



princes record



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Virtual 360° College Tour



Cover Image: Boarders' Day Rushton Cup football game
and sausage sizzle



from the headmaster

“

2017 sees the second of our major Sesquicentenary events, following the anniversary in 2015 of the purchase of the PAC land. On 5 November, we will celebrate the laying of the foundation stone in 1867 by HRH Prince Alfred, and the naming of the College after him.

In the history of Prince Alfred College, we can see many of the major events and themes of the history of South Australia, and indeed Australia. Our foundation by the Wesleyan Methodist Church reflects the fact that Methodists came to South Australia in large numbers, because, as a non-establishment Church, they were attracted to the colony that was to be “a paradise of descent”. Given the prominence of the Methodists in early Adelaide, it is understandable that they wished to establish a school for boys that would rival St Peter’s College, the school founded by the Anglicans.

When, in 1867, Adelaide was the first port of call on the royal visit by HRH Prince Alfred, the second son of Queen Victoria, the Methodists seized the opportunity to establish a permanent connection with royalty. This was the first royal visit to Australia and was a great event in the history of the three colonies he visited.

Within a week of arriving in Australia, Prince Alfred attended the site of the new College on Sunday, 5 November, to lay our foundation stone. This event was quite controversial, as the Anglicans were unhappy that a member of the Royal family should be associating himself with a Methodist institution, when the Queen was the Head of the Church of England. Some Methodists were also unhappy that we were connecting ourselves permanently with royalty in this way, as the Methodist Church had a strong association with supporting the socially disadvantaged and the downtrodden.



It is interesting to note that Article 6 of the principles on which Prince Alfred College was founded begins: "That the College be non-sectarian...". This means that from the outset the College was founded to welcome people of all religious backgrounds. Given that the founders of the College were all staunch members of the Methodist Church, it is significant that the College was not to be reserved for one group only, or even that the Methodists would have priority. All would be welcome and implicitly all would be treated equally.

Prince Alfred acknowledged this in the letter he wrote accepting the invitation to lay the foundation stone, and agreeing that the College be named after him. He wrote "I have great pleasure in accepting your invitation to lay the foundation stone of this College, which has so noble an object as the sound education, as well for the sons of the Wesleyan Church as of other denominations. It gives me great pleasure... that this institution should be named after me..." Being open to all denominations was about as diverse and inclusive as you could get in the 1860s and to his credit, Prince Alfred identified what was to be one of the key characteristics of the College.

Our history and our heritage are rich and fascinating and we have much to be proud of. But this story indicates one of the enduring threads in our history: our commitment to diversity and inclusiveness and always being a school for everyone, whatever their background. By extension, this also commits us to accepting people on their merits, not on their affiliations, their wealth, their family or any other factor.

Our Sesquicentenary events will indeed provide us with much to celebrate (details on page 17). However, they should also provide us with an opportunity to reflect on our beginnings and the values and principles which were established by our founders. Our challenge is to hold fast to these principles and use them to guide us in planning and building for the future.

Bradley Fenner
Headmaster

boarding

Boarders' Day 2017

This year's Boarders' Day was a terrific event which was highlighted by the Boarders Assembly which was well hosted by Co-Captain of Boarding Jock Clarke. A great insight into life of a boarder was presented by both Elijah Oswald (Year 8 - Wudinna) and Jayden Wong (Year 11 - Hong Kong) who shared their individual stories about becoming a boarder. Both boys were well received by the audience. Another feature was the musical piece performed by Clement Wong (piano), Benedict and Cuthman Tang (Traditional Chinese instruments) which drew enthusiastic support from the audience.

Our boarding population is made up of boys from rural South Australia, Victoria, Northern Territory, NSW, Mainland China, Hong Kong, Thailand, Vietnam, Malaysia, Japan, Korea and Canada to name a few. We are truly a reflection of modern Australia society and the modern world.

Our boarders are well supported by our tremendous boarding staff, our teaching staff and by you, the day students. As a community at Princes, we all do well to make the transition into Princes a smooth and successful one for boarders and I thank you for that.

Boarding in the modern world has changed significantly. Gone are the days of the weekly lamb roast carve up performed by the Captain of Boarding for all the boys to share or the boys making their own entertainment outside of the constraints of a strictly controlled school day. Not to mention the infrequent trips home that many old reds reminisce about.

Boys don't "go away to boarding school" anymore. Modern boarding is a lot more than a bed and three square meals per day.

At Princes, our boarding program is extensive. We offer wide-ranging residential care for our boys, catering for their individual needs as well as ensuring that they feel part of a community. Our services run from accompanying boys to physio appointments, to replacing a lost text book, or organising the ever-popular weekend activities program. In addition, our daily structures ensure that boys form good time management habits and are able to learn to manage their time.



1. The Boarder's BBQ Fundraiser was an enormous hit on the day
2. Captain of Boarding – Jock Clark was MC for the assembly
3. The Rushton Cup saw some competitive football played on the back oval

The structure and tradition of the boarding house ensures that all boys are offered the support and mentoring to achieve success at every level.

As we know, boys need structure and PAC's unique weekend activities program appeals specifically to teenage boys. By being fully engaged on the weekends, the boys are kept active, and better integrated into the boarding community. The program isn't just about fun and adventure, it's about being balanced. Activities include getting specialist qualifications such as obtaining a Scuba licence or perhaps homespun activities like baking gingerbread men with Mrs Toh plus there are plenty of opportunities to socialise with the other boarding houses, attend festivals, AFL games and of course the important community service work that the boys do.

Giving the boys a solid background outside of academic achievement is as important as their academic program. We want boys to develop their leadership skills and for them to make valuable contributions to their local and global communities when they complete their time at PAC.

At PAC, we are very proud of the talented sportsmen that we have within our community.

But we are not wholly focussed on pursuing success on the field, court or stage. Our boarding program is structured to enable boys to develop character and to be their personal best – in every aspect of their lives.

As Lleyton Hewitt famously said – "I was only one injury away from putting down the tennis racquet" and this is something that I remind our boys about.

Their aspiring AFL, NBA, or EPL careers are "plan B" and they need to focus on their "plan A" which should see them pursuing their academic personal best whatever shape that may take.

Throughout the year I have the privilege of witnessing the trials and tribulations of Intercol sports, the Drama and musical productions and the other aspects of the school life that surrounds us living on campus. These combine to give me an overview of the many shapes and sizes that a Princes man can be. Our positive culture helps to breed success in our community and through our emerging Princes Men.

However, despite changes to the Boarding House's buildings, staff, programs and procedures what hasn't changed is the very strong sense of camaraderie and mateship that comes from living with other boys and experiencing boarding life.

A Boarders' Day would not be complete unless we had the Rushton Cup football game on the back oval at lunch, played in the haze of the BBQ's cooking sausages for our annual fundraiser. The boys fought out a hard win with the Bayly Bombers taking their fourth win in a row. Our busy BBQ was able to raise over \$900 for charities. Well done to all.

Darren Roylett
Director of Boarding

-
1. Benedict Tang, Cuthman Tang and Clement Wong combined beautifully to present their musical piece
 2. Year 11 Boarders discussing the virtues of a well-cooked BBQ sausage

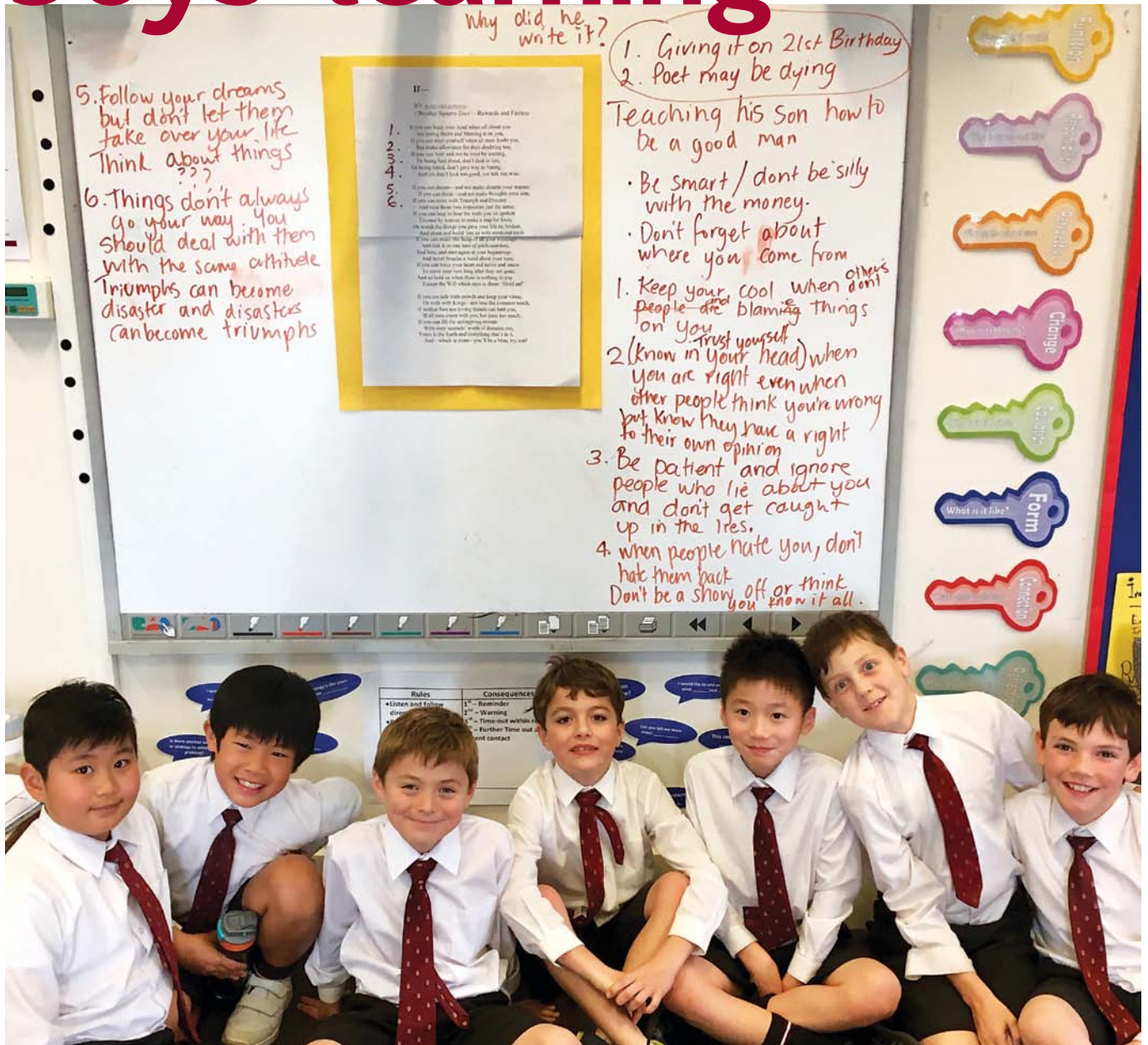


1



2

catering for boys' learning



What if? - Taking a risk and raising the bar for ourselves and our students

I recently took a risk and introduced my Year 3 English class to Rudyard Kipling's well known poem If-. I had planned a unit on poetry which included opportunities to read, write and recite poetry, and was looking for a poem to introduce the unit, and hopefully, inspire the boys.

In the Preparatory School, we talk a lot about aspiring to be Princes Men, and the virtues of working hard and being kind – virtues which relate quite well to the Victorian values that Kipling expressed in his poem. I wondered if it were possible for any of the messages in the poem to resonate with my small group of eager eight and nine-year-old young men? Were the messages Kipling expressed to his son about becoming a man, still relevant today, 120 years later? I wondered what, if any, learning would arise from this introduction.

It turns out, quite a lot. I knew that I was taking a risk with the choice of poem, thinking that perhaps the boys would be more engaged by more contemporary or comedic musings. But I also knew if we managed to pull it off, the rewards would be great; that there was much to gain and very little to lose.

My Year 3 students (despite their initial reluctance at embracing the words of a 19th Century poet who, in the words of one student, were four verses of complete and utter 'gibberish') responded with varied enthusiasm to my attempts to earnestly recite the poem.

I gave very little away, except the fact that the poet, Rudyard Kipling, had addressed this poem to his son, John, over 120 years ago. Boys, however, like to rise to a challenge and rise they did (even if it seemed somewhat boring at first) and it wasn't long before the boys were theorising on the reasons behind the poem's composition. Postulating that perhaps Kipling had written for his son's 21st birthday or that perhaps the poet was dying and eager to pass on his wisdom before it was too late. Another thought that maybe his son had got himself into a 'bit of trouble' and his father was trying to set him back on the straight and narrow.

I asked them what, if any, messages they might take from the poem. Not only did the boys comprehend much of what Kipling was trying to say, they enthusiastically regaled me with examples of how they have had to draw on similar virtues throughout their own experiences at home, at school and on the sporting field.

In the words of some of the boys, we will spend our life building a reputation for ourselves, only to have someone come along and ruin it, or we might even ruin it ourselves. At times, we will feel like we have little left to give and our self-esteem may feel worn out, and it's at times like these we need to be willing to give our all, to rebuild and start again. It is not the troubles that we face that make us who we are but the way we act when we are faced with problems that says more about our character. Some very wise observations from eight and nine-year-old boys, yet I very nearly did not give them the chance.

That lesson reinforced two very important and long-standing beliefs for me. Firstly, I have always firmly believed that the higher we set the bar for students, the greater they will rise to meet (and sometimes exceed) our expectations. This belief was reinforced when I began teaching boys here eight and half years ago. Boys are engaged not by gimmicks or by our attempts to 'be cool', they are engaged when they are suitably challenged, when we place the bar not so high to be insurmountable, but strategically just beyond their reach.

The second belief that was affirmed was that to improve our practice as teachers, we must be willing to take risks in what and how we teach. As teachers, we are sometimes afraid to reach beyond our comfort zone to challenge both ourselves and our students. Some of the best teaching, which produced the best outcomes, resulted from the lessons I was not sure would work. We need to be prepared to take the same risks in our teaching as we expect of the boys when we tell them that making mistakes is a vital part of learning and growing, without fear of failure. Do we set the bar too low for ourselves? If we are not prepared to make mistakes in our learning, then we cannot possibly expect to improve our teaching, and we are certainly not modelling the learning behaviours we expect of our students.

In teaching and in learning we will 'meet with both triumphs and disasters'. From my very wise Year 3 students, what matters not is whether we win or lose, but that our attitude and determination to succeed remains the same, in triumph and in failure. Sometimes our greatest triumphs occur when we are prepared to take a risk!

Fac fortia et patere; Do brave deeds and endure.

Lisa Foster

Assistant Director of Teaching and Learning (ELC – Year 6)

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men
doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk
too wise:

If you can dream—and not make dreams
your master;
If you can think—and not make thoughts
your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth
you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life
to, broken,
And stoop and build 'em up with
worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve
and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep
your virtue,
Or walk with Kings—nor lose the
common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man,
my son!

Rudyard Kipling

('Brother Square-Toes'—Rewards and Fairies)

wellbeing

Relationships, Masculinity and Communicating with Boys

When I watch my two sons play, I am delighted by the boys they are, and during moments of tenderness, I am delighted by the men that they might become. We know that men can be rugged, strong, self-reliant but also kind and caring. Probably most of all, I want my son's to be gentle and nurturing, and just as much as I want my daughter to be strong and independent. It is my hope that they are guided on a positive path toward adulthood that is paved by inspiring men and women and in a world where feminine and masculine ideals are celebrated.

As their father, I am responsible for raising my children to be good people. I also know that I cannot do it alone. I need my wife, our parents, our siblings, their respective families and our friends. I need the men and women that they encounter in life to also be admirable. I want society to champion positive, healthy attitudes regarding women, and work to remove all prejudices that are destructive and dangerous. Therefore, the quality of the relationships that they have with the people in their life, is very important and this is particularly so with their teachers.

At Princes and indeed any school, the value of positive day-to-day interactions that occur can never be underestimated – teachers with boys, staff with staff, boys with boys, staff with families. These interactions, as well as a whole school approach to developing positive relationships and connectedness to school, are well documented as being important and necessary in a contemporary school setting. It is also recognised that these benefits not only promote positive mental health and wellbeing but they also improve educational outcomes.

All relationships at Princes are a priority, however, one of the most important is the one that exists between a member of staff and a boy. Positive relationships such as these can help to ensure that students within the school community are provided with security, stability and support. It is important that every student has at least one significant adult with whom they have a caring relationship – someone who knows them well, knows their strengths, can 'check in' with them regularly, and act as an advocate at all times.

Forging strong relationships with boys is obviously a priority but so too is the way that we speak with boys and the language that we use in our conversations with them. Schools are formative experiences and they play a major role in the young men that they will become. But, how do we help them be the man that they should be? How do we help them to be caring, empathetic and kind? The way we communicate with boys can play a role in this regard.

Tony Porter is an American educator and internationally recognised activist recognised for his efforts to raise awareness of violence against women. In his 2010 Ted talk titled "A Call to Men", he reflects on his childhood growing up in the Bronx, New York. He remembers being:

"taught that men had to be tough, had to be strong, had to be courageous, dominating – no pain, no emotions, with the exception of anger – and definitely no fear; that men are in charge, which means women are not; that men lead, and you should just follow and do what we say; that men are superior; women are inferior; that men are strong; women are weak; that women are of less value, property of men and objects, particularly sexual objects."

