



# the lion & Lang Syne

Issue 01 • Vol. 31 • Winter 2020



**The Scots College**  
Sydney Australia

**Perspectives on  
Life and Learning**

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### Correction to *The Lion & Lang Syne* Summer 2019 (Issue 02, Volume 30)

On page 44, it was incorrectly stated, in the heading and caption, that Mr Kenneth William Hawthorne was Principal from 1947 to 1986. He was a staff member for 39 years and two terms under four principals. He was a Physical Education Teacher for 39 years, Officer of Army Cadets for 15 years, Sportsmaster for 18 years, Old Boys' Union Staff Liaison Officer for 15 years and Housemaster of James Bee House for 31 years – never the Principal. The Editorial team apologises unreservedly for this error. The electronic edition of the magazine has been corrected in both instances and can be located at [tsc.nsw.edu.au/publications](http://tsc.nsw.edu.au/publications).

In the same edition, on page 10, it was incorrectly stated that Mr Robert Lander ('68), while a Senior student at Scots, was Head Boarder and Head Prefect. Mr Lander was in fact, Head Boarder Prefect and Deputy Head Prefect.

**Cover:** Glengarry students on their 24-hour Rogaine. At the end of a Glengarry intake, students use navigation skills to find markers worth points with the aim to complete the full 24-hour 70km quest.

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The Scots College offers boys a range of experiences designed to educate, encourage and enhance their lives in every way. They learn how to lead and serve with brave hearts and bold minds. Our boys become fine young men who understand, and contribute to, the world.

***The Lion & Lang Syne* is a magazine for past, present and future parents, alumni and friends of The Scots College.**

# Message from the Chairman



**I write this message reflecting on 2019 while a global pandemic is raging. We cannot ignore the ‘elephant in the room’. There will be an opportunity to review how this journey concludes at a later time. COVID-19 was right on the heels of the Australian summer bushfires.**

The bush fire damage to Glengarry, which was fully insured, provided the opportunity to review the model and educational structure of Scots’ Outdoor Education offering. As we crossed over from 2019 into the new decade, we are grateful that God’s protection and blessing during those months never diminished. It was a privilege to participate in a special Easter Service of prayer and thanksgiving as a reflection of this.

Growth and the financial strength of Scots continues to be sustained with the College investing \$8 million in new property, plant and equipment. The final academic performance of the 2019 cohort continued to improve on previous years. Brighton Preparatory School continues to expand. With over 2,000 boys located over half a dozen campuses The Scots College remains well positioned to weather any unexpected external disruptions.

The College’s registration and accreditation by the New South Wales Educational Standards Authority was successfully achieved for the maximum period of five years. Additional

registrations as a Teacher Accreditation Authority and as a provider of courses to overseas students (CRICOS) were similarly achieved and maintained.

There have been many pleasing sporting achievements, including the Athletic Association of the Great Public Schools Premierships in Basketball, Cricket, Water Polo and, of course, the outstanding win at the Head of the River rowing regatta – clinching the Major Rennie Trophy.

In supporting the Principal, Dr Ian Lambert, the Executive Leadership Team and all staff in the education and character development of Scots Boys, there remains important physical facilities which greatly aid our educational goals that this generation of Scots families enjoy because of past generations of parents, Old Boys and the wider Scots community. Both the John Cunningham Student Centre and the Auditorium upgrade remain on target with majority funding generously secured. These will benefit current and future generations of boys.

The College was born in a time of economic prosperity in Australia, but it was not very long afterward that saw British investors withdraw, banks collapse and the start of a severe depression. And yet, here we are 127 years later. Our founding forefathers were men of resolve and determination whose

faith in Christ provided not only an immediate purpose but also an eternal purpose for everything that they did.

The relevance of this history for us today and for Scots in the future means, among other things, constant vigilance. We are all challenged to exhibit and demonstrate the very same character that parents and teachers want to see in Scots boys.

For we all need additional wisdom in these uncharted times, as the book of Proverbs exhorts us:

“To know wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity; to give prudence to the simple, knowledge and discretion to the youth— Let the wise hear and increase in learning, and the one who understands obtain guidance.” (Proverbs 1:2-5, ESV)

Mr Wayne Richards  
Chairman of the College Council

# Message from the Principal



**The Scots College continues to reflect upon, draw upon and develop our educational and communal traditions. We are privileged to be the custodians of such an historic College with fine traditions and a collective memory. Tradition has a place in a modern school, but only if it is utilised to serve our present experience and future plan in relation to our communal and intellectual life.**

At The Scots College, we are proud to be acknowledged as an educational community with a strong and unique tradition. Firmly defined by a daily Christian educational experience that draws from the past and points to the future, we value Our Faith and Tradition which inspire truth, honour, loyalty and commitment. Now in the 21st century, our combined Christian, Scottish and Australian cultural heritage provides a distinctive tradition, value set and vision of the future for fine young men of integrity and principle. More importantly, it provides a scholarly and philosophical foundation that has shaped and will continue to shape boys' thinking life well into the future.

