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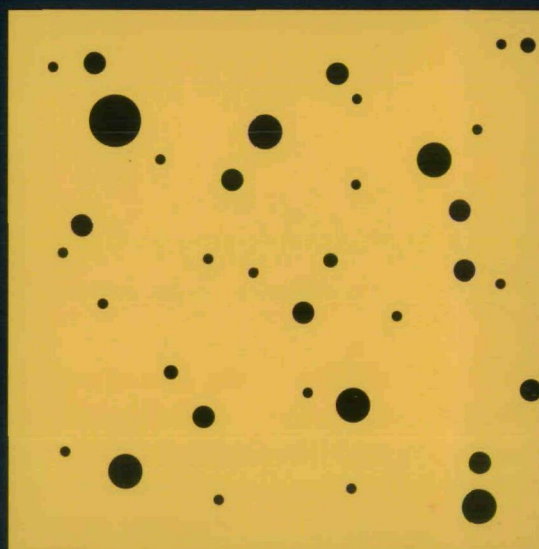
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Discover the mystery circles.

Stare at the image above, after 30 seconds you will see white circles dancing across the yellow square.

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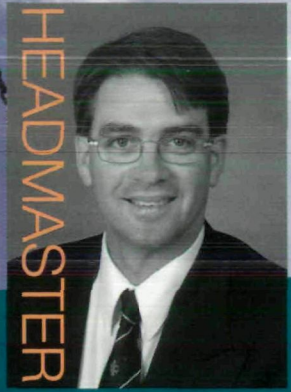
and Western Suburbs Weekly - Bruce Hunt,

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Cover Discover these mystery images on the back cover.

Inside Back Cover Inspired by MAD magazine.

HEADMASTER'S COLUMN



Some of the most enduring stories we know come to us from the myths of classical antiquity. Over time they have found their way into western art, literature and sculpture and consequently into how we organise our thoughts and reflect on our actions. On a number of occasions in the last few months I have been drawn to the tale of Icarus and his father, Daedalus. Most significant was when I read Richard Hawley's publication for the International Boys' Schools Coalition titled **Icarus in our Midst – A Reflection on Boys at Risk**.¹ Richard Hawley is Headmaster of University School in Hunting Valley, Ohio. Another was when I attended the Year 8 Father & Son Breakfast in my capacity as a father and heard Justice Robert Mazza talk about father/son relationships.

Icarus

The story of Icarus is well known. Daedalus, the master craftsman, was 'imprisoned' on Crete by King Minos. He masterminded an escape for himself and his son, Icarus, by the ingenious invention of wings made from birds' feathers held together by flaxen thread and bees' wax. Success depended on the way Daedalus and Icarus flew over the Aegean Sea to safety. The instructions from the father were clear:

"...It was essential that the boy stay close to his father. In addition, there were two other essential principles to be observed. First Icarus was told to take care to fly high enough above the waves that the wings would not be struck and damaged. Even more crucially, he was not to fly too high, too close to the sun, because the heat would melt the wax, and the wings would come apart. "You must fly the middle course," Icarus was told..."²

Unfortunately during the escape Icarus became enchanted by flight. He did not heed his father's advice and flew too close to the sun thus melting the wax. Consequently he fell from the sky and drowned.

In his discussion of boys at risk Richard Hawley makes a number of significant observations concerning the way in which our society anticipates and informs young people about conformity balanced by

adventure, 'flying the middle course'. In relation to the myth he states: "The essential truth about Icarus is not that he is headstrong or reckless or disobedient. The essential truth is that he is a boy."

Father/Son Relationships

Robert Mazza spoke to the Year 8 boys and their fathers about his enduring relationship with his father. It was a relationship based on mutual respect and understanding.

He noted his own experience was somewhat unique in that he had worked alongside his father as a partner in their criminal law practice. He regularly assisted his father on cases which meant that they had 'a very close working relationship'. Robert acknowledged that some people would find such a relationship extremely difficult but in their case the bonds between father and son had strengthened over the years.

Robert advised that in the short time he has been working as a judge one of the most significant facts he has noticed is how often the people he is sentencing are young men who do not have a significant father figure in their lives. He emphasised that boys who have fathers should make the most of their good fortune. They should always remember that if they have a problem they should talk to their fathers because 'that's what fathers are for'.

He implored the fathers to listen to their sons. Likewise, he asked the boys and their fathers to cherish one another and engage the other in real and positive ways.

I know that Lachie and I were genuinely interested in what Robert Mazza had to say. We were moved by the fact that a man, who is at the pinnacle of his profession and whose working life revolves around some of the worst criminal elements in society, could talk in such a humble and philosophical way about one of the most important relationships in his life.

Parenting

The story of *Icarus* and the essence of Robert Mazza's talk are complementary. Both identify the importance of meaningful communication and the devotion of time to the development of strong father/son relationships.

"...The work of constructing these sets of wings demanded all of Daedalus' concentration and skill. He attempted to explain to his son what he was doing, but Icarus was not interested. He was charmed by the idea of actually flying like a bird... So as Daedalus toiled on, Icarus laughed and played and sought out ways to amuse himself... At last the wings were finished. It was important now for Daedalus to get Icarus' attention and to explain how to fly safely.., but Icarus, who was impatient to be aloft in his new wings, may not have taken it in..."³

It is not unusual to see fathers consumed by the task, (whatever 'wings' that is), losing touch with their children and consequently having their most important messages misunderstood or ignored by 'the boy' when they need it most. Indeed this has been a recurring theme during the past few months at Christ Church. In both the Senior and Preparatory Schools issues with which the School has had to deal involving troubled and difficult boys have at their root families, in which communication has broken down, or worse, communication, honesty and unconditional love between parent and son have never been established. We learn from *Icarus*, the timeless truth, that parenting cannot be an occasional thing but is a constant demand.

Discovery

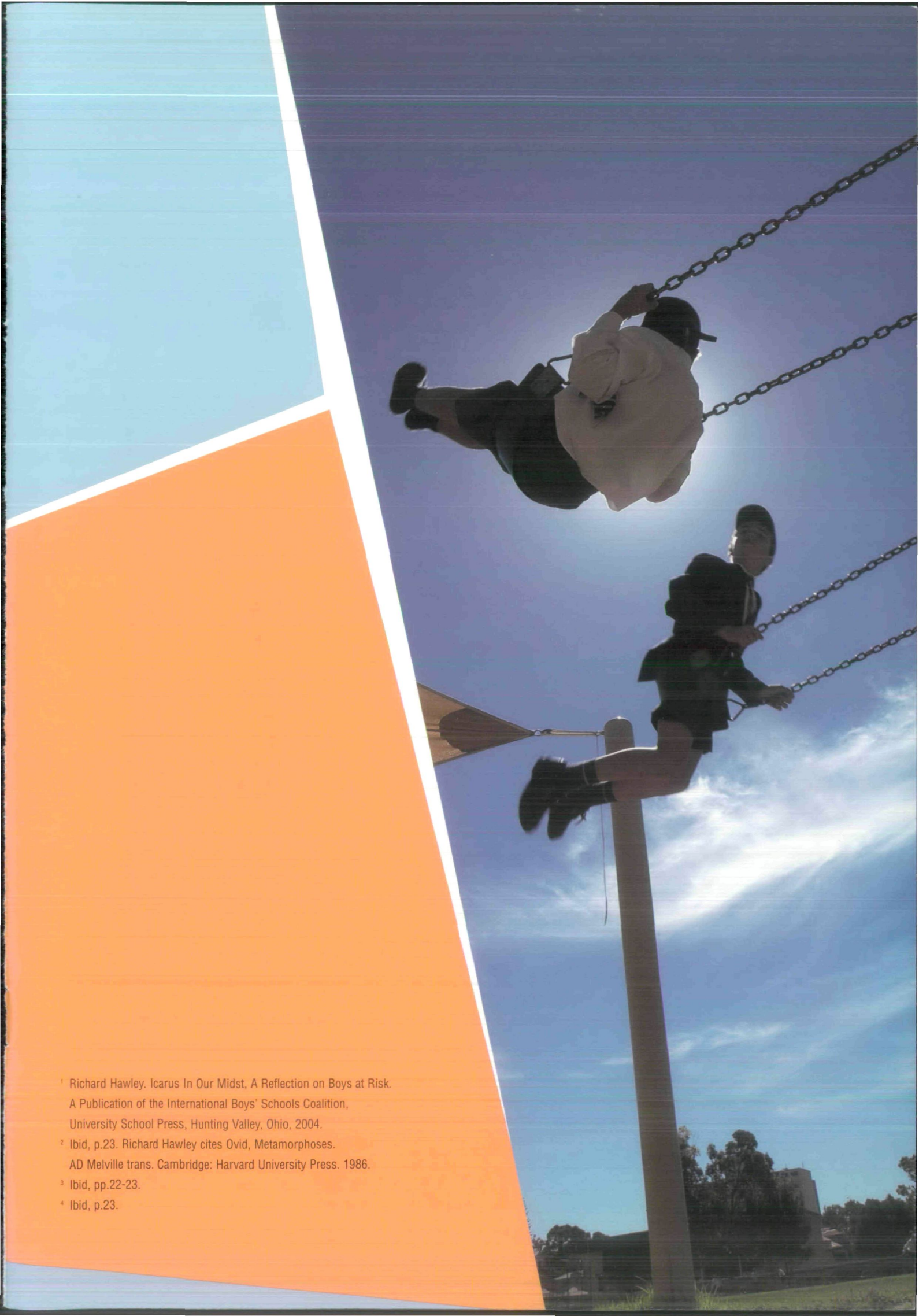
The central theme of this edition of *Chronicle* is 'Discovery'. As a school and as parents I believe it is our responsibility to do all we can to motivate our boys to fly, to find joy, to live on the edge of the sun, to discover passion, purpose and possibilities...indeed to be. At the same time it is our responsibility to provide the ongoing environment based on quality relationships that allows boys to do so knowing that we are there to catch them should they fall. Tragically there was not a safety net to catch Icarus. This was the fatal flaw in Daedalus' plan. The devoted father used all his talents to save his son yet failed to remember that, by his very nature, Icarus was likely to 'throw caution to the wind'. Daedalus should have known that Icarus would not want to just fly, but would want to soar.

"Icarus was enchanted, thrilled to be riding the wind, high above the sparkling sea. It felt so good, so exhilarating, this feeling of flight, that he wanted to fly even higher, to ascend to the very height of heaven. And so up and up he went – to his father's horror."⁴

Working together schools and families can be both the springboard to Discovery and the net of safety. This is our aim for the Christ Church Grammar School community.



Robert Mazza and Roger Bayly



¹ Richard Hawley. *Icarus In Our Midst, A Reflection on Boys at Risk*.
A Publication of the International Boys' Schools Coalition,
University School Press, Hunting Valley, Ohio, 2004.

² *Ibid*, p.23. Richard Hawley cites Ovid, *Metamorphoses*.
AD Melville trans. Cambridge: Harvard University Press. 1986.

³ *Ibid*, pp.22-23.

⁴ *Ibid*, p.23.



DISCOVERY

Discovery suggests curiosity, initiative, originality and creativity. It implies detection, finding, unearthing, sighting and understanding. It conjures images of finding out for the first time as well as finding out after study or research. It is about “seeing with new eyes” and figuring out how to solve a problem.

Discovery signifies engagement and the wish to find out. It is about being astonished by things as well as thinking what no one else has thought. It is exploring the past to gain insights to the present. It is about finding meaning and letting one's feelings run ahead of one's thinking. It is about seeing below the surface of things and bringing what is hidden to light. It involves being aware of the bigger picture and taking risks. It is about having patience and allowing things to unfold.

Discovery is about establishing a goal and working towards it. No doubt there will be numerous exploratory routes that could be taken along the way. Achieving the goal involves challenge and hard work, experimentation and perseverance.

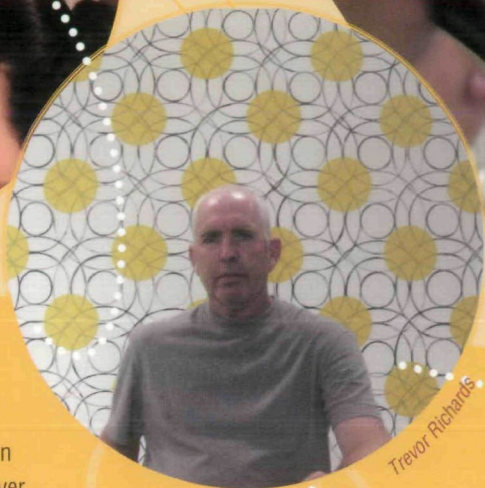
Clark Wight, Headmaster of the Preparatory School, never ceases to be excited when he sees a pupil's face 'light up' when he solves a problem in the classroom or discovers his abilities in the arts or on the sports field. It may be in Mathematics or Art, English or Drama, Science or Social Science. Yet again it could be in Music, on the cricket pitch or in the resource centre in the Library. Whatever the place or the activity there are endless possibilities for Christ Church boys to discover who they are, what they can do and who they wish to be. Similarly Barbara Bosich, Director of the Early Learning Centre, believes she is immensely privileged in having the opportunity to watch young children learn to read and write. That moment when they see beyond the squiggles and discern meaning is always thrilling.

Equally exhilarating is hearing a Year 10 student who has just read the Prologue to Shakespeare's *Henry V* exclaim, "I just love the sound of the language." This indicates he has gone beyond the words. He is searching for significance.

So too it is motivating hearing a Year 12 student talk about the delight and sense of accomplishment that comes from 'figuring out' how to solve a difficult maths problem. "A fine problem is an exquisite construction – its elemental components are laid out clearly, yet they exist in tension. If one focuses one's mind upon them, they furiously assault each other in a dramatic showdown, each vying for supremacy. And then, resolution – immediate harmony, and that cherished lifeblood of the enquiring mind – understanding."

Some of the most exciting self-discovery occurs in the creative arts – in Art, Design, Music and Drama. Here the imagination is given free rein. Students are encouraged to let go of their inhibitions, to experiment, to embrace the unknown. New and unexpected worlds often come into view.

Senior School Art teacher, Trevor Richards, says "The process of experimentation and discovery is at the core of all art making and is significant in the development of innovative ideas and exciting artworks. Discoveries are by nature unpredictable, they find you as much as you find them... I've learned to be patient, to allow projects to develop in their own time." He encourages his students to work with a variety of media and try out new approaches to things. "It is important that they dare to be different and have the courage of their own convictions."



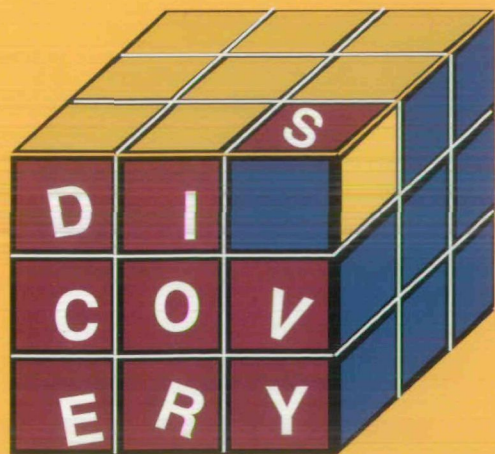
Trevor Richards

Director of Music, John Bates, believes that "There must always be room for children to be able to daydream, to doodle, to play – to apparently waste time – because it is in these unstructured activities that they can be free to discover their own unique imaginative gifts." He sees the educator's role as being as much about allowing "this freedom within a safe and orderly environment" as it is about "recognising talent" and "equipping students with the appropriate tools to successfully exploit their musical creativity." Recently when a Year 8 boy, who was working away in the Keyboard Laboratory, asked John Bates if he could make up his own tunes instead of learning *Smoke on the Water*, the response was an emphatic 'Yes'.

Anthony Howes, Director of Drama, says that discovery is what Drama is all about. "At its most basic level, boys search out ideas and attempt to transform those ideas into communication with one another." At the other extreme a Year 12 director experiences the elation coupled with the difficulties that come from sharing his vision of the play with his actors. He experiments with the verbal, physical and scripted word to find a resolution that is convincing to his cast and audience. Somewhere in between a Year 10 boy discovers that his ideas for the role play given to him by his teacher actually do work when performed for his class. Growth and self assurance result.

It is often said that "The seeds of great discoveries are constantly floating around, but they only take root in minds well prepared to receive them" (Joseph Henry). If this is the case then the challenge for Christ Church is to provide an encouraging and stimulating environment with just the right mix of motivation and inspiration so that our students feel competent "to engage in truth-seeking enquiry" in an attempt to make "discoveries about the world and the nature of our experience of it, and to make sense of these..."

¹ Magee, Bryan. *The Story of Philosophy*. Dorling Kindersley Limited, London, 2001, p.9





CHAIRMAN'S COLUMN



DISCOVERY & STRATEGIC PLANNING

One of the fundamental roles of School Council is to put in place the long term planning needed for the orderly development of the School's educational, financial and infrastructure needs.

The School's current 2000 to 2005 Strategic Plan expires next year and Council, with leadership from the Headmaster, is instigating a process to find out or 'discover' by way of research, internal review and community consultation, the key factors and issues that must be addressed to secure the School's future for the next five years and beyond. The school community will be advised in the near future of Council's 2005 plans for establishing the 2006 to 2010 Strategic Plan.

Council went through a similar process of discovery in 2003, when it established various working groups to examine strategic issues concerning educational priorities, boarding, parking and campus accommodation. The recommendations from the educational priorities working group led to Council's decision to give high priority to Information and Communication Technology (ICT) within the School, including the conversion of the top floor of L Block into a Technology & Enterprise Centre. Recommendations from other working groups formed the basis for the longer term planning required for a new physical facilities master plan, which is mentioned below.

PHYSICAL FACILITIES MASTER PLAN

As part of Council's work towards a new Strategic Plan, Council has asked the School's Architects, Donaldson + Warn, to prepare a new Master Plan for the development of the School's physical facilities until the School Centenary in 2010. Drafts have been prepared based

on the Headmaster's vision for the future delivery of our educational and pastoral offerings and Council's priorities in the areas of ICT, Design & Technology and the Performing Arts. Some exciting ideas have already resulted and it is expected that the recommended Master Plan will be made available to the school community later this year.

GOVERNMENT FUNDING

All members of the school community have been made aware of the recent approach of the State Minister for Education to reduce State government funding to Christ Church and other independent schools. In addition there is considerable debate at the Federal level between the Australian Government and the Australian Labor Party on the future funding of independent schools.

It is interesting to note that as part of the above debate, the Australian Government has issued a School Funding Facts sheet which included a table which showed that the total Australian and State Government funding of Christ Church (1204 students) amounted to \$3.7 million, compared to Shenton College (1200 students), which received \$14.4 million.

The Facts sheet also highlighted that government schools enrol 68% of students and receive 76% of total public funding, while independent schools enrol 32% of students and receive 24% of total public funding.

Council continues to monitor this issue closely and receives regular advice from the WA Association of Independent Schools. As government funding is a crucial element in the future development



of the School, Council asks that all of the School's stakeholders take an active interest in this important issue. With State and Federal elections looming, the School will soon be seeking school community involvement in a campaign to support sustained government funding of independent schools.

APPOINTMENTS

Council welcomes two new members in 2004.

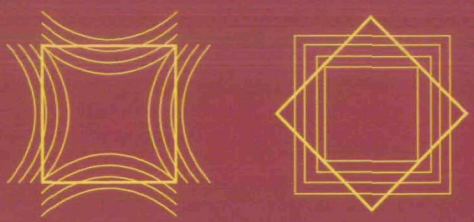
Ching-Howe Chan is the new representative of the Parents' Association, taking over from David Fardon who remains on Council as an Old Boys' Association representative. Ching-Howe is an orthodontist who works in partnership with his father at practices in Claremont and Winthrop. He is an old boy of the School (1978-79) and his son, Tenghin who is in Year 11, has been at Christ Church since Year 1. As well as his professional expertise, Ching-Howe brings experience in working on a number of community and professional organisations to Council. In particular he was a Councillor for the City of Melville and a State Councillor for the Australian Dental Association.

Simon Cubitt is a chartered accountant and partner with RSM Bird Cameron. He works in the Assurance and Advisory Services Division of the firm and is a Registered Company Auditor. Simon is an old boy (1962-65) and is married with three daughters. Simon's community activities include a substantial involvement with Rotary.

GREAT START

With the new Collaborative Learning Centre working well, our quite incredible 2003 academic results, an active Centre for Ethics program, our many successes with sport, drama and other co-curricular activities, the School has had a tremendous start to the year. Council extends its thanks to the Headmaster and all of our staff for their special and personal contribution to the first half of 2004.