He calls this collective socialization of men as the "man box" which contains the ingredients of how we define what it means to be a man. He calls for us all to challenge the ingredients of the "man box" by deconstructing and redefining what we assume manhood to be:

- Don't cry or openly express emotions – with the exception of anger
- Do not show weakness or fear
- Demonstrate power control – especially over women
- Aggression-Dominance
- Protector
- Do not be "like a woman"
- Heterosexual
- Do not be "like a gay man"
- Tough-Athletic-Strength-Courage
- Makes decisions – does not need help
- Views women as property/objects

Others share similar views including Joe Ehrmann, a former NFL defensive lineman and now a pastor, who suggests that the three scariest words that a boy can hear are "be a man".



Ehrmann reflects on the way that he has been confronted by varying models of masculinity in his career and personal life. He reflects on the influence of his own father, a boxer, whose definition of masculinity was to suggest that:

"Men don't need. Men don't want. Men don't touch. Men don't feel. If you're going to be a man in this world, you better learn how to dominate and control people and circumstances"

On the construct of what it means to be a man, Ehrmann argues that it can be defined by two things:

1. Your capacity to love and to be loved – masculinity ought to be defined in terms of relationships.
2. It ought to be defined by commitment to a cause. All of us have a responsibility to give back, to make the world fairer, more just, more hospitable for every human being.

Andrew Reiner, a lecturer at Towson University in the United States, recently discussed the challenges faced by boys today, at the International Boys School Coalition conference in Baltimore. He presented several points that we as educators need to challenge in order to "give boys back their emotional voice". From his point of view, the "most concerning plotlines" are:

- Always be in control
- Off the field or off the court, never let 'em see you sweat
- Never show that you care too much
- Be a man of quick, decisive action; better to be impulsive and wrong
- Be a BIG DEAL – be the centre of attention
- Never back down
- Don't admit to being wrong
- Never, appear weak (read: vulnerable) in any way – don't ask for help
- The BIGGEST offence – appearing feminine

For thousands of years, many traditional societies had ways to help boys develop their masculinity. One of these was via some form of initiation which was intended to shift boys towards manhood by showing them, occasionally forcefully, that there were things more important than themselves. The purpose of this was to convert them into men who could care for and protect others whose lives would be lived for the common good. Initiation was not intended to diminish a boy but in fact to enhance and encourage the wildness, creativity and intensity of all the young men involved. These practices were also delivered in a caring, not unkind, way.

Once they had completed this rite of passage, they were brought back into a world of shared purpose in which women, children and the natural world on which they depended would be enhanced and protected by the young men's presence. Things are certainly different today. Some might suggest that its only by chance today that the combination of a shattering experience, matched with the right kind of support and awareness, provides the appropriate stimulus that pushes a boy to manhood and the level once reached by men thousands of years ago.

An important consideration for parents today is how we communicate with boys using the right language. The reality is that how we teach boys, sometimes with the best of intentions, can have a significant effect on them. When our boys cry or show emotion, to what extent is our natural response to encourage the suppression of those feelings? Comments such as 'Don't cry' or 'you'll be right!' can in fact direct our son's emotional suffering into some other emotional state. This can lead to a young man feeling conflicted with himself and his emotions. The reality is that boys need the very thing that they fear the most yet when they are immunised against this deeper emotional honesty, the results can have far-reaching and damaging consequences.

When it comes to being a father, it is important that we model sensitivity for boys instead of portraying "cool" behaviours or traditional stereotypes of masculinity. Shifting these attitudes is necessary if we want to alter perceptions that the development of a boy's emotional intelligence is largely the responsibility of females. As the American

editor and publisher Peggy O'Mara noted, "The way we talk to our children becomes their inner voice".

Our boys, however, might need to be taught to think beyond traditional stereotypes. The reality is that many boys, whilst every bit as intelligent as girls, do spend less time on homework and assignments as many do not see it as a priority and don't want to be seen as a 'Try Hard'. In a 2013 report titled "The Rise of Women: The Growing Gender Gap in Education and What it means for American Schools", the authors (two sociologists) observed that "boys' underperformance in school had more to do with society's norms about masculinity than with anatomy, hormones or brain structure. In fact, boys involved in extra-curricular cultural activities such as music, art, drama and foreign languages report higher levels of school engagement and get better grades than other boys. But these cultural activities in some settings are denigrated as un-masculine by pre-adolescent and adolescent boys". They go on to say that throughout elementary school and beyond (in the U.S.), girls consistently show "higher social and behavioural skills", which translate into "higher rates of cognitive learning" and "higher levels of academic investment".

It is therefore essential that we help our boys shed deep-seated gender stereotypes that feed stories they have heard about themselves as learners. Whilst perceptions of masculinity have fortunately changed considerably since the 18th century, many of our boys do put on convincing masks covering hidden emotions that suggest they aren't who they pretend to be. Whilst I feel that we have an open culture towards mental health at Princes, I can't help but think there will be boys at the school who feel some sense of shame at showing non-traditional male emotions – sadness, despair or any strong emotion other than anger, let alone being able to express it and the perceived alienation that might occur as a result. Fortunately, I feel quite affirmed by what I've seen at Princes including recent examples in which numerous boys have shared concerns about their peers to key support staff at the College.

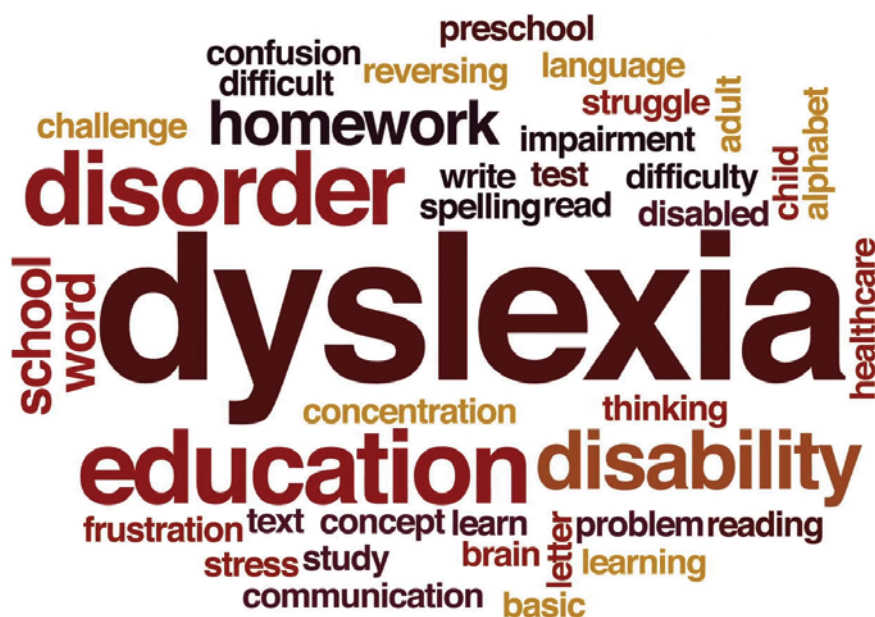
Boys are naturally more sensitive and emotional than girls, particularly at a younger

age. In 1999, a Harvard Medical School study found that 6-month old boys were more likely to show "facial expressions of anger, to fuss, to gesture to be picked up" and "tended to cry more than girls." The study went on to show that boys were also more socially oriented than girls – more likely to look at their mother and "display facial expressions of joy".

Boys also need more scaffolding to support how they feel and they are often presented with a conflicting view of how they should present their feelings. In some cases, this comes from significant males in their lives who send strong messages to stifle fear, pain and suffering, or to "be a man". Boys, especially early and middle adolescents have great capacity to develop deep, meaningful friendships, easily rivalling girls in their emotional honesty and intimacy. Our role is to encourage and leverage these position emotions. They also feel more exposed in relationships with girls as they tend to invest more into ongoing romantic relationships and have less confidence navigating them than do girls.

At Prince Alfred College, we are committed to teaching boys the right skills to help them monitor and self-regulate their emotions including communication, empathy, kindness, gratitude, to name just a few. This adds further importance to the new developments and directions we are taking in pastoral care, particularly our taught wellbeing curriculum, in which we seek to develop all aspects of the Princes Man through character virtues. We do have an obligation through our Pastoral Care program, as well as our interactions with boys, to be empathetic to the challenges that they face and to help them to explore their shared struggles. By helping our boys to explore the socialised norms of masculinity we can challenge them to evaluate whether these norms encourage a healthy, sustainable male identity.

John C. Kinniburgh
Head of Secondary School / Deputy Headmaster



Student Success Team

Given the high success students at Prince Alfred College are achieving, one could be forgiven for assuming that our community does not have students with learning difficulties or disabilities. This is simply not the case; nor would we want it to be!

"Isn't it amazing that we are all made in God's image, and yet there is so much diversity among his people?" Desmond Tutu

Our Princes men are from a broad range of backgrounds and they have diverse strengths and interests. International estimates indicate that Specific Learning Disorders (SLD) impact approximately 10% of the population. The Prince Alfred community reflects the society in which we live. In the Secondary School, 6.5% of our student population have diagnosed SLDs. SLDs include dyslexia, impacting reading and writing; dysgraphia, impacting the mechanics of handwriting; and dyscalculia, impacting processing of numbers and maths.

Student Voice

When did you learn that you have dyslexia?

I was in year two when I found out I was dyslexic. I was in public school and my reading was dropping below where it was meant to be so my parents got me tested.

How did you feel about this at the time and how do you feel now?

When I found out I didn't know what it meant and how it was going to affect me. I was ambivalent. When I came to PAC and I was getting the extra help, I started to realise that my reading was below what the average was and that I needed to put more time into it. Other people see it as a problem or something that alienates you, it isn't. It really just means you need to take more time or you see a problem slightly differently.

What have you learnt to do and what do others do that assist you with your learning?

Throughout the years it just means I have had to spend extra time and complete programs to help me like Mathletics and Multit. Now that I have moved to the secondary school the SST has helped a lot. By just getting someone to go through and proofread with me or read out questions. Just that support and a little bit of understanding has helped a lot. I need to spend a lot of time on my spelling and grammar. I need to check work myself and then get my parents to check my work and then ask SST to check too to make sure the spelling is right. I understand that after I do work it still needs to be checked and checked again to make sure it is going to be right.

Alistair Phillips - Year 10 student

This year, parents of our students with SLDs have established a parent support group and provide each other with a much-needed network of parents with a shared focus. The Student Success Team are willing and able to support and advocate for you and your child should this be required.

Students with SLDs are not the only children in our community who must overcome significant challenges to achieve great success. 20% of students in the Secondary School have a learning need that results in the development of an individualised Student Success Plan (SSP). These learning needs vary and may include literacy and numeracy difficulties, SLD, Auditory Processing Disorder, Autism Spectrum Disorder, Physical Impairment, Language Disorder, Attention Deficit Hyperactivity Disorder or Intellectual Disability.

Student Success Plans are developed between the student, their family and a member of the Student Success Team. These plans are updated and revisited periodically and communicated effectively and discretely through Daymap. The Student Success Team provides support in several ways, including in-class support, support in a withdrawn setting and curriculum modification.

The Student Success Team also provide a welcoming environment for students of all abilities to access and receive assistance as required. The Academic Coaching room is open before school from 8:00am - 8:30am, every lunch time, and from 3:30pm - 4:30pm on Tuesday, Wednesday and Thursday afternoons.

Please do not hesitate to contact the Student Success Team to discuss your son's learning needs and how we can assist him to achieve his academic excellence.

Damien Coats

Special Education Needs Co-ordinator



academic

The Principles of Newteach: George Orwell and Education in the 21st Century

Mark Twain allegedly said that education was 'a path to miserable uncertainty'. George Orwell must have walked further, because for him it appears to have been a path to certain misery. In his semi-autobiographical essay *Such, Such Were the Joys*, he confronts us with the husband and wife psychopaths who ran Saint Cyprian's preparatory school where Orwell was a boarder. Mr. and Mrs. Wilkes were un-affectionately known to the pupils as 'Sambo' and 'Flip' and had a view of pastoral care that we might now ironically describe as 'Orwellian'. The physical abuse Orwell received for bed-wetting as an eight-year-old and the sense of guilt it engendered, to the point where he felt ashamed that he had 'caused' the Headmaster to break his riding crop when receiving a beating from him, leave a sense of outrage in the reader.¹ Orwell's brief teaching jobs at The Hawthorns High School and Frays College in the 1930s were unfulfilling. His letters refer to The Hawthorns

as a 'foul place' and he complains of 'the miserable school play over which I had wasted so much time'.² In *A Clergyman's Daughter* Orwell draws heavily upon his own teaching experiences when he writes 'Already, after only one morning's teaching, Dorothy went back to her work with secret shrinking and dread. She was beginning to realise what her life would be like, day after day and week after week, in that sunless room, trying to drive the rudiments of knowledge into unwilling brats.'³ So much for education changing the world.

It was not until 1958 before Orwell re-entered a classroom, by which time he was already eight years' dead. *Animal Farm* began to be prescribed at O-Level standard in Britain and at a similar time in America. It took a bit longer for 1984 (or *Nineteen Eighty-Four*, depending on one's level of pedantry or available word-count) to appear on school curricula. By its title year, however, it was already well-established as part of the Western canon.⁴ During the 1960s his essays were taught in America as models of plain prose style rather than for their content (which seems to me a form of lobotomy) and they were only occasionally prescribed in British schools.⁵ Happily, this is no longer the case and his essays are given the credit they deserve. His other work, however, has yet to make a significant impact on education, perhaps with some justification.

Historically, teaching Orwell in the West has largely meant teaching *Animal Farm* or 1984 in the context of the Cold War. I would even argue that the Cold War facilitated Orwell's entry into the Western canon. Reading and teaching Orwell from this one-dimensional political perspective seems to have prevailed from the 1950s until 1989. It was certainly my experience as a student. Thus, as far as most teachers and students were concerned, the content of these two texts was played out in exclusively Eastern Bloc countries. Napoleon was Stalin, Honecker or Ceausescu. The Thought Police were the KGB, Stazi or Securitate; Big Brother, the Kremlin; Winston Smith was Solzhenitsyn, Sakharov or Havel. But after the Berlin Wall fell, the West slowly began to recognise itself in Orwell's writing.

The First Gulf War gave my generation a crash-course in the language of political euphemism. Politicians and commanders referred to 'enhanced debriefing techniques' (torture), 'collateral damage' (deaths) 'friendly fire' (being killed by your own side), 'neutralise' (kill people), and so on. Before the Second Gulf War, Iraq was suspected of having 'weapons of mass destruction', a term that became a tagline for the allies' subsequent invasion without anyone pointing out that America and Britain's nuclear warheads might also qualify for this category. Orwell recognised this kind of deceit forty-four years earlier in his essay *Politics and the English Language* where he says, 'in our time, political speech and writing are largely the defence of the indefensible ... the person who uses [euphemisms] has his own private definition, but allows his hearer to think he means something quite different.'⁶

In 1984, The Party insist that the current political orthodoxy is immutable. Oceania has *always* been at war with Eurasia. Being able to remember a time when Oceania was actually at war with Eastasia is what makes Winston Smith subversive in the eyes of The Party. Of course such amnesic propaganda isn't just fictional. After Iraq's invasion of Kuwait, America had always opposed Iraq (except for that time when they provided technology and economic aid to help them in their war with Iran); after 9/11 Osama Bin Laden had always been public enemy number one (except for that time when he was trained and funded by the CIA); after 9/11 America had always been at war with the Taliban (except for that time when they supplied arms to help them resist Soviet occupation in the 1980s), and whatever comes out of the current American President's mouth has always been the case (except for when he said the opposite a couple of minutes earlier).



Which brings me to 2017. I think that Orwell is more relevant than ever before and therefore more important in education than ever before. This is a compliment Orwell may have received with a forced smile. He might have counted it as a moral victory over Sambo and Flip, but he would surely have also recognised it as a frustrating loss to the likes of Trump, Putin and Kim Jong-un.

No text ever exists in a political vacuum and it should never be taught in one. Exposure to 1984 and the drawing of parallels between the actions of The Party and current affairs are important if teachers are to raise the political consciousness of a generation of students for whom Big Brother is solely a reality TV show. 'Doublethink', the act of simultaneously accepting two mutually contradictory beliefs as correct, is no longer just fanciful Stanley Unwin-like word play when we live in a world of 'alternative facts'. Recent elections and referenda reveal that Ignorance *really* is Strength. 'Fake news' means that two plus two can equal five. Snowden's disclosures via WikiLeaks and the FBI's insistence that internet providers build 'back doors' to their technology to facilitate wire-tapping indicate that Big Brother is indeed watching us.⁷ Our obsession with social media even means that, like Parsons, the character who is grateful to his own children for shopping him to the Thought Police, we are all stupidly complicit in this.

In what became his preface to *Animal Farm*, Orwell proclaims that 'If liberty means anything at all, it means the right to tell people what they do not want to hear.'⁸ It is ironic that due to censorship, this preface was finally published in 1972. One or more of Orwell's novels are currently either banned or exist only as heavily edited versions in North Korea, Cuba, Kenya, China and Myanmar. No student should ever be allowed to be blasé about the significance of being able to read a book that other people are currently risking imprisonment to get their hands on. And if we think that liberty does mean something in Australia, consider that Parliament recently passed the *National Security Legislation Amendment Act* which introduces a five-year prison sentence for any person who discloses information relating to 'special intelligence

operations.'⁹ This, despite Article 19 of the *International Covenant on Civil and Political Rights* stating, 'Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers ... in any media of his choice.'¹⁰ I accept that we live in an age of international terrorism, but whether we agree or disagree with the government's actions is a moot point. The point is that we are increasingly being persuaded to become mute.