Great schools like The Scots College are largely misunderstood in the public domain. Most commentators define the function of a school too narrowly. That is because they believe that schools exist primarily to teach a program of specified curriculum. They are not aware that a great school is a community

of belonging – one that casts a vision for the future, through a framework of values, linked by a cultural narrative. It is a heritage of honourable traditions and achievements – to a future generation with their own unique characters, experiences and aspirations.

When you hand something special over to another for safekeeping, you trust that its future will be safe in their hands. You explain its significance, and you demonstrate your passion, care and respect for it. You enter a relationship of trust with the next generation. An owner will believe he has the right to keep, transfer or sell your gift; a steward will understand that it is an intergenerational gift that has been entrusted to them for future generations.

At The Scots College, we believe that the true measure of a successful education is not the quantity of knowledge that a student gathers during his school years, but rather, his capacity to learn and his appetite to know. Intelligence and knowledge are defined more broadly in this modern era and excellence is achieved and recognised across many domains. Our collective aim is that our boys and young men will become confident and well-grounded men of integrity with a strong sense of identity, values and character.

Traditions and experiences that repeat and continue over time create a great sense of connectedness, continuity and recollection.

“Our collective aim is that our boys and young men will become confident and well-grounded men of integrity with a strong sense of identity, values and character.”

At the same time, there are new adventures to be had, new battles to be fought and new horizons to be crossed.

May The Scots College continue to provide a rich source of inspiration and challenge for your sons and grandsons, and their sons and grandsons, long into the future.

Scots to the fore!

Dr Ian PM Lambert  
Principal



— Academic Journey

# Meet a Year 12 Academic Prefect



**Head of Curriculum, Ms Andrea van den Bol interviewed our Year 12 Academic Prefect, Oscar Arnott, and discovered a few things.**

## **How long have you been at Scots?**

I joined Scots in Year 6 after moving from England to Australia.

## **How did you perceive academics when you first started at Scots?**

I always loved learning and the pursuit of academic success, but when I first arrived I don't think I really saw them as important as I should have. My mates and sport took priority.

## **Did that change after you returned from Glengarry?**

After Glengarry Intake 1, I found myself in a bit of a slump and I didn't know how to pull myself out. I really missed the life that I experienced at Glengarry. My grades took a bit of a dive, then I figured myself out in the second half of that year. I remember on The Long Journey Home, my dorm master spoke to us about 'PGSD' – 'Post Glengarry Sadness Disorder'. We laughed it off. We didn't think it was a real thing, but he was right. Getting yourself back into a city life mindset after being away for six months, takes some readjusting.



## **And now?**

I am far more motivated since commencing Year 10. Academics are in the forefront of my mind and I pursue more rigorous learning habits now. I think it helped that this academic mindset shift occurred across the cohort, too. We all realised that we'd crossed from the Junior years to the Senior years and the HSC was looming.

## **What changed?**

It wasn't marks, funnily enough. In Year 11 I chose the subjects that I love. As a result, it has been enjoyable to work on these subjects, and my results have improved.

## **Do classroom, sport and co-curricular learning align for you?**

Certainly. The team spirit you gain through sports is definitely transferable to the classroom. The friendships you build in sports teams and music ensembles influence the academic space in group projects and study. Skills learned in co-curricular activities and Music ensembles easily transfer to class.

## **Is a diverse schooling experience important to you?**

Schools get judged by their ranking at the end of each HSC year, but this is a shallow perception of what schools (particularly Scots) offer. I think character development is more

important than your ATAR. A well-rounded character is incredibly important. This means boys not only pursue academic excellence but that they graduate with skills that ensure they are successful global citizens, and that comes from a holistic education.

## **What does great character look like?**

I think a man of great character is a man of integrity. A man who shows kindness and treats all fairly.

## **How would you encourage Scots boys in their learning journey?**

Enjoy learning. If you enjoy your classroom and your content, you will want to know more; you will want to work harder, and you will improve as a result. It's not just the job of the teacher or the student – it's a team effort. Build a great rapport with your classmates and your teacher and the learning environment immediately brightens.