DAVID CRAIG
CHAIRMAN OF COUNCIL



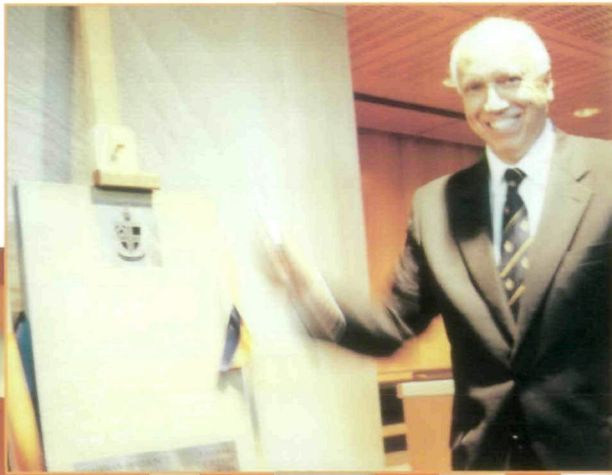
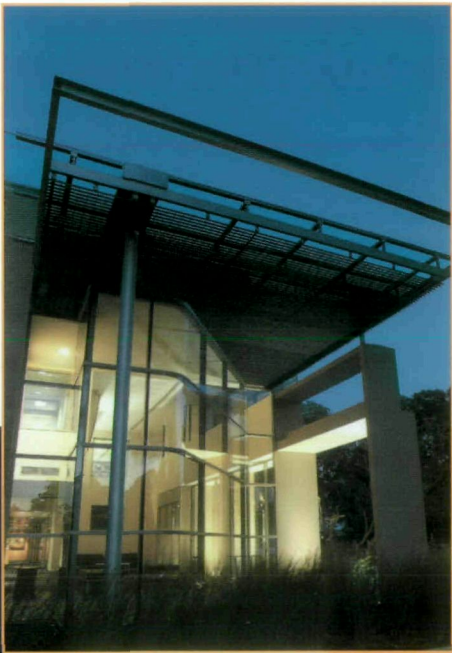
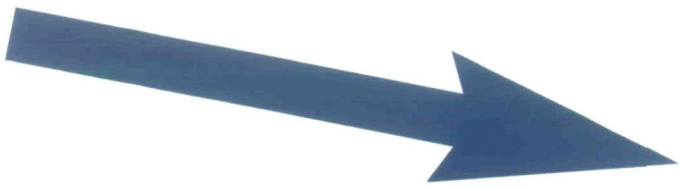
Stare at these shapes and **discover** how much your eyes are deceived. The left square seems to bulge outward and the right square appears to bend inward, yet they are both perfect squares.

Members of Council

- 1 David Craig (Chairman)
- 2 Andrew Edwards (Treasurer)
- 3 Laurence Iffla
- 4 David Fardon (Vice-Chairman)
- 5 Ching-Howe Chan
- 6 Ann Holt
- 7 Ray West
- 8 Valerie Gould
- 9 Glenda Campbell-Evans
- 10 Simon Cubitt
- 11 Rick Brine
- 12 Jonathan Sandford



Collaborative
Learning
Centre
In Action

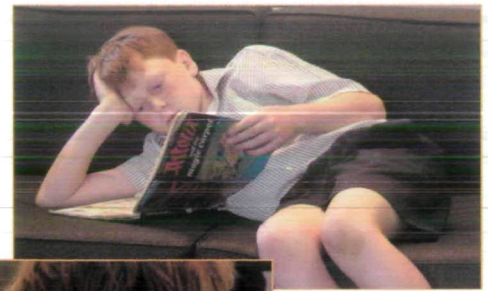
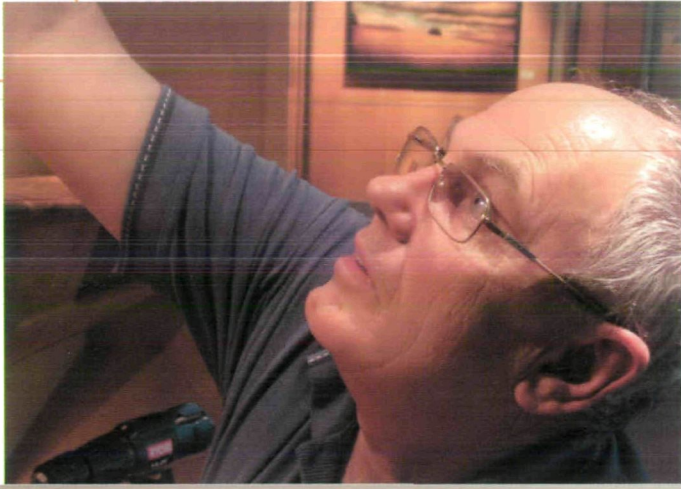


Former Chairman of Council, John Saleeba, opens the Collaborative Learning Centre

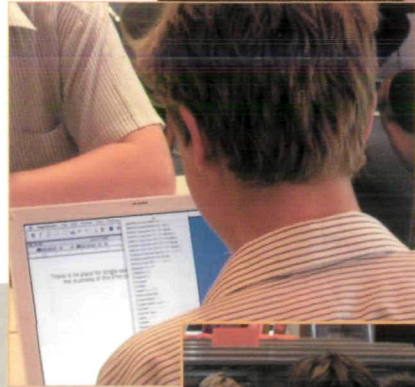
City



Conservator Paul Malone makes the final adjustments to an archives display



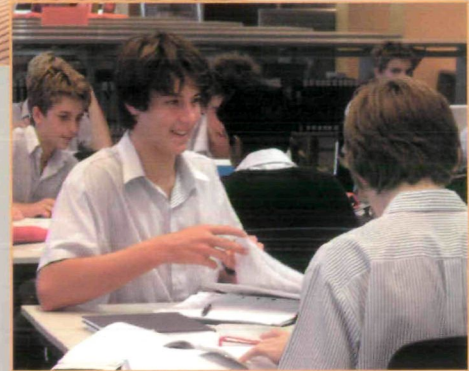
Totally absorbed with Asterix



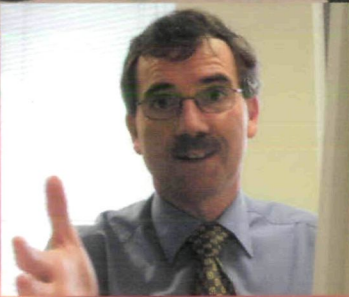
Cam-Ha Sheehan



Rose D'Cruze and Sarah Dobb



reception

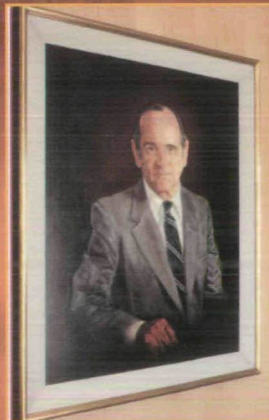


Bruce Ruthven

Dianne Ashlin, Jamie Fagan, Mark Morrissy and Tracey Pember



Carolyn Goodman



Mary Moore's portrait of Peter Moyes, Headmaster 1951-81



WORK IN PROGRESS

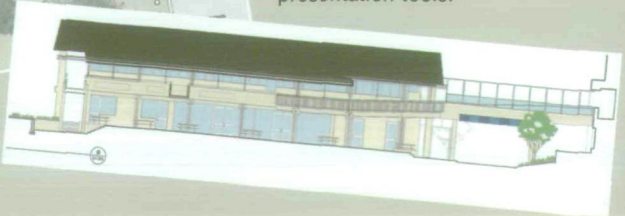
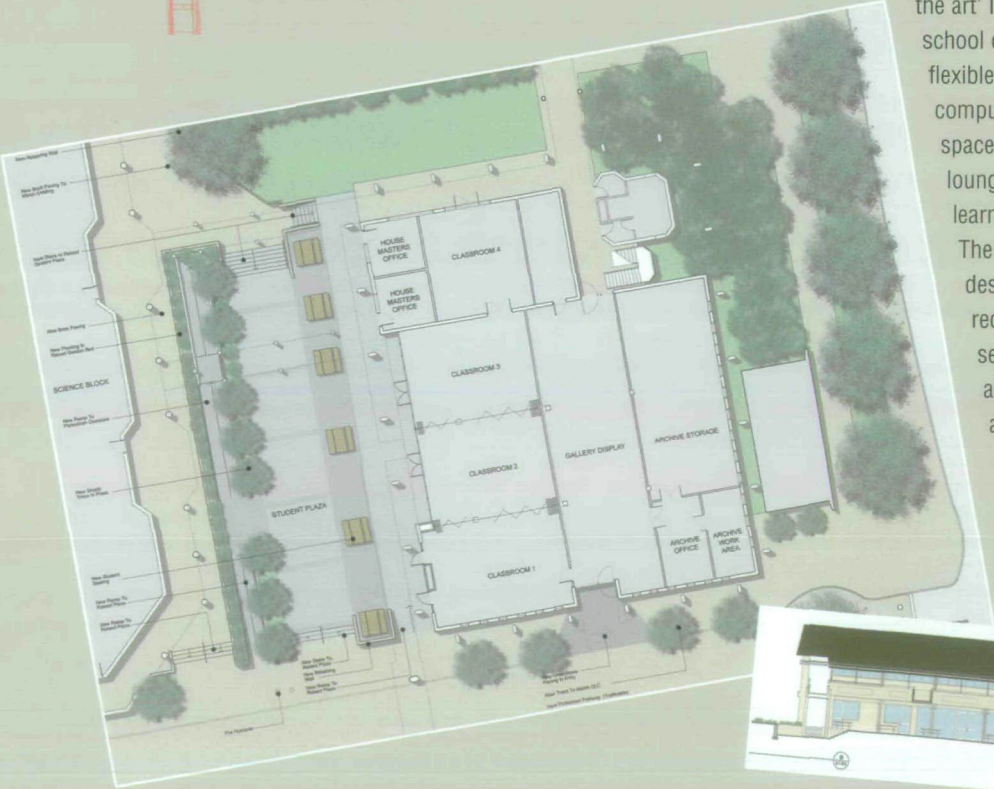
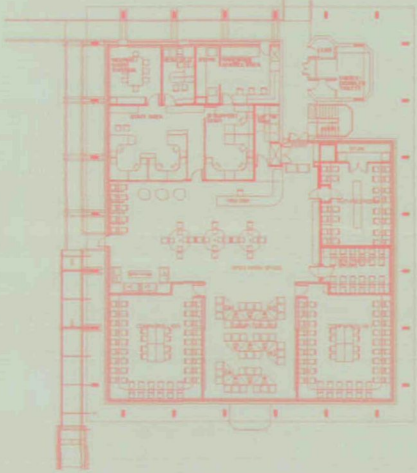


It may look not entirely dissimilar to a disaster zone at present but, if all goes according to plan, by November this year boys and staff will be enjoying the fantastic facilities and resources of the new-look L Block. Masterminded by Headmaster Garth Wynne and supervised by Property & Works Manager Andrew Froude, the ground floor of the building will comprise four Boy-Tech Classrooms, an Archive Repository and the Old Boys' Gallery. As a continuation of the recently completed Collaborative Learning Centre, the upper floor will house the Information & Communications Technology Department in the Future Sphere.

The courtyard adjoining the Science Block will function as a Student Precinct complete with tables and chairs so boys can relax in style!

The Boy-Tech classrooms will open onto the Student Precinct. They will be colourful and bright with modern lighting and furnishings. Electronic Smart Boards and wireless technology will transform these classrooms into futuristic learning labs.

Upstairs the Future Sphere will provide 'state of the art' Information Technology facilities for the school community. The design incorporates flexible open learning spaces and traditional computer laboratories. In the open learning spaces areas have been set aside for a lap top lounge, work stations for individual on-line learning and walk up reference pods. The two large computer labs have been designed so that they can easily be reconfigured into one large space or several smaller spaces. Provision has also been made for a Future Room, a multimedia lab and staff and service areas. The Future Sphere will be equipped with the latest in presentation technology, high tech AV equipment, smart boards and wireless presentation tools.



STAIRING ACTIVITY

W

SENIOR PLAYING FIELD



FUTURES PHERE



discovery

TEE RESULTS

The achievements of our 2003 leavers in the Tertiary Entrance Examinations were outstanding and reflect their hard work and commitment to their studies and the hours and hours of collaboration that took place with their teachers. Six students, Kit Buckley, Shaun Lee, Benjamin Brooksby, Theodore Bennett, Shrivuthsun Srigandan and Robert Clarke were awarded General Exhibitions for being placed in the top 40 students in the State. Shaun Lee and Robert Clarke were also awarded Subject Exhibitions for respectively topping the State in the Chemistry and Political & Legal Studies examinations. Furthermore, 19 boys were awarded 28 Certificates of Distinction (awarded to the top 0.5% of students in each subject) for outstanding results in Accounting (1), Applicable Mathematics (2), Calculus (1), Chemistry (5), Discrete Mathematics (6), Economics (3), English (1), English Literature (1), History (2), Human Biology (2), Physics (1) and Political & Legal Studies (3) and 18 were awarded Certificates of Excellence (awarded to students who achieve 10 or more As in their Year 11 and Year 12 subjects).

Of the 164 students who obtained a Tertiary Entrance Score 16 (10%) achieved a score in excess of 450; 44 (27%) achieved a score in excess of 400 and 92 (56%) achieved a score in excess of 350. Sixty eight students (41%) from a total of 164 who had a Tertiary Entrance Score were awarded a Tertiary Entrance Rank of 95 or above.

EDUCATED TO KNOW

General Exhibitions

Kit Buckley
Shaun Lee
Benjamin Brooksby
Theodore Bennett
Shrivuthsun Srigandan
Robert Clarke

3rd in the State
8th in the State
9th in the State
20th in the State
28th in the State
37th in the State

Subject Exhibitions

Chemistry
Political & Legal Studies

Shaun Lee
Robert Clarke

Certificates of Distinction

Accounting
Applicable Mathematics
Calculus
Chemistry

Michael Crommelin
Kit Buckley, Gar-hing Lee
Kit Buckley
Nicholas Biehl, Benjamin Brooksby, Kit Buckley, Shaun Lee, Justin Teng

Discrete Mathematics

Theodore Bennett, Nicholas Brewer, Robert Clarke, Mark Nelson, Simon Taylor, Andrew Winterbottom

Economics

Simon Cheah, Shaun Lee, Jiawei Si

English

Alasdair Beer

English Literature

Thomas Spencer

History

Theodore Bennett, Adam Laitt

Human Biology

Thomas Spencer, Alexander Thompson

Physics

Gar-hing Lee

Political & Legal Studies

Theodore Bennett, Robert Clarke, Adam Laitt

Certificates of Excellence

Theodore Bennett, Nicholas Brewer, Benjamin Brooksby, Kit Buckley, Leon Chu, Robert Clarke, Samuel Cribb, Gar-hing Lee, Shaun Lee, Brendan McKay, Nicholas Prindiville, Jiawei Si, Ming Su, Simon Taylor, Justin Teng, Alexander Thompson, Andrew Winterbottom.

Scores Over 400

David Adam, Theodore Bennett, Nicholas Biehl, Nicholas Brewer, Benjamin Brooksby, Kit Buckley, Simon Cheah, Clayton Cheng, Leon Chu, Robert Clarke, Thomas Cordery, Samuel Cribb, Michael Crocker, Michael Crommelin, Justin Daly, Christopher Hawley, George Henderson, William Holmes, David Humphries, Timothy



1 Theodore Bennett
2 Benjamin Brooksby
3 Robert Clarke

4 Shaun Lee
5 Kit Buckley
6 Shrivuthsun Srigandan

Humphries, Daniel Hunt, David Khouri, Munib Kiani, Ivor Kovacic, Simon Kusel, Adam Laitt, Gar-hing Lee, Shaun Lee, Brendan Mackay, Lucas Minshall. Peter Moh, Thomas Mulroney, Jonathon Palmer, Nicholas Prindiville, Jiawei Si, Thomas Spencer, Shrivuthsun Srigandan, Daniel Stein, Ming Su, Simon Taylor, Justin Teng, Alexander Thompson, Adrian Tiong, Andrew Winterbottom.

Congratulations to all of these boys and indeed to the entire Year 12 cohort for achieving our best pattern of results for a number of years.

PERFORMING ARTS PERSPECTIVES

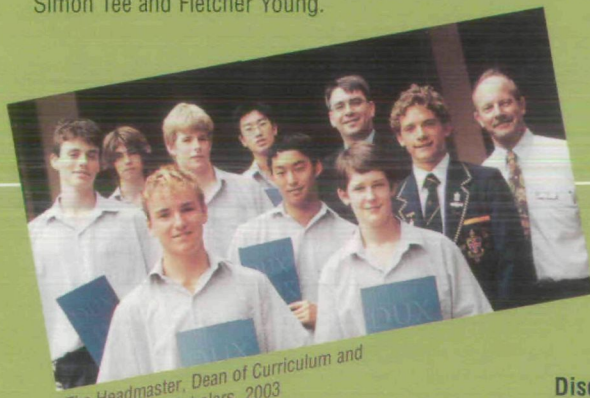
Adrian Tiong and David and Tim Humphries were among the 29 young performers who played in the Performing Arts Perspectives Concert after achieving the highest scores in the performance section of the 2003 TEE. The brothers played a cello sonata by Handel at the concert. Both are members of the WA Youth Orchestra. This year Tim is studying Science/Law at the University of Western Australia and David has taken a year off to travel before commencing Dentistry. Adrian chose to play *In Ireland*, a piece composed for the flute by Sir Hamilton Harty. He is studying Commerce/Engineering at the University of Western Australia.

AWARDS FOR ACADEMIC EXCELLENCE

Christ Church Scholars

At the end of each school term students in Years 10-12 who achieve five or more A grades in subjects undertaken that term have their achievement recognised by being included in The Dean's List. A Christ Church Scholar is a student who has appeared on the Dean's List for all four terms of the academic year. The honour is bestowed in perpetuity with the year of the award appended to the title. Only boys in Years 10 and 11 are eligible for the title of Christ Church Scholar and they will carry that title in the following academic year.

Congratulations to the following boys who were awarded the status of Christ Church Scholar in 2003: Dale Buckley, Tim Greer, Daniel Kim, Campbell Mackenzie, James Porteous, Yannick Spencer, Simon Tee and Fletcher Young.



The Headmaster, Dean of Curriculum and Christ Church Scholars, 2003

SCHOLARSHIPS

Congratulations to the following boys who have been awarded scholarships for 2005.

Council Entry Scholarships

Thomas Bransden
Matthew Hargreaves
Patrick Mackenzie
Oscar Morley
Richard O'Halloran

Christ Church Grammar School
Nedlands Primary School
Hollywood Primary School
Cottesloe Primary School
Nedlands Primary School

Music Scholarships

Jason Kong
Joshua Ewing
Bo An Lu

Christ Church Grammar School
Christ Church Grammar School
Christ Church Grammar School

The Ruth & Vernon Eagleton OBA Scholarship

William Caddy

Christ Church Grammar School



Young performers David and Tim Humphries with sisters Charlotte and Alice
Photograph courtesy The West Australian Newspaper

Discover which of the two centre circles is larger?
For the answer, see page 53.

OUTSTANDING RECORD

Christ Church is proud of its record in identifying and extending its most capable students. Since 1957 one hundred and twenty-five of the School's pupils have been awarded General Exhibitions for outstanding all-round academic achievement. In the same period 60 boys have won Subject Exhibitions, awarded to the top student in each Tertiary Entrance subject. Subject Exhibitions have not been limited to the arts or the sciences. Rather our students have topped the State in a diverse range of subjects: Accounting (1), Art (1), Biology (3), Chemistry (8), Economics (2), English (2), German (3), History (1), Human Biology (1) Japanese (1), Mathematics (15), Physics (12) and Politics & Legal Studies (8).

classes should have the opportunity to learn a range of analytical, creative and critical thinking skills. Dr Lewis said, "Developing these skills over a range of years allows new skills to be developed in concert with others that have already been explored. As a consequence boys will be encouraged to use a variety of thinking and learning strategies in their day-to-day classroom tasks."

The School's Gifted & Talented Policy will be published on the Website in July.

Michael Cuccovia and Michael Donner

CENTRE FOR



Boys regularly win prizes in state and national mathematics, science, art, music and humanities competitions and 11 students have represented Australia as members of International Mathematics, Chemistry and Physics Olympiad teams.

CHALLENGE

At the beginning of the year the Headmaster asked Dr Peter Lewis, Dean of Curriculum, to lead the School's Gifted & Talented programs. Working in consultation with the Heads of Departments and Mr Murray Robertson, Deputy Headmaster of the Preparatory School, Dr Lewis was set the task of formalising the School's approach to the needs of the gifted and talented and to raising the profile of our offerings in this area.