There is always something in Orwell's writing that allows us to see things in a clearer way, whether it be international politics or how to make a cup of tea. Russian soccer hooligans are allegedly promising a 'festival of violence' for English fans at next year's World Cup. Conversely, English hooligans are intent on revenge for Euro 2016.¹¹ None of this posturing would have surprised Orwell. In his essay '*The Sporting Spirit*' he writes about the visit to Britain by the Moscow Dynamos soccer team in 1945. The tour was marred by on-field violence which he saw as symptomatic of a deeper malaise: 'There cannot be much doubt that the whole thing is bound up with the rise of nationalism — that is, with the lunatic modern habit of identifying oneself with large power units and seeing everything in terms of competitive prestige.'¹² When we place those threats by bare-chested Anglo-Russo Neanderthals in the context of Brexit, far-right activity in the UK, and Russia's growing nostalgia for the good old days of the Soviet Union, Orwell's link holds true. Read



Down and Out in Paris and London then walk down Rundle Street. Your moral conscience heightened, you no longer see the coins set into the cement of the pavement as a quirky tourist attraction but a symbol of the SA government's indifference to those sitting a few centimetres away begging for change. Had I the room for other examples I would go on, but you get the idea.

After reading over everything I've just said, I'm aware that it all sounds like idealistic hero-worshiping, but if it were not for idealism teachers wouldn't bother getting out of bed every morning. For the record, Orwell was a class-obsessed chain-smoker with ridiculously big feet and I think some of his novels are clumsy and his poetry is rubbish. He is not the greatest author who ever lived, but if the purpose of education is to produce young adults with a strong social conscience, an ability to think for themselves and who have the courage to ask awkward questions, he is the most important one.

Mark Wilde
Senior English Teacher

¹ Orwell, G (2014) *Such, Such Were the Joys*. In George Orwell, *Collected Essays*. Retrieved from <https://ebooks.adelaide.edu.au/o/orwell/george/o79e/part32.html> (Original work published 1952)

² Sheldon, M (1991) Orwell pp 170-172 GB: Heinemann

³ Orwell, G (2001) *A Clergyman's Daughter* p 213 GB: Penguin (Original work published 1935)

⁴ Rodden, J (1990) *Cannonisation and the Curriculum: George Orwell in the Anglo-American Classroom Research in English American Literature*, 7 pp 221-224

⁵ *Ibid.*

⁶ Orwell, G (2001) *Politics and the English Language*. In *Inside the Whale and Other Essays* (pp 153-9) GB: Penguin (Original work published 1946)

⁷ Retrieved from <https://arstechnica.com/tech-policy/2011/02/fbi-pushes-for-surveillance-backdoors-in-web-20-tools>

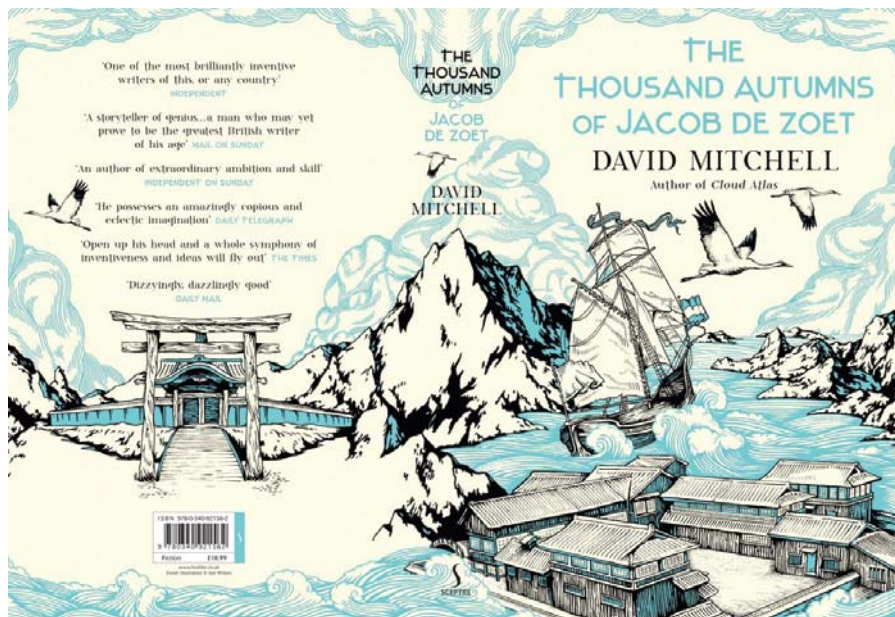
⁸ Orwell, G (1972) *The Freedom of the Press* Times Literary Supplement

⁹ *National Security Legislation Amendment Act (No. 1) 2014* (nd) Retrieved from Federal Register of Legislation <https://www.legislation.gov.au/Details/C2014A00108>

¹⁰ *International Covenant on Civil and Political Rights Article 19.2* (nd) from Australian Human Rights Commission Retrieved from <https://www.humanrights.gov.au/international-covenant-civil-and-political-rights-human-rights-your-fingertips-human-rights-your>

¹¹ Ames, N (16.02.2017) *The Guardian*

¹² Orwell, G (2014) *The Sporting Spirit*. In George Orwell, *Collected Essays*. Retrieved from <https://ebooks.adelaide.edu.au/o/orwell/george/o79e/part32.html> (Original work published 1945)



The Thousand Autumns of Jacob de Zoët by David Mitchell

How to make a poetry/anime mash-up work in the Po-Mo novel

David Mitchell opens the anti-penultimate chapter of his 2010 novel, *The Thousand Autumns of Jacob de Zoet*, with a descriptive paragraph that is a bravura performance of scene-setting, symbol making, thematization and narrative play. It is almost necessary and certainly worthy of quoting in full:

Gulls wheel through spokes of sunlight over gracious roofs and dowdy thatch, snatching entrails at the marketplace and escaping over cloistered gardens, spike-topped walls and treble-bolted doors. Gulls alight on whitewashed gables, creaking pagodas and dung-ripe stables; circle over towers and cavernous bells and over hidden squares where urns of urine sit by covered wells, watched by mule-drivers, mules and wolf-snouted dogs, ignored by hunchbacked makers of clogs; gather speed up the stoned-in Nakashima River and fly beneath the arches of its bridges, glimpsed from kitchen doors, watched by farmers walking high, stony ridges. Gulls fly through clouds of steam from laundries' vats; over kites unthreading corpses of cats; over scholars glimpsing truth in fragile patterns; over bath-house adulterers; heartbroken slatterns; fishwives dismembering lobsters and crabs; their husbands gutting mackerel on slabs; woodcutters' sons sharpening axes; candle-makers, rolling waxes; flint-eyed officials milking taxes; etiolated

lacquerers; mottled-skinned dyers; imprecise soothsayers; unblinking liars; weavers of mats; cutters of rushes; ink-lipped calligraphers dipping brushes; booksellers ruined by unsold books; ladies-in-waiting; tasters; dressers; filching page-boys; runny-nosed cooks; sunless attic nooks where seamstresses prick calloused fingers; limping malingerers; swineherds; swindlers; lip-chewed debtors rich in excuses; heard-it-all creditors tightening nooses; prisoners haunted by happier lives and ageing rakes by other men's wives; skeletal tutors goaded to fits; firemen-turned-looters when occasion permits; tongue-tied witnesses; purchased judges; mothers-in-law nurturing briars and grudges; apothecaries grinding powders with mortars; palanquins carrying not-yet-wed daughters; silent nuns; nine-year-old whores once-were-beautiful gnawed by sores; statues of Jizo anointed with posies; syphilitics sneezing through rotted-off noses; potters; barbers; hawkers of oil; tanners; cutlers; carters of night-soil; gate-keepers; bee-keepers; blacksmiths and drapers; torturers; wet-nurses; perjurers; cut-purses; the newborn; the growing; the strong-willed and pliant; the ailing; the dying; the weak and defiant; over the roof of a painter withdrawn first from the world, then his family, and down into a masterpiece that has, in the end, withdrawn from its creator; and around again, where their flight began, over the balcony of the Room of the Last Chrysanthemum, where a puddle from last night's rain is evaporating; a puddle in which Magistrate Shiroyama observes blurred

reflections of gulls wheeling through spokes of sunlight. This world, he thinks, contains just one masterpiece, and that is itself. (Sceptre, London, 2010: 441-2)

The passage has both stylistic and thematic affinities with the magic realism of Gabriel Garcia Marquez, particularly the scene of Meme Buendía's exile from Macondo in *One Hundred Years of Solitude*, in which she is packed off to a convent by her mother Fernanda for the rest of her life, in order to hide the social disgrace of an illegitimate pregnancy fathered by a lowly mechanic.

... When her mother ordered her out of the bedroom she did not comb her hair or wash her face and she got into the train as if she were walking in her sleep, not even noticing the yellow butterflies that were still accompanying her. Fernanda never found out, nor did she take the trouble to, whether that stony silence was a determination of her will or whether she had become mute because of the impact of the tragedy. Meme barely took notice of the journey through the formerly enchanted region. She did not see the shady, endless banana groves on both sides of the tracks. She did not see the white houses of the gringos or their gardens, dried out by dust and heat, or the women in shorts and blue-striped shirts playing cards on the terraces. She did not see the oxcarts on the dusty roads loaded down with bunches of bananas. She did not see the girls diving into the transparent rivers like tarpons, leaving the passengers on the train with the bitterness of their splendid breasts, or the miserable huts of the workers all huddled together where Mauricio Babilonia's yellow butterflies fluttered about, and in the doorways of which there were green and squalid children sitting on their pots, and pregnant women who shouted insults at the train. That fleeting vision, which had been a celebration for her when she came home from school, passed through Meme's heart without a quiver. She did not look out of the window, not even when the burning dampness of the groves ended and the train went through a poppy-laden plain where the carbonized skeleton of the Spanish galleon still sat and then came out into the clear air alongside the frothy, dirty sea where almost a century before Jose Arcadio Buendía's illusions had met defeat. (Penguin, 1972: p. 300)

The link to Mitchell's paragraph is its use of repetitive syntax to enhance a hyperbolic wealth of life-affirming detail. While Marquez's paragraph uses his trademark irony of negation, meticulously showing the reader what is denied to the character and thus heightening our empathy for her sense of loss, Mitchell's paragraph ends with his character's eyes becoming the reader's proxy, literally reflecting what we have just been shown. The reason for this, however, is to reinforce the same antithesis used by Marquez between the fullness of life and its abandonment; or more literally in Mitchell's novel, between life and death. Mitchell's opening paragraph prepares us for the novel's climactic resolution of several significant plot threads via the character's ritual suicide, a context which illuminates the description in hindsight as the heightened vision of a man preparing for death.

Unlike Marquez, who eschews suspense for a complex, interwoven spiral of future and past events, Mitchell enhances anticipation by inexorably moving his narrative forward. Having employed multiple viewpoints across parallel plots in all but one of his previous novels, Mitchell develops motifs of international trade, cultural exchange and the corresponding necessities of linguistic translation in *The Thousand Autumns of Jacob de Zoet*. In this chapter, he switches the narrative's focal perspective back to a key Japanese character, in order to activate both the dramatic and iconic potential of seppuku within the novel's overarching thematic treatment of life and death. Both structurally and thematically, the episode forms a contrasting parallel with one at the beginning of the novel, wherein a baby's delivery is marked by the seemingly miraculous implementation of Western medicine, a significance accentuated by the inclusion of an anatomical diagram reproduced from the 1754 textbook of the unfortunately named Scottish surgeon William Smellie.

Chapter Thirty-Nine's change in focalisation is obviously served by the descriptive passage's use of Japanese cultural codes, variously referencing geography ('Nakashima River') and aesthetics ('the Room of the Last Chrysanthemum'). But in addition to its turn-of-the-nineteenth-century historical

details, the imagery goes further by linking the novel's thematic exploration of social change, of an isolated Japan on the brink of radical Meiji reforms, to life's infinitely vulgar variety. This is also echoed in the passage's linguistic play, which humorously toys with the use of poetic devices, breaking the decorum of acceptably rhythmical prose styles by borrowing the most outmoded of lyrical devices: rhyme. In parallel with this linguistic 'vulgarity' is the way the imagery evokes contemporary Japanese anime, particularly the work of Hayao Miyazaki, whose love of flight, a key motif in all of his films, is evoked in the bookended device of 'gulls wheel[ing] through spokes of sunlight'. These birds not only provide Mitchell with specific images, such as the strikingly Miyazakian 'Gulls fly through clouds of steam from laundries' vats', but also the very cinematic structural device of a bird's-eye view of Nagasaki.

No doubt abetted by Mitchell's use of rhyme, the increasingly baroque character sketches heaped upon one another through the passage ('booksellers ruined by unsold books; ladies-in-waiting; tasters; dressers; filching page-boys; runny-nosed cooks;') are reminiscent of Chaucer and Shakespeare. However, they also borrow both visually and tonally from the fantastically rich character filled worlds of Miyazaki. In fact, rather than employing the magical realism pioneered by Latin American writers like Marquez, a style particularly marked by expressing the fantastic through a tone of banality, Mitchell conveys in print the *akogare no Paris*, or 'Paris of our dreams' perfected by Miyazaki in his celluloid anime landscapes of cultural displacement. I would even go so far as to identify Mitchell's Dejima with Miyazaki's harbour town in *Kiki's Delivery Service*; a film whose similarly 'foreign' protagonist (a witch whose cultural tradition dictates she must move away from home as a rite of passage and settle in a strange place) adjusts to a new environment while establishing herself in the title's eponymous 'trade', one which facilitates numerous beautiful flight sequences over the seaside town. The film's motif of the romantic visionary artist, a painter Kiki meets living in isolated woods, is also reminiscent of Mitchell's 'painter withdrawn first from the world, then his family, and down into a masterpiece'.

Mitchell has also said that his inspiration for the novel came from a visit to Dejima 'island' as it is now in Nagasaki, renovated as an historical tourist precinct cum theme park. A tellingly similar inspiration lead to Miyazaki's most successful and Japan's all-time highest grossing film, *Sen to Chihiro no Kamikakushi* or *Spirited Away*. When asked why he chose to set the film in the present, Miyazaki said:

It's a world like this Edo Tokyo Tatemonoen [Edo Tokyo Museum, Building Park] rather than our modern world. I've always been interested in the pseudo-Western-style buildings you can find here. I feel nostalgic here, especially when I stand here alone in the evening, near closing time, and the sun is setting – tears well up in my eyes. [laughs] I think we have forgotten the life, the buildings, and the streets we used to have not so long ago. I feel that we weren't so weak... (interview with Hayao Miyazaki, Animage, May 2001; translated by Ryoko Toyama: www.nausicaa.net/miyazaki/ghibli/)

I would argue that a similar nostalgia underlies the opening paragraph of *The Thousand Autumns'* thirty-ninth chapter, realised partly by Mitchell's successful 'translation' of a contemporary Japanese anime sensibility into an English language historical novel. And nostalgia, of course, is a vital undercurrent to the descriptive passage's preparation for Magistrate Shiroyama's honourable recourse to harikiri.

A connection could also be drawn here with the eponymous hero's predilection for idle sketching, which not only provides a crucial plot device, but is even figured literally in the published novel by the inclusion of illustrations, from the previously mentioned reproduction of an historical engraving to sketches by the fictional protagonist, rendered by Hodder and Stoughton's 'in-house illustrators' Jenny and Stan Mitchell. Rather than inviting censure for stylistic laziness, such illustrations become another motif for the complexities of communication and translation from one language (or in this case, medium) into another. They also add to the melting pot of genres, modes and cultural hierarchies that Mitchell loves to play with in his fiction.

Jonathan Scobie
Academic Leader - English



Qualified = Quality?

Of all the observations I've made on Twitter in recent months, my suggestion that it may be worth allowing unqualified teachers into the classroom has been (by some distance) the least popular. It's the turd in the swimming pool; the plate of pork scratchings at the bar mitzvah.

This was not an observation made purely to provoke. I taught in the UK for just over 18 years, in three independent Schools. There is no requirement for teachers to be qualified in the UK independent sector, and we were interested only in appointing the best people to each post. The best schools are those with the best teachers, and nothing makes one's job easier as a manager than having good people around you.

We wanted to cast our net far and wide, and so as well as advertising through the standard channels, we used to contact the top dozen or so universities, enquiring whether they had any impressive final year undergraduates or postgraduates who might be interested in a career in teaching, or even just a year or two's teaching experience. We used all contacts available (through recent appointments, ex-pupils etc) to ensure any person who might be worth an interview ended up applying for any post advertised.

By contacting the universities directly, we could ensure at the very least we would be getting a genuine expert in that subject, recommended by those at the university who knew them well. We would be under no compulsion to appoint them, nor even to interview, but we did appoint teachers (maybe one in ten) over several years via this route. None of those teachers ended up being what one might term a poor appointment, and some were amongst the best teachers I have worked with. What we all seek in teachers are people who know and enjoy their subject; someone who is able to communicate their expertise; someone who can build strong connections with those they teach; someone hard-working, with significant gravitas. You don't need a qualification in teaching to possess those attributes. You certainly need a good degree in the relevant subject from a good university as a minimum, but the other characteristics are related to the individual, and can probably be developed more than they can be 'taught'.