1. Oscar Arnott (Year 12) when he was bushwalking at Glengarry in Year 9.
2. Oscar, now Captain of Music, playing the timpani in the College's Symphony Orchestra at the 2019 Music Awards Night, The Concourse in Chatswood.

# Boys Learn about the 2020 Financial Climate

**In March we started with an Institute of Business and Economics ‘Careers Speed Dating’ seminar. A group of Old Boys and parents advised Senior students on current financial trends. Inspired, many boys arranged to meet again.**

Also in March, 20 Scots boys joined 3,000 investors at the annual Magellan Investor Roadshow, held at Sydney International Convention Centre. Arron Forman (Year 11) described the highlights, which were at the onset of COVID-19.

“Mr Douglass, Magellan Co-Founder, Chairman and Chief Investment Officer discussed the current economic climate. With COVID-19 emerging, he described the stimulant of negative interest rates: how a bank could actually pay you to take out a mortgage and a falling bond market with



decreasing yields, could lead to a massive bounce back from the share market,” Arron said.

“Mr Douglass spoke about the share market which was beginning to take a massive hit from COVID-19. He predicted it would bounce back and, with such low prices, it [would] be a good time to invest when it is less volatile. In regards to China, he described how their economy had been growing rapidly in the past few decades – transforming from a labour-intensive to more capital-intensive market –

innovating for the future. Overall, the trip yielded more knowledge in investments and monetary/fiscal policy.”

Mr Francis George  
Executive Officer Institute of Business and Economics

*In March, 20 Scots boys along with 3,000 investors attended the annual Magellan Investor Roadshow in Sydney.*

# ScotsIdeas Addresses the Power of Relationships



**A sold-out audience of parents and staff enjoyed a compelling conversation about the science and character of relationships in schools at the first ScotsIdeas event for 2020.**

Relationships Foundation CEO, Dr Rob Loe, former teacher, senior leader and leading academic in the measurement and management of human relationships, spoke lucidly about why relationships matter and why we don’t understand them as well as we should. In an age obsessed with social

networks, he called for schools and families to invest in ‘relational networks’.

“Relationships are not about how well you like people, but how well you know them,” he said, explaining that they become the foundation for flourishing individuals, communities and nations.

How can we build deeper relational networks in boys’ schools? Drawing on groundbreaking research with tens of thousands of school students, teachers and parents around the world, he showed the protective impact of good relationships, and how great schools invest seriously in creating a feeling of belonging. Four key strategies for improving relationships in schools include:

1. Develop students’ awareness of unity over diversity.
2. Make the most of synchrony: those

- routines and habits that enculturate, such as uniforms, chapel and assembly.
3. Create healthy competition among teams, not individuals.
  4. Instil in students an awe for something larger than themselves.

We look forward to Dr Loe’s return to the College as part of our research agenda for the Patribus Initiative in Character and Care, an integral part of the John Cunningham Student Centre.

Dr Hugh Chilton  
Director of Research and Professional Learning

*Relationships Foundation CEO, Dr Rob Loe explaining how relationships become the foundation for flourishing individuals, communities and nations at ScotsIdeas in February.*

# Reinventing Education and Ourselves

**It's commonplace in Australia to talk of the need for schools to change what students learn. Employers opine about the skills mismatch in university graduates; universities complain that secondary education has poorly prepared students for undergraduate study – even with the required entry marks.**

Governments have called for, and attempted, overhauls of state and national curricula, most recently in New South Wales through the first comprehensive review of the curriculum since 1989.

Good education, of course, is not just a matter of what students learn. Student outcomes are shaped by a range of things, most importantly the value placed on learning at home. Within the school, three overlapping considerations shape learning: curriculum, ethos and pedagogy.

The curriculum is, of course, essential. It structures the focus on knowledge, skills and values at different points – and in different ways – in a child's formation. The learning environment is equally important. It is the personality, or 'ethos' of the school and classroom. The implicit and explicit values of the school signal to students, teachers and families what *really* matters. Effective teachers design learning experiences for (and with) students that carefully utilise different pedagogies. This is, perhaps, the most challenging task of all because the values implicit in our habits and practices are often invisible to us.

The College is reinventing not just the curriculum, but education. Our whole-school professional learning focus on teaching for character aims to help teachers reflect on the purpose of a Scots education – the formation of character, as described in our 'Graduate Profile' – and intentionally shape pedagogical, curriculum and ethos choices towards that end. We aim to not just deliver the curriculum but shape each Maths class, or sporting team, or excursion,



to intentionally develop boys' character. With over 30 teams designing and evaluating their projects, teachers are not just reinventing the curriculum, but rethinking their whole approach to teaching and learning.