GROUNDWORK

Dr Lewis' response was immediate. He established a Gifted Education Sub-Committee of the School's Inclusivity Committee to guide and monitor the implementation of a whole school approach to gifted and talented education. By May the sub-committee had identified the principles of a curriculum for the gifted and talented and determined the relevant selection criteria. They had also developed an action plan for the implementation of in-class and out-of-class experiences for gifted and talented boys in Years P-10. In making their recommendations the members of the sub-committee emphasised that the nature of the programs to be implemented would depend upon the individual needs of the boys. Furthermore, the sub-committee suggested that all students in all

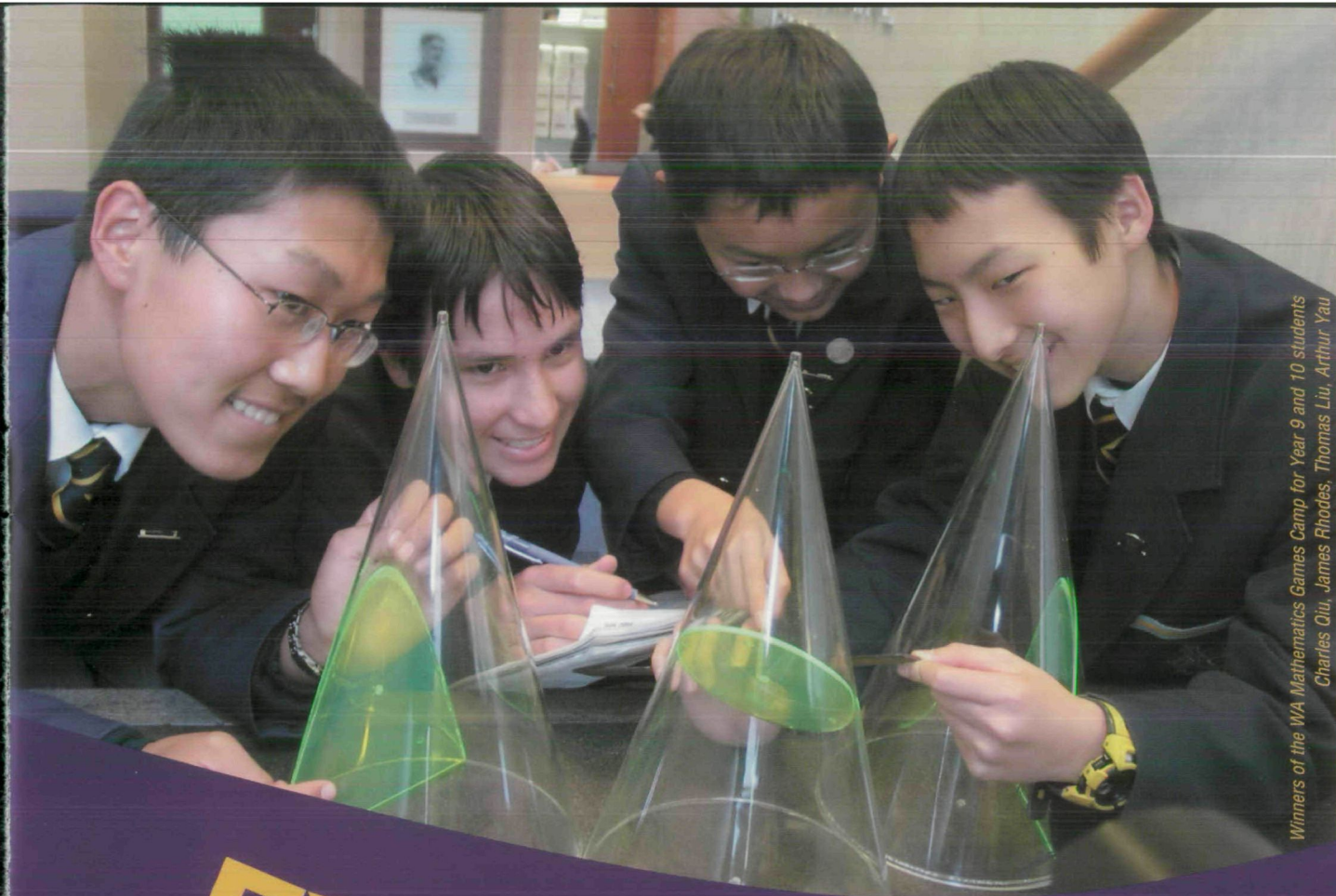
APPROACH

Our Mission affirms that gifted students need to be given opportunities to expand their knowledge base at a pace consistent with their capacity and predisposition to learn. By definition such boys have the capacity to handle information in a range of ways and in a variety of situations. They need to be given multidimensional opportunities to deal with knowledge in a variety of forms to achieve different ends. In particular these boys need to be provided with an environment that stimulates their creative gifts and talents.

At Christ Church we group boys in many different ways – in subjects, in Houses, in Tutorials, in the orchestra, in drama groups and in sporting teams and by age. Our aim is to provide a diversity of grouping so that the boys learn to live with others. Gifted boys have attributes and predispositions that lend themselves to sharing experiences with others who have similar traits and inclinations. From time to time they benefit from being grouped with boys of similar cognitive ability, irrespective of other grouping arrangements.

CENTRE

Gifted boys achieve levels of personal fulfilment, creativity and imagination that may be beyond other boys. Such boys need room to grow personally, creatively and spiritually. In other words they need room 'to be'. Many just want a place where they feel 'comfortable', where they 'can meet with students who share similar interests' and 'where people like me can get together'. To this end Christ Church has created a Centre for Excellence. Currently, rather than being limited to one particular place where boys may go, it is a number of spaces where like minds meet. The 'Centre' is a classroom in the Collaborative Learning Centre



Winners of the WA Mathematics Games Camp for Year 9 and 10 students
Charles Qiu, James Rhodes, Thomas Liu, Arthur Yau

EXCELLENCE

where Year 6 and Year 7 boys meet once a week with Mr Bill Mailes, Head of Mathematics, for a Maths Challenge experience as well as Chemistry Lab 2 where Dr Lewis runs an after school Science Club for Year 6 and Year 7 boys and an extension program in Chemistry for Year 8 and Year 9 students who are interested in trying out for the Olympiad program. It is the Physics Laboratory and Prep School Oval where Year 11 boys develop and trial their model cars for the Solar Car Challenge and rooms in the Maths Department where after school Extension Mathematics classes are held for talented Years 8, 9 and 10 boys just as much as it is the 'orchestra pits' in the Chapel, the stage in the Drama Centre and the art rooms during after school Art. So too the 'Centre' is rooms in M Block where boys hone their debating skills, formulate their cases for mock trials or out manoeuvre their opponents at chess.

Plans are on the drawing board for refurbishing Q4 as the nucleus of the Centre for Excellence. It is envisaged that the room will be used for acceleration classes for selected groups and withdrawal programs for individuals. It will be a place for teams to prepare for intellectual challenges and a place for gifted and talented boys to be who they are.

FUTURE SPHERE

Equally exciting is the development of the Future Sphere on the first floor of L Block. Given the broad appeal and increasing dependence on all things ICT it is expected that our gifted and talented students will be among its most frequent users. The Future Sphere will be equipped with the latest in presentation technology, high tech AV, smart boards and wireless presentation tools. It will provide a digital hub for students and staff to publish and broadcast digital content that will encourage collaboration between students and educators across the globe. Students will be encouraged to design, deploy and test networking technologies as well as have the opportunity to be involved in parallel computing which is clustering multiple computers to perform complex processes faster and more efficiently. High end video editing, sound recording and animation production provide other opportunities for exploration and challenge. In sum the Future Sphere will facilitate cutting edge e-learning.



MATHS F A C T O R

Leonard Euler (1707-1783)



TWO PLUS TWO IN HONG KONG

In July four budding mathematicians from Christ Church and St Hilda's competed in the Po Leung Kuk 8th World Primary Mathematics Competition in Hong Kong. Jason Kong, Bo An Lu, Samantha Barden and Charlotte Goodlet had a terrific time testing their problem solving skills against an international field of students from countries such as Mexico, South Africa, India and Taiwan.



Bill Mailes, Head of Mathematics, poses a problem to Year 6 and Year 7 boys

Each Monday an expectant group of 13 Year 6 and Year 7 boys gather in the Collaborative Learning Centre for their weekly 'fix' of maths enrichment with Bill Mailes, Head of Mathematics. Their eager faces light up as soon as they enter the Sadleir Room. They can't wait to be there and be challenged by another problem. The boys have been specially selected to participate in the Maths component of the Prep School's Gifted & Talented program.

As part of the program the students are working on the Maths Challenge for Young Australians which is jointly run by the Mathematics Department at the University of Canberra and the Australian Mathematics Trust. The Challenge is a 12 question assignment that the boys will complete in 20 sessions. Among its stated aims is "the discovery of the joy of solving problems in mathematics". The boys tackle problems that, among other things, cause them to consider algebra, geometry, number theory and counting techniques. Their completed assignments will be sent to the University of Canberra for assessment. Certificates are awarded in accordance with performance.

An examination of two questions the boys have been set highlights the element of discovery involved in successfully negotiating the twists and turns of the route to their solution.

Take any three digit number. Write it down twice to make a six digit number. Show that this number has 7, 11 and 13 among its factors. Why?

The boys must make two crucial DISCOVERIES to answer this question. Firstly, that repeating the three-digit number is equivalent to multiplying it by 1001, and secondly, that 1001 is divisible by 7, 11 and 13. These insights are obtained by playing with special cases until the general rule is realised.

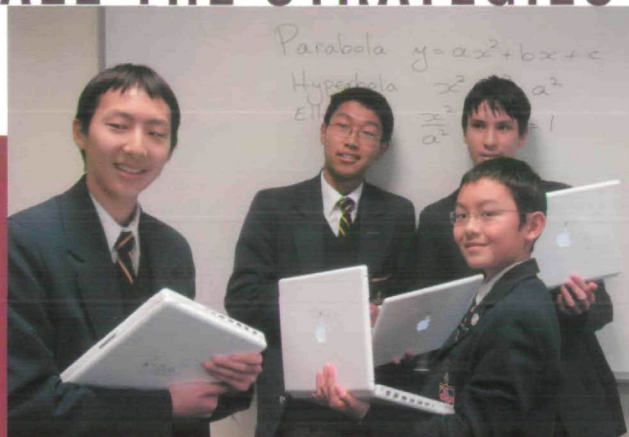
Two neon signs are turned on at the same time. One blinks every 4 seconds, the other blinks every 6 seconds. How many times in a minute will they blink at the same time?

This problem can be solved by constructing a table listing the times at which each sign blinks. The boys will observe that they blink together every 12 seconds (5 times per minute). The DISCOVERY that they should make is that this answer is the lowest common multiple of the blinking time intervals. If the problem is extended by adding a third light that blinks, say, every 5 seconds, they can then reason that all three lights blink together every 60 seconds (once per minute).

For the boys much of the fun at this stage is learning new processes. Jonathon Chiam said he has "learnt that Mathematics is a lot easier" than he thought. "I have learnt about prime numbers, Eratosthenes' Sieve and arithmetic sequences." Lachlan Harvey is very proud of the fact that he can now "do a prime decomposition of a huge number" and Daniel Ibbitson said that he has learnt about "...the lowest common multiple, the highest common factor and a bit of algebra."

Charlie Hammond commented that he has learnt "many interesting facts about maths that are useful and fun" and Jack Campion said that he has "discovered an easy way to add $100+99+98+97+96+95+\dots+1$ ". Tom Bransden enjoys Mr Mailes' classes because they are "fun and challenging" and Jake Batten has learnt that "everything has a formula". Ben Gammell has "mostly learnt that there is a bigger range of formulae and ways of working things out" than he had suspected and James Hockings has learnt that maths has lots of interesting patterns and that they relate to many parts of everyday life".

CHRIST CHURCH HAS ALL THE STRATEGIES



Arthur Yau, Thomas Liu, James Rhodes and Charles Qiu

MATHS GAMES

Each year the Mathematical Association of Western Australia conducts a Mathematics Games Camp for students in Years 9 and 10. The camp draws teams from throughout Western Australia. This year 24 teams from 20 schools registered for the competition.

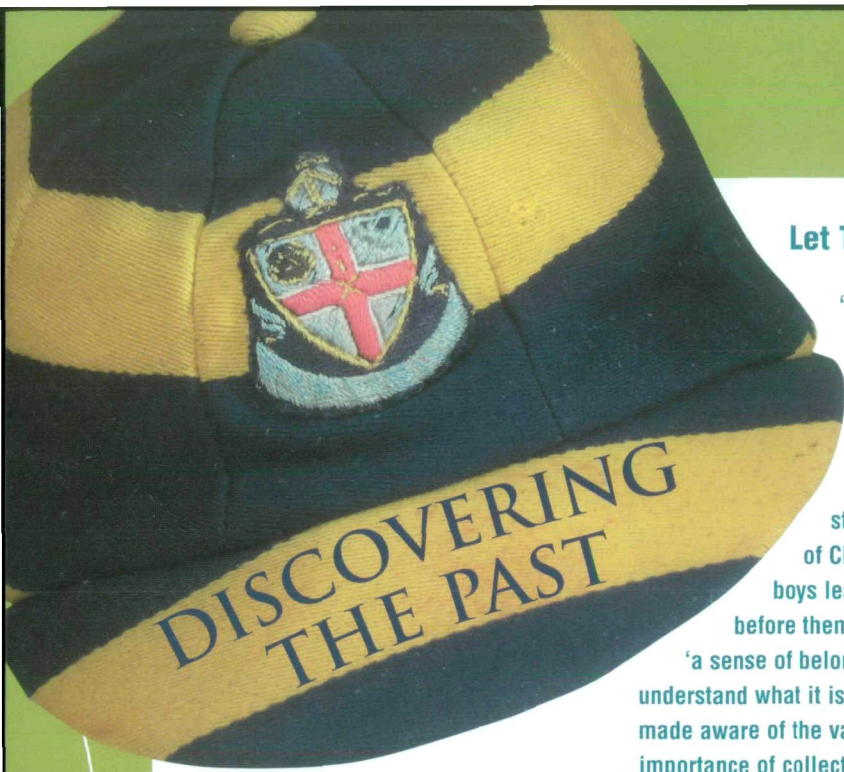
Christ Church entered six boys from Year 9 in the competition. Thomas Liu, Charles Qiu, James Rhodes and Arthur Yau formed a formidable Christ Church combination and Thomas Friberg and Nigel Goh joined with students from Newton Moore Senior High School in Bunbury.

The Christ Church team combined so well that they won the competition. The victory is recognised on a shield and each of the boys won a graphics calculator.

The boys had a terrific time and thoroughly enjoyed playing strategy games all weekend. They summed up their experience as follows:

"On the first night we were introduced to the camp staff and some games and strategies. The games began in earnest on Saturday. We spent hours playing each game. The first started at 9.30am, the second at 2.00pm and the third not until 8.00pm. The last game began at 9.00am on Sunday. Then came the moment of truth, the announcements of the final scores for the competition.

Fifth place went to Perth Modern School, fourth to St Hilda's, third to Hale, second to PLC and first place to Christ Church. We were thrilled."



Let The Records Speak

“A people’s understanding of itself is imperative to its continuance.” (McKernan, 1995)

As part of the Year 8 Social Science program all boys study a unit of Archives. The School’s archivists work with the teachers to devise interesting and productive learning experiences for the students. The aim is to increase their understanding of the history of Christ Church Grammar School. We believe it is important that the boys learn about the traditions of the School and who and what has gone before them. An understanding of the history of their school develops ‘a sense of belonging.’ Pupils become aware of their heritage. They begin to understand what it is that makes their school so special. At the same time they are made aware of the value of donations of archival materials to the School and of the importance of collecting, preserving, documenting and exhibiting records.

Overview

The course begins with a discussion of *What is history?* and *What is an historian?* before moving on to *What is an archives?* *What is an archivist?* and *How can the School Archives assist you in researching the history of Christ Church Grammar School?* We emphasise that “historians rely on the creation and retention of records so that the story can be told.” (McKernan, 1995) Historians do not simply record the fact that something happened rather they are concerned to explain why it happened. Historians continually ask questions of the records.

Next comes a discussion of records: *What are they? Why do people keep records? What sort of records do you keep?* They learn about conservation and the importance of the preservation of documents, photographs, paintings and items of memorabilia. The boys are shown how to store their photographs using materials that are archivally sound. They are shown a number of objects that have deteriorated through neglect and told how they might be restored.

What follows is a brief overview of the history of the School. The simplest way of accessing this information is via the School Website. Then it is time for the boys to examine some of the records in the Archives. They don white gloves and pretend to be archivists. They read documents, look at photographs and hold artefacts, some of which are almost a century old. This activity inspires them to ask questions of each record. What is it? How old is it? What was its purpose? They are required to consider how the School acquired the record and to detail what they have learnt about the history of Christ Church from the record. Once they have begun asking questions of the information they have begun learning what it is like to be a historian.

The emphasis then shifts to using historical evidence to develop geographical skills. The boys compare aerial photographs of the School from different decades and create a map of the current campus.

The time is now right for the boys to research a topic that relates to the history of Christ Church. Each student is required to present his research findings to the class. Some choose to present a written report while others prepare a slideshow presentation or act out their findings.

A Sense of Place

Jennifer Gates has been teaching the Archives unit since the mid nineties. She enjoys teaching it at the beginning of the year because “it gives our Year 8 students a sense of time and place. They come to a place with an interesting and rich history and they are part of it.” Jennifer believes that the School’s archival collection provides a wonderful range of primary and secondary resources for introducing the boys to a study of history. “Admission registers, cups and trophies, photographs, school magazines, the School history, uniforms, press clippings, letters and speeches, honour boards and memorials plaques are important in creating a sense of identity and tradition. They document decisions, capture experiences and support memories.” (Pederson, 1992) The boys learn that the School’s history is about people: it is the story of successive headmasters, their staff and their pupils. It is as much about the daily events that take place in the classroom and on the sporting field and in the boarding house as it is about the development of new facilities. It is about continuity and change.

Evidence

Boys in Jennifer's classes begin the unit with a study of the wooden plaque that commemorates the life of Alexander Scott who was tragically drowned in the Swan River on 7 October 1942. They then examine the account of the accident in *The Mitre* and become aware that not one but two boarders lost their lives in this accident. Questions immediately spring to mind. Is there a commemorative plaque to Lawrence Foord? Could the boys swim? Why were they in the boat? What were the prevailing weather conditions? Jennifer tells the Year 8s that much of what we 'know' about the incident has been gleaned from oral histories recorded some 50 years after the event. She emphasises that history is about examining a range of evidence and not restricting oneself to a single source. Indeed history is an interpretation of the 'facts' from numerous sources. At this stage the strengths and weaknesses of oral histories are highlighted.



Flying High: Howard Boys dives from the tower at the Claremont Baths, Christ Church School Swimming Carnival, 1919.

Photograph donated to the Archives by H. Dale Boys (1939-43)



Context

Another key discussion point is the importance of historical context. Given that the drownings occurred in 1942, during the time in which the boarders were relocated to Margaret House at St Hilda's, it is logical that the discussion then moves to the impact of the war on Christ Church Grammar School. Jennifer says she shows the Years 8s photographs of old boys who lost their lives fighting for the Allies and they then read about them in *The Mitres*. They also talk about the changes that took place at the School during the war. To consolidate the importance of context the boys construct a timeline that details the names of the headmasters, their years in office and key developments at Christ Church alongside significant international events.

Website

Ian Hardy is in his second year of teaching the course. Many of the activities he set his class revolved around information contained on the School's Website. He said the "boys developed an understanding of the history of the School and carried out mapping and time line activities. They were fascinated by the photographs that showed the great changes that have taken place" on the campus. Ian believes the Archives unit is a wonderful introduction to secondary school Social Science as it gives "the boys an appreciation of the historical and geographical context in which they find themselves."



Marius Basanovic, Brad Papaluca, Peta Dunn, Wendy Hillman and Hadley Shearn



Aerial view of Christ Church Grammar School, June 2004



FOR SALE

PRIME RIVERFRONT PROPERTY

CORNER BLOCK 5 MINUTES FROM SHOPS

500 BEDROOMS 50 BATHROOMS

150 TOILETS (2 FEMALE) and 50 STUDIES

PRIVATE CHAPEL, SWIMMING POOL, COMPREHENSIVE GYMNASIUM, BOAT SHED, TENNIS COURTS (ROOM FOR 500 MORE) LIBRARY AND STAFF QUARTERS,

FULLY RETICULATED, OWN BORE...

***Enquiries: A.deV.HILL 383 1044**

The Leavers put Christ Church up for sale in 1984



Discovery

Boys in Helen Oke's class became detectives for the duration of the course. Their first assignment was to locate and inspect the plaques on all of the major buildings at the Claremont campus.

They 'discovered' the names of the buildings, who had designed them and when and by whom they were officially opened. They were required to determine the age of the buildings as well as identify who was the Chairman of Council and serving Headmaster when the facilities were brought into use. This exercise, together with an analysis of photographs of buildings and aspects of the School from various decades, helped the boys visualise what the campus looked like at the different stages of its development. Among other things they found out that the School began in 1910 in a single classroom on the corner of Queenslea Drive and the Perth/Fremantle Road and that a little later two classrooms were added and the land between the buildings and College Avenue was obtained. By 1914 what for many years were the Main School classrooms were built.