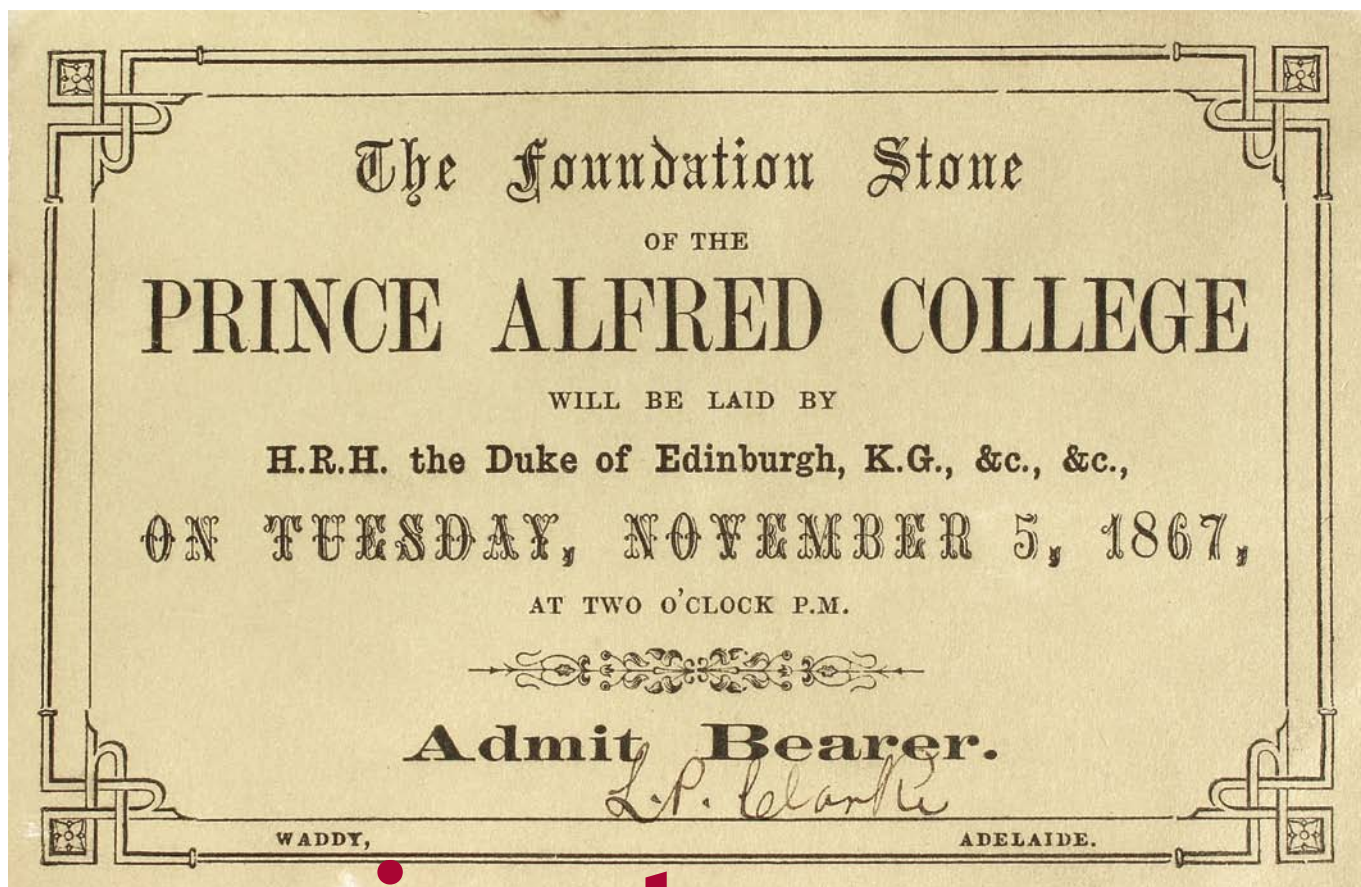
Comparisons are often made between teachers and other professions when it comes to qualifications, or lack of them. Pilots and brain surgeons are the most common examples used to scoff at the possibility that any teacher might be able to succeed without a teaching qualification. No-one would suggest picking someone at random to operate on a patient, but the training for such a role occurs as part of a medical degree, just as one could argue that the training to be a maths teacher comes as part of a degree in maths. One does not need a qualification from catering college apparently to be a world-renowned chef (Heston Blumenthal is self-taught), and though he may be an exceptional case, there are also exceptional teachers who have not been formally trained, other than in their subject. Teaching is perhaps more like driving. There are some drivers who despite managing to pass their test in the dim and distant past, should probably not be behind the wheel of a car today.

Teaching is a more natural act than some people think. Flying a plane is certainly not something that should be attempted without having been taught how to do it, but every single one of us acts as a teacher at some point. Whether it's as parents helping our children to read or simply explaining to a friend the rules of an unfamiliar sport, we all teach, just as we all learn. We don't need a piece of paper endorsing us for these skills, just as it's not always necessary for a teacher to know about the 1944 Education Act, Vygotsky's zone of proximal development or Bloom's taxonomy.

I have known and worked with some excellent teachers and some lousy teachers. The quality has probably been higher amongst the unqualified, but that's because we tend to see these appointments as carrying greater risk and therefore only made an appointment when we felt sure of success. I share the concerns of many about the status of the teaching profession, especially the worryingly low academic threshold required to be accepted onto a degree in teacher education, but I also believe that despite its counter-intuitive nature, opening-up the profession to a wider candidacy may just help to raise the bar.

Ben Evans

Director of Teaching and Learning



sesquicentenary

Sesquicentenary celebration planning well underway

The lead up to, and celebration of, Prince Alfred College's sesquicentenary in 2019 will be a proud and significant milestone for the College. It will give us the opportunity to acknowledge both the valuable past and ongoing contribution of so many - whilst also looking to the future with confidence and pride.

There are a range of celebratory events planned, some will be free, some will be ticketed; some will be for Old Boys and partners, some for the whole family; some for students, teachers and staff past and present and also some for the wider community. In other words - there will be something for everyone.

The sesquicentenary provides all those connected to the College the opportunity to both reflect on the evolution of thinking at Princes since 1869 and ponder on what has changed, and also what seems to be timeless about the College. We will be actively

seeking input from all members of the College community to document their experiences with the school's history and traditions.

And while 2019 may seem a long way away, there are a number of significant dates in the lead up to our Sesquicentenary year that will give us a chance to consider the historical context of our development, as well as the significance of what has been achieved for the thousands of Princes Men who have passed through the College gates since that time.

The next scheduled event will be the commemoration of the laying of our foundation stone by His Royal Highness Prince Alfred in 1867. Following on the success of the Princes Emporium run by FoPAC last year, the Foundation Stone commemoration will include a Garden Party on the front oval. A selection of quality market stalls, entertainment and activities will be available for our community to enjoy from 11:00am to 4:00pm on Sunday, 5 November 2017.

Entry is free.

Official proceedings to acknowledge the historical significance of this date will take place from 2:00pm - 3:00pm - directly mirroring the date and time of the original laying of the foundation stone and will be attended by relevant VIP's and key representatives.

But our sesquicentenary celebrations will not be totally centered on 'looking back'. The milestone of 150 years will also provide us the luxury of imagining the Prince Alfred College of the future and we should all be mindful of the opportunity to play our part in what will be the College's most important celebration to date.

It will be another 50 years before we have the opportunity to acknowledge and reflect on the fact that at its core, Prince Alfred College has been offering a quality education since 1869 and to this day remains fully committed to its purpose....and that's worth celebrating, then, now and always!

Jenny Daly
Sesquicentenary Project Manager

oliver!



The Princes Players Theatre Company presents...

Lionel Bart's *Oliver!* is truly a masterpiece. This year, the Princes Players endeavoured to do justice to its spectacular score and clever script. The 2017 Prince Alfred College musical showed off the talents of our students at their best. As one audience member put it, 'With this show, we were whistling the tunes as we came in to the theatre.'

For those who visited the ANZAC Hall in late June to see our production of this iconic musical the experience was certainly memorable. The time, effort and support from the College community was a highlight of this, my first musical here at Princes. We hosted grandparents who flew to Adelaide from interstate. One cast member's cousins drove for four hours south to Adelaide to watch one show. And of course, to the parents of our talented cast, it did seem that we were encamped at school as rehearsals took over night and day of production week.

The timeless story of an orphan boy and his harrowing journey toward finding a family of his own is a reminder of what happens when there is no safety net for the most innocent and needy among us. Dickens, a relentless advocate for social reform during England's Industrial Revolution, based the story on his deep knowledge of London's underclass. Dickens himself said, 'I confess I have yet to learn that a lesson of the utmost good cannot be drawn from the vilest evil.' It was with this in mind that we worked on creating a production that would live in the memories of the audiences who would see it.

In *Oliver!* we get a peek into the inner workings of a band of child thieves and pickpockets who are led and 'cared for' by Fagin. The child-like naïveté of Oliver makes him stand out. Every character who encounters him in London sees something special in the boy that makes him the spark of youth in the grey factory of adulthood. That is why Nancy is willing to risk it all to deliver him out of the gutter to Mr Brownlow and a home which will truly let him be a child. Lionel Bart's lyrics reflect just how deeply we covet childhood as a precious, protected time; a time that all children, regardless of what they are born into, deserve to have.

With the sole aim of showcasing as many talented students as possible from the College, our cast completed open auditions for all boys from Year 4 upwards. We were delighted to welcome girls from Seymour College and St Peter's Girls' School, whose enthusiasm and tenacity made them excellent teammates for our students. The Princes Players were expertly choreographed by Justine Edge, with musical direction from Glen Mears and Sue Mears as Repetiteur. Able assistance in direction across all areas came from Andrew Edge. Our orchestra, assembled from Princes students and supported by dedicated musicians in the form of parents and staff, skilfully captured the darkness of Bart's material while allowing hope to enter in the form of its catchy and upbeat songs. The music expresses the delirious determination to celebrate commonality among the poor and marginalised.

As Oliver finds compassion and acceptance among thieves and other petty criminals in London's slums, having been mistreated by his middle-class caretakers and employers, his world changes from grim and dark to warm and light - at least until the entrance of Bill Sykes, performed by an imposing Rory Hellwig, Year 12. The title role was played by Angus Brill-Reed, a Year 7 student, who embodied Dickens' brave, innocent and endearing orphan. His wistful, stoic delivery of *Where Is Love?*

caught the imagination of audiences throughout each performance. Fagin, the enigmatic Jew who trains youngsters to pick pockets in exchange for a 'home' was played by Thomas Fenner, Year 12. Fagin has often been portrayed as a comic villain but Thomas breathed life into him as a three-dimensional human being living at the very edges of a society that has rejected him. How else could Fagin respond to this, but with spite and cruelty? His engaging performance, sung with dexterity, left the audience questioning how to judge him. James Walters, Year 7, played the Artful Dodger, one of Dickens' most memorable characters, with spritely energy and wit. His confidence and pride - symbolised by his top hat and natty gentleman's coat - spill forth in his musical numbers; when he goes off arm-in-arm with Fagin as the show ends, the audience knows that Dodger too will be a survivor. Tia Rodger, a Year 11 student from Seymour College, played Sykes' loyal mistress, Nancy, allowing her vulnerability to emerge ever so gradually from under a hard, reckless armour; her songs - including the painful *As Long as He Needs Me* - were heartrendingly sung.

While the leads were exceptional, what was truly amazing about this performance was the quality of the ensemble led by Max Batt, Chelsea Lancione, Fergus Teh, Thomas Dodsworth and Sybella Schumacher, and supported by a large contingent of very young boys. Their singing and dancing were miracles of precision and joy - they made each role, however small, believable.

This performance could not have been possible without the immense effort and time put in by the entire production team. I thank everyone involved, in any capacity, and I hope that their outstanding work has given them true professional and personal satisfaction. I would also like to extend my sincere gratitude to Mr Troy McKinnon, Director of Co-Curricular Activities, for his leadership and support.

We look forward to our next College production in 2018 and invite all boys to enquire about joining The Princes Players. Our current foray into Theatresports has already begun and will culminate in an interschool competition. Come and give it a go - you'll be glad you did!

Paula Little
Head of Drama

1. Angus Brill-Reed as Oliver

The Cast

Oliver - Angus Brill-Reed

Oliver Understudy - Luke Economos

Mr Bumble - Max Batt

Widow Corney - Chelsea Lancione

Mr Sowerberry - Thomas Dodsworth

Mrs Sowerberry - Sybella Schumacher

Noah Claypole - Fergus Teh

Charlotte - Charlotte Yandell

Jack Dawkins, the Artful Dodger -
James Walters

Fagin - Thomas Fenner

Nancy - Tia Rodger

Bet - Abbey-Rose Gambrell

Bill Sykes - Rory Hellwig

Charley Bates - Lachlan Day

Mr Brownlow - Sebastian Walker

Mrs Bedwin - Dominique Rigby

Dr Grimwig - Ethan White

Sam - Oliver Nicholls

Matron - Charlotte Yandell

Old Sally - Madison Morris

Special guest appearance by PAC Old Scholar,
Connor Olsson-Jones, as the **Milkman** and
the **Landlord**

The Company

Alex Economos, Will Economos, Jordan Pye,
Ross Southwell, Alex Hamood, Axel Heinrich,
Shae Olsson-Jones, Luke Economos, Ethan
Bald, Ethan Hickman, Bailey Lock, Vasilis
Michalakakis, Lachlan Moore, Oliver Nicholls,
Charlie Parker, Sam Read, Isaac Rocca, Jayden
Selvanayagam, Henry Pontifex, Jessica Kay,
Zoe Walker, Tallulah Thorrowgood, Ellie
Dodsworth, Oliver Arbon, Tom Cooper,
Matthew Economos, Zac Flapper, Leith
Johnson, Joshua Larkin, Alexander MacDonald,
Thamas Paterson, Henry Pontifex, Seth Leo
Rocca, Vijay Vigneswaran, Tarun Kamath, Liam
Quinn-Fogarty, Christopher Andrews, Max
Buggins, Jack Grundy, Charlie Anderson, Max
Batt, Alex Voon, Arthur Mak, Jock Clark, Hugo
Barry, Nicholas Demianyk, Angus Fry, Doug
Gerard, Cole Gerloff, Zac Mizgalski

The Orchestra

Pianoforte - Mrs Sue Mears (Repetiteur)

Reed 1 - Ryan Li, Mr Robert Brown

Reed 2 - Clement Wong

Reed 3 - Mr Andrew Edge

Horn - Benedict Tang

Trumpet 1 - James Chapman, Mr Chris Webber

Trumpet 2 - Mr David Monro

Trombone - Lachlan Hislop

Violin - Shine Wang, John Ahn,
Marco Pagliarulo, Jack Wu,
Mrs Erna Berberyan

Viola - David Wang, Seran Perera, Alex Monro,
Ms Samantha Thorne

Cello - Prof. Tanya Monro, James Monro,
Dinan Perera, Ben Monro

Bass - Mihai Nadu

Percussion 1 - Mr Frank Fragomeni

Percussion 2 - Harry Worthley

Voice - Mr Tasso Bouyessis

The Production Team

Director/Producer - Paula Little

Musical Director - Glen Mears

Assistant Director/Assistant Musical Director -
Andrew Edge

Technical Director - Daniel Woolford

Repetiteur/ Vocal Coach - Sue Mears

Choreographer - Justine Edge

Performing Arts Administrator/Front of

House Manager - Kerry Peterson

Stage Manager - Laura Townsend

Props Master/ Assistant Stage Manager -
Nick Iadanza

Wardrobe Mistress - Teresa Marchesan

Set Construction - Phil McLaughlin

Set Artistry - Peter Serwan

Marketing - Michael Steer

Assistant Production Manager - Tim Quinn

Sound Engineer - Chris Iasiello

Vocal Master - Tasso Bouyessis

Strings Supervisor - Erna Berberyan

Hair and Makeup - Christina Calipari,
Cluny Fenner, Leschele Economos,
Teresa Marchesan, Justine Edge,
Naomi Brill-Reed

Artistic Consultant, Voice - Mandy Bell,
PAC Preparatory School

Events Management - Jayne Porter

Transport - Nick Greb, Mark Howson

Catering - Darryl Attiwill, Carmen Hung,
PAC Events Team

Sound/Light Tech Crew - Will Smart,
Josh Brazier, Angus Brosnan

Stage Crew - Max Buggins, Jack Grundy,
Alex Voon, George Skothos,
Gian-Luca Stirling, Reilly Hollamby,
William Zhang, Seth Gates, Riley Stapleton,
Oliver Trudgian

Prompter/ Photographer - Charlie Anderson

Promotion and Development -

Ross Scrymgeour, Geraldine Downes

Poster Design/ Photographer -
Sebastian Walker

Safety Consultant - Peter Sillett



1. Orphans singing for their supper

2. Tia Rodger as Nancy

3. The Cast, Crew and Orchestra of Oliver!

4. Rory Hellwig as Bill Sykes and Thomas Fenner as Fagin



Good Repertoire and Great Teaching

From Deep Purple's Smoke on the water to Handel's Fireworks music, who can say what makes a worthy repertoire for use in music education. How we perceive music from our own subjective point of view can so often cloud our understanding in the choices of repertoire we make as music directors and music teachers.