We have developed pilot programs, applying our Patribus Initiatives model of building expert communities of knowledge, practice and formation. In 2019 we launched a new curriculum and teaching approach for Year 7 boys around their physical, mental and spiritual performance. It is designed to shift the way they learn about themselves. PDHPE, Science and Christian Studies curricula are combined in applied learning settings. The boys use this scientific method to conduct experiments within the gym, collecting data on the physiological development of themselves and their peers. This data is analysed within their theory lessons in conjunction with structured Christian reflection on their developing sense of self. The program expanded to Year 8 this year.

As we zoom out from classrooms, to programs, to the shape of the whole student experience, our Patribus Initiatives team is developing more personalisable student pathways and qualification frameworks. For example, the Applied Entrepreneurship

Program, now in its third year and offering two streams to over 25 boys, provides a deeply rethought approach to what, how and why boys learn to create 'beautiful work'. Boys learn not in subjects but in modes, including online, 'studio', and workplace. One senior academic described it as, "one of the most innovative and rigorous school-based entrepreneurship programs in the country."

In reinventing education – curriculum, pedagogy and ethos – the next few years at The Scots College will see us realise, more than ever, our founders' vision for 'higher learning for the common weal' and the promise of the Scots Advantage.

Dr Hugh Chilton  
Director of Research and  
Professional Learning

*Applied Entrepreneurship Program students  
with Mr Lang Walker AO at the Lang Walker  
Business Centre.*



# Inspired Thinking: The Clark Fellowship

**Named in honour of eminent scientist, inventor of the bionic ear, and Scots Old Boy Professor Graeme Clark AC (\*51), the annual Clark Fellowship aims to inspire the best of thinking about faith, learning and leadership by bringing to Sydney the world's finest scholars.**

Since its inception in 2014, it has featured the likes of a Massachusetts Institute of Technology (MIT) nuclear physicist and one of the world's fifty most influential living philosophers, contributing to intellectual life at the College – and beyond – through the Fellows' numerous university, school and media appearances.

Rather than see experts 'fly-in and fly-out' for single events, the Clark Fellowship is unique in hosting a scholar in residence at the College for between one and six weeks. This allows boys, teachers and the community extended opportunities to connect with world-class thinkers.

For boys, such experiences raise their sights to study at the best universities in the world and pursue the art of scholarship. Several members of Scots' Ashburner Society now study internationally at universities such as Oxford, Pennsylvania and St Andrews.

For teachers, the Clark Fellowship helps renew a passion for ideas, and for moving beyond the techniques of teaching and towards the formation of deep expertise. Forming such a culture of scholarship lies at the heart of our strategy for reinventing education.

At the end of 2019, we were privileged to host leading constitutional lawyer and religious freedom expert Professor Nicholas Aroney, Professor of Constitutional Law at The University of Queensland, for a week's visit to the College. Alongside his distinguished academic career, Professor Aroney served as one of the five-member expert panel for the Religious Freedom Review chaired by the Hon Philip Ruddock.

Professor Aroney led a number of seminars, forums and lectures for staff, students, parents, principals and leading educators from other schools on issues such as the meaning of the law, religious freedom, and thinking well about scholarship. His visit to the College culminated with the Clark Lecture, held in the beautiful Utzon Room at the Sydney Opera House. Entitled 'Law, Education and Religion: Pathways to the Good Society?', it challenged and entertained the audience with fresh questions about what makes for genuine human formation.

In the question session that followed, Professor Aroney talked about the virtues of humility and kindness that ought to mark the life of the scholar, and reflected on what he had learned in meeting so many Australians for the Religious Freedom Review. A recording of the lecture is available on the Clark Lecture Series website, [clarklectures.org](http://clarklectures.org).

It was a tremendous honour hosting Professor Aroney as the 2019 Clark Fellow. While the COVID-19 pandemic has forced us to cancel our 2020 plans, we look forward to seeing many members of our community at the 2021 Clark Lecture, with distinguished parent educator Professor Nancy Hill, Charles Bigelow Professor of Education at the Harvard Graduate School of Education.

