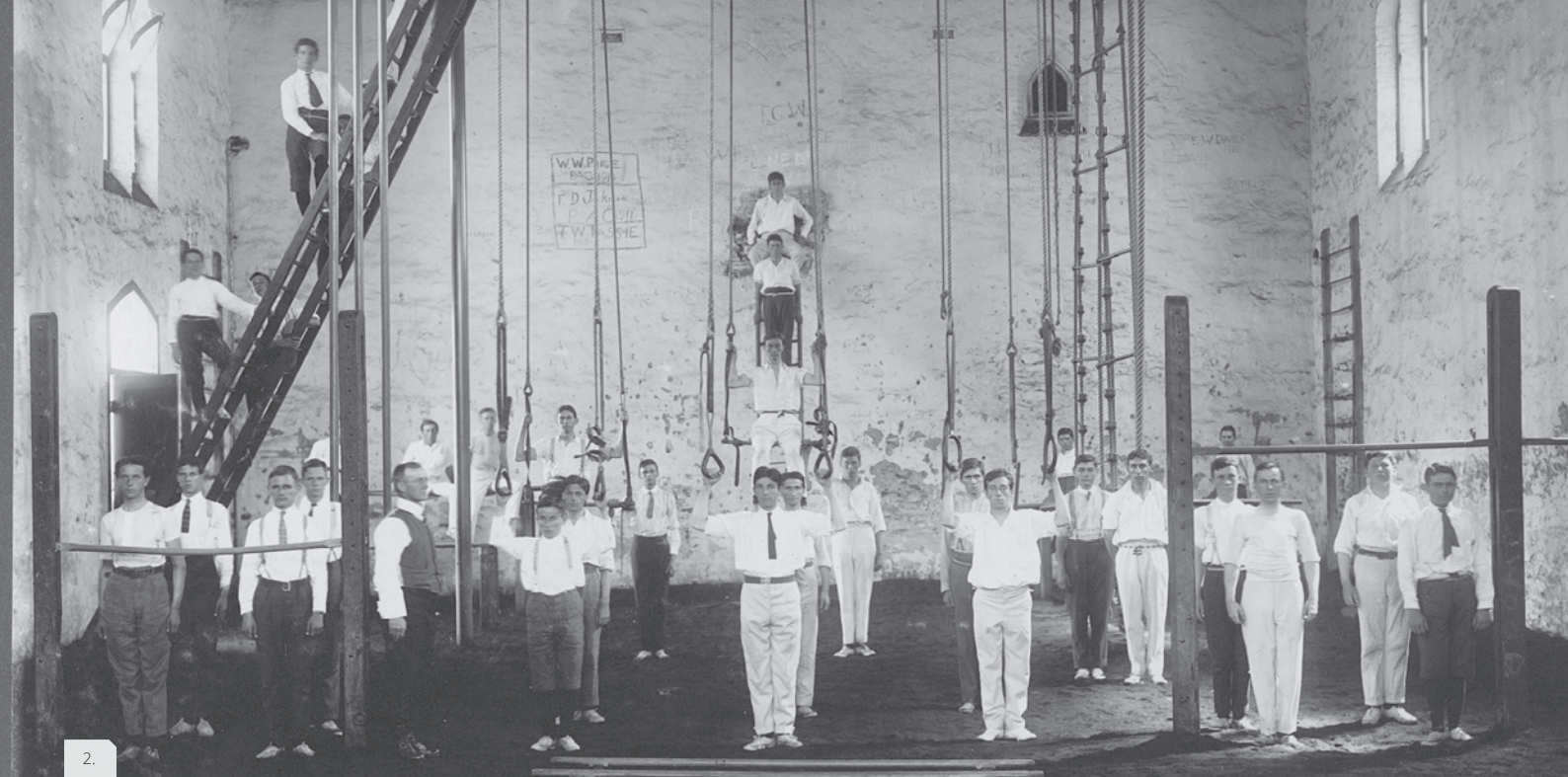
Lever was born in Bowden. Once at Princes, he excelled at painting under the tutelage of then Art Master James Ashton with whom he continued his studies after he left school. Upon the death of his father, the family tannery business at Bowden was sold and Lever travelled to England to further his career as a painter. Lever later settled in Manhattan, becoming Professor of Art at the Art Society of New York, and was enormously popular and highly acclaimed as an artist.