From the research of successful ensemble directors, Music repertoire should be selected on its merits and challenge the ensemble. Repeatedly music directors pointed out the shallow misconception that we often fall into that to be successful you need to play music that reflects our pop culture or music that will win the championship. While I think competition is a good tool in controlled situations and popular culture allows exposure to some of our most brilliant creative artists (for example the Beatles and Quincy Jones), do they both allow the student to explore a satisfying and enriching breadth of music? Apfelstadt (2000) stated 'the selection of repertoire is the single most important task that music educators face before entering the classroom or rehearsal room' (p. 19). A selection of quality repertoire can aid the director in teaching musical elements and enhance the students understanding of specific musical concepts' (p.19). Apfelstadt suggested that three main principles be applied in the repertoire selection process. The first is the selection of quality music. Quality music has a balance of tension and release as well as a balance of anticipation and surprise. Music of high quality also expresses itself through its form and depth (p. 19). The second main principle is selecting music that is teachable. Apfelstadt remarked that quality music is teachable because it contains outstanding musical characteristics for the students to learn. A teachable piece of music will contain depth of form, pitch, dynamics and texture. Teachable music will also expand the technical abilities of the students (p.19). Apfelstadt claimed that the final principle of repertoire selection is appropriate context. The music should balance the style of the other pieces of the program and fit the venue and time of the performance. The music that is performed must also

have capability to reach the expected audience of the performance. Finally, the difficulty of the piece must not be so easy that the students will be bored or so hard that the students will be frustrated and discouraged (p.20).

Playing quality music is the way forward. This is particularly relevant as we look to improve the standard of playing in all classroom, small and large ensemble putting more emphasis on the individual player in an ironic fashion. With our new directions within the strategic plan we must all address the needs of the academic stream within the Performing Arts and recognise that co-curricular music is implicitly intertwined with the rigour of the classroom program and serves the dual role as a provider of skill building through ensemble work as well as soloistic playing within the ensemble. This we do very well with quality repertoire from Beethoven and Mozart to Frank Tichelli and Holst, as well as John Coltrane and Earth Wind and Fire.

Senior Concert Band

The question I often ask myself, what is the purpose of recognised repertoire in performance? Should it provide the fundamentals for instrumental instruction? Is it for outstanding flawless performances of ensembles to parents and friends? Perhaps it should just create a fun group of players not taking the music too seriously or is it to be used in music education as a worthy curricular pursuit. Many times we fail to take up the mantle of the last point.

"The biggest problems in music education have been caused by the music teachers themselves. Those problems have to do with too much "activity" and not enough emphasis on the study of serious literature. As we all know, the strength of any academic discipline is in its subject matter. Obviously, our subject matter is the literature we teach and perform' Adams (1994) (p.39). This argument by Adams correlates with our curriculum writing with an emphasis on teaching knowledge.

Del Borgo (1988) stated that the goal of repertoire should be to develop aesthetic and technical growth in the players. Style, technical challenges, audience and performer appeal, and educational value are important points to consider. Above all, however, the music must be of good quality (p.23). He explained that quality music provides opportunities for creativity and discovery, has a variety of melody,

timbre, and texture, shows contrast of dynamics, rhythm, tempo, instrumentation and key, and has dramatic shape, inventive harmony, coherent ideas, and natural transitions. This links in perfectly with our academic goals within ensemble playing

Can we still participate in competitions and be educationally sound in repertoire choice?

The answer is yes, however the merit of each individual style of competition must be critically analysed.

In music classes, we have studied the music of Beethoven. His music is often thought of as just a few classic symphonies. However, at the end of his life his string quartets were so far ahead of time in their tonality and structure that audiences didn't like them or understand them at all. Now they are the crowning glory of his intellect in chamber music compositions. Why is that so? Beethoven heard his compositions in his mind and he wanted to extend the sounds in harmony and melody to encompass a higher plane he wanted to educate us in new ideas and music concepts.

This relates back to our own content delivered in music education, in that we must take risks to find musical material that challenges and educates, yet still gives each student success

in their quest. The Lincolnshire Posy by Percy Grainger can serve the band just as well as a rhapsody by Grundman or a well-crafted film theme. It is up to us all to be brave in our choices.

I look forward to the future in music education with daring choices taken by our music teachers and directors, pushing the boundaries of performance and giving our students brilliant works that they would never dream of playing from the wealth of enriching and challenging repertoire of band, vocal and orchestral literature.

Apfelstadt, H. (2000). First things first: Selecting repertoire. *Music Educators Journal*, 87(1), 19- 22, 46.

Del Borgo, E. A. (1988). Selecting quality literature for bands and orchestras. *The Instrumentalist*, 43(4). 22, 24, 26.

Adams, Bobby. (1994). How should band directors deal with school reform? *American Bandmasters Association Book of Proceedings, National Convention*, March 1994, 39.

Glen Mears

Academic Leader of Performing Arts and Director of Music

-
1. Year 10 Music class band
 2. Princes Choir
 3. Camerata String Quartet



from the archives

Name	Gray Alfred CB		Register Number	2881
Parent or Guardian	C.W. Gray			
Address	Geraldton W.A.			
Date of Birth	21 viii. 1884	Age on Entry	11 $\frac{2}{12}$ yrs.	Kind of Scholar B
Admitted	Mar 96	Left	Oct 97	
Form on Admission	III _L	Form on Leaving	II _U	

S. & McD.—No. 490. 1

Whilst recently researching PAC Old Scholars who have served as Members of Parliament within Australia and Overseas, I came across an Old Scholar who I had not located previously as serving in World War I. The Old Scholar was A. (Alfred) C. (Charles) B. (Burnett) Gray PAC 1896-1897. Burnett is the name he went by for his entire life.

After leaving PAC in October 1897, he continued his education at Wesley College, Melbourne where he wrote the Founder's Day song. His father established a prosperous business in Geraldton, West Australia which then relocated to Melbourne.

On leaving Wesley College he gained employment as an assistant secretary with the Children's Hospital, Melbourne 1901; on his father's death in 1902 returned to Western Australia and managed his father's business until it wound up in 1906. Between 1907-1911, Burnett was involved in gold mining in Western Australia and Victoria. From 1911-1915 he was employed in a wool and general merchant

company and Manager of a produce department before resigning to join the Australian Imperial Force, 22 Battalion 1915-1920.

He embarked from Melbourne with his unit in May 1917 as a Private, regimental number 6804 and saw Service in France and was wounded and invalided home in 1920 with the rank of Sergeant. From 1921 he was an importer, indentor and manufacturer's agent, Australian representative for Guarantee Speciality Company of America; Chairman of Maison de Luxe Ltd and also had fruit growing and mining interests.

He was associated with many organisations including the RSL and officer-bearer of several sporting bodies based in the St Kilda area. He was a Freemason; St Kilda City Councillor 1914-1915, 1920-1948, Mayor 1922-1923, 1926-1927, first returned soldier to be elected Mayor of any Victorian City Council. Elected as

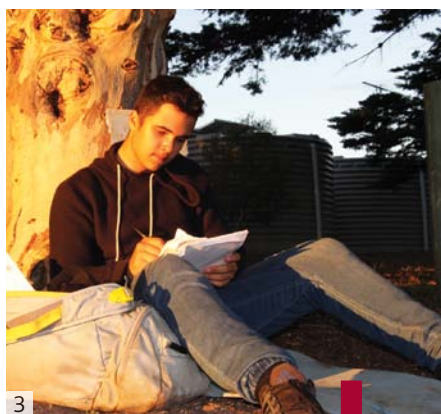
a Member of the Legislative Assembly (MLA) for the Australian Liberal Party, representing the St Kilda electorate from 1927-1932.

He passed away on 27 May 1968, aged 83 years and his place of burial is the Springvale Cemetery in Melbourne, Victoria.

During a house clearance in c2012 a cigar box and cash tin were found containing his WWI medals, photographs, letters and newspaper cuttings related to Burnett Gray. The items were passed onto an organisation called Lost Medals Australia. Whilst Burnett did marry in March 1910 to Queenie Hilary Margaret Smith, they had no children. There were no surviving members from his sibling's families, but a distant cousin was found living in Geraldton Western Australia, the birthplace of Burnett Gray. The medals and personal memorabilia were handed back to this person in 2012 by Lost Medals Australia.

1. Enrolment card of GRAY, Alfred Charles Burnett 1896-1897

References: PAC Archives, The Australian War Memorial Embarkation Roll website, The AIF Project, University of New South Wales website, Parliament of Victoria, Re-Member (Former Members) website, Lost Medals Australia website



wambana

The Power of the Handwritten Word

Throughout the Wambana program, boys are asked to write letters and keep a daily journal based on their experiences throughout the program. Students write letters regularly to parents, friends and family while they are away, which become an invaluable keepsake for both the boy as well as his family.

We are often asked, “what is it about letter writing” and why does it remain such an integral part of the Wambana program? Letter writing gives students the time to think about a response, and give a more meaningful and complete answer. Putting a pen to paper opens up one’s thought processes to a deeper level and actually strengthens the learning process. Because letter writing is not instantaneous, it gives boys the opportunity to reflect. Partnered with letters, the journal is a place for boys to collect their thoughts and reflect on new experiences while away from what is usually a very busy life at home. This is a space to record the journey taking place as these adolescents move toward manhood, and they are benefitted by walking away with a journal of daily reflections and a compilation of letters from loved ones.

At Wambana, we understand that the boys’ ability to write varies, but quickly students realize that what they have to share is much greater than the quality of their grammar or hand writing. Early on in his writing, we often see boys’ letters very rigid and factual in recounting their days. As time moves on, he becomes deeper in his thought processes and begins to open up more. Quite often, parents don’t anticipate the depth and powerful effect of these letters. It’s certainly known that as boys work their way through adolescence, quite often we see communication with parents diminish. The power of letters allows for a more detailed and thoughtful response, rather than a quick grunt when asked “how was your day?”. When grandparents and siblings begin to write, we see a strengthening in relationships and a growth in understanding for the boy.

Throughout their time away, students are writing in various settings such as Innes National Park while overlooking Kangaroo Island, or watching dolphins go by. Other times student letters are written while looking across Mount Remarkable while the sun is setting over the plains.

We believe that the immersion in nature helps students to clear their mind, take in their surroundings, and write about their experiences. At the Wambana site, students are each given a “chill out” spot where they do a large portion of their writing. These spaces are all connected to nature whether it be looking out over a paddock, sitting in a tree or against a log in the grass, or overlooking Hardwicke Bay. For an hour each day, boys are given this opportunity to switch off from everything else happening around them and just get lost in the beauty of the space and in their communication with family back home.

Teal Narraway
Wambana Teacher

1. Max Biggs sits looking out over the plains in Melrose, reflecting on his experience
2. Mitchell Whiteman writes while enjoying the sunshine at Dolphin Bay
3. Jaxin Browne writing home from his chill-out spot at the Wambana site
4. Daniel Mills reflecting in the quiet of Melrose

careers



"Priority: Because of recent economic imperatives, industry pressure, parent concerns, educators' insights, and student needs, there will always be an interest in assisting young people to manage their present and future course and career directions. There will also be a demand for assistance to be given to them in making successful transitions within and beyond educational settings." *Introducing Career Education and Development 2017 by Colin McCowan OAM, Malcolm McKenzie & Mansi Shah*

Careers guidance, scholarship & university applications, apprenticeship advice, interview coaching, UMAT information, work experience, guest speakers, subject counselling and many more student services make up the career education and development at Prince Alfred College.

All students in the Middle and Senior School can access assistance from the Careers Office, with most career guidance requests coming from Years 10 – 12 students. It has been interesting to note, in the seven years I have managed the office, the increased interest in national and international study. This interest stems from a stronger global awareness as well as stronger relationships with universities, nurtured on both sides. This year alone, we have had visits from all our local universities as well as Bond University, Charles Darwin University, the University of Queensland, the University of Sydney, the University of Melbourne, Monash University, Australian National University and Murdoch University. In addition, we have had information sessions for American, UK and Canadian universities.

In May, St Andrew's University from Scotland visited to share about their programs. On the same evening, the University of British Columbia, Canada hosted a special night at PAC for all surrounding schools. Over 70 students and parents attended to find out the benefits of studying in Vancouver, BC.

These are exciting times for Prince Alfred College students, with a plethora of opportunities on offer. Together with Tabitha Noble (VET Co-ordinator) and a superb and supportive team of teachers, the Careers Office is committed to offering a best practice careers program that offers value to every student.

The year is not yet finished, and there are more exciting career development interactions to come. University applications for Australia have opened and there is a genuine excitement about the future beyond Prince Alfred for our Senior School students.

It is lovely for to hear from past students who email, call me or just drop in to let me know what they are up to, and sometimes ask for some advice. The career journey is a shared process and is one that needs to be cultivated by students, their families, community and the school.

Monica Magann
*Careers Counsellor and
Indigenous Student Support*

Best I can do – students doing the Interactive Game and Design Workshop with the Academy of Interactive Entertainment (AIE)

indigenous student support



National Reconciliation Week which is an annual event, occurred from 27 May – 3 June this year. What was learnt at PAC helped us recognise Indigenous history, mark days of national significance and continue on our process of reconciliation.

Aunty Shirley Peisley, grandmother to students Dylan and Eamon Peisely, was scheduled to speak to the Middle and Senior school students about her part in the 1967 Referendum, but unfortunately she fell ill. At the last minute, Elder Uncle Michael O'Brien (son of Uncle Lewis O'Brien) stepped up to the plate to speak about the past, present and future of Aboriginal Australia. Uncle Michael welcomed PAC to Country and captivated the audience. The stories he shared, and the visual he enacted included bringing the Headmaster on stage for a 'sharing of gum leaves' highlighting mutual respect and openness to learning.

In May, the RAP team, both Indigenous and non-Indigenous students were able to have dinner with visiting US Congressman Jim McDermott. This distinguished gentleman was kind and interesting, and when asked how many presidents he had 'worked under' replied, "I have had the opportunity to work with four presidents". Congressman McDermott had requested to meet with the Indigenous students from Prince Alfred College to help him better understand the Australian Indigenous cultures. Uncle Ivan Copley joined with us for the dinner and gave the Congressman a valuable insight into the history of Australia and colonisation.

Prince Alfred College has seen the commencement of the "Yaita Tita" (Kurna name for Aboriginal Youth Connect) Team. We have hosted two of four fun meetings this year to create a stronger friendship group of Indigenous students between neighbouring schools. During these sessions, Elders have come in to share, games played, and at last meeting Gavin Wanganeen talked about his journey from aspiring footballer to Brownlow medallist to his work currently as an artist.

Monica Magann
Careers Counsellor and Indigenous Student Support

1. RAP team with Uncle Michael O'Brien and Travis Dodd
2. Uncle Ivan Copley does a Smoking Ceremony for the Preparatory School
3. Year 6 Aboriginal student Caleb Thomas presents about his great-uncle Harold Thomas who designed the Aboriginal flag



chaplancy

My Sabbatical

For three weeks in Term 2, I was privileged and pleased to undertake a short sabbatical trip which enabled me to spend two weeks in the United States and Mexico.

During my time in the United States I visited The Pennington School, a co-ed, day and boarding school with around 500 students across Years 6 - 12 in Pennington, New Jersey; St Albans School, a boys day and boarding school with over 550 students across Years 4 - 12 in Washington DC; Randolph-Macon Academy, predominantly a co-educational boarding school with day students making up about 20% of the student numbers of approximately 340 across Years 6 - 12 in Front Royal, Virginia; and Woodberry Forest School, a boys boarding school of just under 400 students in Years 9 - 12, also located in Virginia.

These visits gave me the opportunity to spend time with the Chaplain at each school, meet

and interact with other staff and students, and to observe and participate in classes. Stories and experiences of chaplaincy and school life more broadly were shared in conversations. Areas in common between our schools as well as points of difference were noted. Discussions included the place, purpose and structure of chapel services; the participation of students, staff and guests within chapel; faith formation; facilitating for students of other faiths; religious education; community service and service learning; student wellbeing and counselling; and, character and leadership development.

The second aspect of the trip was to attend the triennial conference of the International Association of Methodist Schools Colleges and Universities held in Puebla, Mexico. The theme of the conference was 'Tearing Down Walls: a pathway to peace, healing, and humanity.' Over 200 delegates from across the globe gathered to listen, talk, share,

network and commit to being agents of hope and change through faith and education.

The foundation of the IAMSCU Association is strongly grounded in the Wesleyan Methodist tradition. This tradition upholds the belief that 'education' is integral in shaping and addressing social mores. The acknowledgement of the role and responsibility educational institutions have in shaping the passion for and commitment to a just and equitable world was a recurring theme throughout the conference.

Reverend Mark Dickens
College Chaplain

-
- 1. Popocatepetl volcano, Puebla
 - 2. Randolph-Macon Academy Chapel
 - 3. Woodberry Forest School Chapel
 - 4. Randolph-Macon Academy's main building

friends of PAC



The Friends of Prince Alfred College is a voluntary organisation with representation from parents at all year levels. FoPAC supports PAC in the promotion of building a strong and positive community through its various endeavours, as well as undertaking specific fundraising activities that further benefit the welfare and development of our boys.

On Friday 2 June, FoPAC and Prince Alfred College hosted the inaugural 'Princes Parents' evening in Piper Pavilion. This was a social event for Middle and Senior School parents and was a chance to meet those new to the College, as well as catch up with old friends. The kitchen staff put together an amazing grazing table and we thank them and the other events staff for their support. Our thanks also to the Headmaster and of course, all of the parents who attended. The evening went well past the scheduled finish time as everyone was having such a great night and we look forward to hosting more of these events for all College parents next year.

Upcoming Events

Term 4 is set to be a busy one for FoPAC, with several great events planned!

On Sunday 5 November PAC will be holding a celebratory Garden Party on the front oval to commemorate the laying of the College's Foundation Stone by His Royal Highness Prince Alfred on 5 November 1867. Following the success of the Princes Emporium organised last year by FoPAC, there will be a selection of market stalls, entertainment and activities for our community. There are plenty of ways to get involved and help support this major event so please email us at fopac@pac.edu.au if you are interested.