Initially this building (where M Block now stands) was used as the Headmaster's House and as quarters for the boarders until such time as it was appropriate to convert it into classrooms. Interestingly it was not until 1920, when the Romsey property was acquired, that the School had access to the Swan River.

Examination

Next on the agenda was an examination of some of the primary and secondary sources that detail the School's history. The boys examined school caps, blazers, sporting trophies, photographs and the memorial plaque to Alexander Scott. They looked at the Honour Boards and conserved School Flags in Sandover Dining Hall and at the archival displays in the Collaborative Learning Centre. They read excerpts from *Mitres*, newspaper articles and copies of the School Rules. At all times they were encouraged to ask who, what, how, why and when of the records. They were also required to analyse the School's academic and PSA sporting achievements by referring to information in the School Diary.

Research & Presentation

The boys' final task was to choose a topic and research it and present their findings in a keynote presentation to the class. Presentations were to be of five minutes duration and were to incorporate a variety of multimedia techniques. Helen said the boys had a tremendous time deciding what they would research and how they would present their findings. What really impressed her was the professional approach the boys adopted for this task. They were particularly interested in finding different ways to present their materials. Topics ranged from a history of the school crest to surfing, from headmasters to cups, trophies and awards and from the history of the Houses to the history of the Chapel and the Centre for Ethics. Some looked at the development of the school uniform whilst others researched the school rules. Yet again others researched the history of a particular building and noted how its use has changed over time.

Experiences

Digby Gibson's students felt especially privileged because, as an old boy, he was able to tell them about his experiences as a student in the seventies and eighties. One incident he recalled that particularly captured their attention was the evacuation of the whole school to the oval because of a bomb hoax. Another was when the Year 12 students advertised the sale of the School. Like their peers the boys thought the Archives unit was "terrific", "a really good learning experience" and "a great opportunity to discover what Christ Church was like before our time." As one boy said, "It's fascinating to learn where we've come from."

A Sense of Time

The lead into a school's centenary is always exciting, probably one of the most exciting times to be studying and working in a school. A centenary signifies history, tradition, strength, importance, permanence, something of worth. It suggests so many opportunities just waiting to be realised, none more so than those related to the exposure to the history of a school. Boys who have an understanding of 'where Christ Church has come from' will derive so much more from the celebrations of what it has achieved. In the countdown to 2010 the Archives unit will become the trademark of the Year 8 Social Science course. The Archives and Old Boys' Gallery, currently under construction in L Block, will become the hub of centenary activity.

FINDING MEANING

“ALL MEN BY NATURE DESIRE TO KNOW” Aristotle

A six period Philosophy & Ethics course for all students in Years 11 and 12 was introduced in Term 2. The course, which runs throughout the year, is an introduction to the major figures of western thought from the Greeks to the Post Modern. It looks at the influence of science and philosophy on the way man perceives himself and his place in the universe and how these ideas have changed the nature of society and its moral and ethical values.

“
EVERYTHING
IS BECOMING,
NOTHING IS

Plato
”

The course begins with a study of the Sophists, Socrates (c.470-399BC) and Plato (c.429-347BC). The boys are introduced to the significance of cultural relativism and how the Sophists shifted philosophic concern from Nature to Man. They learn about the influence of rhetoric in a democracy and the associated challenge to accepted moral and ethical values as well as the existence of the gods. In teaching the boys about Socrates and Plato, Duncan MacLaurin cites the *Apology*, the *Crito*, the *Allegory of the Cave* and the *Myth of Ur* from the *Republic*. He stresses the importance of argument to the existence of absolute values, the search for knowledge, the sanity of the Law, the Just man and the immortality of the soul. Reflections on Socratic and Platonic philosophy lead to a comparison with the teachings of Christ in the New Testament.

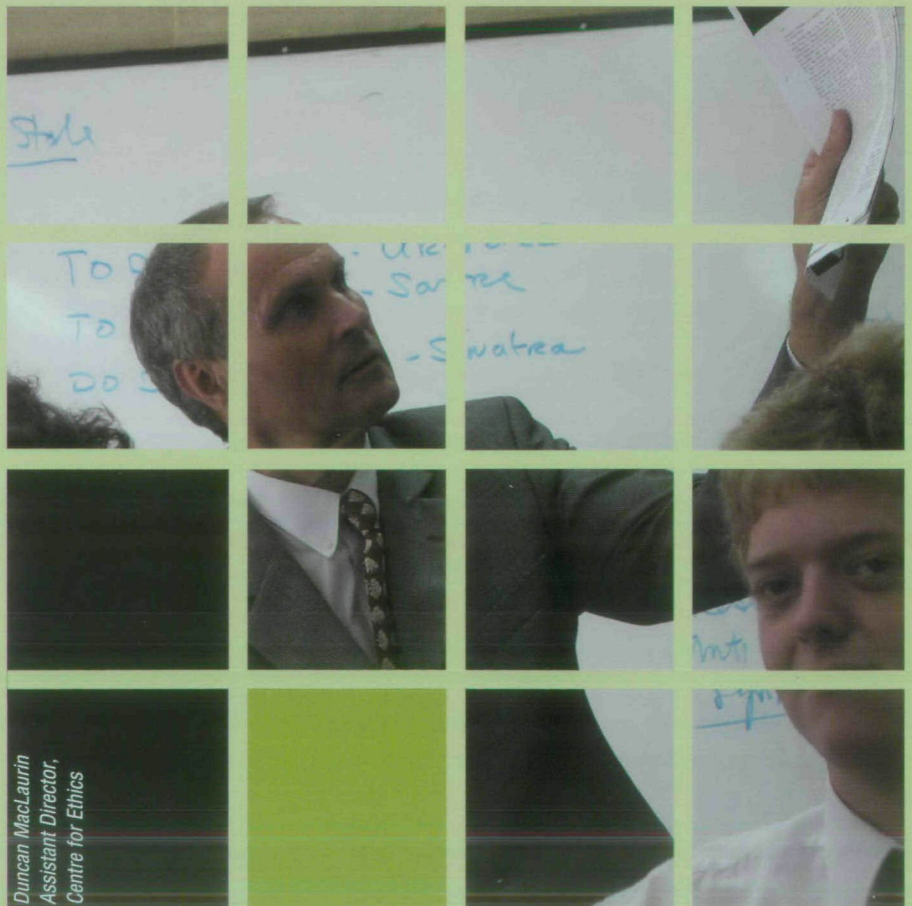
The views of René Descartes (1596-1650), who is generally thought of as the first modern philosopher,

are considered as are those of Jean-Jacques Rousseau (1712-1778), who is acknowledged as the forerunner of the Romantic movement. Descartes asked the question “What can I know?” and in so doing put epistemology, or the theory of knowledge, at the centre of philosophy.¹ Rousseau insisted that “our judgments should be based on the requirements of feeling rather than reason”². His work inspired the leaders of the French Revolution and the Romantic generation.

The students are introduced to Immanuel Kant’s (1724-1804) ideas on free will and choice and Arthur Schopenhauer’s (1788-1860) active dislike of the world and his emphasis on “the role of the will as the irrational force in human nature”³. Interestingly he saw the arts – music, drama, poetry, painting and sculpture – as the means of escape from the pain of existence. They touch on Georg Wilhelm Friedrich Hegel (1770-1831) and

Karl Marx (1818-1883) and are challenged by Friedrich Nietzsche’s (1844-1900) view that the central values we should embrace are those that assert life.

Nietzsche set the moral agenda for the existentialist philosophies of the twentieth century. He argued that western man should reassess his morals and values as those that he professes to hold derive from religious beliefs to which he increasingly ceases to adhere. Even today this remains the ‘supreme ethical challenge’⁴. Nietzsche believed that all men - the creative, the inventive, the brave, the courageous, the inquisitive, the valiant - should be free to realise their potential, their ‘will to power’. For him everybody should live life to the full even if this brings them into conflict with one another. Nietzsche acknowledged that the weak may go under but he saw no problem with that. He urged people to “Dare to become what you are”⁵.



Duncan MacLaurin
Assistant Director,
Centre for Ethics

Nietzsche exerted considerable influence on the creative artists of the late 19th and early 20th centuries. Acclaimed playwrights August Strindberg, Luigi Pirandello and George Bernard Shaw came under his influence as did poets WB Yeats, Rainer Maria Rilke and Stefan George and writers Thomas Mann, Hermann Hesse, Albert Camus and Jean-Paul Sartre. Numerous composers and artists also adopted his ideas.⁵

“
THE BUSINESS OF
PHILOSOPHY IS NOT TO
GIVE RULES,
BUT TO ANALYSE THE
PRIVATE JUDGEMENTS OF
COMMON REASON

Immanuel Kant”

The boys study existentialism by looking at the ideas of Soren Kierkegaard (1813-1855), who is generally credited with being the founder of this philosophy, and Martin Heidegger (1889-1976). They then consider the views of Sartre (1905-1980).

Kierkegaard believed that “no system of thought could explain the unique experience of the individual”. He proposed that “the individual is the supreme moral

entity and that decision-making is the most important human activity”. Indeed it is “through making choices that we create our own lives”⁷ and become ourselves. Kierkegaard believed that what mattered more than anything else was the relationship of the individual soul to God. He disagreed with Kant’s view that religious belief and morality could be founded on reason. Rather he held that faith was irrational and could not be proved. To become a Christian one must take “a leap of faith” because the central beliefs of Christianity are essentially unknowable. Heidegger considered that “we all have immediate awareness of our own existence” and suggested that “we could not have this conscious awareness unless there was some sphere of activity in which it was happening”⁸. He believed that ‘being’ and some sort of ‘world’ are inseparable and argued that “we have to make choices without any certainty as to their outcomes”⁹. His discussions on the ‘sense of being’ influenced Sartre and other existentialists.

One purpose of the course is to look at the influences these ideas have had on the development of the Arts and Science. In particular we hope that the boys will gain new perspectives on the texts they are studying in English, English Literature, Art and History. Most important however is its intended outcome of developing each student’s critical thought.

“
MAN WAS BORN FREE, AND EVERYWHERE HE IS IN CHAINS

Jean-Jacques Rousseau”

¹ Magee, Bryan. *The Story of Philosophy*.
Dorling Kindersley Limited, London, 2001, p.89

² *Ibid*, p.126.

³ *Ibid*, p.138.

⁴ *Ibid*, p.177.

⁵ *Ibid*, p.175.

⁶ *Ibid*, p.177.

⁷ *Ibid*, p.209.

⁸ *Ibid*, p.213.

⁹ *Ibid*, p.213.

“
I THINK
THEREFORE
I AM

René Descartes”

The overriding aim is to establish the foundation upon which boys may begin to ask questions about themselves and their values. Or, as Duncan MacLaurin puts it: “Hopefully in reading about the philosophers’ attempts to bring order and coherence to the universe and man’s place in it, the boys will question themselves and establish their own personal philosophy. For, as Marcus Aurelius (AD121-180) said: ‘A man without philosophy journeys through a pathless wood’.”

“
LIFE CAN ONLY BE
UNDERSTOOD
BACKWARDS, BUT
IT MUST BE LIVED
FORWARDS

Soren Kierkegaard”

WE ARE
OURSELVES THE
ENTITIES TO BE
ANALYSED

Martin Heidegger”

Writing the Right Way

Discovering How The Experts Do It

Author Krista Bell with Year 8 students
Oscar York and Alastair Richardson
Photograph courtesy Western Suburbs Weekly

With 16 titles under her belt, Writer-In-Residence Krista Bell offered insights, inspirations and ideas to our Year 8 and Year 9 students. The Melburnian writer, who is primarily an author of young adult literature, spent a week at the School in March. She conducted three sessions per day including writers' workshops. Boys were given a 'behind-the-scenes' view of a writer's world, including where she 'finds' her characters and themes and how she develops them. Ms Bell told the students that there is "no right way to write" and, in encouraging them to write about themselves, suggested they take ideas from wherever they want and develop these themes and their own voice. She emphasised that they should write about things that interest them. Boys learnt about her specialised technique called 'Fibtion': never letting the truth get in the way of a good story.

Krista Bell believes that writing should be "entertaining and well written... But mostly entertaining!" She told the boys that they should strive to make their audience hold their breath about what is going to happen next. She urged them to start with the action. "Throw your readers into the story from the beginning. The explanations can come later." For her research is an integral part of writing and real, first-hand experience is of upmost importance. "What I aim to do is tell a story about real people in today's world."

She said she thoroughly enjoyed talking to the boys, especially those who had read her books, as they offer invaluable feedback. Krista also commented that she reads passages from her books in these sessions as "It's good for the boys to hear my voice as well so I can work out from their reactions what works and what doesn't." To entice boys to read she writes about topics she believes most



teenage boys find interesting such as surfing, basketball and rowing. She uses these topics to explore family relationships, bullying, adolescence, friendships and school life.

The boys thought the sessions were 'fantastic', 'great', 'terrific', 'just so interesting'. They especially enjoyed having the opportunity to meet a 'real' author. A number of Year 8 boys said that Krista Bell made her stories so interesting that they didn't want her to stop reading extracts from her books. "She read her stories with such conviction that we could really identify with the characters." Most can't wait to get their own copies of her books.

BROKEN LIVES

Estelle Blackburn spoke to Jeremy Baker's Year 12 English class about the exhaustive six year research process that culminated in the publication of her book, *Broken Lives*. Interestingly the genesis of the work was a chance meeting with Jim Button, whose brother John had been convicted and jailed for murdering his girlfriend in 1963.

Estelle Blackburn was so intrigued by what Jim Button had to say about the case that she decided to follow it up. Through her determined research she was able to expose a series of police cover-ups and fraudulent confessions that eventually led to the clearing of John Button's name. *Broken Lives* was the catalyst for a judicial review of the case. Button's pleas of innocence were finally

recognised and tested in court. Eventually it was revealed that notorious Perth serial killer, Eric Edgar Cooke, was responsible for Rosemary Anderson's death.

Estelle outlined the research methods she employed to access the information she required. She spoke about sifting through mountains of paperwork, knocking on doors, examining previously undisclosed police records and interviewing and re-interviewing witnesses. She also told the boys about John Button's desperate attempts for a review of his trial. Interestingly doors that were "slammed shut in his face were opened to me... It was a case of know-how and who you know."

Previous positions as a political journalist and government press secretary gave Estelle entrée to contacts who were invaluable to her investigative research. She believes the trial is a watershed in Perth's sociological history and that it is important "to embrace our misfits as well as our heroes."

Students commented that Estelle Blackburn's explanation of the research processes involved in writing the book gave them a clearer understanding of the efforts required in writing non-fiction.

WRITE AROUND AUSTRALIA

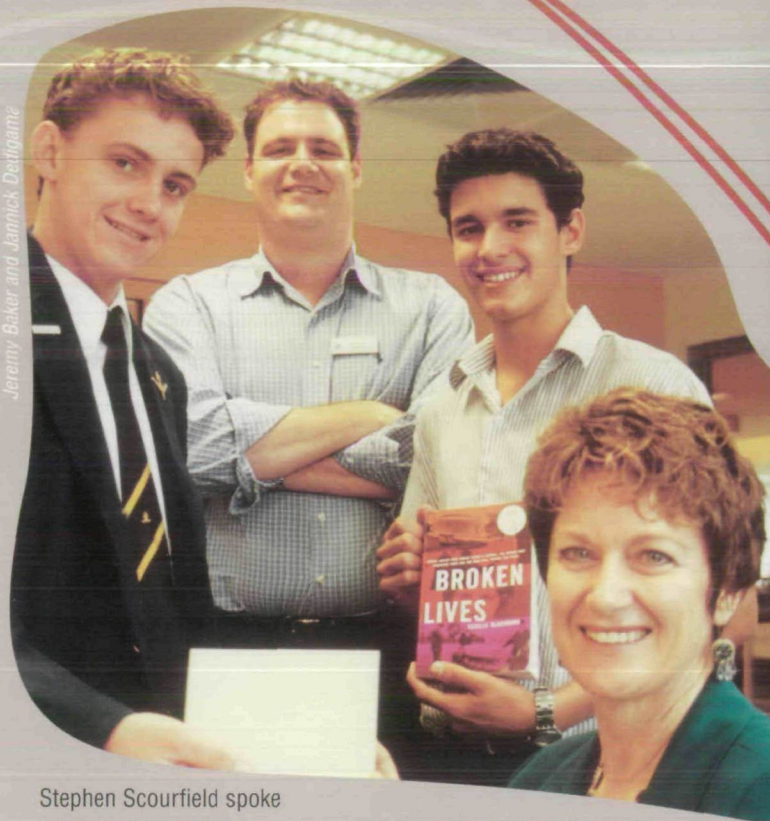
Rory Reid's Year 7 class are busily engaged in refining their stories for the Nestlé Write Around Australia Competition. The entry conditions are simple and direct: Write a story on any topic with a maximum length of 500 words. The boys have chosen diverse topics such as The Shipwreck, The Singing Boy, Car Wars and My Favourite Season.

Being very much aware of the importance of the editing process, Rory Reid called in an expert to give the boys some advice. Journalist Stephen Scourfield, who writes for *The West Australian*, was pleased to be able to assist with the first round of the editing process.



Stephen Scourfield

Estelle Blackburn with Justin McBurney, Jeremy Baker and Jannick Deitigame



Stephen Scourfield spoke to the boys about his 27 year career as a writer. He emphasised that drafting a story is only part of the writing process. Indeed it is only half of the task. Editing or 'head hitting' as Stephen termed it, is critical to the end product. It is one of the things that distinguishes you from other writers.


Stephen told the boys that they should do what they could to keep the reader engaged or "with you, not just near you". He likened this to 'the sofa' approach where the writer includes the reader in the story. This is so much better than being kept at an arm's length or restricted 'to sitting in an armchair'. He urged the boys to give themselves plenty of time to describe things but to always keep their destination in mind.

Stephen stressed that writing needs pace and flow. It should not be rushed and hurriedly concluded but neither should it dawdle and allow for distractions.

Stephen Scourfield's advice inspired the boys to review their writing from the reader's perspective.

Discover the hidden image. Do you see a vase, or faces first?





FISSION + FUSION + FORMULAE

Year 8 and 9 students were offered the exciting opportunity of accelerating in Chemistry to Year 11 standard by the end of the year. Participants volunteered for the weekly after-school extension classes taken by Dr Peter Lewis. Together he and the boys explore fission, fusion and atomic structure – with a dash of Einstein, dark matter and Star Wars. The sessions are purely theoretical. They are exacting and thought provoking, invigorating and motivating.

According to Dr Lewis “Each session involves new discoveries. Like the maps of the early explorers we have a vague idea of where we are headed but the most exciting times are when questions invite different explorations. In this environment sessions take on a life of their own. Rarely will I end up where I had planned but the new discoveries make this unpredictability worthwhile. The provocation that “we are the ashes of stars” was planned to arrive at the synthesis of elements in stars by nuclear fusion. This it did but on the way it led to establishing that the trigger for a hydrogen bomb would have to be an atomic bomb! Consideration of the development of gravitational electro weak and strong forces in the very early universe prompted a consideration of whether there should be an ‘opposite’ to gravity. The same conversation leads me to suggest that they read Paul Davies’ *The Mind of God*. I do hope they will.”

At the end of this year boys will be identified for selection for training for the challenging Chemistry Olympiad. All 13 boys in the class are eagerly awaiting selection time. They wish to emulate the feats of the eight Christ Church boys who have represented Australia in this prestigious international competition.

Thomas Friberg (Year 9) commented that he enjoyed the class because it gave him the opportunity “to ask as many questions as you want and they’ll be answered. It also gives me more time to think about questions than I do in class, time to elaborate. It’s progressive.” Douglas Porteous (Year 9) agreed, saying he chose Dr Lewis’ class as it “is challenging and will benefit me later.” Both boys said they wished to pursue a career in science and Dr Lewis’ class gives them the chance to further explore this area of interest.



Stare at this puzzle and **discover** the hidden spots between the squares.

By linking letters in adjoining squares the word **discover** appears four times in this puzzle. Find them.

DEVELOP YOUR ICT SKILLS ONLINE



Kyrne Holloway

Kyrne Holloway, Head of Information Technology (Curriculum) has launched the Year 8 Information and Communication Technologies Website to assist students develop their ICT skills.

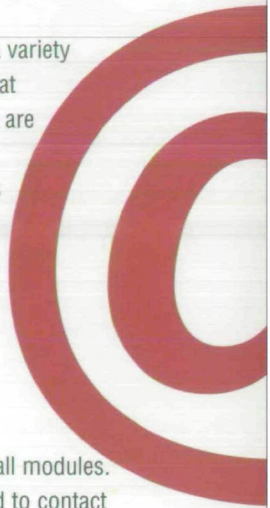
Year 8 boys are encouraged to visit the site outside of class time – either from their home computer or from school. To facilitate access the IT Department is open before and after school as well as at lunch time.