Dr Hugh Chilton  
Director of Research and  
Professional Learning

1. *While visiting the College, Professor Nicholas Aroney spoke to Year 12 Religious Studies students about law and religion.*
2. *Professor of Constitutional Law at The University of Queensland, Professor Aroney focused on how law, education and religion could be pathways to the good society at the 2019 Clark Lecture.*



# Improving the Delivery of Health Care at Scots

**Our Head of Counselling, Character and Care, Dr Tom Cerni, has been completing the Managing Health Care Delivery (MHCD) program at Harvard Business School (HBS) in preparation for the opening of the John Cunningham Student Centre.**

Dr Cerni completed the first module of the nine-month program (three intensive one-week modules at the HBS campus in Boston, Massachusetts, USA) in October 2019. A total of sixty-six participants representing 21 countries participated in the MHCD program.

Module 1, Design for Excellence, focused on strategy, operational design, teamwork, and leadership. During this module, Dr Cerni was asked to lead his 'Living Group' to discuss global case studies and work through individual exercises. Members of his Living Group were all senior medical personnel.

One of the case studies in Module 1 that gained Dr Cerni's attention was *Oak Street Health: A New Model of Primary Care* and, in particular, the value-based management care model used to support patients. One of the key features of Oak Street care model is that the care teams hold daily huddles to plan for patients coming into the day. Oak Street Health was primarily set up to serve the health and wellbeing of older Americans, and opened their first clinic in 2013. By 2020, with backing from venture capital, Oak Street Health has grown to 50 centres in five states serving about 70,000 American Medicare patients.

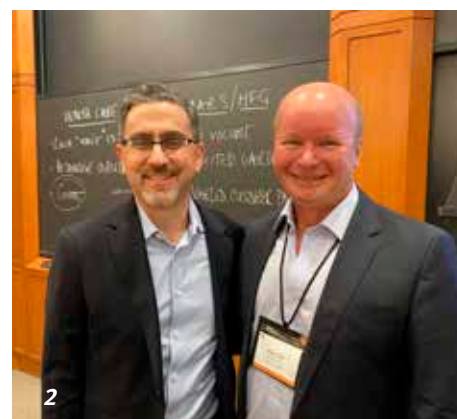
Dr Cerni completed the second module, Manage for Performance, in March 2020. It focused on finance and accounting, service excellence, negotiation and human capital management. A case study that stood out to Dr Cerni was *Managing Strategic Tradeoffs for Service Execution*. It focused on the Paramount, a popular 44-seater diner in the Beacon Hill neighbourhood of Boston, Massachusetts, established in 1997. The key to the success at the Paramount was how effectively the owner was able to match



customer supply and demand. This case study provided valuable insights into the potential supply and demand needs of the John Cunningham Student Centre, once it becomes operational. At the conclusion of Module 2, Dr Cerni had the opportunity to visit the Oak Street Health headquarters in Chicago and visit the first Oak Street clinic in Chicago's North Side district to meet with the Practice Manager. It was an opportunity to observe firsthand how the clinic operated and discuss Oak Street's value-based management care model.

The design of the Managing Health Care Delivery program by Faculty Chair, Professor Robert Huckman is world-class. Global case studies, individual exercises, team projects and industry guest speakers explored breakthrough health care delivery models.