**The Cooper Family**

With five generations of the Cooper family attending Prince Alfred College since 1869, including 176 boys, it is no surprise the Cooper name features on the Gymnasium Boards. Here are just a few identified so far: Francis Thomas Cooper (PAC 1899), Frederick Cooper (PAC 1888-1892), Alan Lorraine Cooper (PAC 1923-1932) and Lindsay Burnside Cooper (PAC 1917-1926).





2.

The boards have been carefully removed and preserved during the restoration process and will be retained for research and display purposes. We are grateful for the preservation advice from ARTLAB, and to volunteer Lucy Hewitt who is assisting us in the task of transcribing the many names from the boards and recoding them. In time, we intend to develop the project to include biographical information for each boy, including the time they attended Princes, highlights of that time and what they may have gone on to do in life.

News of this exciting discovery has prompted a number of old scholars to share their recollections, bringing the records to life, especially the danger of the climbing activities, as this account from David Hassell (PAC 1962) reveals:

*"Thank you for distributing records relating to the Old Gymnasium, bringing back some memories for me. I do recall climbing those ropes to the ceiling myself, at about 12 or 13 years of age, during PE (Physical Exercise) classes, probably in the late 1950s. And I remember the ceiling inscriptions and thinking how difficult carving would have been, leaving only one hand on the rope for an extended period.*

*For a small boy, the climb to the ceiling was a little daunting, being a very long fall back to the floor should a mishap occur. The whole gym floor was of sawdust type material – to soften the impact presumably."*

The boys must indeed have had nerves and strength of steel to maintain a pose long enough to leave their marks!

By all accounts, the Gymnasium was a much loved and frequented part of the College. An early report in the Chronicle in August 1888 reveals the kinds of activities that took place in the original Gym, like the annual Gymnastics Demonstration:

*The class marched into the gymnasium at half-past two, and formed into lines for dumb bell exercise; this was one of the best items on the programme, the time was very well kept, and the motions performed with very great regularity. After parallel bars exercises came the jumping, which was very good; Kelly jumped the highest, easily clearing 5 ft. 8 in., and some of the smaller boys also did very well, notably Pustkuchen; in pole jumping Grundy easily outdid the others, and jumped the full height of the poles. After some pyramids,*

*the ring and trapeze exercises followed; in this set Laurie was the best. Then after another pyramid there was a general scramble up the ropes; several were so close together that it cannot be said who won the upward race. At the horizontal bars Laurie again was very good, as well as Seppelt and Taylor. The show at the horse was much better than it has been in former years; some of the actions caused a good deal of amusement. Hannam and Pustkuchen were about the best, considering their size. Another pyramid on the ropes ended the first part of the programme.*

There are, of course, many more stories to be told. Do you remember the Old Gym Boards? If so, we would love to hear from you. Please contact Kate Pulford, Archivist on [kpulford@pac.edu.au](mailto:kpulford@pac.edu.au).

1. Ceiling from the old gymnasium
2. In the gymnasium, 1914, with Hugo Leschen (left foreground) as instructor
3. Frank Eric Throssell, Tom Roberts and Hugo Throssell
4. *Still Life*, Richard Hayley Lever
5. The inscriptions of Alan Lorraine Cooper (PAC 1923-1932) and Lindsay Burnside Cooper's (PAC 1917-1926) on the ceiling of the old gymnasium





PRINCE ALFRED  
OLD COLLEGIANS'  
ASSOCIATION

# OLD SCHOLARS

With 2020 now behind us, the Old Reds head into 2021 reinvigorated! Since the last edition of the Princes Record we have been busy with seven Old Reds recipients of the 2021 Australia Day Honours, three intercols being held and some reunions (after numerous attempts). We welcome our “New” Old Reds from the Class of 2020 and wish them well as they embark on the next stage in their life journey.