The site comprises a number of modules covering a variety of ICT skills. Students can complete these modules at their own pace and in their own time. Skills covered are applicable to IT use in all subject areas and, in the main, are not platform specific. Each module comes with at least one assessment item to be completed and submitted for evaluation.

Satisfactory completion of the various assessment tasks qualifies students for a Certificate of ICT Competency which will be awarded in fourth term.

It is expected that all students attempt to complete all modules. Online help is available and students are encouraged to contact IT teachers if they are experiencing difficulty with any part of the course. It is anticipated that students regard this course as a form of continuous homework that can be attempted whenever they find they have a "light homework day" or whenever they would like to do something a little different.

Tom Halsted is enjoying the course. He said, "Although I thought that this would be a complicated course, it has turned out great! It is good because I can go at my own pace."



foundation day CELEBRATIONS

foundation day CELEBRATIONS

Jumping ropes, playing marbles and eating damper were all part of the Early Learning Centre's celebration of the 175th Anniversary of the founding of the Swan River Colony by Governor Stirling on 1 June 1829. The boys took a step back in time and dressed in 'olden days' clothes. They delighted in playing games, singing songs, listening to stories and eating food as boys did in colonial times. Nicky Stockley said he enjoyed the chance to dress up as a soldier and play different games, especially marbles. Classmate Nicholas Hart, who also dressed up as a soldier, agreed and said, "It was fun to learn about the olden days."

The Year 5 boys compiled a quiz for the Year 3 boys on the early history of Western Australia. Among other things the Year 3s were required to name the three ships that brought the first settlers to Western Australia and the two townsites that Stirling founded as well as list three ways in which we commemorate James Stirling.

Pre-Primaries enjoying damper



DIGGING to China



Christopher Shields (Pre-Primary)

*The voyage of discovery is not
in seeking new landscapes,
but in having new eyes.*
Marcel Proust



It was with a great deal of enthusiasm and excitement that at the beginning of the year Mr Clark Wight was welcomed as the new Headmaster of the Preparatory School. Like his predecessor Geoff Matthews, Clark Wight is passionate about teaching. His chief focus has always been "to create an environment where children can reach their potential in a safe, challenging and enriching environment." He also considers "co-curricular pursuits to be vital to the educational process."

During the last two terms Clark has spent a significant amount of time observing what happens in the Preparatory School. He is delighted with what he sees. He has found himself to be leading a prep school that "is alive with educational resonance, artistic and musical creativity and a range of outstanding athletic abilities". Equally importantly he has found himself to be in charge of a school that has "a social conscious".

Clark believes that the catalyst that triggers the development of thinking skills, emotional intelligence, musical and artistic creativity and athletic prowess is 'discovery'. "Discovery, whether it is self discovery or as part of a group, leads to the development of skills, increased self esteem and a broadening of a sense of the world around us." For him discovery, coupled with "the insatiable curiosity which is the hallmark of boys", is at the core of all development and learning. Questions which begin with 'What if...' and 'What next...' are 'discovery initiators' that are the precursors to learning.

Clark says that there is nothing quite like the experience of watching a boy begin his journey of discovery. "From the 'light' going on when confronted with a problem and the boy finding the solution, to discoveries of their own abilities in music, sports and in the classroom there are endless possibilities for boys to discover who they are, what they can do and how to live with others."

DISCOVERY MODE

What follows are three examples of boys in 'discovery mode' that Clark Wight recently came across as he walked through the school. At another time of the day or week he would have witnessed completely different examples of boys making discoveries.

Digging To China

Subject: A Year 1 boy with part of his legs and two bare feet sticking out of a hole in the sand pit.

Conversation with the Headmaster: When asked what he was doing the young boy replied, "Digging to China." I asked him if he thought he was close. The reply was, "Yes, I think I hear Chinese voices!"

"What are they saying?" asked the bemused Headmaster.

"I don't speak Chinese, but I think they are saying that they are close to digging to Australia!"

With that reply the head disappeared back down into the hole and sand began to fly.

Discovery is having a goal and working towards it with determination.

A Combined Effort

Subject: A team of Year 7 boys who are experiencing difficulty in getting their solar-powered car to move.

Observation: Sitting back and watching this team I began to realise the depth of frustration these boys were having connecting the solar-powered motor to the car's axles. Every solution they attempted resulted in no movement to their well-engineered car. Finally, after numerous attempts with lacy bands, shoelaces, chewy gum and sticky tape, they had positive results with a combination of all the above.

Discovery is working beyond failure and showing perseverance.

Giving Direction

Subject: Often boys need steering in the direction of their discovery. In a Year 5 Literature class the teacher points out how the acts of writing and reading can lead to discovery – the discovery of new ideas and the discovery of self.

Observation: After reading part of a text the students were asked to discuss in groups what they thought might happen at the end of the story. The boys had to use inferential understanding, past experiences and some logical assumptions to come up with answers. They then wrote their own endings to the story and the process reflected a keen understanding of the story and a wealth of imaginative ideas.

Discovery is often right in front of us waiting...

DISCOVERY KNOWS NO LIMITS

According to Clark Wight the joy of discovery in the Preparatory School is that it knows no boundaries. It is equally applicable to the teachers, administrators and parents as it is to the boys. "As teachers, administrators and parents we can hardly go through a day without discovering something new about ourselves, the world around us or about the fascinating nature of boys and their boundless energy and zest for life. What this reinforces is that we must never lose sight of the fact that we need to provide opportunities for our students to discover themselves, their world and their potential. If we can do this then discovery will lead to great things."

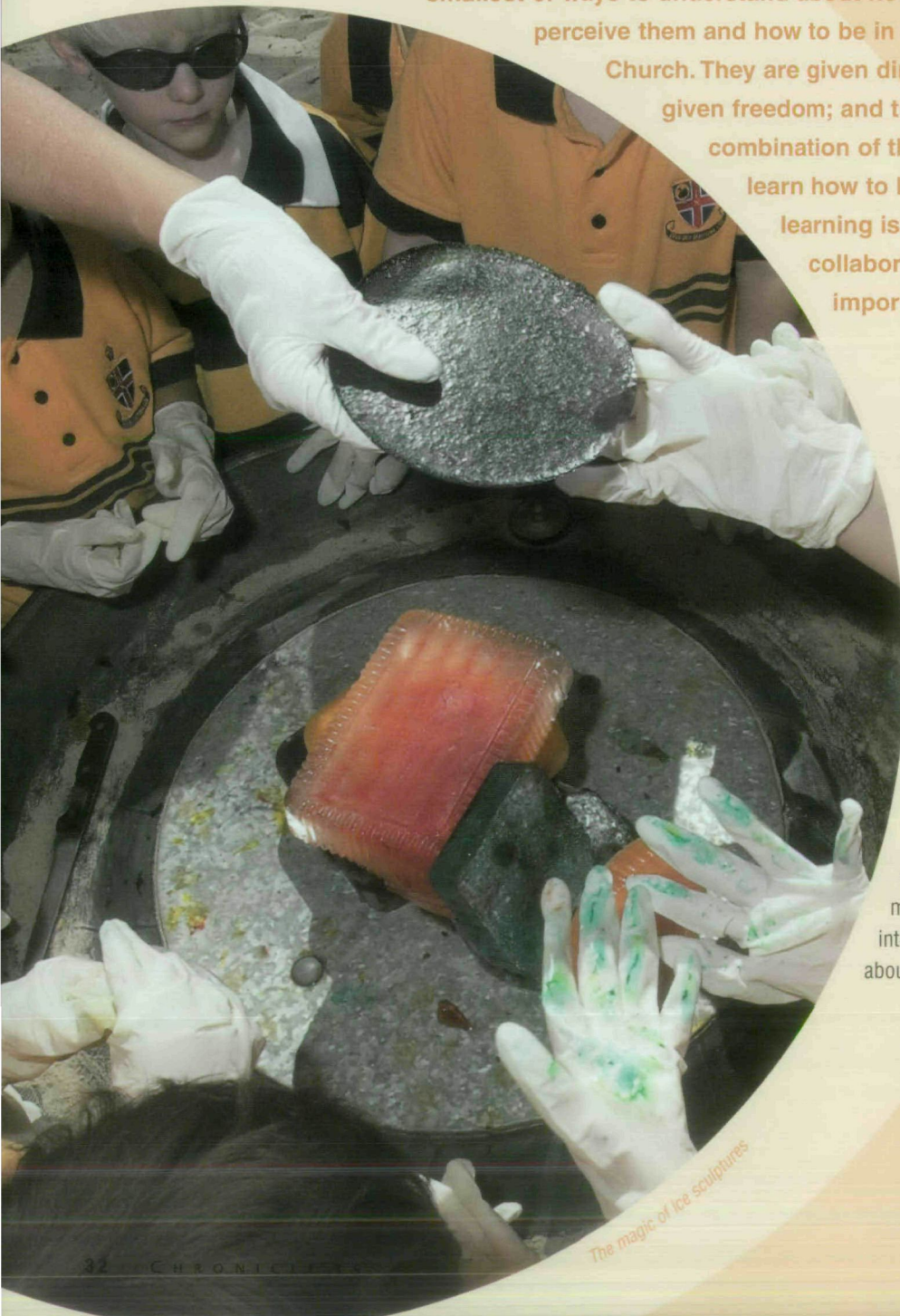


NURTURING DISCOVERY

Discovering the world and discovering the person next to you is pivotal to the experiences of the Early Learning Centre. The boys wonder at the spider found in an old computer box, they learn how to be friends with a child who seems unapproachable, they learn about other teachers through multi-age grouping and they discover themselves. They begin in the smallest of ways to understand about how they learn, how others perceive them and how to be in a community like Christ Church. They are given direction, and they are given freedom; and through the astute combination of these approaches they learn how to learn. They discover that learning is fun, it is serious, it is collaborative, and most importantly it is achievable.

To watch a child starting to learn to read and write is one of life's great privileges. When they discover that there really is some logic to the squiggles on the page – and that what had previously seemed an impossible task suddenly becomes achievable – they appear to grow in stature, physically and emotionally.

Teachers in the Early Learning Centre have these privileges every day. They actively create learning environments where boys can discover subjects such as science, history and mathematics in ways that capture their interest, stimulate their thirst for knowing about the world and tantalise their tastebuds!



The magic of ice sculptures



In Term 2 all of the Early Learning Centre discovered the process of making bread, soup and butter. They chopped, mixed, smelt, tasted and wondered about such things as *why the bread rose!* This led to science experiments with yeast in Year 2 and the writing of recipes in Pre-Primary. As well it contributed to conversations about healthy eating in Years 1 and 3. Maths was also factored into the situation as with 90 eager boys to feed there was a lot of addition and subtraction to be done. There were also many conversations on the logistics of the operation!

Discovering is a very personal way of learning. It usually means the learner is directly involved, is doing something hands-on, and whatever the subject is, it is interesting and important to them. Learning in the Early Years is predicated on making the learning relevant and targeted to each child's needs. When this happens the child *discovers* what you want them to know as if through osmosis. The process involves significant planning and a great deal of experience to get the mix 'just right'. In between there is direct teaching to elevate the child's skills in order that they can achieve the goal of discovery.

BARBARA BOSICH
DIRECTOR OF THE EARLY LEARNING CENTRE



FISHY TALES

It all began with an unwanted fish tank from the Year 7 classroom. Year 1 teacher, Olivia Bird, acquired the fish tank because she thought her students would benefit from the chance to actively participate in the up-keep of an in-class aquarium. The oceanic theme was continued in Year 1 via the telling of the story, *The Rainbow Fish*, to Miss Bird, are two important aspects of being a Christ Church Year 1 boy. Olivia said the book was an excellent choice as it combines learning morals and creativity.

After reading the book in class, the boys created their own rainbow fish and discussed their interpretations of the story. They then created finger puppets of the main characters and retold the story in small groups. Laurent, Stefano and Anthony all decided that the rainbow fish learnt his lesson, "that if you want to make friends, you must share your sparkly scales." Also inspired by the book was none other than Headmaster, Clark Wight, who created his very own ocean mosaic, which has pride of place next to the aquarium.

Anthony Terpkos, Laurent Xhonneux and Stefano Tudor

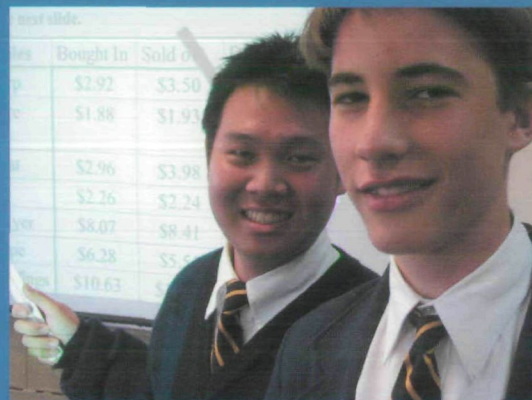
SIZZLING SOLAR SNACKS

What's the best way to melt a chocolate biscuit without a microwave? Jane London's Year 7 class discovered that solar ovens do an excellent job. In groups of three, the boys created environmentally friendly ovens using an empty pizza box, alfoil, black paper and string. They cut a square out of the lid and covered the hole with clear cellophane, the adjoining flaps with alfoil and the base with black paper to maximise heat absorption. The tennis courts were chosen as the best (and hottest) place to put their ovens to work and a chocolate biscuit as the best (and tastiest) experiment. Thermometers were placed in the ovens and the boys recorded temperatures of over 54 degrees Celsius which, according to Michael Carey, made the biscuits 'just gooey enough'. "The sunlight reflected into our ovens and heated the biscuits ...and then the best bit was eating them!"

Harry Annear explained that they learnt how solar energy could be effectively harnessed and that, "as it's an alternate source of energy it's much better for the environment. The less electricity we have to burn the better. It's bad for the environment because it pollutes the air and damages the ozone layer."

GUNG-HO! IS THE WAY TO GO

Entrepreneurial flair continues to flourish in the Economics & Commerce Department. Year 10 students, Daniel Pixley and Sutthithat Pitathawatchai, won Game 1 of the Western Australian Division of the Australian Stock Exchange's (ASX) Share Market Game and were placed seventh in the national competition.



ASX runs the Game twice a year. Participants are placed into syndicates, each of which is allocated a sum of \$50,000 for trading in shares of major publicly listed companies for a three month period. This year 45,000 students from throughout Australia formed 17,164 investment syndicates for Game 1. Our Year 10 Economics & Commerce students participated in the Game in Terms 1 and 2.

The competition is a real time exercise. Students trade on-line with the same considerations as those of actual investors. They are required to study the general movement in the All Ordinaries with a specific focus on their preferred stocks. Given that the competition is run over a relatively short trading period, this is not a game for the risk adverse.

Daniel and Sutthithat increased their investment by \$5,064 to a total value of \$55,064.00. Their return is a medallion and \$800 in prize money from ASX.

For those planning to play the game it would be worthwhile considering Daniel's and Sutthithat's approach! In summing up their strategy they said:

Our preferred investments were in areas such as natural resources, mining, building materials (eg steel) and the new technologies. Our tactic was gung-ho. We stayed fully invested when the market had momentum. When we felt the market was going soft, we stayed out and kept a part of our portfolio in cash. We took the lead from the NASDAQ and Dow Jones, yet we knew the market would go down when the interest rates were increased. We also got lucky with Aristocrate Leisure, which lifted our total portfolio value.





Art Rampage. Photograph courtesy The Post Newspapers

ARTS FESTIVAL



ARTS FESTIVAL CONCERT

Our major concert with St Hilda's began with the Chamber Orchestra's performance of a serenade by Swedish composer, Dag Wiren, followed by Bach's *Brandenburg Concerto No. 3*. The mood changed in an instant with the combined orchestras giving a stirring rendition of the *Fellowship of the Ring* from **The Lord of the Rings**.

It was then time for the combined Concert Band to take to the stage. These musicians delighted the audience with John Lennon's *Imagine* and a rousing rendition of *Mission Impossible*. What was especially pleasing was watching the older experienced players leading the Year 8 members of the Band.

The new line-ups in the CCGS Saxophone Ensemble and Jazz Combo gave stunning performances of *Honeysuckle Rose* and *Tequila* while the combined Jazz Bands got the audience tapping their feet and cheering to the energetic rhythms and enthusiastic improvisations in *Gospel Truth* and *House of the Rising Sun*.

The second half of the concert comprised two demanding choral works – Schubert's richly lyrical *Mass in G Major* and John Rutter's dramatic and lively *Gloria*.

Congratulations to the musicians and staff on presenting such a wonderful concert.

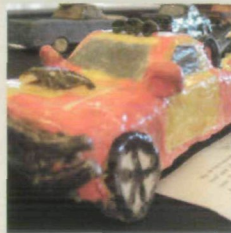
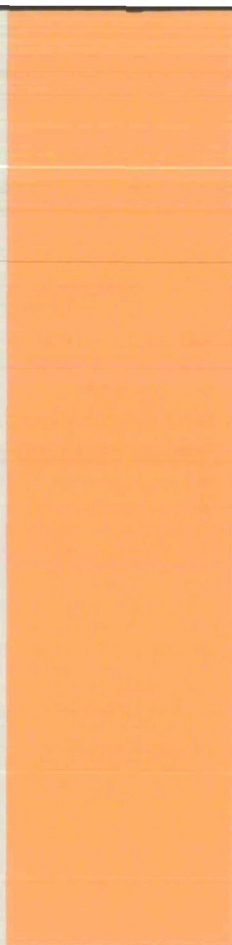
An appeal at the end of the concert for donations to assist some Tanzanian children attend an international world music festival raised \$900.00.

HOUSE ARTS DAY

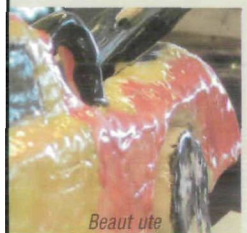
Art Meets Science in the Built Environment was the theme of this year's House Arts Day. Boys from all Years in the Senior School were encouraged to immerse themselves in the visual arts. They had the opportunity to build sand castles, create House murals, House tables or House banners, decorate House wheelie bins or assemble surf boards. The highlight of this element of the program was the creation of a multicoloured living sculpture by boys in Years 8 and 9.



courtesy The Post Newspapers



Michael Hewson-Bower's winning art work



Beaute ute



Anniversary Art Award Winners Michael Hewson-Bower and Joshua Walker with Lucas Bowers

It was their chance to become part of a living, collaborative artwork. Students wore House PE gear and were painted from head to foot in clay slip in House colours. They all entered into the spirit of the occasion even to the point of dipping their heads in buckets of coloured paint to ensure that they got just the right colour mix through their hair and behind their ears. Then it was time to be positioned on the oval to create their House initials. The whole work, which looked spectacular, was captured in an aerial photograph taken from a bright yellow blimp.

On the drama front Bizircus, a 2-man circus troupe, amused the boys in morning Chapel before the Year 8s and Years 9s headed for the Playhouse to see the School's musical, *The Rose & The Ring*. A Tri-Classical Guitar Group, the Jazz Band and String Orchestra entertained students in Years 10-12 while they took time out from their art tasks. This part of the program reached its climax at lunchtime when two of the School's rock bands took to the stage in the student precinct outside the Refectory.

Shaun Tan Award for Young Artists

Congratulations to Chris Hancy (Year 12) for being awarded Second Prize for his Cubist Painting (Oil on canvas) in the Upper School category of the Shaun Tan Award for Young Artists. The competition is open to all school students in the metropolitan area. This year more than 700 entries were received. Chris' work was exhibited in the Subiaco Library in June.



ANNIVERSARY ART AWARDS TRANSFORMATIONS

Year 8	Tim Sandhu
Year 9	Stefan Tomasich
Year 10	Mark Wahlsten
Year 11	Michael Hewson-Bower
Year 12	Joshua Walker

The Rose & The Ring

After battling blizzards, jetlag and copious amounts of plane food, the cast and crew of the School's Midnite Youth Theatre Company were pleased to be back in Perth for the Australian premiere of *The Rose & The Ring*. The 45 member troupe had recently returned from an acclaimed five week tour of Thailand, Canada and the United Kingdom including performances at the Waterfront Theatre in Vancouver and the Royal Opera House, Covent Garden. "We had to 'run the show in' before we presented it in Perth, so we thought London's Opera House would do the trick," joked director Tony Howes.

The young performers played to packed houses wherever they went. The attendance of the composer, Michael Jeffrey, and the librettist, Peter Morris, at the Covent Garden performance made that evening particularly memorable. Tony Howes recalled: "To have the creators bowing on stage with the company, full of smiles, and so obviously pleased with the standing ovation everyone received, filled me and music director Tom O'Halloran, with great relief!"