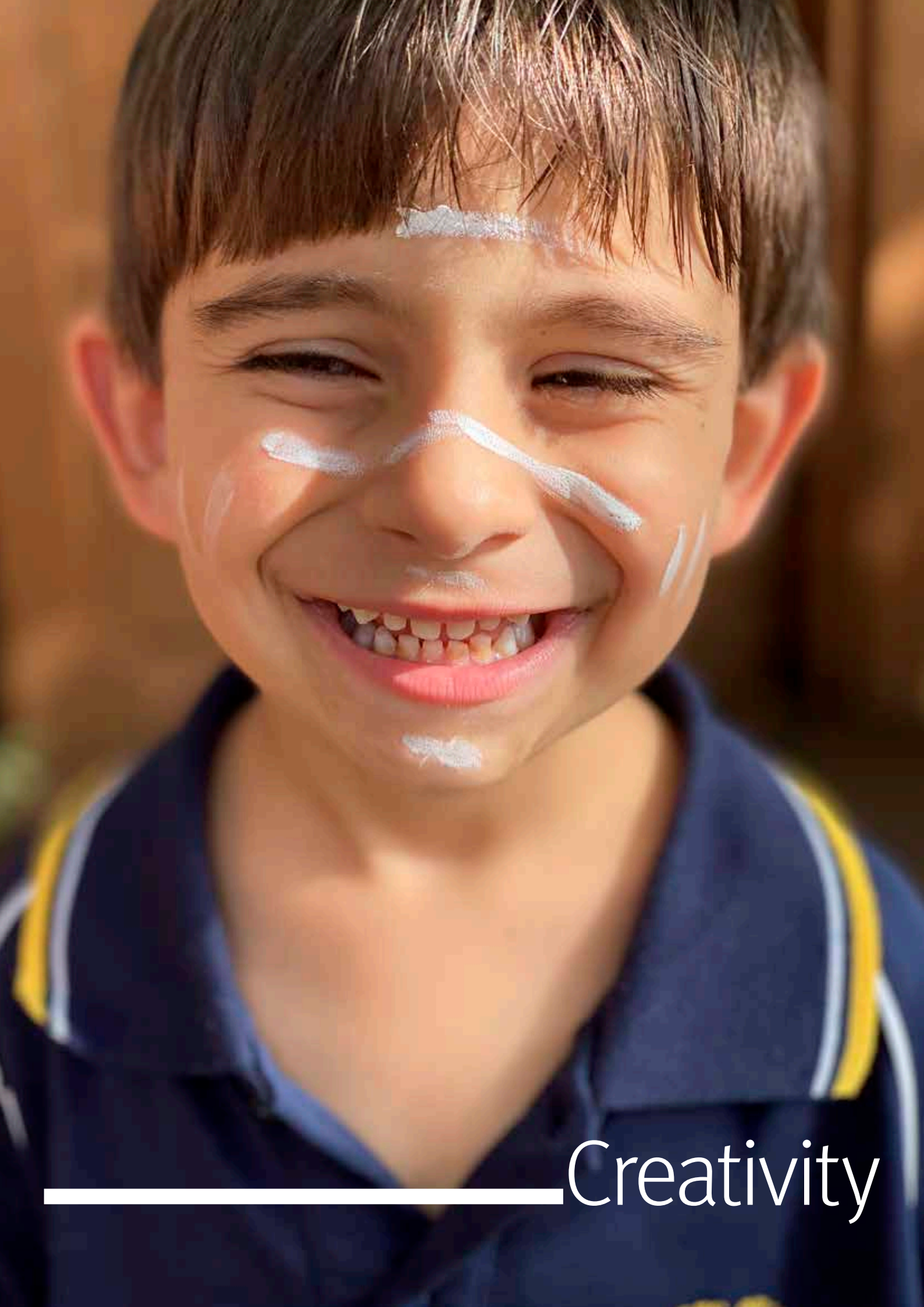
As student needs at the College become more complex, the technological innovations and strategies learnt for providing quality and compassionate care in a cost-effective and integral manner will be central to the development of student character and care in the John Cunningham Student Centre.



Module 3, Innovate for Impact, was scheduled to take place in May 2020, however it has been postponed until May 2021 due to the COVID-19 pandemic.

Dr Cerni expressed that he is looking forward to assessing the application of these strategies in the holistic approach to student wellbeing at Scots.

1. Dr Tom Cerni was a member of Harvard Business School's Class of 2019-2020 who have been studying approaches to Managing Health Care Delivery in health care settings.
2. Dr Cerni in the McCollum Centre, Harvard Business School, with Professor Robert Huckman on his recent study trip to the USA.



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Creativity

# ELC's Australian Culture Day

**Following from the ELC Lions investigation of the Australian landscape, the boys experienced the Aboriginal culture through our incursion with Sydney-based organisation, Wandana Aboriginal Education and Events.**

Wandana offers a range of programs for Australian students of all ages. The incursion encouraged students to interact with Aboriginal tools and instruments, role-playing, singing, dancing and face painting – all as a way of understanding the nuances of our Indigenous culture.

The incursion began with a smoking/sweeping ceremony, followed by an exploration of Aboriginal artefacts and symbols.

Together, we painted a canvas in a dot-painting style. Everyone worked together to create an Aboriginal painting that told the story of The Scots College Early Learning Centre. Telling the story about a place they knew well, in an Indigenous context, helped the boys understand the significance of place and location in Dreamtime storytelling. Everyone had the opportunity to paint their own 'journey stone'.

The story symbolised the connection between past and present, as we pay respect and acknowledge the traditional owners of our land.

Mrs Jaclyn Tilley  
ELC Transition Lions Teacher

“Everyone worked together to create an Aboriginal painting that told the story of The Scots College Early Learning Centre.”