Please check out our new website [paoca.pac.edu.au](http://paoca.pac.edu.au) and book in to the many events we have scheduled.

## Congratulations

### 2021 Australia Day Honours

It gives the PAOCA great pleasure to announce that this year we exceeded all others with an extensive listing of Old Reds honoured. Congratulations to:

#### Officer of the Order of Australia

##### **Mr Gregory Stephen CHAPPELL AO MBE (1963-1965)**

For distinguished service to cricket as a leading player, captain, coach and administrator at the elite level, and to a range of charitable foundations.

#### Member of the Order of Australia

##### **Professor Michael Graham CHAPMAN AM (1965-1966)**

For significant service to medical education, and to obstetrics and gynaecology.

##### **Dr John Lionel CROMPTON AM RFD (1952-1964)**

For significant service to ophthalmology, and to the community of the Asia-Pacific region.

##### **Mr Bruce Fulton McFARLANE AM (1961)**

For significant service to the community through a range of roles, and to business.

##### **Associate Professor Michael Gordon PENNIMENT AM**

**(1968-1979).** For significant service to medicine, and to radiation oncology.

#### Medal of the Order of Australia

##### **Mr Christopher DIENER OAM (1955-1959)**

For service to people with a disability, and to youth through Scouts.

##### **Mr George Roger WAINWRIGHT OAM (1957-1961)**

For service to veterans.

We also congratulate former staff member **Professor Lester-Irabinna RIGNEY AM (1991- 1993)**. For significant service to Indigenous education and to social inclusion research.



## Reunions

### Fleurieu Peninsula Dinner | Victor Harbor Golf Club

After a two year interval, the Fleurieu Dinner returned with 84 Old Reds and their partners gathering at the Victor Harbor Golf Club on Friday 19 March. Special guest at the dinner was the College's new Deputy Headmaster Mr Greg Atterton who was warmly welcomed to his first PAOCA function as the Headmaster's representative.

The dinner was the final time the group would be convened by Andrew Jeffery (1955) and he quite rightly assumed the role of master of ceremonies. In particular, Andrew paid tribute to Old Red Geoffrey Woollard (1935-1944), also a former member of staff (1957-1986), who had spent his retirement in Victor Harbor. A large proportion of the men present had met Geoff during his many years of service to the College, particularly through the Cadet Corps.

The evening saw the rarer occurrence of an Old Blue giving the Toast to the College! David Brown (1966)

welcomed Phil Plummer who spoke about his connection with the Old Reds as a member of the PAOCA Squash Club for many years, and expressed his deep appreciation for the honour of proposing the Toast. Phil's presence and Toast were received in the great spirit in which they were offered.

At the conclusion of President Alan Letcher's welcome, Andrew Jeffery was thanked and congratulated for his 25 years of convening the Fleurieu Peninsula Dinner, and presented with a Sesquicentenary history of the College. Phil Plummer was presented with an Old Reds tie (which matched his red and white shirt!). Richard Trethewey (1965) and Andrew Heinrich (1981), both from Kangaroo Island, and Trevor Siegele (1953) were presented with a bottle of Hugo's wine; and Heather Jeffery, a bouquet for her 25 years of assisting Andrew in convening the dinners!



1.



2.



3.

1. Andrew Heinrich and Rob Martin (1981)
2. Heather and Andrew Jeffery
3. Trevor Siegele, Richard Trethewey, David Brown, PAOCA President Alan Letcher, Old Blue Phil Plummer, Andrew Jeffery and Andrew Heinrich



## Class of 1980 Reunion | Friday 12 February, 2021 | The Gallery



1.



2.



3.



4.



5.

## Class of 1990 Reunion | Friday 26 March, 2021 | Adelaide Bowling Club



6.