The Rose & the Ring, which is based upon William Makepeace Thackeray's novella of the same name, has been described as a "fractured fairy tale, a bedside pantomime for young of all ages." The musical comedy centres upon the romantic chaos caused when one decidedly devilish fairy, Blackstick, gives the magical rose and ring, which render their owners irresistible to the opposite sex, to two opposing kingdoms. Of the music Tony Howes said: "The composer has given us a tongue-in-cheek look at all the musical genres you can think of. You'll hear hints of Les Mis and Andrew Lloyd Webber's recurring romantic theme, and it all works on two levels, so that if you know theatre well you'll laugh at a whole other level of theatrical jokes."

For the international tour the lead role of Prince Giglio was played by 2003 Captain of Drama, Mark Desebrock. This year's Captain of Drama, Sam Devenport, took on the role for the Perth season.

John Golding, producer of the BBC's television production *Victoria & Albert*, attended the performance at the Royal Opera House. He said of the show: "The Midnite Company's *The Rose & The Ring*, has given me the best night at the theatre I've had in many a year!" Perth theatre-goers were equally enthusiastic in their praise - 'a fantastic show', 'a delightful comedy', 'just so professional', 'such a high standard', 'outstanding production, wonderful cast', 'congratulations to the cast, crew and production team on such a high standard of professionalism'.

And what of the cast and crew? Their enjoyment in being part of the production was obvious from the moment the curtain rose to signify the beginning of Act One. Year 11 student and chorus member, Kristian Barron said the play provided young actors with an excellent opportunity to perform and participate in a professional production. Another chorus member, Jack Quirk, believes that *The Rose* "is a great performance because both young and old audiences can laugh at it." The young actor said the best thing about participating in the Midnite production was "the ability to develop acting skills in a friendly environment with professionally experienced teachers."



Monique Beaudoire, Josh Walker and Samuel Devenport

WORDS WEAPONS

Red Cross Inter-School Debating Competition

Nik Barron, Justin Tadros and Alex Nock are to be congratulated on winning the WA Division of the Australian Red Cross Society's Inter-School Debating Competition. They defeated Wesley in the final and Alex Nock was named Best Speaker for Christ Church.

The competition is run by the organisation's International Humanitarian Law (IHL) Unit. The aim is to promote the ideals of the Red Cross Society in the field of international humanitarian law – the law that governs wars or conflicts.

The boys defeated Girrawheen Senior High School in the preliminary round and Mount Lawley Senior High School in the semi-final.

It was then time to take on the might of Wesley. The topic, *That the Convention on Certain Conventional Weapons (CCW) effectively reduces the number of casualties claimed by explosive remnants of war*, was complex. In this battle it was words not weapons that counted. The Christ Church team was more than ready to counter the opposition. Their arguments were based on detailed research of relevant treaties, conventions and customary international law.

Nik said the competition forced he, Justin and Alex to “learn the finer points and details of an area of law we would otherwise know little about. The complex nature of the topics, often relating to specific treaties or elements of the law, meant that a great deal of research and analysis had to be done to determine the meaning and effectiveness of the legal documents we were speaking about.”



Nik Barron, Justin Tadros and Alex Nock

HEADMASTER'S YEAR 12 DINNER

In a short space of time the Headmaster's Year 12 Dinner has established itself as an important element in the Year 12 calendar. Indeed it has become a tradition. A special 'thank you' is extended to Catering Manager Michael Hatcher and the Year 11 boarders for preparing and serving such a delicious meal and to Lyn Greer and her magnificent team of Year 12 mothers for so effectively transforming Sandover Dining Hall into an elegant function centre. These efforts were appreciated by the boys and staff.

Once again two old boys were invited to speak to the boys. This year's speakers were Charlie Perkins (1981-87) and Haaron Bokhari (1991-95).

Charlie, who was a Senior Accountant with Ernst and Young and who now works for Westfarmers Business Development Office with the Railway Group, said he had grown up in a different world from the Year 12 boys. He and his contemporaries did not have play stations, mobile phones or the Internet. What he cherishes most about his days at Christ Church are his sporting successes in tennis and swimming and the great friendships he developed – friendships that will last a lifetime. He was sure that though the current group of Year 12s had grown up in a much more technological world they would feel no differently about their school days.

His message to the boys was simple and direct. He told them that above all else they should enjoy this their final year at school. Charlie said that they should make every effort to do well in their exams but that there was much more to life than success in examinations. Maintaining a balance in life is what is important. He encouraged them to participate in a range of activities and explore what interests them. Get involved in the arts, cadets, debating, sport and outdoor activities as this is where you will develop creative thought as well as leadership and social skills.

Haaron, who is a lawyer with Freehills, said that, as he reflected on his final year at school, what came to mind is that it was about so much more than 'hitting the books'. He remembers the teachers who inspired him, the friendships he developed, being exposed to a broad range of experiences and being encouraged to think independently.

He said that what matters in life is not who or what you achieve but who and what you are. It is your character, integrity and honesty that are important. Haaron told the boys to always remember that "you are in charge of your destiny". "Enjoy what you do" and keep in mind that "success is a journey, not a distraction".

ADVENTURE TRAINING

Thirty four cadets from throughout the State were selected to attend the Army sponsored Adventure Training Award Course at Hampton Hill Station, 100 kilometres east of Kalgoorlie. Eight were from Christ Church. The course teaches advanced navigation (celestial navigation), first aid, water survival and the identification of edible flora and fauna in isolated country. Our boys acquitted themselves particularly well. All were awarded the Gold ATA Badge – a symbol of high achievement. Congratulations to Corporals Craig Boyne, Tom Eyres, Simon Fosse, Tom Hobbs, Sam Lau, Richard Newnham, Yannick Spencer and Callum Strike.

RATS OF TOBRUK

A Ceremonial Guard of Army and Navy cadets attended the service commemorating the 63rd Anniversary of the Siege of Tobruk in March in King's Park. Twenty four of the Army cadets were from the School's unit. Cadet Unit Adjutant, CUO Sean Carter, gave a presentation on Naval support during the Siege of Tobruk and CUO Michael Watson was the Cadet Unit Guard Commander. The Headmaster gave a stirring speech to the 26 Tobruk Veterans and their guests.

The School's Cadet Unit has accepted the role of Custodians of the Rats of Tobruk Memorial and, as such, will have a long-term commitment to the Rats of Tobruk Association. Garth Wynne pledged that the School would uphold the traditions of the Rats of Tobruk.

MARCH THROUGH PERTH

Once again Army Cadet Headquarters requested that the Christ Church Cadet Unit support the Anzac Day March Through Perth. They did so because of our cadets' "reliability, high standard of training and presentation of young men in uniform." The cadets were banner ensigns and flag bearers for many ageing World War I and World War II Association Groups.

Twenty seven senior cadets volunteered for the March. CUO Michael Watson commanded the contingent and 10 cadets were the main flag bearers for the groups associated with the 2/28th Battalion.

LEGACY BADGE COLLECTION

Special thanks to the group of cadets who gave up a day of their Term 1 holidays to raise funds for Legacy. The boys were right in their element. This year they raised \$2,796.00 – a fantastic effort.



IDOLS TO THE RESCUE

Bruce Springsteen, Stevie Wonder, Elvis and a reunited Britney Spears and Justin Timberlake were seen struttin' and strummin' their stuff at the Prep School in March. Boys dressed up as their favourite music idol as part of an ongoing fundraising commitment for the Malcolm Sargent Cancer Fund – a non-government funded charity that raises money to provide emotional and financial support for children with cancer and their families. The enthusiastic 50 member Year 7 Fundraising Committee brainstormed and decided upon a dress-up day whereby students came to school dressed as their favourite music idol, for a donation of their choice.



CCGS Cadet Adjutant CUO Sean Carter addresses some of the surviving 'Rats' at the ceremony in their honour



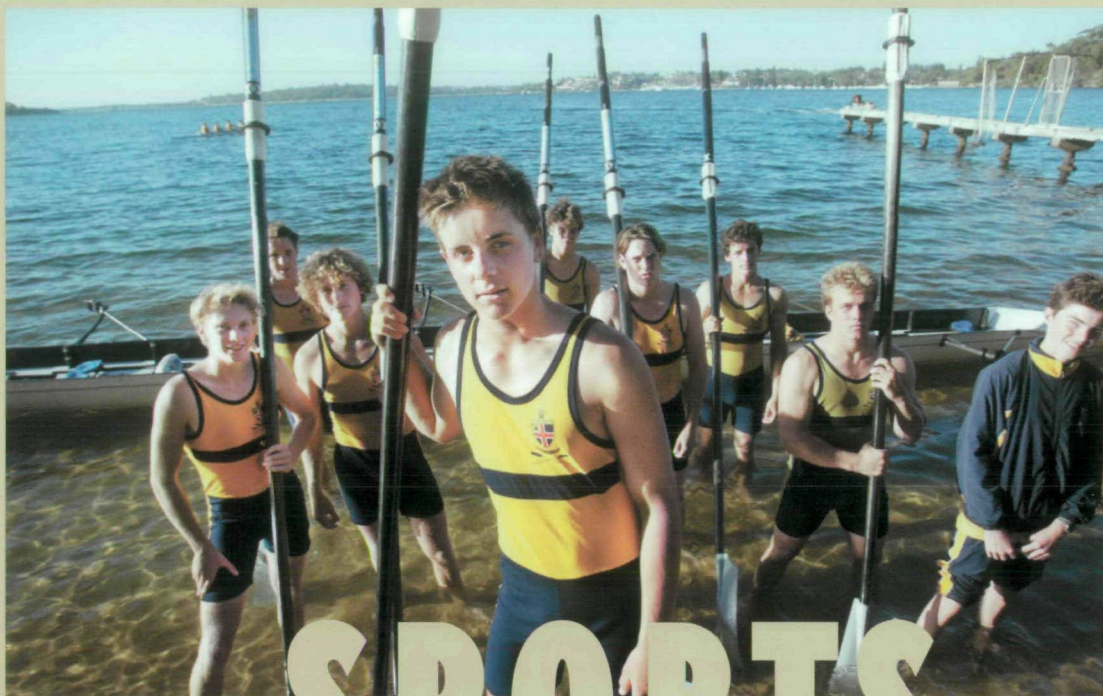
Flag Raising Ceremony at the 'Rats of Tobruk' service



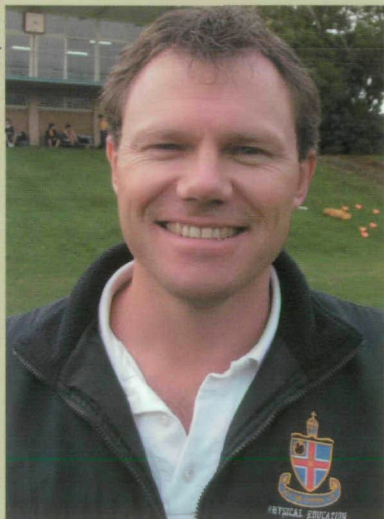
The committee was founded by the Enrichment Centre's Mandy Appleyard, who is keen to further promote the School's ethos of community spirit and caring for others. Mandy commented that "the key aim I try to put forward to the boys is that each and every one of them can make a difference...that together everyone can achieve something." She also believes that the committee provides an excellent opportunity for student leadership, teamwork and cooperation. The boys on the committee formulated the fundraising ideas and organised the associated promotions that included chapel announcements and articles in the weekly newsletter.

Mandy described the energy and enthusiasm with which the boys approached the project as nothing short of "overwhelming" and admitted she had trouble keeping up with their endless ideas. Committee member Charlie Hammond felt he should help the kids and their families with cancer because "we have so much, we're so fortunate, we get everything." Charlie went on to say that fundraising for the Malcolm Sargent Fund "is not just pointless stuff, you're doing it for a reason, for a good reason... We do it to help them (the children) out, but in the process it makes us feel good too." Matt Rawlinson noted that they, indeed the whole school, also have fun participating in such a rewarding and worthwhile cause.

Congratulations to the boys on raising \$3537.25 for the Fund.



Paul Jepson



SPORTS

SPORTS

NEW DIRECTOR IN CHARGE

After five years as Head of Physical Education at the School Paul Jepson has been appointed to the joint role of Director of Sport & Physical Education. As such he is responsible for leading the Physical Education Department and managing the School's sporting programs. One of his key tasks is assigning coaches to teams and managing their professional development. Paul has taken over the role of Director of Sport from John Dimmer, who has been appointed League Coach of the South Fremantle Football Club.

An avid sportsman Paul brings a wealth of experience to the dual role. His passion and enthusiasm for sport is infectious and he has coached teams from junior level through to the professional ranks. He hopes that "some of his passion for sport will rub off onto the boys and staff... "I love sport and I'm convinced it plays a major role in the development of our students. I'm keen to improve the quality of our coaching programs across the whole school so that our boys are given every opportunity to excel in their chosen sports."

Paul has long been an advocate for improving students' self esteem through Physical Education and sport. As a teacher and coach he is in the fortunate position of witnessing boys 'discover' new limits to their potential. "I get a real thrill from seeing individuals and teams try new skills, work together and produce performances that would not have been thought possible. At Christ Church we are in a fortunate position of having a terrific group of PE teachers and coaches who really extend our boys' abilities," he said.

Paul's philosophy on sport is simple and direct – play hard, train hard, be a good sport and have fun. "I'm a firm believer that winning isn't everything, but doing everything you can to win is!" He is also a great believer that participation in sport, especially team sport, teaches valuable life skills. It teaches commitment, perseverance, tolerance and respect. Boys learn about the benefits of hard work as well as the importance of communication and team-work in pursuit of a common goal. They learn to 'dig deep'. At sometime most will endure the pain of a loss which serves to highlight the exhilaration of a victory.

We wish Paul every success in his new role at Christ Church.



Christ Church takes Silver at the Nationals

PSA SPORT

Director of Sport, Paul Jepson, summed up the summer PSA sports season by saying that "all boys deserve to be congratulated for their efforts and the sportsmanship they displayed when competing against the other schools. Competition in all sports was particularly tight."

Our Water Polo players, Tennis players and Rowers deserve special congratulations. After a superb season the Firsts Water Polo team was unlucky to go down to Aquinas 5-6 thereby missing out on the pennant by one goal. Our very young First Tennis team showed a lot of talent, grit and determination in coming third in a very close competition. In losing to Hale and Scotch they showed that they will be a force to be reckoned with in the next two years. Finally, what can be said about our rowers? Rowing is a sport that depends upon fitness, technique, precision, timing and teamwork. Everyone must pull together. Unity is the key. There is no room for disagreement, conflict or self-doubt. The crew must trust one another and have faith in each other's ability. Our boys displayed all this and more yet it was not quite enough. On the day they needed a little bit of luck and on this occasion that was missing. Nevertheless, they gave it their all and that is what is important.

At the Rowing Dinner Michael O'Shea, Captain of Boats, spoke from the heart when he summed up the season. He thanked the parents for their understanding and support and Director of Rowing, Steve Saunders, "for doing more for us than we could ever have asked". But it was to his fellow rowers that he directed his most poignant words.

"Looking at the crews, and how they have come together and developed over the season, I can see how rowing makes them grow from boys into men, in every sense of the word. After my time

rowing, I personally have taken away the knowledge that I am capable of fully committing to something, as are all the boys, and most importantly I now believe that it's not the winning and the achievement that makes me who I am, but rather the effort and desire that I use to take me there. These are qualities that we rowers will keep for the rest of our lives. To all those crews that won and raced well today, enjoy your success, and know that you will always be able to look back and be proud of what you have achieved. Everyone here tonight is proud of you. To those who were disappointed today, and this is not just for the First VIII, take heart in knowing that you gave it everything you had, and nothing can ever take that away from you. Anyone can act like a champion when they're at the top, but what defines a person's character is how they rise after being dealt a blow, how they accept what is done cannot be changed, and so walk away a stronger person. Hold your heads up high, because you know that you wanted something so badly that you weren't afraid to risk failure in searching for it. To you too, I say that we are all proud of what you have become, and that you have the right to be proud of yourselves. There is just one more thing I would like to say, something that has taken me five years of rowing to realise, and whether it's true or not, I'd like to leave you with this:

There are some things that you will never be able to do, and some that you will be able to do. The only way to know the difference is to treat everything as though it can be done. If you live each day believing that you can achieve your goals, that nothing is impossible, and if you give everything you have to reach those goals, then nothing can stop you. If it can be done, you will do it. Never underestimate what you're capable of. If you want it badly enough, then you can do anything; you can be anything. Don't miss your chance, be the best."

SPORTING HIGHLIGHTS

SWIMMING SENSATIONS

Hamish Rose broke the Under 14 50m Freestyle during the House swimming Carnival in a time of 26.93sec. The previous record of 27.06sec was set by S Song in 1988. Hamish swam the Under 14 50m Freestyle at the Quads in a time of 26.72sec and, in so doing, equalled the record.

The Year 9 Medley Relay team of Tom Swift, Chris Harvey, Hamish Rose and Tommaso D'Orsogna won the event at the Schools and Colleges Relay Competition in a time of 2:05.04. The previous record was 2:06.66. The boys also swam the relay at the Inters in a record time (2:06.11). For this result they were awarded the van Hazel Team Trophy.

This year the Jack Mah Cup which is awarded to the Best First Division Competitor in Freestyle, Backstroke and Butterfly at the PSA Inters was awarded to Tommaso D'Orsogna. He also deserves to be congratulated on breaking the School Backstroke record (31.3) set by Peter Galvin in 1984. Tommaso's time and therefore the new record is 31.08.

Tommaso is also recording outstanding times at a national level. In the recent National Age Group Championships he came third in the 100m Backstroke Final in a time of 1:05.02. He has been selected to attend a couple of national swim camps, the first of which is in Adelaide in September.



Triumphant Second VIII

ROWERS BRING HOME SILVER

In the lead up to the Head of the River the rowers in the First VIII honed their skills at the nationals at Lake Nagambie in Victoria. The boys competed in the Schoolboy Eights and the Schoolboy Fours. They were very competitive in the Eights and Cameron Brewer (Stroke), Michael O'Shea, Ben Macintosh, Nathan Dixon, Leon Beaver, Alex Williams, John Holt, Brendan McManus, Nick Werner (Cox) and Perry Ward (Reserve) were placed 11th out of 36 crews. In the Fours the crew comprising Cameron Brewer (Stroke), Michael O'Shea, Ben Macintosh, Nathan Dixon and Nick Werner (Cox), rowed magnificently to win the silver medal. A fantastic result!

SECOND VIII ON TRACK

Our Second VIII rowers made waves on the Canning throughout the season. The crew won all of its races bar one. The highlights were winning the 2 kilometre race at the Wesley Regatta for which the boys were awarded the JS Maloney Cup and backing up with first place at the Head of the River. What makes winning the JS Maloney Cup even more significant for the boys and Christ Church is that 2004 is the first year in the Cup's 19 year history that the School has won the event. Congratulations to David Kordic, Perry Ward, James Bowman, Julian Lake, Nicholas Johnson, Jonathan Copp, Daniel Lotyczuk, Tom Hobbs and Jackson Carroll.

TALENTED KAYAKER

Michael Zotti (Year 11) has been training in Sprint Kayaking with WAIS. He won three silver medals in the State Championships in March and followed this up with a semi-finals spot in his division at the Nationals.

SAILS AHOY

A stealthy combination of speed, cunning and teamwork led the School's sailing teams to an impressive first and second place in the annual Sunsmart WA Schools Teams Racing Championship. In the second week of the April school holidays 14 boys from Years 8-12 sailed in the demanding three day round robin competition which involved a three-on-three boat competition between twelve boys' and girls' schools. Races are short – of only five to seven minutes duration – and more than 120 races were conducted during the event. The winning team is the best combination of boats to cross the finishing line.

Racing was close and the top Christ Church team was defeated by Hale School when they met. However the consistency of the Christ Church contingent proved unbeatable and once again the School dominated the final placings. The win means that for the twelfth year Christ Church's top sailing team will represent Western Australia in the Australian Schools National Teams Racing Championship to be held in Goolwa, South Australia, in July.

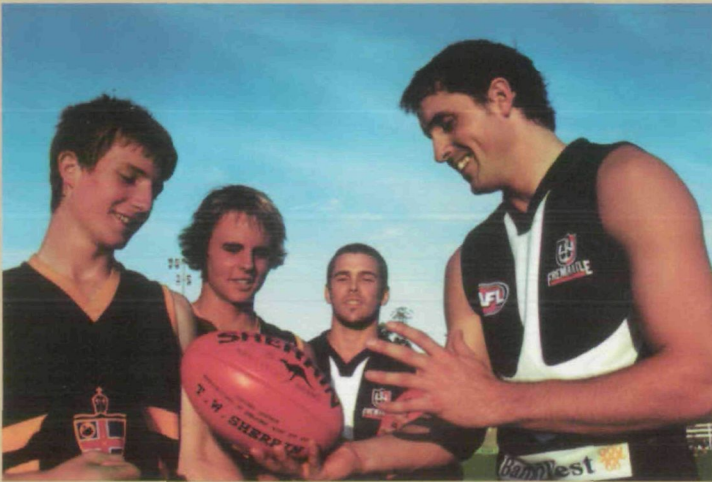
Next on the agenda for the savvy sailors was the WA Schools Sailing Championship. Seventeen boys from Years 8-12 participated in the fleet racing competition comprising timed races of 60 to 90 minutes duration around a marked course. They were determined to prove that they too were the team to beat. Their efforts paid off when they took out the championship.