1. Isaac, an educator from Wandana Aboriginal Education and Events painting Sebastian Haas' face in preparation for the Welcome Ceremony.
2. The Aboriginal-style artwork created by Transition Cubs and Lions students and staff capturing the history and tradition of the College.
3. Nicky Tedder had his face painted with significant Aboriginal symbols for the Welcome Ceremony.
4. Felix Macksey takes in the smell of a eucalyptus leaf during the smoking/sweeping ceremony.
5. Andrew Dean with the Aboriginal symbol for kangaroo painted on his hand.
6. Kelly, an educator from Wandana, draped a kangaroo skin on Georgios Poulos while she told a Dreamtime story.

# Inclusion is the Welcome Circle



**The Welcome Project teaches boys about the value we give to building strong connections and relationships between home and school: students, families and teachers. The Transition Lions began the year investigating the concept of 'welcome'. They explored it in three ways: as a greeting, the act of welcoming and an invitation.**

The Welcome Greeting: "Welcome is hello time!" *Albert Busby* (ELC, Lion)

The boys began their Lions journey with warm greetings from their teachers. Self-portraiture and a 'Welcome to my first day in Lions' polaroid shot helped them tell their story of being welcomed by their teachers at school. From a smile, a song and a helping hand, the boys expressed how they felt welcomed.

The Act of Welcoming: "I welcome you to my house." *Ted Wipfli* (ELC, Lion)

A child's home is extremely important. The Lions home visits provided an opportunity

to welcome their teachers to their special place. The boys made their teachers feel very welcome at the front door, asked them to play, and offered them a cup of tea.

The Welcome Invitation: "Welcome means you are invited." *Xavier Todd* (ELC, Lion)

This year's Parent Information Night was a special invitation from teachers and students. The boys created a patterned path to lead them in, chose a fragrance ("making the room smell nice like mummy"), and made a welcome sign. They prepared a table with their favourite food, made time to share ideas, and a photo booth to document the memory.

Welcome is about inclusion. Throughout Term 1, the boys have represented the concept with a circle. They have developed their sense of belonging and connectedness as they form their own circles of friends, from the College and the wider community.

Ms Kitty Joson  
Transition Cubs and Lions Coordinator



1. Ms Kitty Joson introduces ELC boys to the Welcome Project.
2. The boys contributed their favourite foods to the table for the parents' visit to ELC.

# Reading Challenge Has Rewards

**One of the best educational activities for students to engage in at home is reading for enjoyment.**

The Preparatory School's Lion's Pride Reading Challenge is unique to Scots. It promotes continuous, frequent, enjoyable reading. Books are read by the boys and recorded in a reading log (for younger boys, parents read to them and log the book). The choice is a set number of books or a quota of read pages. Whichever they satisfy first completes the task.

When boys finish a reading log, they receive a certificate and have their name included on the Lion's Pride Reading Challenge display in

the Library. They are also mentioned in the weekly College newsletter.

Evidence-based research indicates the most effective rewards for reading are literacy-based, so additional rewards include bookmarks, book vouchers and book prizes.

The level of participation continues to grow, indicating the continued strength of the College's reading culture.

Mr James Tracey  
Coordinator of Information Services

*Well done to Maxim Mitsios (Year 4) after completing his third reading log.*



# Year 7's Forensic Scientists



**In early March, Year 7 students attended a forensic science workshop on campus.**

As a part of the unit, Forensics, students were challenged with a conspiracy theory and asked to investigate and solve the dilemma using resources and equipment supplied. They demonstrated their curiosity and sense of adventure by applying skills learned in class.

The risks identified for this activity were equal to those encountered in the science laboratory. Measures were put in place to effectively manage these risks.

Students described the experience: "We looked at actual evidence from a real crime scene. We used ultraviolet/black-light lights to look for blood traces on pieces of clothing. Based on the evidence, we had to determine who we thought committed the crime. I managed to solve the case."

*Hayden Fielding*

"I learned [that] even a little evidence can solve the problem." *Haoen (Harry) Geng*

"I loved how they made the crime case a real one and they shared real evidence. Overall the incursion was really realistic and really fun." *Oliver Sinclair*

"I enjoyed trying to match the fingerprints to the note and the messages sent to 'Dean Johnson' because all of the suspects said they hadn't been messaging him."