7.



8.



9.

Above:

1. Peter Brooks, PAOCA President Alan Letcher and Geoffrey Bean
2. Milton Haseloff, Greg Veale and Peter English
3. Michael Snoswell and Roger Marshman
4. Brenton Hann, Martin James, Michael Treloar and Scott Ramsey
5. Chris Kidd and Andrew Denyer
6. Tom Hassell, David Palmer and Tony Catt
7. Paul Collinson, Brian Webber and Ket Katdare
8. Daniel Moore, Bon Sen and Tim Gray
9. Ben Parkinson, Jaimy Walter, Sam Jordan, Stuart Harkness, Mark Graves, Sam Whittle and Hamish Mould



## Class of 2000 Reunion | Friday 6 November, 2020 | The Strathmore



## Class of 2010 Reunion | Friday 30 October, 2020 | The Cumby



## Class of 2015 Reunion | Friday 4 December, 2020 | The Cumby



Above:

1. Wendy Edwards, Di Hocking, Helen McLeod, Glenys Karaduman, Pru Wilkinson, Darinka Jovicevic and Judy Harris
2. Ben Ung, Ryan Bickmore, Nathan Rice and Michael Chapman
3. Jesse Fyfe, David Brown and Phil Harford
4. The Class of 2010
5. Lachlan Delbridge and Lucas Degaris
6. Luke Cialini and Lorenz Maglieri
7. Tim Hobbs and Henry Bussenchutt
8. Sam Alexander, Tom Leggatt, Tim Branford, Will Daniel, Ned Clark-Proud, Tim Jolly, Will Hudson and Darcy Thompson





## Intercols

### Intercol Bowls

Held at the Adelaide Bowling Club on Thursday 11 February. The Old Blues defeated the Old Reds SPOC 104 to PAOC 88, a loss of just 16 shots. We won three rinks to Saints' four with one rink drawn. Seven of the eight rinks were so close, with only one shot the difference, but, it was the eighth rink Saints won by 15 shots which decided the end result.

### Intercol Tennis

The ET Rowe Cup was held at the Kensington Gardens Bowling and Tennis Club on Tuesday 16 February. The Old Reds defeated the Old Blues, PAOC 125 to SPOC 120.

### Intercol Cricket

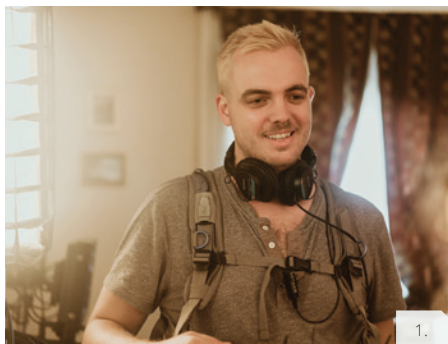
The Chester Bennett Cup was held on the Main Oval PAC on Sunday 28 February. The cup was returned to Saints, having defeated the Old Reds, SPOC 236 to PAOC 153.

1. Tony Dalwood (1971), Tom Gray (SPOC), Carl Dorsch (1971), Tom Barton (1970), Jim McBride (1971), Phil Sanders (1971), Mark Robinson, Tom Rozenbids and James Gray (SPOC)
2. Greg Twelftree (SPOC) receiving the bowls shield from John Morris (1962)
3. Back Row: Sam Sanders (2014), Hamish Latchford (2015), Jack Latchford (2012), Cameron Pritchard (2014), Will Linke (2017), Josh Greber (2017) and James Cleggett (2017)  
Front Row: Lachie Pointon (2018), Sam Vivian (2017), Harry Hockney (2017) and James Risby (2010)
4. Back Row: Sam May (2018), Elliot St Clair (1997), Corey deCandia (2012), Jock Piper (2018), Jack Schipanski (2012), Michael Noicos (2013) and Nick Wong (1996)  
Front Row: Will Cooke (2016), Will Davies (2020), Josh Gregg (2011) and Tom Roberts (2019). Tim Sanders (1994) and Tim Nicholls (1999) also competed but were absent for the photo.