On Thursday 16 November we will be holding our Annual General Meeting and we'd love to see as many PAC community members as possible in attendance. You can be involved in FoPAC as little or as much as you like and we're always happy to see new faces! Keep an eye out in the upcoming eNews for the date.

winter intercollegiate series



This year's Winter Intercollegiate series has been another huge success for the boys in Red. Across the board, there were performances of which we can be proud, including some fantastic wins and stoic losses. What is certain, is that our boys love the contest!

The series began in earnest with the 40th Soccer Intercol and what a match the boys turned on! After a nervous first ten minutes our boys attained the ascendancy scoring through Zac Bailey. Saints tied the match up just before half time, but the second half saw a swathe of Red as our boys had countless opportunities before year 10, Blake Favretto nailed one home to seal an amazing win on opposition soil. Much of the success of this very young group must go to Phil Stubbins and Ed Scalzi as coaches of the highest order. The way the boys defended and then counter-attacked was a product of the great football education which they instigated.

Zac Bailey heads a goal at this year's Soccer Intercol



On the Tuesday afternoon, we hosted the 7th annual Table Tennis Intercol and this match whilst a little one-sided on the scoreboard at 17-7, was anything but a landslide. Our boys, superbly led by Siddharth Rajogopal, displayed a genuinely competitive and relentless approach to each and every point, often losing very tight matches.

Wednesday night saw our State Championship winning 1st XV defend their Intercol crown with a dominant display on the front oval, running out winners 38-12 in the 30th annual Rugby Intercol. Tom Fulcher set the tone with the first try of the evening, and the widespread domination across field was evident as the match progressed. As expected the Saints boys did rally, but the incredible organisation and persistence of our boys, so well led by Peet Arnold and his coaches, was an emphatic statement.

-
1. Captain Siddharth Rajogopal awaits the start of his match
 2. Patrick Lowe rising to the ball
 3. First XV Rugby team

On Thursday afternoon, another of our State Championship teams – fresh of their win on Monday, had their colours lowered by a very organised Blues outfit, losing the 37th Hockey Intercol 2-1. The match, not without drama when our captain was sent off for the team having too many on the pitch at one point, was tense and tight and was up for grabs with only minutes to play. With a young team on the pitch, we look forward to seeing how this group of boys reacts in 2018.

Friday night saw Princes host the 53rd Basketball Intercol, and from the very moment that the players entered the court, the atmosphere was electric. There is nothing like the cauldron of competition and it is fair to say that the energy out of both supporter camps was huge. Saints certainly had the bigger and stronger boys, and were away to a flying start, but our boys applied relentless thirst for the contest and stayed within striking distance for most of the night, before succumbing 41-28. The experience for this very young outfit was a real treasure and will add steel to the boys for future seasons.

The 146th Football Intercol was one to remember. In almost perfect conditions for football, our boys jumped out of the gates and held a very commanding lead at the 1st break. To Saints' great credit they rose to the moment and mid-way through the 3rd quarter looked to be capable of a blindsiding victory over our undefeated Reds. Then came the cavalry, led by captain Cole Gerloff, a battered but unbeaten Kade Chandler and the irrepressible Zac Bailey, who took control of the match to see us run out convincing winners.



In to week two of the series, the 27th Debating Intercol was an engaging contest. Jordan Lesicar, Angus Brosnan and Luke Bardy where fantastic as they presented confidently and with superb articulation. The adjudicators where spilt in their decision and narrowly awarded the debate to St Peters College. The star of the evening was Angus Brosnan who was awarded best speaker.

The final fixture was the 45th Chess Intercol which produced an emphatic result to the boys in Red, who won the evening in a

whitewash, 10-0. This did not reflect the fact that the matches were tight, but the result is something to be proud of. The team were led emphatically by Peter Gregoric and Qi Le Kong-Lim who both dominated their boards and should be congratulated. Special thanks must go to coach Richard Thorne and Director, Peter Serwan on a fantastic season.

Troy McKinnon

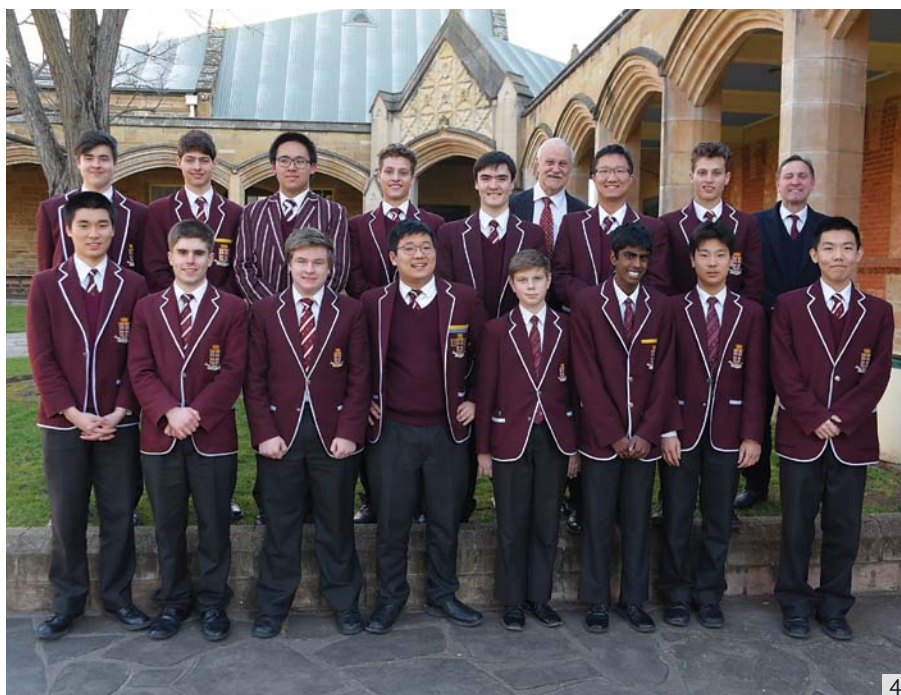
Director of Co-Curricular Activities

This page

1. Captain of Debating Patrick Gayen
2. Angus Brosnan at the lectern
3. Eddie Han contemplating his next move
4. Our winning Open A Chess team

Opposite page

1. Angus Fry scooping the ball
2. Basketball First V Intercol game
3. Year 12 First XVIII footballers after their final Intercol
4. Daniel Leggatt on the court



sailing



Sailing: a new sport launched at PAC

The 2016-17 season saw Prince Alfred College officially enter South Australia's secondary school Team Sailing competition. While the College has had some youth sailors in the past – most notably Daniel Sibby (1985), who represented PAC in fleet racing on the Patawalonga; and Ben Doley (2015), who competed in combined teams with Victor Harbor students for three state championships – last season was the first time we have been able to enter whole teams in an inter-school competition.

As a sport, sailing provides students with a wide range of physical and mental challenges in a unique connection with the natural elements. Unlike many other sports it offers equal opportunities to compete across age levels and with a genuine mix of genders. Boys who do not relish contact sports or ball skills also find it a highly rewarding activity. Overall, sailing teaches self-discipline and respect both for others and for nature, as reflected in the first two Fundamental Racing Rules of Sailing.

This page

1. The PAC Sailing Squad gathered in front of the state championships' three fleets - Ben Webber, Will McAskill, James Chapman, Frederick Sands, Rory Rasmussen, Thomas Cook, Mitchell Moore, Angus Pointon, John Napier, Jasper Antonas, Griffin Bierlein, Sam Read and Lloyd Rasmussen
2. PAC 1 returning to shore: Jasper Antonas (crew); Angus Pointon (skipper)

Opposite page

1. PAC 1: Griffin Bierlein, Frederick Sands, Rory Rasmussen, Angus Pointon, John Napier, Jasper Antonas, Will McAskill
2. Avoiding shipping on the Port River
3. PAC 2: Skippers Mitchell Moore, James Chapman and Thomas Cook waiting for their next race
4. Mitchell Moore leading PAC 2 back to shore

Although sailing as a school sport has existed in a variety of forms, the introduction of Interscholar Team Sailing to Australia & New Zealand in 1989 saw an incredible growth in sailing as a competitive sport at the secondary school level. The backbone of competitive sailing for youth remains fleet racing, in privately owned one-design class dinghies at local clubs. However, Yachting South Australia offers an ideal opportunity for secondary school students to begin the sport without having to face the immediate costs and responsibilities of boat ownership. Schools Team Racing competition also has a national and 'inter-dominion' pathway, culminating in a September event.

This year's Interdominion School Team Sailing Championship was hosted by Sandringham Yacht Club in Victoria. Both Australia and New Zealand selected three mixed and three female teams to represent each respective country. These were the highest ranked teams at their respective national championships. It was at the state championships in which PAC took part for the first time in April that South Australia's top teams were chosen for those Australian nationals.

Training

Having looked at a range of afterschool training options at clubs like Brighton & Seacliff YC, Adelaide SC and Port River SC, we decided that the West Lakes Aquatic Centre was both convenient and appropriate for our totally inexperienced group of eight boys who began the journey last November.

Experienced coaches Matt Young and Matt Stringer worked extremely well, taking the boys from zero sailing experience to racing standard by the end of the season. That very first group of dedicated adventurers, three of whom determinedly maintained their commitments to Rowing at the same time, were Thomas Cook, James Chapman, Mitchell Moore, William Dodsworth, Nicholas Sibby and Frederick Sands.

Trials

On Sunday 19 February, PAC entered two teams in a secondary schools team sailing regatta for the very first time. In the lead-up to the State Championships, this constituted a regional metropolitan trial, in which 14 teams from seven schools took part. Our competition came from St Peter's, Westminster, Immanuel, Concordia, Ocean View, St Johns Grammar and Walford. While we had four skippers who have sailed in the Optimist class, including Will McAskill and John Napier who both took part in the national championships at Largs Bay in January, most of our 14 man squad were very new to the sport, including 4 who only learnt to sail in Term 1. So at the end of a full day's sailing in which 42 races were run, it was very pleasing to see PAC 2 in 9th position out of the 14 teams, with a win against Walford and two against PAC 1, which finished in 12th spot.

Skippers were Angus Pointon, Will McAskill and John Napier in PAC2, and Tom Cook, James Chapman, Mitchell Moore and Jasper Antonas in PAC 1.

Metropolitan Secondary Schools Team Sailing Championships

The first of two days racing took place on Sunday 19 March at Port River Sailing Club, Snowden's Beach from 9:00am to 4:00pm. 16 teams entered from seven schools, completing 38 races throughout the day.

Very light NE winds saw only 4 races in the morning, before an hour's postponement

waiting for a Westerly change. The two PAC teams were affected by conflicting commitments and illness, the latter preventing one of our most experienced skippers Will McAskill from taking part. Despite these setbacks, we managed to field both teams on the day.

Captains Thomas Cook and Angus Pointon led both teams admirably, with Mitchell Moore replacing Angus so he could attend a SACE Outdoor Ed camp in the afternoon. John Napier performed well as skipper in PAC 1, using team tactics to block the opposition on several occasions, while James Chapman was best skipper in PAC 2. Rory Rasmussen also deserves a special mention for taking on a skippering role for the first time in competition. Channel Seven news also interviewed the squad during a break in their races, which provided John with an opportunity to demonstrate his enthusiasm for the sport.

The second and final day of racing, which took place on Sunday 2 April, saw 50 races completed throughout the day, bringing the regatta's two day total to 88 races. The first 10 races were conducted in very light ENE winds, with occasional puffs of breeze, until a gradual shift to the South through the day increased wind speeds up to 16-17 knots, so our teams experienced the full range of conditions.

Angus Pointon was out of action with a broken wrist, but still attended as a spectator. However, with Mitchell Moore skippering in his place and Will McAskill back from illness, PAC 1 was able to achieve wins against Ocean View B and St John's, as well as the other PAC team. PAC 2's best race late in the day was against the Walford team, which they lead into the third leg. However, our first skipper Tom Cook was overtaken on the downwind leg by two Walford boats, after they had gained a fortunate wind shift.

Our final results were PAC 1 in 13th place ahead of Saints 3, St Johns and PAC 2. The overall winner of the championship was Westminster 1 team, with Westminster 2 in second and Saints 1 in third. The boys' skills and knowledge of the sport improved enormously over the season and we were ready to tackle the State Championships at the end of April.





The SA Secondary Schools Team Sailing Championships

The States were held over four days in the second week of the Term 1 holidays. 24 teams from 11 different schools, as diverse as Ceduna Area School on the west coast and Investigator College in the south, competed at the Port River Sailing Club off Snowden's Beach for the opportunity to represent the state. The weather was cool, occasionally rainy, but with light and variable 2-8 knot winds.

Our two PAC teams were the greenest in the competition and the Swiss system of winners playing winners meant we never got to race against the top teams of Westminster, St Josephs or St Peters. However, we did fight it out with the St John's, Walford, Victor Harbor, Investigator and Ceduna teams.

The PAC 2 team showed remarkable improvement, having only started sailing in October of last year. In the very last race of the Swiss rota, they lead PAC 1 for four legs of the course, until a lucky wind shift enabled Will McAskill to sail from third to first place, past Mitchell Moore and James Chapman, who had lead after his blistering start all the way up to just a few boat lengths short of the finishing line.

PAC 1 had significant wins against Walford, St John's and Victor Harbor, but were unable to maintain consistency, letting several mistakes turn winning combinations into losses. The best skipper for boat handling was Will McAskill, while John Napier proved to be the best tactician, pulling off some great pass-backs during several races. Angus Pointon gave solid and reliable leadership as team captain.

PAC 2's three Year 12 skippers had various shining moments, with Mitchell Moore being the most consistently fast and able skipper and James Chapman the most improved. Thomas Cook was also a very good captain. The crews in both teams gave solid support, with Frederick Sands and Lloyd Rasmussen being the most able.

Westminster 1 defeated St Joseph's 1 on count-back in the finals series to take the overall championship. Both teams represented SA in the nationals, held in July at Nedlands SC, WA. The winning national teams went on to play NZ in Melbourne at the Inter-dominion Championship in September. The Concordia College female team was awarded the inaugural Chairman's Trophy, for their

significant improvement since beginning as a composite team with St John's in 2013. They were also invited to the nationals.

While PAC 1 and PAC 2 finished 23rd and 24th respectively, they learnt an enormous amount. After initiating this inaugural season of competitive team sailing for the College, they successfully sowed the seeds for significant improvement in coming years.

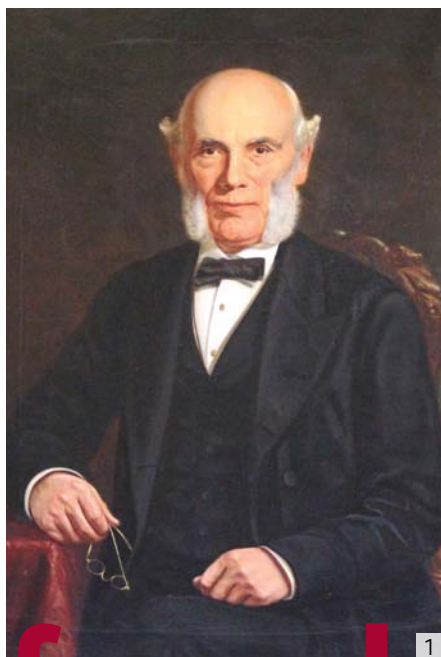
Acknowledgements

The parents of our inaugural squad deserve special recognition for their wonderful support over the season, especially in Term 1, leading up to and through the State Championships. Sue Lim brought masterly skills of organisation to the Sunday morning regatta BBQs. She also helped out with weekly transport, along with Mark McAskill, Kathryn Webber and Rebecca Sands. Steven Napier volunteered his services to race organisers, fulfilling one of the unenviable roles of manning a course boat, while John Paul Rasmussen was our breakfast chef for many mornings. Susan Pointon took an enormous range of professional photographs. Most significant, however, were the many hours parents spent on the bank of the Port River supporting the boys, with the Pointon family travelling the greatest distance from the Yorke Peninsula.

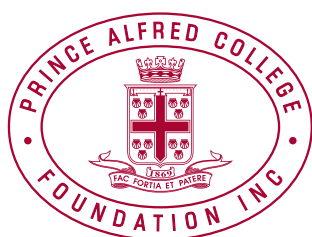
While all the boys played their parts, contributing their enthusiasm and commitment across the season, I would single out Captain Thomas Cook for a special mention. His keenness last year played a key role in motivating the initial group. During the intensity of Term 1's lead up to the championships, Thomas also maintained his commitments to Rowing and the IB Diploma, providing an excellent role model for the other boys.

Jonathan Scobie
Co-ordinator of Sailing

1. PAC 2 heading out to compete in another race - Ben Webber, Thomas Cook, Lloyd Rasmussen and Mitchell Moore
2. PAC 2 sailing in formation, with crews Nic Sibly and Lloyd Rasmussen seen on the leeward sides
3. PAC 2 Captain Thomas Cook adjusting the tiller
4. PAC central at a metropolitan regatta, Port River Sailing Club



foundation



T.G. Waterhouse Remembered

From time to time English descendants of our founding major donor Thomas Greaves Waterhouse visit the College to learn more about it and the role of Mr Waterhouse in its establishment, and to view the portrait of him which has hung in the Headmaster's office since 1878. Visits also include Wesley Church, Kent Town, where he laid the foundation stone.

A recent family visit resulted in the concept of a gathering at his grave in London to celebrate his contribution to the College's establishment 150 years ago. On Sunday 2 July, the Headmaster and Foundation Executive Officer, joined with direct descendants of Waterhouse at his grave in London's Hampstead Cemetery. Prominently located and in very fine condition, the plot contains the remains of Waterhouse and his wife Emily, sister of well known, early South Australian chemist F.H. Faulding, who also donated towards the College's establishment.