Sailing coach Ron Jensen was thrilled with the boys' victories. He said, "Sailing teaches the boys invaluable life skills, such as learning from mistakes and failures. He commented that the boys particularly enjoy teams sailing as it is "quick, demands a high level of theoretical and practical skills and a team approach."





Silver medallists Nick Werner, Nathan Dixon, Ben Macintosh, Michael O'Shea and Cameron Brewer



Ned Brophy-Williams, Joshua Annear, Andrew Browne and Luke McPharlin

TIPS FROM THE STARS

Fremantle Dockers stars Luke McPharlin and Andrew Browne, took time out from a hectic training schedule to give a few tips to Ned Brophy-Williams and Joshua Annear, two of the School's First XVIII Squad members. It's not long since McPharlin (1995-99) and Browne (1997-01) were playing under the blue and gold of Christ Church so they got a huge kick out of passing on some of the finer points of the game to the young players who were heading south to Albany and Peaceful Bay for the School's annual April football training camp. One of the highlights of the camp was a practice match against a combined Under 18 Albany District team so Ned and Josh were thrilled to get some hints from the two AFL players. Their challenge was to put them into practice.

The School's First XVIII Football squad is coached by John Annear, Vice-Captain of the original Eagles team. Interestingly John (1971-76), like Luke and Andrew, played football for Christ Church. He was keen to see how his players matched up against their country counterparts. He believed it was just the sort of game the boys needed to help them develop "that extra bit of mental toughness so necessary for the PSA season". As to the purpose of the camp John Annear said, "It is designed to improve the boys' skill levels and confidence as well as build team spirit and a sense of camaraderie."



Age Group Swimming Champions

Back Row: Nick O'Halloran

James Moffat

Middle Row: James Erbe

Julian Bradley

Front Row: Tommaso D'Orsogna

Lachie Wynne

Lidbury Cup, Open Butterfly Champion

McGlew Cup, Open Champion

HN Giles Cup, Under 16 Champion

Healy Cup, Under 15 Champion

Burking Cup, Under 14 Champion

Staff Cup, Under 13 Champion

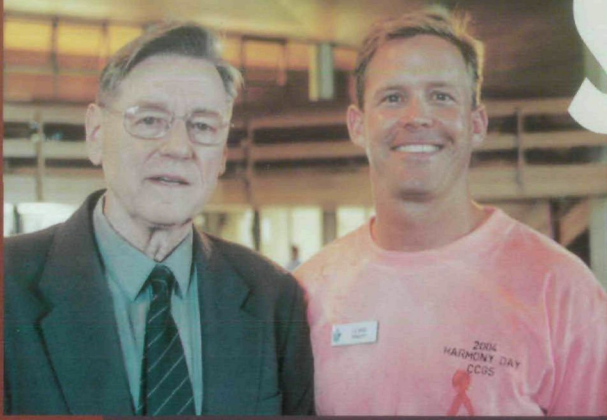


Luc Tasker and Luke Parkinson bear away at the Nationals



Craig Boyne, Captain of Tennis

SNAPSHOTS



Ken Arkwright and Clark Wight on Harmony Day



Organiser par excellence! Liza Blakiston, Vice President of the Parents' Auxiliary, prepares the Harmony Day Morning Tea



Mr and Mrs Humphry, Sarah Fox-Slater, Peter, John and James Fox-Slater

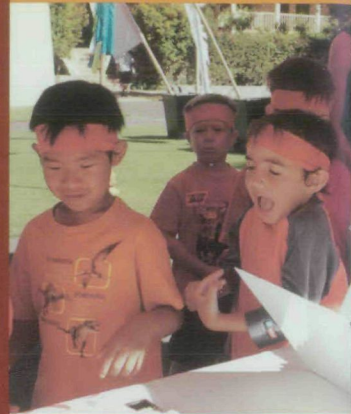


The Unforgettables

Off to France!
CCGS/Iona French Tour, April 2004



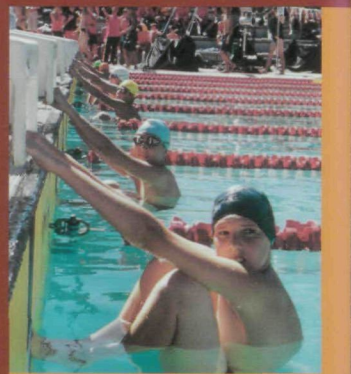
Prep School Harmony Day prayers swinging in the breeze



Morning Tea on Harmony Day



The portrait painter and the subject. Mary Moore and Peter Moyes



House Swimming Carnival



Saturn and Sun by Tim Miller



Paul de Wit, Teacher-in-Residence in the Mathematics Department, June 2004



Dixie Joy and the Grounds crew roll out the green carpet!



It's all a matter of technique



40-45 year Reunion Lunch for the Classes of 1959-64
John Harriott, David Eyres, David Churchward, Roger North and Warren Barrett



Orientation Day, 31 January 2004



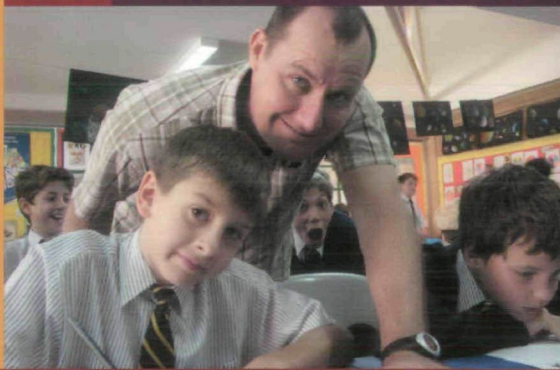
Reunion Lunch for the Classes of 1959-64

OP HOP
THING BIN

URGENT ITEMS PLEASE CALL
COLLECTION LINE
0263 2004
0411 705 047



Christ Church helps Anglicare
School Prefect Andrew Brine with goods collected for Anglicare
Photograph courtesy Western Suburbs Weekly



Pat Flynn, Author-in-Residence in the
Prep School, July 2004

Campbell Mackenzie receiving his Rio
Tinto Australian Science Olympiad
Award from Alan Carpenter, the State
Minister for Education and Training



Family Fun!



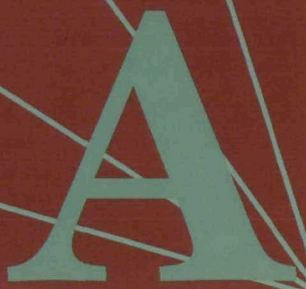
Outstanding performers in the 2003 Mathematics
Challenge for Young Australians



Helping Anglicare
Chaplain Frank Sheehan,
Nik Barron and Ben van Weel



CGGS v MLC
Christ Church and MLC Prefects celebrate at
the end of BIG Netball match. Needless to
say Christ Church won!



LEGEND IN HIS LIFE TIME



By Alun Jones

Alun Jones rowed for Christ Church in the 1970 Head of the River crew. His position was Seat 3. Nothing would have precluded him from attending the Testimonial Rowing Dinner for Don Fraser on Friday 27 February 2004. He, like dozens of other rowers, was there to honour the man who between 1957 and 1974 had invented, built, shaped and honed rowing at Christ Church. When asked to write about Don's impact on rowing at the School Alun was delighted to accept.

More than 150 members of the extended Christ Church Grammar School community attended a testimonial dinner at The Esplanade Hotel in Fremantle on a balmy evening late last summer. They came from all over the world to recognise the immense contribution of one of the most influential teachers never employed on the School's full-time staff. Rowing coach Don Fraser took no classes, but he was very definitely a learned teacher who left his mark on the boys, his associates, the School's landscape and future generations of staff and students.

Don Fraser not only headed the School's rowing program from 1957 to 1974 he invented it, built it, shaped it, honed it and, finally, handed it over in a state well primed to grow into what we have today. His record as a Head of The River coach – six wins (including that of the record-breaking '67 crew), six second places and six thirds from 18 starts – is unlikely to be surpassed.

Many of the young men in those crews went on to row at senior level, taking with them a love of the sport and an indescribable spirit instilled in them by their contact with 'Mr Fraser'. One of the most successful of his protégés, King's Cup oarsman Murray McHenry, spoke to dinner guests at some length about Don's personal sporting achievements. But there was a lot that had to be said. In an athletic career interrupted at its peak by years of war service in New Guinea, Don won virtually every major event on the WA rowing calendar and broke and re-broke almost every record in the book. Some of the marks he set, in gruelling events no longer contested, still stand.

His impact on the sport in this State was no less than 'Bradmanesque'. Like that other Don, so dominant over the flannelled fools for so many years, 'our' Don also 'changed the way the game was played'. Cricket bats have altered little in the intervening years.

Boats have evolved almost unrecognisably. Don's feats, remember, were achieved long before featherweight carbon fibre and composite construction. The equipment then was built from stout timber, copper, bronze and steel. It was heavy. A cox needed both hands to lift an oar. Moving any of it, even in the water, was hard work. In those days, there was no sheltered 1500m or 2000m Olympic course on the Canning River. Championship races were over three miles (4,527m) of open Melville Water, from Pt Dundas to The Narrows, come rain, hail or gale. And after his war service, 'our' Don also took up where he had left off to reassert his dominance. He was still winning titles at the age of 38.

When Christ Church Grammar School joined the Public Schools' Association' (PSA) Headmaster Peter Moyes invited Don Fraser to take charge of the rowing program. The School needed boats and somewhere to house them. Don applied his engineering skills and called in favours from former AIF contacts to build the boatshed. The difficult site called for an innovative construction method and Don developed it. Now they call it 'Prefabricated Tilt-Up Slab' and they use it on building sites everywhere.

The early days were tough. Money was tight, the equipment expensive and, as a new sport, it lacked the history or heritage that supported other school endeavours. Without Don Fraser's dedication and determination to pass on his enthusiasm for an activity that he knew held much potential to help develop well-rounded young men, it may well have foundered.

Don recalled an occasion when there was a dire need for a new First VIII racing shell at a time when the cost of a competitive craft was something he dared not even mention. Through his contacts in the sport, he heard of a brand new boat, built to an unusual design, that had proven a great disappointment to its owners, the WA Kings Cup crew. "It's a dog," they said. "Too unstable," they said. "Can't possibly race in it," they said, and quickly accepted Don's bargain-basement offer to use as a deposit on a replacement craft. Don's experienced eye had already identified the defect in the design and after some work to lower the seat runners – and hence the centre of gravity – Christ Church had a relatively cheap but very fast, new shell.

That was just one of the ways he saved money to keep the show on the road. Another was paying for the fuel for the coaches' boats out of his own pocket. But they were all of little consequence compared with his most important contribution, the establishment of the tradition of rowing, the essence, the spirit of the sport, at the School.

Robert McKenzie, 1970 Head of The River oarsman and former Old Boys' Association President and member of School Council, described that spirit as unique, found only among rowers because of the unique aspects of the sport – simultaneous simplicity and complexity. Robert began his association with Don Fraser as a four-year-old, accompanying his father Tom, a coaching associate of the master, in dinghies on the river. He was a student of the sport long before he took it up himself.

"Rowing...is about repetition, the refinement of movement," he told guests. "Extraordinary attention to detail...precision." "And yet unlike most other sports that rely on repeating a particular phase of movement – like swimming or running, rowing also has the added element of teamwork. It is the ultimate team sport – the crew is only as strong as the weakest link but unlike most team sports, the exact synchronisation required ruthlessly exposes any error for all to see."

Robert said it was these aspects of the sport that generated the close-knit camaraderie of rowers... "something individual athletes can not achieve." As Head Coach, Don Fraser epitomised that spirit. He always seemed cool, calm, collected, quietly spoken and infinitely patient. A man of few words that were always carefully chosen – usually of understated power and beautifully timed – just like his oarsmanship. He had an irresistible presence on the water and about the boatshed – even when he wasn't there – something that instilled, rather than demanded, enormous respect, from all who came in contact with him.

Even now, the School's Director of Rowing Steve Saunders and his staff, most of whom rowed as schoolboys against Don's crews, acknowledge the legacy they have inherited. They remember the respect, even awe, their coaches felt for him. That respect meant everyone at Christ Church did their absolute utmost to do what he wanted them to do. And it showed. Not only in the unprecedented results achieved by his crews but also where it really mattered – in the boys as they grew into men.

Don, now 90 and a little unsteady on his feet, still knows very well how to say what he means and mean what he says very effectively. "Rowing is the best thing there is for boys," he said during a speech that attracted a spine-tingling standing ovation at its conclusion. "It gets them very fit, of course, because it exercises all the muscles. And it teaches them the value of teamwork, because it's not much fun rowing in a crew that hasn't got the timing right. But it also teaches them a very important lesson about having the determination to see things through to the end. They don't have a lot of choice there, though," he said, with a very wicked grin. "It's not as if they can stop and get out until after they've reached the finish line!"

Headmasters' Perspectives

"I was always deeply grateful to Don not only for the time and effort so generously contributed to the School but for his inspiration and encouragement over the years. Christ Church had no tradition in rowing when Don took things in hand in 1957 with boats borrowed from Scotch... That same year we came third but the following two years saw Christ Church 'Head of the River'. In three years Don created a tradition of excellence which pervaded the whole school and is its hallmark to this day.

"But that is not the full story. It was in the long run the influence that Don had on individual boys' lives that counts..."

Peter Moyes, Headmaster 1951-1981

"For all of us who have rowed and coached rowing there is a special bond that ties us together across the generations, across countries and across all the divisions which so sadly and unnecessarily divide the world. I have very happy memories of my own relatively insignificant role in the history of rowing at Christ Church and remember Don as the benevolent giant who watched over us as we strove to emulate his achievements. Who could not love the sport that took you out on to the Swan River at dawn and dusk, amongst the pelicans, the swans and the dolphins? I have never coached in a more beautiful place..."

Tony Hill, Headmaster 1982-1987

Over to Don

"...the most important lesson to be learned from rowing is to experience the behaviour of the boat when the crew rows together as one person. What was hard work becomes pleasant work and the boat runs along effortlessly. (The boat is the judge, not the Coach, as to whether the crew is rowing correctly.)

It is a very valuable lesson for a young oarsman to learn that working together with others in harmony is the very best way to carry out a project satisfactorily.

I would like to thank Christ Church Grammar School and all those who work and support it for giving me the opportunity to coach the First VIII for 18 years. It has been a marvellous experience and a great privilege... I have had the opportunity to watch the School go from strength to strength under the guidance of very gifted headmasters, teachers and well-wishers. May the School continue in this way making a very positive contribution to this wonderful country of ours."

¹ Christ Church Grammar School was invited to join the Public Schools' Association (PSA) in October 1956. The School entered PSA competitions in 1957.



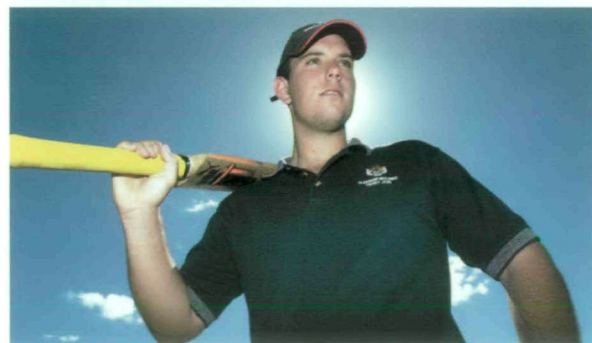
Walkabout



Ralph Simmonds
 Photograph courtesy The West Australian Newspaper



Jono van Hazel
 Photograph courtesy Western Suburbs Weekly



Jim Allenby
 Photograph courtesy Western Suburbs Weekly



Richard Smythe
 Photograph courtesy Western Suburbs Weekly

Justice RALPH SIMMONDS (1959-67) is the most recent appointment to the Supreme Court. The former Dean and Professor of Law at Murdoch University is the first academic to be appointed to the bench in Western Australia. Justice Simmonds graduated from the University of Western Australia with a Bachelor of Laws with Honours in 1972. He completed his Masters degree at the University of Toronto and lectured in law in universities in Ontario and Quebec. Ralph returned to Western Australia in 1990 to head the new Law School at Murdoch University. He considers he has been very fortunate in always having worked with lawyers of the highest calibre. He is very much looking forward to seeing some of his former students appearing before him.

JONOTHAN VAN HAZEL (1988-95) came equal fifth with Michael Klim in a time of 50.17 in the 100m Freestyle at the Olympic Games Trials in Sydney and, in so doing, swam his way into the Olympic team headed for Athens. Interestingly there was only 9/100s of a second between third place and equal fifth in the race. At the Olympics Jono will contest the 4 x100m Freestyle Relay. The other members of the relay team are Ian Thorpe, Ashley Callus, Todd Pearson, Eamon Sullivan and Michael Klim.

Jono, who swims for the City of Perth and trains under Bernie Mulroy, has competed in several Australian and international championship competitions, including the 2003 World Cup in Melbourne. To compete at an Olympics has been a long held dream. He said, "This year luck has turned my way and I grabbed the chance that came along."

Jono swam in two Christ Church Swimming teams that won the Inters. The first was as a Year 7 student in 1990 and the second was in 1995 when he was in Year 12. In that year he was Vice Captain of the team. Since leaving school he has completed a Commerce/Engineering degree at the University of Western Australia and is currently working for Met Ocean Engineers.

Jono is the seventh Christ Church old boy to be selected in an Olympic team. It is an outstanding achievement and we wish him well. No doubt the whole of Christ Church will be watching his races programmed during the first two days of Olympic competition.

ROBIN BELL (1986-92) of the Class of '94 is a dual Olympian. He is in the Canoe/Kayak team and will compete in the C1 Slalom in Athens.

CRAIG ROSS (1975-79) showed great potential as a cross country athlete at school. He held down the No. 1 spot in the 1979 team and gained selection in the National Schoolboys Cross Country Championship. Twenty-five years on he is still involved in cross country but purely at a professional level. Craig is a Director with PriceWaterhouseCoopers and has spent some years working in Europe. He recently informed us of his new position in Slovenia having transferred from the Sofia office in Bulgaria. If Craig can't make it back to CCGS for the 25th Anniversary Luncheon of the Class of '79 on Friday, 6 August some of his contemporaries might like to email him at craig.ross@si.pwc.com

BILL ELISCHER (1979-85) is a Major in the British Army. Having completed various postings in Europe and Ireland where he served on three separate occasions, he is currently in Riyadh, Saudi Arabia. Bill spent six months learning Arabic and is now teaching English to the Saudi military officers. He and his wife Nicola live in the diplomatic quarters and they are enjoying the lifestyle. Meanwhile his older brother JULIAN (1970-76) is working as a Computer Systems Engineer in San Francisco. He, his Hungarian wife Dalma and their two little girls live in El Cerito. He hopes to find work back in Perth in a few years.

When NICK WELCH (1965-76) left the regular army 18 months ago he took time out to focus on his family and allow his wife to pursue her career. Now settled in Mawson in Canberra, Nick has moved back into the workforce as the Chief of Staff to the CEO at Airservices Australia (Air Traffic Management).

GUS PALLOT (1967-72) and brother STEVE (1969-72) also did reasonable stints in the regular army before opting for life in 'civvy street'. Steve is enjoying himself on the Sunshine Coast, Queensland while Gus departed some months ago on a sailing venture around the islands of Tonga and New Zealand. He is obviously sailing a slow boat because he's not due back until late December.

Military medals symbolise service and sacrifice. It is for this reason that medal

collector Major GLYN LLANNWARNE (1977-82) spends much of his time reuniting military medals with their owners. What began as a hobby has "become an all consuming passion. I've returned over 60 medals and the response has always been positive." His passion began when he bought medals in antique shops and at auctions and then tracked down the original owners. He now gets sent homeless medals from all over Australia.

Glyn said that "during the Depression World War I medals were often sold by the recipients to make ends meet and now the second or third generation wants them back. Others were stolen and ended up for sale in second-hand outlets. About 18 months ago I was forwarded a set of Vietnam War medals and World War II medals and as it turned out, the guy who owned them was here in Canberra. They were his Dad's medals and his own that had been stolen. He was absolutely over the moon his medals had been returned. Those medals had been stolen in Brisbane and then thrown away by the thief. They were found in the gutter and sent to the RSL in Queensland who sent them to me."

KIM HARRISON (1975-79) ventured into the school photography industry three years ago and from all accounts business is thriving. His Aussie School Photos organisation now services in excess of 50 metropolitan and country primary schools. He even has young old boy ANDREW LAWSON (1985-92) in his employ. Kim recalls taking a photo of all 72 Walters boys in 1978 on the steps of the boarding house. At the time he had a copy of the "eight by ten" black and white print developed as a memento for each of the boarders. Unfortunately in the ensuing years he has misplaced his own print. Kim would be most grateful if someone could loan him a copy for re-printing. If you can help please give Kim a call on 0413 000 741.