## Reds on the Go



1. Kieran Altmann on set of Shiva Baby in New York
2. Andy Nguyen, Tim Hobbs, Firas Shahin, Stuart Harris (visiting Canberra), Seb Porter all now living in Canberra
3. Li Tu at the UTR Pro Tennis Series

**Sam ALEXANDER** (2015), after five years of residential sales at Klemich Real Estate, has joined JJL as an executive specialising in commercial property within Adelaide's metropolitan sales team.

**Kieran ALTMANN** (2011) is a filmmaker based in Brooklyn, New York. His debut feature film as a producer, *Shiva Baby*, follows a young Jewish woman who attends the funeral from hell when she learns both her sugar daddy and her ex-girlfriend are there! The film found international acclaim playing at festivals worldwide including South by Southwest Festival, the Toronto International Film Festival, the Deauville American Film Festival in France, the Melbourne International Film Festival, and more recently a sold out run at the Adelaide Film Festival (where it was included in the Top 10 'Best of the Fest'). *Shiva Baby* will be released in the United States, Europe, Latin America and Australia this year.

**John BOTTOMS** (1962), Principal of Atherton Tablelands Law based in Atherton QLD, recently published a book entitled *Paw Paw Lawyer: Tales of Legal Practice in North Australia*. A copy of John's fascinating book, which includes anecdotes from his days in the Preparatory School and Boarding House, is now residing in the College Library.

**Ross CATCHPOLE** (1955) has had a life-long love of the sea! He is a Life Member of the Australia Sharpie Sailing Association, and the SA Sharpie Association, an Accredited Race Officer of the SA Yacht Racing Association, holds a Coxswains Licence having sailed the Whitsundays and the Mediterranean, was a skipper and lieutenant of the Port Turton Royal Volunteer Coastal Patrol, Commodore of the Point Turton Sailing Club and more recently the proprietor of Port Turton Dive and Fish Charters.

**Rod EVINS** (1962) was recognised in October 2020 for his career journey and successes in business in the UniSA alumni e-magazine *UniSA Connect*.

**Legh DAVIS** (1957) recently retired as Chairman of the Adelaide Festival Centre Foundation which over the last few years raised \$6m towards the successful \$66m renewal of Her Majesty's Theatre in Grote Street. Legh is currently the State President of the Liberal Party (SA Division). He was a member of the Legislative Council from 1979-2002.

**Sam JOHNSTON** (2001) commenced a new job as a Business Analyst in Sydney in January 2021.

**Max MEYER** (2016) recently graduated as Valedictorian from Law (Hons) and Commerce at Bond University. Max is currently in Brisbane working at Sprint Ventures, a venture capital firm who invest in high-growth technology companies and takes an active role in aiding them grow over a multi-year horizon.

**Seb PORTER** (2015) recently relocated to Canberra having secured a role as Strategy Analyst with Accenture.

**Firas SHAHIN** (2015) moved to the nation's capital after accepting a job with the AFL as the Community Football and Competition Manager - ACT.

**Li Chen TU** (2013) was selected to play in the Australian Open in Melbourne. Unfortunately he lost in the first round to Lopez in a hard fought four set match. Li now looks forward to travelling and playing the remainder of 2021 to build his ranking.

**William van DISSEL** (2014) relocated to Sydney in February having secured a role with Ophir Asset Management. The PAOCA Management Committee is extremely grateful to Will, for his contributions as a member of the Committee and also the Finance & Audit Committee.



## Scholarships for Old Scholars of Prince Alfred College

The College is pleased to advise that three tertiary scholarships for Old Scholars are open for applications including the Torrie Chapman Tertiary Scholarship for a student undertaking tertiary studies in agriculture, Wilfred Cooper Engineering Scholarship presented to an Old Scholar who achieves the highest results in a first year Engineering course at the University of Adelaide, and who is enrolled for second year studies and the Rev Charles Perry Award to support an Old Scholar undertaking an approved course of Theological study.