Each of the descendants was presented with a copy of the portrait held by the College.

Annual Giving 2017

Annual Giving was first offered as a way of supporting the College in 1996 and has occurred most years since then. Over time \$875,000 has been raised from over 4,000 donors with the average gift being \$258. The program is supported by Old Scholars, Grandies and Foundation members and is often the first step in long term giving to the College, and whether a gift is large or small it is not only appreciated but does help to make a difference

The College and Foundation thank donors who have supported the Building, Library, Scholarship and Sporting Excellence Funds through the Annual Giving Program launched in May. If you haven't donated but would like to do so, donations are still very welcome!

The Foundation has recently improved its web based donation systems. Donations to the Scholarship, Building and Library Funds can now be made under the Foundation tab at www.pac.edu.au. Donations towards sporting excellence can also be made from the College's website which links directly to the Australian Sports Foundation, who process gifts to a range of sports at PAC and provide tax deductible receipts for donors.

1. T.G. Waterhouse

2. Bradley Fenner and David Cornish (right) with descendants of Thomas and Emily Waterhouse at their grave

Bequests

We remember with gratitude William Thomas Bascomb (1944-48) who died in 2016 and whose estate provided a generous bequest to Prince Alfred College. Bill was a boarder from the very remote Flinders Island, 35km off shore from Elliston and a part of the Investigator Group.

For further information concerning the making of a bequest, please contact David Cornish on (08) 8334 1255 for a confidential discussion.

Foundation Scholarship Fund

The Scholarship Fund is delighted to announce the endowment of two new scholarships.

The Jim Lang Scholarship has been established in his memory by his widow Mrs Jean Lang and honours the contribution to Prince Alfred College of James Thomas Lang (PAC 1927-1933). Mr Lang was instrumental in the establishment of the PAC Foundation, and served on the College Council from 1961-1976 where he was a highly respected member of the Finance Committee. He died in 1976.

Mrs Lang has extensive connections with the College as a member of the Davey family and a lifelong association with Wesley Church, Kent Town. Many will recall her father Dr Davey (1899-07) as school doctor and for many years the Oldest Old Old Boy. Mrs Lang also presented Full Moon by Sir William Ashton (1889-97) which is a scene of Victor Harbor from Granite Island painted in 1905 and which belonged to her father.

The Bruck and Betty Wheeler Scholarship commemorates the association with Prince Alfred College of Bruce Page 'Bruck' Wheeler (PAC 1923-25) and his wife Elizabeth 'Betty' Wheeler. Bruck Wheeler was born in Adelaide in 1914 and died on the Gold Coast in 2000. Bruck and Betty Wheeler moved from Sydney to the Gold Coast in the 1960s and were involved in the promotion of water skiing in the growing region. Betty Wheeler is great friend of the College and on her last trip to Adelaide was hosted by Year 9 boys at Wambana.

The College is also delighted to continue to work in partnership with the Freemasons Foundation to offer the John Olsson Freemasons Memorial Scholarship. John Olsson (1948-49) was an athletics champion who through his will made possible a scholarship to assist with boarding fees. First awarded in 2005, boarding student Edward Downing from Mundulla is the eleventh student to have been awarded this scholarship which perpetuates the life of John Olsson.

AIS USA Foundation

Resident of the United States of America are able to make tax deductible donations to Prince Alfred College through the Australian Independent Schools USA Fund.

www.aisusafoundation.com

1. Mrs Jean Lang and Full Moon

2. Edward Downing meets with Robert Clyne (Freemasons Foundation), Old Reds Graham and Murray Olsson, the Headmaster and David Cornish (PAC Foundation)



old scholars



PRINCE ALFRED OLD COLLEGIANS' ASSOCIATION

President's Update

2017 has been a very busy year! A number of successful events have been held including our Annual Dinner in July, the 110th London Annual Dinner (110th anniversary of the first dinner held) and the New York Dinner.

One of the highlights of the year for me was the Old Old Boys' Assembly attended by 199 Old Boys. It was inspiring to see so many Old Reds in one place, so proud to have attended the College and to be an Old Old Boy. Over the next three months we will host our remaining interstate dinners and class reunions as well as the much loved Vintage Reds Luncheon.

As for the Old Scholar Intercols this year, I am pleased to confirm that we won the Basketball, Bowls, Cricket, Chess, Squash and the Football retaining the Alan Crompton Cup. We drew in Hockey and unfortunately we lost the Golf, Tennis and Badminton. I must also mention that we won the novel Wine Tasting Intercol in July which is always great fun! All in all, a solid performance, winning more than we lost.

In my closing remarks at the Annual Dinner, I spoke about our flagship event, its history, the tradition and how it continues to reoccur decade after decade, this is true of our entire Association also. The tradition of the PAOCA doesn't just happen, it is born out of appreciation and respect for the College and all that it has done for us. The men it taught us to be. The values it bestowed in us. The friendships it forged. The opportunities it presented us. Readyng us for life outside its gates.

It was a final gift given to us by the College, and most of us probably were not aware of it at the time as we proceeded to walk out the Capper Street gates a final time... it was the gift of being able to call ourselves an Old Red, a Princes Man. That parting gift makes all of us, around the world, the keepers of the tradition that is Prince Alfred College. I therefore ask you, to continue to uphold this tradition and to appreciate how fortunate we all are to have attended such a remarkable College.

Thomas W Lambert (2004)
President 2017



Congratulations

Queen's Birthday Honours

The Prince Alfred Old Collegians' Association congratulates the following Old Reds who were honoured in the 2017 Queen's Birthday Honours:

Dr Christopher John ACOTTAM (1954-1965)

Member (AM) in the General Division of the Order of Australia

For significant service to medicine as an anaesthetist, to difficult airway management, to diver safety, and to the community. Service includes: Specialist Anaesthetist, Royal Adelaide Hospital, since 1989. President, South Pacific Underwater Medicine Society, 1985-1987 and 2005-2008; Secretary, 1983-1985; Education Officer, 2004-2005; Member, Executive Committee, 1983-2002; Member, since 1974. Co-Founder, Difficult Airway Special Interest Group, Australia and New Zealand College of Anaesthetists, 2007. Independent voluntary humanitarian and medical service, Papua New Guinea, since 2001. Independent voluntary medical service, Fiji, 2010-2012.

Mr Simon John BURT AFSM (1981-1985)

The Australian Fire Service Medal (AFSM)

recognises distinguished service by a member of an Australian fire service. It is awarded to paid and volunteer members. Simon commenced his career with the Northern Territory Fire and Rescue Service (NTFRS) in 2000. He currently performs the role of Territory Duty Officer, with responsibility for all out of hour's major incidents occurring across the Territory, managing a diverse workforce, both uniformed and non-uniformed, ensuring that service delivery meets operational requirements.

Old Scholars Week **old Old Boys' Assembly** Friday, 28 July 2017



1



2



3



3

1. New Old Old Boys:

Front Row: Peter Saint, Robert Bryson, Graham D Evans, Cameron Gasmeir, David Smith and Peter Dean
Back Row: Bronte Rundle, Peter Jackson, Ashley Woodcock, Ross Dawkins, Des Speakman, Neville Nottle and Bruce Reichstein

2. Brian North with his grandsons, Matthew and Thomas

3. Dean Branson and John Cooper both of whom commenced at the College in 1936

3. Lindsay Clarke, who commenced in 1939

4. William and Angus Cowling with their grandfather, Jim Cowling



4



1. The Tolmer Boys: Grant Tolmer, their cousin Chris Boyle, Richard and Kent Tolmer
2. Murray Evens with his great grandson Billy Trim
3. College Captain Nick Demianyk leads the 3 Cheers for the College on behalf of the Old Old Boys
4. The three Oldest Old Boys: Dean Branson (1936), Jim Crompton (1932) and John Cooper (1936) with the three Youngest boys: Archie Kinniburgh, Angus Owler and Michael Haywood
5. Colin Prisk with his grandsons, Hugo and Sebastian Jordan
6. The Prefects giving the 3 Cheers for the Old Old Boys
7. The Olsson Boys: Trevor, Murray and Graham



Old Scholars Week Annual Dinner Friday, 28 July 2017





This Page

1. Mitchell Altmann, Jeremy Pearce and Nathan Siebel
2. Andrew Markwick, David Trim, Andrew Sullivan and
Stafford Trowse

3. PAOCA President Thomas Lambert, PAOCA Treasurer
John Jovicevic and Headmaster Bradley Fenner

Opposite Page

1. David McGown, Andrew Nairn, Chester Osborn and
Richard Cooper

2. Michael Brinkley, Toby Yap and Mark Tucker

3. Nic Edwards, Richard Moser, Tim Dibden, John Condous
and Matt Evins



Events

Eyre Peninsula Dinner

This year's Eyre Peninsula Dinner was a lively affair held at the Port Lincoln Hotel on Saturday 3 June.

A total of 32 old scholars (and partners), from many different generations, dined on mouth-watering local produce washed down with local wines and beers. Many of the gathering were part of the Treloar family including Brian, his sons: Peter, who was the night's wonderful master of ceremonies, John, who proposed the Toast to the School, and Michael; and Brian's grandson, Thomas (son of Peter)!

Dr Haydn Baillie proposed the Toast to the PAOCA, and Vice-President Andrew Hough responded on behalf of PAOCA President Thomas Lambert. The Director of Boarding, Darren Roylett, gave an update about the school's activities.

The festivities then retired to the hotel's front bar until the early hours!

Andrew Hough (1998)
PAOCA Vice-President

New York Dinner

The New York chapter held its sixth annual Old Scholars event on Thursday 29 June. From humble beginnings in 2012, when just a handful of old scholars informally gathered in an Australian-themed bar, the New York event has become a regular fixture on the Big Apple's social calendar. This year, we welcomed almost 30 old scholars, partners and friends. Once again, we were honoured to host the Headmaster, Bradley Fenner, and the Executive Officer of the Foundation, David Cornish.

Over three courses at Sotto 13, in the trendy West Village, we gathered to share stories that covered more than 50 years of life at PAC and also to entertain with more recent recollections about making the USA a new home for so many of us. Chris Olver (2001), who recently became a father, provided the Toast to the School, and the Headmaster followed with an update about recent developments at the school.

We were delighted to welcome the Miller family with Ashley (1983), Tanya and Alex (2016), who took advantage of a post-graduation family holiday to the USA to join us for this event. First-time attendees included George Karafotias (1989), who recently moved to New York from London, and Josh Pugh (2004), newly arrived from Adelaide. They joined the usual cast of characters, including Paul Wakefield (1975), Ian Darnton-Hill (1963), Neil Graham (1975), Tom Haskard (2005) and George Raptis (2002). Ryan Edwards (2003) and Jesse Barker Gale (2007) travelled from elsewhere in the USA to attend, and Kieran Altmann (2011), newly graduated from NYU, returned to our fold.

The Class of 2001 took the award this year for most represented, with Chris Olver, Tom Nicholls, Elliott Burford and Ed Brockhoff all graduating together 16 years ago.

Ed Brockhoff (2001)
New York Dinner Convenor

Josh Pugh, Sarah Jenkin-Hall and Jesse Barker Gale and George Karafotias



110th London Dinner

It is hard to believe that it is ten years since 105 Old Reds gathered at the Oxford and Cambridge Club in Pall Mall to celebrate the centenary of the first PAOCA London dinner. Many have been held since and the line is unbroken since 1948.

Thirty eight Old Reds joined the Headmaster and PAOCA President, Thomas Lambert, at London's Oriental Club on Saturday 1 July 2017 to celebrate the 110th anniversary of the first London gathering. They came from near and far: Australia, Paris, one was on holidays in Croatia from Adelaide, and 91 year old Frank Garrett (1942) travelled from Chichester in West Sussex. Approximately half the group had graduated from the College since 2001!

Seated around one long table, the group appreciated the opportunity to hear from the Headmaster of College life, and to appreciate that later in the year it would be 150 years since Prince Alfred visited our Kent Town site to lay the foundation stone. Peter Flavel (1977) delivered a fine Toast to the School and a Toast to the PAOCA was given by Lucas Lovell (2009). In his response, Tom Lambert spoke of his pride in the strength of the Old Red community globally, of the Association's activities, and of his pleasure in attending the London 110th anniversary dinner in his capacity as PAOCA President.

At the conclusion of the evening a group photo was taken on the Oriental Club's fine staircase, echoing the photo taken at the centenary dinner on the staircase of the Oxford and Cambridge Club in 2007.



Darwin Dinner

A small gathering of Old Reds enjoyed an evening at the Noodle House in Darwin on Saturday 19 August to celebrate their times at Princes.

Alan Letcher (1966), representing the PAOCA, provided an informal run down of Old Scholar events which were held during the year in Adelaide. Alan also Toasted the School and reflected on the values and the developments occurring at the school.

It was pleasing to have Bob Hudson (1967), who travelled from Melbourne, attend our dinner once again. He makes a point to attend the Darwin dinners whenever possible, and was a regular attendee on many occasions when a previous resident of the Territory.

Tony Prentice (1959), a long term Darwinian, is to be acknowledged for his selection of a superb venue to hold this year's dinner. Next year's event will be held either in late May or early June on board the "City of Darwin" for a Darwin Harbour evening cruise.

Mike Bratchell (1974)

Darwin Dinner Convenor

1. Old Reds gather in London

2. Frank Garrett proudly shows his blazer pocket and Rowing IX photo

Sydney Dinner

The 2017 NSW PAOCA dinner was held on Friday 1 September 2017 and I am pleased to report the night was an outstanding success.

Despite being a long way from Adelaide, the NSW Red Men turned up in force with a record "dinner outside of Adelaide" crowd of 60 eager attendees (with all of us taking special satisfaction out of hearing our old rival school from around the corner couldn't even get a dinner up in Adelaide!).

The crowd in attendance ranged from the youngest in Mathieu Blake (2011) to the oldest in Doug Pitman (1950), closely followed by the legendary Jamie McKenzie (1953), with a great representation from all years in between. These gentlemen, along with the furthest travelled attendee, were lucky recipients of a magnum of Bob Oatley's finest, kindly arranged and donated by Aaron Brasher...well done Brash!

Ben Mills started the more formal part of the evening with an excellent Toast to the School. We were then privileged to hear from our special guests for the evening the Headmaster, Mr Bradley Fenner, and the PAOCA President Thomas Lambert, with each delivering a stirring summary of the School's outstanding educational and sporting achievements, the PAOC's continued successful engagement with and relevance to the global PAOCA community, and the Foundation's deliberate execution of its long term strategic plans.



Thank you Brad and Tom for your entertaining words and for making the effort to travel east...we look forward to having you back!

Our record increase in numbers this year was without question due, in no small part, to the attendance of the Headmaster. It was also, I am sure, due to the extra effort taken to secure a premium venue in the Establishment Hotel in George Street. The venue was a master stroke with all in attendance being well looked after both at the dinner and later on in the bars upstairs and downstairs in the Establishment complex...in the finest of PAC tradition! Special thanks to Matthew Wiesner

for leveraging his Sydney contacts and securing such a great venue. For those NSW Reds that didn't get to make it the good news is we have secured the venue again for next year with plans to go bigger and better again!

I also must thank Blake Sanders for his outstanding effort in capturing the night's highlights on film.

The evening fittingly concluded with George Condous leading us all in song with the old footy classic "Tis' the Prince's First Eighteen..."!

David Greenslade (1984)
Master of Ceremonies



1. Daniel Moore, David Greenslade, Matt Wiesner, Ben Mills, Digby Richards and Fraser Digby
2. Back Row: Brenton Jarvis, Don Bensted, Brenton Gibbs, Andrew Paterson, Nick Vincent, Robert Thomson and Ben Evans
Front Row: David Cornish, Thomas Lambert and Tony Ward

Brisbane Dinner

A dozen Old Reds enjoyed the hospitality of Urbane Restaurant for the 34th Annual Brisbane Dinner held on Friday 8 September 2017.

We were delighted to have Mr Ben Evans, Director of Teaching and Learning, represent the Headmaster and provide an update on life at the school and his perspective of our unique Association, coming from England.

In response, Mr Don Bensted offered a Toast to the School before our Association President, Mr Thomas Lambert, provided a very enthusiastic update on the Association's many activities including results from Old Scholars' Week.

Brenton Gibbs (1984)
Brisbane Dinner Convenor

Reunions

Class of 1997 Twenty Year Reunion

On Friday 16 June close to 40 'Old Reds' celebrated their 20 year reunion at the Gallery on Wymouth. A great time was had reliving old stories and finding out where life had taken us after school. It was most pleasing to have some interstate travellers join us for the evening as well as many members of staff that guided us through the 90s. It was great to have our Headmaster at the time, Dr Brian Webber, in attendance. Special mentions to both Mark Henderson and Tom Pledge for performing their MC and "toasting" roles with class and to Neil Andary (Deputy Head) and Sam Richardson (PAOCA) for their welcoming words.

Earlier on the evening many of us were fortunate to have a guided tour of the school. It was fascinating to see how much had changed and surprisingly how much had stayed the same! Plenty of memories came flooding back for all of us. As the night rolled on it was great to relax and reform friendships (and rivalries) that had drifted over the past 20 years!

Chris Drew
Class of 1997



1. Matt Thompson, Mark Gobolos, Simon Burke and Mark Henderson
2. The Class of 1997
3. Mark Pettman, Tim Tomblin, Mark Humphries and Brett Hill (in the background!)
4. Brian Webber with Tom Davidson and Michael Hobby



Class of 1967 Fifty Year Reunion

On Friday 23 June, a total of 43 old scholars assembled at The Stag Hotel for the 50 year reunion lunch of the Class of 1967.