Old boys DAVID HUTCHISON (1934-40) and JOHN DOWSON (1957-64) are former members of staff. Interestingly David was teaching Physics at Christ Church when John was a student. They have a common interest in history and, in view of the fact that they both live in Fremantle, are

particularly interested in the port's heritage. During heritage week Fremantle City Council offered two local History Awards, one for published work and another for unpublished work. At the recent presentation evening John Dowson's *Old Fremantle*, which is richly illustrated with photographs, won the prize for a published work. It also shared the prize for non fiction in the Premier's Book Awards. David Hutchison's paper about the tragic story of the first white person to be hanged in the colony won the prize for unpublished work. The hanging took place near the Round House.

The College Cup Sailing Regatta held at Royal Freshwater Bay Yacht Club in May again proved popular with old boy sailors. The following group, under the leadership of GRANT ALDERSON (1972-82), came a close second to the Old Wesleyan crew. JOHN ANDERSON (1958-66), MARK CADDY (1967-72), TREVOR LORD (1961-69), NICK DAVIS (1997-02), ADAM HANCOCK (1997-02), RYANN MILLS (1982-92), LUKE PATERSON (1995-99), RON PACKER (1961-67), PETER BOWMAN (1972-77), TONY PARKER (1968-72), MARK TREMAIN (1981-87), ADRIAN GROSE (1973-83), REMY DONRAADT (1996-01), DAVID YU (1982-86), BARRY TASKER (1962-68), and LUC TASKER (2000-04).

With the early rains heralding a terrific start to the season for grain growers it's great to know that the farming fraternity have been well served over the years by ALLAN WATSON (1952-54), Chairman of CBH and KIM MADDOCK (1970-72), CBH Growers' Advisory Council representing the Koorda zone. Both Allan and Kim have farming interests at Mukinbudin.

We heard recently from NICK EDWARDS (1967-76) who has been living in Melbourne for the best part of 15 or more years. Nick is married with a family and lives in South Yarra. He is the Division Director of Debt Markets for Macquarie Bank. We also imagine he is still a staunch Carlton man.

After spending a number of years working in the Tanami Desert young Metallurgist DAN SCHWANN (1988-91) has taken up a position in Kalgoorlie with OMG Cawse Nickel

Operations as a Process Engineer. Needless to say he is enjoying the change in lifestyle.

BEN O'SULLIVAN (1986-91) recently visited the School to tour the Collaborative Learning Centre with OBA Secretary Dean Bowker. Ben graduated from our Education Support Unit in 1991. He lives in his own home in Willagee and is continually on the lookout for part-time work.

JACKSON DIGNEY (1989-2000) is looking forward to a three month tour of sailing regattas in Europe and Asia. Together with his crew of two, Jackson aims to sail in Sweden and Russia before competing in the Cowes (UK) Youth Regatta in August. Ultimately he is hoping to be invited to join an America's Cup syndicate. Two other old boys who have already joined one of the syndicates are **PETER GILMOUR (1968-77)** and **BEN DURHAM (1990-94)**.

Many years ago **RICHARD SMYTH (1968-78)** discovered his love of nature and the outdoors and it inspired him to become a photographer. He travels to remote areas to capture images of Australian scenery and wildlife and is now recognised as one of Western Australia's leading photographers. His latest exhibition *Outback to the Ocean Collection* highlights the best of WA's natural and modern history. He used his lens to capture images of crocodiles and birds, reefs, rivers and waterfalls. For more information go to www.richardsmyth.com or visit his stall at the Fremantle Markets.

BEN MATTHEWS (1984-89) has written in to say that **JEREMY GORDON (1984-87)** has lived an extremely colourful life since leaving Cunderdin Agricultural College in 1989. He began his working life with Elders but soon moved on to work for Evans and Tate followed by various other wineries in the Hunter Valley (NSW). In 1998 he developed a passion for rodeos and began riding bulls at the Condobolin Rodeo. Two years and a number of leg injuries later he gave away riding and took on the role of the rodeo clown. On the NSW circuit he is known as "Jumpin' Jezza" and from all accounts is highly respected for his gutsy performances. Now living in Terrigal (NSW) and still doing some part-time work in the wineries, Jeremy is finally getting what he wants out of life.

Until recently **BLAIR SIMMONS (1990-94)** was living in Terrigal. A recent move however, now sees him living in Wamberal which, coincidentally, shares the same postcode as Terrigal.

When **JON MEYER (1956-68)** and his wife Mary bought a property down south many years ago they planned to combine a little work with lots of pleasure. Despite their best intentions their two sons keep Mary busy and Jon finds himself a partner in the Busselton law firm, Beere May and Meyer. Then too their boutique winery, Stonebrook Estate, is just starting to take off. Their 2003 Merlot and Chardonnay are classed as traditional Margaret River fine wines. The 2002 Cabernet Sauvignon shows good fruit intensity with liberal secondary flavours of vanilla, coffee and chocolate. Jon can be contacted for an order form via his email jmeyer@westnet.com.au. We are sure you will enjoy the wines and be surprised at the reasonable prices.

GREG JONES (1971-77) lives in Kogarah, NSW. He has ventured into the world of technology taking a one-third interest in a specialist IT financing and support company called Rent-Tech. The company is currently negotiating an exclusivity agency-arrangement with over a dozen universities to supply and finance tens of thousands of laptops for university students.

The three Chaufik brothers enjoyed their time in Craigie House with Mr McGurk as their tutor. **SANTARA (1989)** is based in Indonesia and plans to marry in November. Meanwhile **FIRNANDO (1991-93)** and **JAFFRY (1990-94)** live in Singapore. Both are married and have daughters and both work as consultants. They come across many CCGS old boys in their line of business.

When **RHYS EDWARDS (1961-70)** left school he went into the family business, Edwards Hot Water, which was established by his father in 1963. The company manufactures solar units in Canning Vale and distributes them throughout Australia and overseas. Edwards Solar Hot Water System was recently awarded the WA "HIA Green Smart Product of the Year" award. It also took out the "Live Energy Smart Brand Champion" award in NSW.

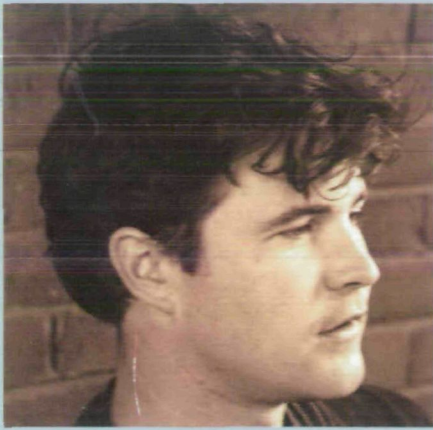
These awards endorse energy-efficient products that meet the highest environmental standards. Together with our School sponsor, Ford and Doonan, Rhys' products are marketed via Energy Solutions, a new division of Ford and Doonan at City West.

MARC MANNES (1988-93) and **JON BOWKER (1982-93)** flew into Melbourne with their partners for the Foundation Day long weekend break. They caught up with **PAUL NICHOLAS (1989-93)**, **ANDREW MADDAMS (1987-91)** and **CLAY BOWKER (1980-91)** who all work in Melbourne, and headed to the Telstra Dome for the Friday night clash between the Eagles and Collingwood.

Just three years after opening a Perth office, independent investment banker Grant Samuel has launched a new product targeting development finance in Western Australia. Company Director **MATTHEW McNEILLY (1979-83)** said tenant representation was the most visible aspect of the Perth office's work but it also developed equity capital raising and securitisation of leases. Matthew has a son, Myles, in Year 8 at Christ Church.

After two and a half years flying out of Darwin, commercial pilot **ANDREW KING (1973-80)** has been transferred and, as of July, his base is Perth Airport.

Composer **CHRIS TONKIN (1981-89)** is making a name for himself in the international field of new music. His compositions have won him numerous prizes and have been played in Britain, the United States, Canada, France and Ireland. Currently Chris is based in San Diego and is working towards a doctorate at the University of California. To date one of his biggest successes is his three-movement piano piece, *Canopy, Stasis, Ethereal* which won first prize in the International New Music Composition Competition. As part of the award Chris was flown to New York to hear its premiere and to receive a cash prize. Another work *Relic* was selected by an international jury to appear on a commercial CD played by the *Nouvel Ensemble Moderne*, Canada's leading new music group. Chris says that more often than not his creativity is inspired by words – be it a line from a



Chris Tonkin

poem or an extract from a play or a novel. He credited works by Ted Hughes, Harold Pinter and David Malouf as inspiring some of his compositions.

2003 Leaver **TOM LAWRENCE (1999-03)** has received the Queen's Scout Award. To receive the prestigious Award Venturers (14-17 year old scouts) must complete Awards in Community Involvement, Adventurous Activities, Personal Growth and Leadership Development. Tom said his five day 103 kilometre trek along the Bibbulmun Track from Dwellingup to Collie as part requirement for the Adventurous Activities Award "made Year 10 Venture feel like an absolute dawdle". One component of his Community Involvement Award was an analysis of mosquitoes in the Pelican Point conservation area for CALM and Murdoch University which he found particularly interesting to complete.

In receiving the Queen's Scout Award Tom was continuing a family tradition that has spanned three generations. His grandfather was a King's Scout and his father, uncle and grandfather's nephew are Queen's Scouts.

According to Tom completing the Award taught him "how diverse society is and gave me an insight into how the community works. I learnt precious skills in first aid, leadership and management and discovered a lot about myself and other people. Being able to help so many people and getting to know so many more has left me feeling a sense of achievement...I have gained skills that will stay with me forever, taken up new and exciting activities such as windsurfing and scuba diving and learnt about the wider community."

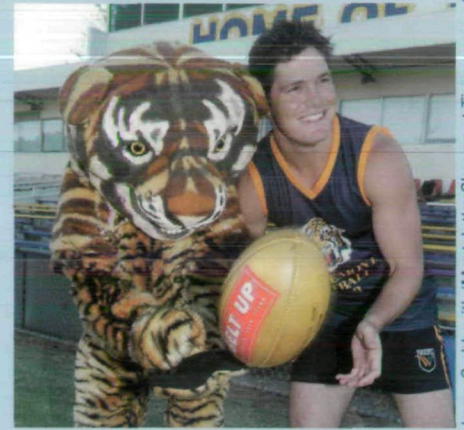


Tom Lawrence

Claremont Nedlands all round cricketer **JIM ALLENBY (1995-99)** set a WA club cricket record this season when he scored 805 runs at an average of 50.31 and took 40 wickets at an average of 17.95. He is the first player in the history of WACA cricket to make 800 runs and take 40 wickets in the same season. He shared the Olly Coolley medal for the Champion Club Cricketer with a player from the Scarborough Club.

Further on the cricket front, internationally acclaimed cricket pitch guru **JOHN MALEY (1959-64)** has returned to his roots and is once again curator of the Claremont-Nedlands WACA Club. In 1969 John asked Ted Wishart for a job as a groundsman at the Nedlands Cricket Club then based at Melvista Oval. He recently made another call to Wishart and is once again curator for the Club. In the intervening years the Club has amalgamated with Claremont and is based at Cresswell Park in Mount Claremont. In the seventies and eighties John was regarded as the "finest turf consultant in world cricket". Indeed in 1977 Kerry Packer appointed him to head the WSC pitch formation. Between 1979 and 1988 John was head curator at the WACA. He then moved to Hale School where he was the curator for 15 years.

This year's D-Day Commemoration marking the 60th anniversary of the allies landing on the Normandy beaches meant a lot to **RON MINCHIN (1937-38)**. He and friend George Oliver piloted Stirlings into the D-Day Battle. They were the only Western Australians in RAF Squadron 196. More than 6,000 aircraft participated in the landings. Ron recalls "We were part of such a big force that we didn't feel that we could fail. We never had a doubt that the operation would be successful."



Jaxon Crabb with 'Monty', the Claremont Tigers mascot
Photograph courtesy Western Suburbs Weekly

ROBERT MERRIAM (1995-02) is on a year's community service in South America. He is playing soccer and teaching English to street kids in Pedro Juan Caballero, Paraguay. Robert said he "wanted to see something a bit different" and was sure the poverty would be "eye-opening". He has deferred his studies in Arts /Law at the University of Western Australia for a year.

Local menswear designers **LUCAS BOWERS (1992-96)**, **TRISTRAM JOHN (1989-96)** and Erica Wardle are in demand. The trio staged the first ever solo menswear show at Mercedes Australian Fashion Week in Sydney in May. Their label, *Ericaamerica*, was a huge hit. So much so that a Universal Rep for shock rock star Marilyn Manson picked up a few of their more classical pieces "as well as some of the Victoriana-styled additions to the season". Lucas was back at Christ Church in June to open *Transformations*, the Anniversary Art Awards Exhibition.

TODD SKIPWORTH (1998-02) is currently training with the Australian Under 23 Lightweight Coxless Four. This crew will compete at the World Under 23 Rowing Championships at Pozan in Poland at the end of July. Todd has performed wonderfully and has been promoted to the Stroke seat. Congratulations to Todd from all at Christ Church.

ANSWER

Page 15 Both circles are the same size



DONATIONS

MICHAEL MOORE (1939-47)

Head of the River programs from 1958, 1960 and 1964
Program for the Australian Rowing Championships held on Saturday 18 April 1959 on the Swan River.

(Incorporating the Head of the River, King's Cup, Presidents' Cup, Penrith Cup and the Headmasters' Cup)

53rd Annual PSA Athletic Meeting program

The Old Boy magazines from August 1960 and May 1961

Handwritten results for the Athletics Meeting v Scotch College in October 1947 and the CCGS Swimming Sports held on 28 February 1947

Two Exeat Slips c 1947

OBA 34th and 50th Anniversary Dinner Menus

Diamond Jubilee Week program (9 to 15 August 1970)

Invitation and Order of Service for the Dedication of the Memorial Building on Sunday 9 August 1953

Photograph of 1947 Prefects and Headmaster Laurie Jupp

Mounted photographs of 1945 Athletics Team and Cadet Squad

Mounted photographs of 1947 First XVIII and Athletics Teams

ELMO JUMEAUX (1952-53)

List of Players in the First XI, 1953

Record of Service Book, School Cadets, 1953

Certificate of Efficiency in Cadets, 1953

OBA Invitation to the Annual 'Inters' Night Party, 24 October 1959

Two letters from the Old Boys' Association to Elmo Jumeaux

Old Boys Hockey Trophy for the Fairest and Best Player, 1959

Old Boys Hockey Trophy for the Fairest and Best Player, 1960

JOHN BELL (1945-55)

Photograph of the 1962 Old Boys Hockey Team C2

JONATHAN SCHUPP (1944-58)

Photograph of the first Christ Church Grammar School

Cadet Flag, 1956

Photograph of the Finish of the Head of the River, 1957

PETER BRAZIER (1952-58)

Photograph of the Victorious 1958 Head of the River Crew

ALAN EGGLESTON (1953-59)

A series of photographs depicting cadets, the March Past at the House Sports and flying model aeroplanes on the School Oval in the late fifties.

NOEL CLANCY (1958-62)

Head of the River Programs, 1960-1962 and 1964-1965

ADRIAN LEE (1957-64)

Mitres, 1957-1964

JOHN DAVENPORT (1960-66)

CCGS Chronicle February 1967

Copy of the play, Empire Games

TASMAN McMANIS (1966-70)

Two files of Geometry Notes

CCGS Blazer

DAVID FARDON (1969-73)

CCGS OBA Career and Business Directory, 1993

15 copies of The Old Boy, 1984-97

25th Anniversary Reunion Booklet for the Class of '67, 18 June 1992

Pre-PSA Reunion Booklet, 1910-1956, 3 April 1996

SCOTT MOLLER (1978-82)

Brass numbers removed from the wooden sports lockers in Parry House prior to the House being demolished to make way for the building of McClemons Boarding House.

HADLEY SHEARN

Framed photographs of the 1938 First XI and First XVIII and Hartley Shearn's (1934-38) Blazer Pocket.

EDITH JONES

CCGS OBA Cuff Links

CHRISTINE ELIZABETH HASSELL

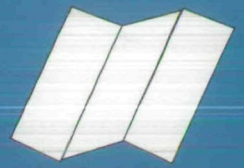
Old Boys Blazer c 1930s donated on behalf of Vernon Eagleton (1922-30)



Presenting the colours.
Photograph donated to Archives by Alan Eggleston (1953-59)

CCGS FOLD-IN

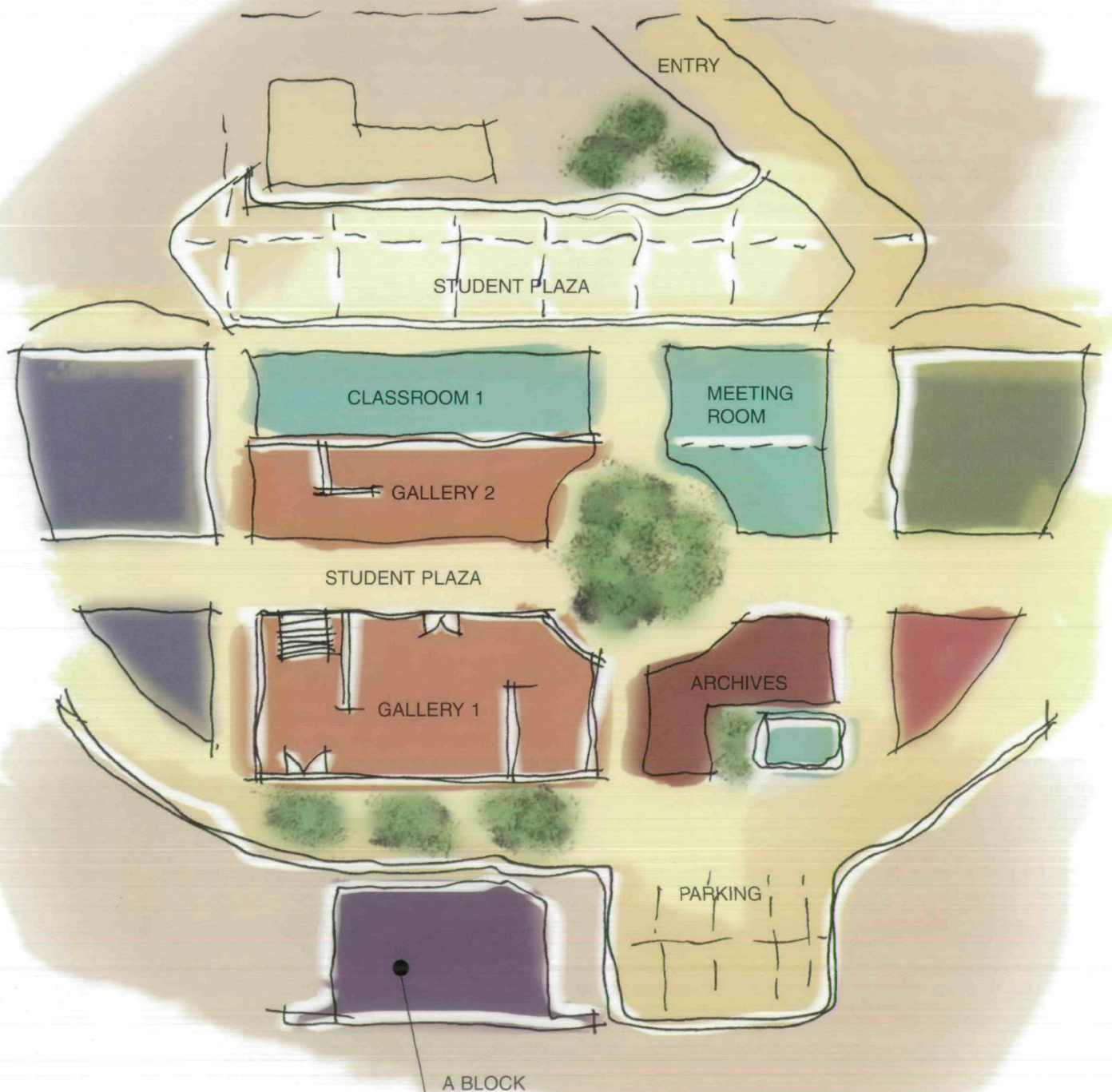
Discover the inspiration
behind the recent building
works program at the School.



Fold page over like this!!

A >

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THE MASTER PLAN AND BUILDING WORKS

WILL CONFIRM THE SCHOOL
AS A **LEADER** IN AUSTRALIAN EDUCATION.
WE ARE ON THE
CREST OF A VERY **EXCITING** PERIOD.



Boys
Ed **u**ca **ted**
 to **KNOW**
 do to
 to live with others
Be (UNESCO, 1936)
 Mission
 Christ Church Grammar School



CHRIST CHURCH GRAMMAR SCHOOL