To find out more visit [paoca.pac.edu.au/about/scholarships-for-old-scholars](http://paoca.pac.edu.au/about/scholarships-for-old-scholars) or contact Mr David Cornish for further information on 8334 1255 or [dcornish@pac.edu.au](mailto:dcornish@pac.edu.au), before submitting an application.

**All scholarships close at 5pm on 28 May 2021.**

Right and Opposite Page:

1. Portia May and Harrison Murdoch with Portia's parents Louise and Anthony May (1973)
2. Daniel and Hannah Fry
3. Angus West, Nick Rees, Daniel Fry, Daniel Romano and Thomas Lambert
4. Will and Chantelle Hugo
5. Ned and Bec Thwaites

## Old Scholars' News

### Births

**Michael BRINKLEY** (1998) and his partner Amy Limmer were excited to announce the arrival of Mila Harper Brinkley on 22 October 2020.

**Hamish BUBNER** (2010) and Linda welcomed their first child, Peter John Bubner (Junior) on 24 February 2021. A nephew for Alex (2006) and a grandson for Peter (member of PAC Staff).

**Fletcher HALL** (2001) and his wife Vera welcomed their first child Charlie Jonathan Hall on 8 January 2021 at the Prince of Wales hospital Sydney. A grandson of Robert Hall (1966) and nephew of Wesley Hall (1996).

**Matt JENSON** (1996) and his wife Britt, (living in Georgia USA) welcomed twins on 22 December 2020, Ridley Ellis and Klara Frances. This brings the total number of grand-children for Viv Jenson to 9!

**Tom LAIDLAW** (1993) and his wife Melanie welcomed their fourth child, Eliza Ann, in Sydney on 4 April 2020. A sister for Lucy, Alice and Jack, niece for Nick (1995) and grand-daughter for Grant (1959).

**Brad McKENZIE** (2005) and his wife Bec welcomed Angus John on 11 November 2020. A little brother for Max, a nephew for Duncan (2008) and grandson for Bill (1952).

**Andrew NEWBERY** (2005) and his wife Vicki are pleased to announce the arrival of Olivia Alexandra on 6 December 2020.

**Anthony RINALDI** (2000) and Vanessa were thrilled to welcome Isabelle Marie in April 2020.

**Callum ROY** (2008) and his wife Jasmine were pleased to announce the arrival of Hugo Cameron Roy on 13 February. A great grandson for Ken Lord (1944).

**Xavier WATSON** (2006) and his wife Sherie welcomed their second son Lenny Cooper Watson on 25 March 2020.

**Matthew WATSON** (2009) and his wife Rebecca welcomed their first baby Sofia Sabina Anne Watson on 13 August 2020 in Adelaide. A niece for Xavier (2006) and Aaron (2007).

### Engagements



**Simon MILLER** (1993) and Nicole Tape were thrilled to announce their engagement on 18 February 2021 at Clever Little Tailor, the location of their very first date!

**Harrison MURDOCH** (2008) and Portia May announced their engagement in December 2020.

**Braden REIDY** (2006) announced his engagement to Ashleigh Light on 30 January 2021.





## Weddings

**Daniel FRY** (2004) and Hannah Edwardson were married on 12 December 2020 at Hannah's family property at Bugle Ranges, Wistow followed by a reception at Signature Wines in Norwood. Daniel's groomsmen were Angus West, Nick Rees, Thomas Lambert and Daniel Romano (Witness), all Old Reds from the Class of 2004.