Prior to the lunch, many took the opportunity to tour the school grounds which brought back many fond memories I'm sure. For some, it was the first time back since leaving the hallowed grounds all those years ago.

At The Stag, pre-lunch drinks gave everyone the opportunity to re-acquaint (thank you Mary-Ann for the name tags in large font!). Following a group photograph, guests were seated and welcomed by MC Dave Thomas, who after running through some general housekeeping issues, read a list of apologies and the 'In Memoriam' Valette.

Special guests at the lunch included Rex Wilson (on behalf of PAOCA President Thomas Lambert) who filled us in with the latest news and sporting events from the Association. Needless to say, the news was preceded as usual by one of Rex's classic jokes. Delighted to also welcome Ian Houston (past Master).

The Toast to the School was very ably delivered by Rob Lellmann (School Captain 1968) along with some recollections of his years at the school. The response on behalf of the Headmaster was delivered by David Cornish (Foundation Executive Officer) who filled us in with Foundation matters.

Some presentations were made to those who made the effort to travel from interstate, in particular Jim Boucaut and Malcolm Fogden from WA, Alan Raggatt and Ian Tregoning from QLD, Rob Lellmann and Andrew Bennett from NSW, Andrew Crompton, Bob Hudson, Martin Jones, Kevin Ingram and Ken Murchison from Victoria, and Tony Smith from the NT.

A rolling slideshow of old school photographs plus a DVD re-production of a cadet parade on the Front Oval (circa 1967) was shown after lunch together with various recollections from those present of their days at school. Following a rendition of the school war cry, the lunch concluded with a very clever and amusing performance by Peter Thorpe (with Mandolin) of a song he had composed especially for the day!

A big thank you to my fellow conveners Rob West and Jim Ashby, and in particular to the very capable Mary-Ann Standish for putting the whole event together.

Dave Thomas
Class of 1967

1. The Class of 1967
2. Alan Raggatt, Andrew Gilbert, Trevor Craig and Ian Tregoning
3. Andrew Riggs and Ed Davey
4. Peter Bacciarelli, Richard Kelly, Peter Thorpe and Peter Riggs
5. Richard Bond and Greg Stanford sporting their original blazers!

Class of 1957 Sixty Year Reunion

On Thursday 29 June, 32 former scholars gathered in The Ashton Room at PAC for a reunion luncheon. 21 apologies were received from contemporaries throughout Australia and overseas whilst 32 deaths were also commemorated.

Beforehand, a number of us took part in a tour of the school conducted by Ross Scrymgeour, Director of Advancement. This tour revealed a dramatic physical expansion and development of the school facilities over the past 60 years. Many of the eye-opening classroom changes from the old "talk and chalk" of 1957, being brought about through developments in educational philosophies combined with the introduction of equipment created by technologies not even thought of 60 years ago.

During the meal, Frank Hamood (1970), read a message on behalf of PAOCA President Thomas Lambert who, with Headmaster Bradley Fenner, was overseas attending the New York Annual Dinner followed by the London 110th anniversary dinner. Philip Pledge entertained us with his thoughts of the influence of PAC on his life as he proposed the Toast to the School, to which Ross Scrymgeour responded on behalf of the Headmaster. We were then invited by MC Legh Davis to give a short presentation of memories of our time at PAC. Ross was surprised at some of the escapades which were revealed, and hoped they will be documented for inclusion in the School's Archives.

Tony Aldous, the school Archivist, provided photographs from 1946, when some of us first entered the Prep School, until 1957 when we left. These were displayed on a continuous loop and

were of great interest as we mingled and reminisced after lunch.

The general consensus is that it was an enjoyable function which should be repeated in five years (rather than ten) before our numbers and memories diminish much further!

Our sincere thanks to Mary-Ann Standish, PAOCA Executive Officer, for facilitating a most enjoyable reunion.

Ian Sando

Class of 1957

-
1. The Class of 1957
 2. Ken Grundy, Malcolm Hurn and Peter Whitham
 3. Legh Davis, Graham Trowse and Ken Rollond
 4. Michael Johnston and Peter Lock



Class of 1977 Forty Year Reunion

The 40 year reunion was held at The Gallery on Waymouth on Friday 25 August, and thoroughly enjoyed by more than 50 of the lads from the Class of 1977.

Stephen Clark won the award for displaying a rare dose of hair, fashion and strapping good looks. Surprising runner-up was English teacher Roger Marshman – recent life spent in Portugal, Spain and Africa seemingly an excellent tonic!

Football Super Coach and Geology teacher, Peter Thomas, was there to share in all the highlights of an unbeaten First XVIII, Grant Woolmore led us in the "Razzle Dazzle" victory song and Peter Morris, wonderful tenor and English Teacher, led the congregation in a rousing rendition of Guide me O though Great Jehovah.

John Easling presented some more entertaining awards to some reluctant recipients. He then proposed the Toast to the School.

Hall of Fame Headmaster, Geoffrey Bean, attended on the day, and gave the all clear for current Headmaster Bradley Fenner to respond to the Toast to the School, a task he performed with great insight, knowledge, subtle humour and wonderful delivery. The lads were pleased and privileged to have the Teachers and Headmasters attend the day.

Son of Class of 1977 team member Craig Lambert, Thomas Lambert, gave a fine speech to the gathering as President of the Old Scholars Association.

Tables and chairs were cleared for a re-enactment of school yard cricket. Brett Graham tossed the shiny new Kookaburra to Mark Morton to roll a few down to run-making machine Alan Favell. Favell hit most of the deliveries with great confidence. But Morton did manage to land one in the Avenue of Apprehension, which had Favell suddenly all at sea, playing down the wrong line and was caught behind – nearly! There was a standing ovation as the players left the field and a look of relief on faces of Gallery staff.

Many thanks to the School and Mary-Ann Standish for arranging such a great day, and to the lads for participating.

A really good day!

Ian Willmsore
Class of 1977



1. Andrew Wright, Simon Holding, Michael Bishop, Mike Steen and Rod Kitto
2. Jim Parkinson, Murray Chessser, Ian Willmsore, John Easling and Mark Morton
3. John Skinner, Mick Tainton, Allan Moffatt and Peter Warnecke
4. The Class of 1977

Reds on the Go

Langdon Badger (1948) was inducted, in December last year, into the Design Institute of Australia's prestigious Hall of Fame for his outstanding decades-long contribution to Australian design. Whilst a student at Prince Alfred College, Langdon was permitted to take one afternoon off during the week to undertake building design, construction and drafting before going to Sydney to study Design & Colour at what was then called East Sydney Tech, now TAFE.

Nick Burton (2010) received a Departmental Fellowship to complete a Master's Degree in Sustainable Design and Construction at Stanford University in California. Until recently, Nick was working as a researcher at the University of Adelaide.

George Georgiadis (2002) recently opened his business "Never-Never Distilling" with an official launch at Hains & Co in the CBD (owned by Old Red Marcus Motteram). The company is making traditional gin and progressive whisky locally!

Steve Gower (1957) has recently written *Rounds Complete* which is an account of his service as an Artillery Forward Observer with the 101st Field Battery in Vietnam in 1966.

Christopher Harris (2014) completed his commercial pilot's licence at Flight Training Adelaide (FTA). Having returned to Switzerland he will complete his compulsory military service. Chris has been drafted as a Flight Engineer in the Air Force starting 15 January 2018 but until then will take a gap year working as a Security Agent for the European Centre for Nuclear Research.

David Linn OAM (1960), Chairman of Books for Lesotho Inc. attended the official opening of their new base at The Barn, Pasadena High School on 27 May 2017 by The Hon Hieu Van Le AC, Governor of South Australia. The 10 year project has now delivered over 102,000 books to some 60 primary and secondary schools and about 10 organisations working with disadvantaged children in Lesotho. Lesotho is totally surrounded by South Africa, has a population of about 2,000,000 and is smaller than Tasmania. Key people in Lesotho have declared this a "Nation Building project" whereby children are being given the opportunity to

learn to read for pleasure and from that base increase their educational and work opportunities.

Lucas Lovell (2009), currently living in Paris, provided a video clip presentation at the IB Diploma Information Evening at the College in May. Lucas outlined his journey from IBD student to jet-setting entrepreneur!

Rodney Maynard (1983) was inducted into the Norwood Football Club's Hall of Fame in May 2017. The Redlegs recognised Rodney as one of five new members which has grown to 63 inductees since its 2006 launch and his induction at The Parade follows his honour with the SA Football Hall of Fame two years ago. Recruited from Lamerloo North, where he has continued to serve the game, Rodney played 157 games for Norwood and 81 games for the Crows.

Sean Meredith (2015) was awarded the Rugby Union South Australia's Under 21 Player of the Year at their annual Don Smith Medal Night in August. Sean chose not to attend to be present at the College's rugby intercol dinner.

Andrew Perkins (1980) has been appointed Senior Director of Finance & Asset Management for the Hilton Group for Japan, Korea and Micronesia. Andrew joined Hilton in 2006 and oversaw all the joint venture relationships with the company across Japan. He played a leadership role in ROI projects completed at Hilton Tokyo, and the acquisition of Hilton Odawara.

Prior to joining Hilton, Andrew was with the Starwood and Rendezvous Hotels and Resorts, roles which took him to various locales throughout Australia and South East Asia. Andrew is an avid sailor and ultra-marathoner, who holds Bachelor degrees in Commerce and Arts, an MBA and is a Certified Practising Accountant.

Josh Pugh (2004) recently moved to New York City after selling his website business. He has started up again in New York, and while transitioning he also documented everything he did and all the tips he picked up in his move along the way! Josh has turned that into a website: AmericaJosh.com If any Old Reds are thinking about moving to the US or New York, check out Josh's website and feel free to get in touch with him if you have any questions!

Hamish Smyth (2004) has left Pentagram in New York after 6 years as associate partner, and opened his own design studio, "Order" as well as a book store in Brooklyn focussing on graphic design titles and titles from his own imprint, "Standards Manual".

Andrew Sullivan (1998) has recently established Sullivan Consulting, a modern, digital and client-focussed executive recruitment and HR services business.

Rev David Thiem (1971) has returned to the Navy as the Command Chaplain, Canberra area, based out of HMAS Harman. This is a big change after seven years at Wesley Uniting, Forrest in the ACT which was parish ministry.

Lachlan Wilsdon (2015) was the recipient of the prestigious Collegians Prize, a scholarship for accommodation in 2017 at St Ann's College.

Kurtis Willson (2014) was the recipient of the Premier League Best & Fairest Player of the Year for 2017 at the Hockey SA Awards, held at the Hilton Adelaide, on 4 September. Kurtis was also awarded the highest goal scorer award, and was chosen in the Premier League Team of the Year.



Kurtis Willson

The College Archives

Bob Francis

The College archives recently received items pertaining to the life and career of media personality the late Bob Francis (1948-1957). Included in the collection are Bob's Medal of the Order of Australia awarded to him in 1998 for services to charity and the media, and photographs of his time at the College. Much prized is a delightful typed reference provided by Headmaster Dunning which refers to Bob's qualities and his starring role in the 1956 school play "The man who came to dinner".

News of Old Scholars

Births

Ben Heritage (2003) and his wife Jessica welcomed Oscar James Heritage on 3 May 2017. Oscar is the nephew of **Myles Heritage** (2006) and great grandson of **Lindsay Fleet** (1951).

Timothy Hudson (2000) and Teresa Hudson welcomed Charles (Charlie) Reinhard Hudson on 30 August 2017.

Ashby Martin (2003) and his wife Dr Louise Dexter Martin welcomed twin daughters, Charlotte and Harriet on 24 February, 2017. Granddaughters for PAC Preparatory School teacher, Pam Martin, Ashby's mother!

Michael Wilson (2000) and his wife Sally welcomed the arrival of Charlotte Grace on 5 June. A granddaughter for **Rex Wilson** (1966).

Engagements

Andrew Bratchell (2001) and Rebecca Powell were engaged at the Princes Street Gardens, Edinburgh Scotland on Sunday 27 August 2017. Both are residing in London, while Andrew has taken up a nursing position, employed at St Thomas Hospital in Central London. They will marry in January 2019.

Richard Edwards (2000) was engaged to Elizabeth Swan on 19 February 2017, and they will marry in January next year at Al Ru Farm.

Hayden Nadolny (1997-2009) announced his engagement to Madeleine Baranik on 25 August.



Weddings

Ryan Bickmore (2000) and Alicia Burgemeister were married on 11 March 2017 at Coriole, McLaren Vale. Old Red **Michael Chapman** (2000) was Ryan's best man.

Wayne Haydon (2000) married Dr Jasmin Kesmez on 29 July 2017 in Lohmar, Germany. The couple met in London, were engaged in January 2016 while living in Vancouver, and married while living in Stockholm! The groomsmen were Wayne's brothers, **Dillon** (2003) and **Brad** (2005). Wayne's father **Barry** (1971) also attended the wedding.

Meherzad Shroff (2008) married Kyzeen Lala on 9 July 2017 at the Himeji Japanese Garden and had a reception at the Colaba Agiary Mumbai, India.

1. Lucinda Burgemeister, Aaron Ratanatray, Alicia and Ryan Bickmore, Sarah Burgemeister and Michael Chapman

2. Brad, Jasmin, Wayne and Dillon Haydon

3. Meherzad and Kyzeen Shroff at their Indian reception



Remembering Princes Greats

Robert William Piper AO (1938-1947) provided outstanding service as a member of the College Council from 1960-1992 and its Chairman from 1980-1992, and as President of the PAOCA in 1965. Bob participated in the appointment of Headmaster Bean in 1969 and was Chairman at the time of Dr Webber's appointment as Headmaster in 1987, and was one of a small group of far sighted men who established the Endowment Fund which underpins the College's finances. In later years Bob's pride was in his four grandsons who attended the College as the fifth generation of the Piper family. The College gives thanks for the life and contribution of Bob Piper, and extends sincere sympathy to his wife Margaret and their family.



C. David Mattingley DFC served the College from 1955 until his retirement as Senior Master in 1987. Best known as a teacher of history and as rowing master, David's distinguished World War II service as a Lancaster pilot in the RAAF was known by few until his wife told his story in Battle Order 204 in 2007. David Mattingley died peacefully aged 94 and his life was celebrated with obituaries in The Times (London) and The Advertiser. The College gives thanks for the long life and service of David Mattingley, and extends sincere sympathy to his wife Christobel and their three children.

1. Bob Piper

2. David Mattingley

Obituary

Agars, Mervyn Stanley (1939-1940)
 Anders, Brian Eric (1952-1955)
 Bartholomaeus, Roger Frank (1951-1958)
 Bott, Robert Stearne (1936-1937)
 Burford, David Ross (1966-1969)
 Cadd, Hartley Blair Hogarth (1937-1940)
 Cleland, James Lindsay (1935-1945)
 Cox, Peter John (1944-1946)
 Daebler, Dean (1947-1950)
 Elford, William Graham (1940-1943)
 Forbes, Ian James (1942-1946)
 Frolich, John Robert (1964-1968)
 Greenslade, John Cleaver (1951-1954)
 Harper, Stanley John (1937)
 Hocking, Anthony John (1945-1953)
 Hocking, Christopher Bron (1958-1961)
 Jew, Brian (1934-1938)
 Lathlean, Peter Hedley Downer (1939)
 Lock, Nicholas Paul (1984-1985)
 MacPherson, James Alexander (1945-1949)
 Martin, Brian Lockhart (1940-1942)
 Martin, Paul Reginald (1936-1941)
 Maslen, John Hamilton (1966-1968)
 McLean, John Middleton (Jack) (1939-1941)
 Mellor, Paul James (Peter) (1938-1941)
 Moore, Rex John (1940)
 Parsons AO, Ralph Whaddon (1936-1942)
 Paterson, Alan Douglas (1950-1955)
 Siewerts Van Reesema, Ernst Abraham (1943-1944)
 Skeer, Noel Clifford (1943-1944)
 Spooner, John Pope (1960-1965)
 Staker, Robert William (1959-1961)
 Tabe, Barry Craig (1982-1989)
 Thomas, Samuel Dean (1935-1941)

Diary Dates

2017 PAOCA AGM

The 139th Annual General Meeting of the Prince Alfred Old Collegians' Association will be held on Thursday, 30 November 2017, commencing 6:00pm in the Ashton Room, Level 1, Prince Alfred College. Any queries may be directed to Mary-Ann Standish, tel: (08) 8334 1880 or email: mstandish@pac.edu.au

Save the Dates

Class of 1998 Twenty Year Reunion

Friday 15 June 2018 at The Gallery
 5:00pm Tour of the College followed by drinks at 6:30pm

Class of 1968 Fifty Year Reunion

Friday 14 September 2018
 11:15am Tour of the College followed by lunch at 12:30pm



College Tours

At Prince Alfred College, we strive to ensure boys are actively and productively involved in all aspects of school life, be it academic, spiritual, creative, cultural, social or physical.

Once we ascertain a boy's emotional and/or physical capability of engagement, there is a consistent expectation for him to do so, to the best of his ability.

To learn how your son will be inspired through an education at Princes please join our College tour on **Tuesday 21 November at 9.30am** or **Friday 24 November at 4.30pm**.

To register your interest please contact Matthew Rawes, Manager, Student Recruitment at mrawes@pac.edu.au or **8334 1275**.

Or visit: www.pac.edu.au



**PRINCE
ALFRED
COLLEGE**



CRICOS No 00368 A