Old Red guests included John Schofield (1953), Rob West (1967), Alf Brown Senior (1968), Peter Brinsley (1972), Jeff Ellison and Michael Schofield (1976), Jonathon Schofield (1987), James Thomas (2002); Nicholas Blanch, William Phillips, Thomas Bailey, Nicholas and Edward Lower, George Choimes and Tom West (2004); Alfie Brown, Anthony Antoniadis, Randall Lloyd and Dan Khouzam (2005); William Dalwood, Thomas du Rieu, Alex Greenslade, Nick Noblett and James Smith (2006); Jamie Carter, Nicholas Riddell and Luke Cooney (2007); Alex McLeod and Harry Murdoch (2008) and Gary Jenkinson (PAC staff member).



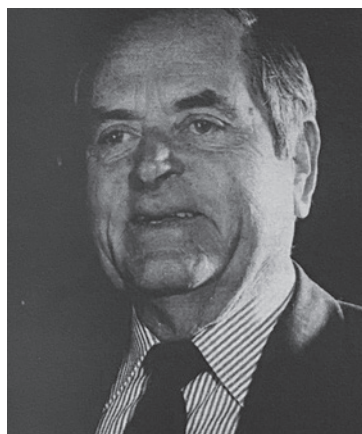
**Will HUGO** (2000) and Chantelle Leaney were married on 23 January 2021 at a ceremony in the Hugo's vineyard and reception on the lawn by the cellar door. The groomsmen were Reece Moore, Tom Barnes, Jason Schell and Simon Potts (all 2008). Unfortunately Seb Moroney and Oliver Brecht were unable to attend from NSW due to border restrictions.



**Ned THWAITES** (2008) married Rebekah Majeric at Waverley Estate, Port Elliot on 27 February 2021. The ceremony was held underneath the old Moreton Bay fig tree while the reception was held on the tennis court underneath a clear marquee. Ned's best men were Duncan McKenzie and Pat Deegan (2008) with Will Lambert (2008), Ed Morgan (SPOC) and Sam Thwaites (2017) rounding out the groom's party. Brad McKenzie (2005) and Jason Schell (2008) were emcees; Jack Stephens and Tom Brinsley (2008) also assisted with ushering duties!



## Remembering Geoffrey Holbrook WOOLLARD (1935-1944) and member of staff 1957-1986



When Geoff retired in 1986 The Chronicle farewell to him opened with:

“Geoff Woollard has had a long, varied and particularly significant association with Prince Alfred College”.

Geoff commenced as a staff member in 1957 with the responsibility for physical education and school cadets until its disbandment in the 1970s. Prior to this Geoff served in the Infantry Corp of the Australian Regular Army.

Geoff was responsible for the introduction of College basketball, an imaginative outdoor program, and the construction of the College's swimming pool. He was also a visionary in the establishment of Scotts Creek Outdoor Centre, and was its first Director for six years from 1976.



### Brian J Skinner Fellowship

Old Red Brian Skinner (1943-1946) died in the USA in August last year at the age of 90. He was a member of the Yale faculty for more than fifty-three years, serving as a notable scholar in the Department of Geology and Geophysics, and as a mentor to students and

faculty alike. Brian had a long, distinguished career, his expertise being in mineralogy and economic geology.

Over the last year, students, colleagues, friends and family of Brian's have worked with the Department to establish a program honoring his many contributions. Subsequently the Brian J Skinner Postdoctoral Fellowship Fund has been created, the purpose of which is to support one or more postdoctoral fellowships in the newly named Department of Earth & Planetary Sciences. Having a prestigious named postdoctoral fellowship will be both an honor and a way to forever remember Brian's name and contributions.

## Obituary

We remember the following Old Reds who have passed away since the October 2020 edition of the Princes Record:

Adams, Peta Dene (1947-1948)  
Aitken, Neville Robert (1954-1956)  
Anderson, John Barry (1953-1955)  
Ball, John Lyle (1937)  
Barnet, John Lindley (1959)  
Barratt, Anthony Osborne (1955-1959)  
Bennett, Geoffrey Colin (1962-1965)  
Blake, Richard Scott (1954-1960)  
Brooks, Ian Ross (1962-1966)  
Chapman, Anthony Mark (1966-1970)  
Chapple, John Bayne (1944-1947)  
Chinner, Kenneth Wallace (1937-1940)  
Dewar, Colin Chudleigh (1940-1943)  
Dunlop, Ronald James (1944)  
Faehse, Brian Keith (1938-1939)  
Hagley, Stephen Rodrick (1958-1959)  
Ham, Maxwell Walter, 1945  
Higgins, Donald Reginald (1945-1946)  
Johns, Gordon James (1939-1941)  
Jory, David Matthew (1986-1990)  
Kelly, Hugh William (1963-1964)  
Lillie AM, Peter Edgeworth (1960-1966)  
Lowe, Henry Peter (1945-1949)  
McFarlane, Alan James (1979-1981)  
McLachlan, Hamish Boyd (1973-1984)  
Millard, Geoffrey Wayne (1959-1960)  
Moore, Kevin Reading (1943-1946)  
Morse, William George (1935-1936)  
Parsons, John Harold Stephen (1938-1939)  
Potter, David Charles (1950-1953)  
Schwartz OAM, Gordon Bryant (1939)  
Scott, Bruce Edwin (1943-1950)  
Tunbridge, Edward Robert Villiers (1987-1989)  
Turnbull, Peter (1943-1945)  
Wait, Robert Noel (1956-1960)  
Whitford, Vaughan (1956-1959)  
Williams, Michael Wellesley (1947-1951)



## Old Scholars' Diary Dates

We are pleased to advise that the following SA events are back!

Friday 18 June	7:00pm	Darwin Dinner	The Cavenagh Hotel
Friday 9 July	12:00pm	Class of 1960 Sixty + One Year Reunion	The Naval, Military and Air Force Club of SA
Sunday 15 August	12:00pm	Eyre Peninsula Lunch	Oyster HQ, Coffin Bay
Friday 20 August	12:30pm	Class of 1971 Fifty Year Reunion	The National Wine Centre
Friday 27 August	6:30pm	Sydney Dinner	Venue TBC
Friday 17 September	12:30pm	Class of 1981 Forty Year Reunion	The Seven Stars Hotel
Friday 24 September	12:30pm	Class of 1991 Thirty Year Reunion	Sparkke at the Whitmore
Wednesday 29 September	5:30pm	Yorke Peninsula (Paskeville Field Days) Drinks	Bond Store Wallaroo
Friday 8 October	6:30pm	Class of 2001 Twenty Year Reunion	Bodyline Bar, Adelaide Oval
Thursday 14 October	12:00pm	21st Vintage Reds Luncheon	RED Centre
Saturday 23 October	7:00pm	Class of 2016 Five Year Reunion	The Cumby
Friday 29 October	7:00pm	Brisbane Dinner	The Treasury

## Old Boys' Week

Wednesday 21 July	7:00pm	Intercol Hockey	PAC Hockey Pitch
	6:00pm	Intercol Snooker	Empire Pool Lounge
Monday 26 July	from 6:30pm	Intercol Basketball (3 games)	RED Centre
Tuesday 27 July	from 6:15pm	Intercol Bridge	Prince Philip Theatre
	from 7:00pm	Intercol Chess	Prince Philip Theatre
	from 7:00pm	Intercol Squash	RED Centre
Wednesday 28 July	from 7:00pm	Intercol Badminton	RED Centre
Thursday 29 July	10:30am	Annual Thanksgiving Service	Eric Freak Memorial Chapel
Friday 30 July	10:30am	Old Old Boys' Assembly	RED Centre
	from 6:30pm	Annual Dinner	Adelaide Convention Centre
Friday 6 August	8:30am Shotgun Start	Intercol Golf and Lunch	Royal Adelaide Golf Club



# 2021 COLLEGE OPEN TOURS (R-12)

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Wednesday, 9 June 2021, 9:30am

Wednesday, 25 August 2021, 9:30am

Wednesday, 27 October 2021, 9:30am

Book online at **[pac.edu.au](https://pac.edu.au)**



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