*Jack Vanstone*

"The [forensic instructor] started uncovering the case and cracked it using many details we [hadn't] realised before. I learnt ... about many forensic techniques and also that there are many details in the case that could be missed and are really helpful." *Andrew Yu*

Mrs Sandra McMurray  
Junior Science Coordinator

*Year 7 boys learn forensic investigation skills by analysing the available scientific and circumstantial evidence.*

## Program Develops Real-life Industry Skills

**Schools try to foster all the capabilities students require to build a successful career. Digital age jobs, and the skills required to do them, are transforming at a rapid rate.**

The World Economic Forum suggests we are at the beginning of a Fourth Industrial Revolution that is re-framing the way we work. Educators must ask: how can co-designed learning solutions best prepare students for this transformation? How do we ensure their experience is relevant to the interactions they will ultimately have in the workplace and society?

School-industry partnerships are one of the key cornerstones of the Applied Entrepreneurship Program for Year 12 students. They combine the world of work and the classroom. Students test their creativity, critical observation, analytical and enterprise capacities amidst real-world, problem-based learning. The behavioural focus of the Program cements a students' work readiness.

Exposure to industry connects boys with professionals, they collaborate and develop their interpersonal and communication skills, whilst displaying their tenacity – all highly valued attributes for both work and life.

Just over 12 months ago, Oliver Pollasky ('19) began his Applied Entrepreneurship Program industry placement at WithYouWithMe – a Sydney-based tech company that solves underemployment issues by creating human capital resource management software for high-demand areas such as cybersecurity and robotic process automation. He developed skills in data analysis, marketing and financial management.

In 2020, Oliver's industry placement led to an offer of employment in parallel with his undergraduate degree at University of Technology Sydney. Oliver said that his journey characterises the intentions of the Applied Entrepreneurship Program.

We congratulate him and look forward to seeing his career progress.

Mr David Oswell  
Applied Entrepreneurship Program Chief  
Information Officer



*Oliver Pollasky ('19) undertook industry placement at WithYouWithMe as part of the Applied Entrepreneurship Program.*

# Practice Results in Winning Performances



**I write this at a time when remote learning is essential and performance options have been impossible to contemplate. It is the perfect opportunity to recognise the achievements of our musicians from late 2019, which were after the last edition of *The Lion & Lang Syne* went to print.**

## **Manly Jazz 2019**

Australia's longest running jazz festival is a rite of passage for young musicians, and the College's premier jazz ensembles excelled in the College's debut performance at the internationally acclaimed festival in October 2019. Excitement and energy filled the air, and an intense focus showed on the musician's faces as they took to the stage. Hard work, focused rehearsals and individual practice came to a head.

From the opening tune, *I'll Take Les*, the groove and energy from the boys was exceptional. It was a momentous debut set, with an appreciative audience. There was plenty of praise, both for individuals and the ensemble. These jazz musicians clearly 'won' their set because the bands pulled together as one and played better than ever before. The name of the stage described them perfectly: Jazz Stars of the Future.

## **2019 HSC ENCORE Nominations**

Four of our 2019, Year 12 graduating students received ENCORE nominations. This outstanding result reflects the talent,

commitment and discipline of the students, as well as the calibre of our Music educators. Nominations were:

William Bartolomei – Music 1, Performance (drum kit)  
Richard Lowry – Music 2, Performance (piano)  
Oliver Naglost – Music 2, Performance (percussion/drum kit)  
Jayden Soedirdja – Music 2, Performance (piano)

Congratulations to our 2019 Old Boys.

## **Studio Recordings in Camps Week**

During December 2019's Camps Week, several ensembles had the amazing opportunity to record in a studio. The Symphony Orchestra, Big Band 1 and Jazz Combo were based at the world-renowned Studios 301 in Alexandria, where they encountered the spacious Studio 1 environment. The Scots ensembles 'bumped' into the studio after Cold Chisel who were working on their next album release.

Every musician brought their best individual work and practice into the studio. Year 12 rock band Left Hand God created a music video. Boys from the AV Media and Film Studies Co-Curricular Activities also learned the ropes behind the scenes. These recordings are currently being mixed and will be released in late 2020. Excellent work from everyone involved.



## **Music Awards Night 2019**

Our annual Music Awards Night was held in November 2019 at The Concourse Concert Hall, Chatswood. Close to 200 musicians, across varied genres, were featured. Our Music community also used this event to acknowledge students' achievements throughout the year.

With over 800 boys involved in Music at Scots beyond the syllabus requirements, the staff and students nominated for awards were, by necessity, exceptional. The annual shields awarded were: Henry Confos (Year 11) – Composer of the Year, Jordan Dulieu (Year 12) – Performer of the Year, Corey McQuire (Year 11) – Servant Leader of the Year, Guy Ruse (Year 10) – Multidisciplinary Talent, and Elliot Wong (Year 12) – Improviser of the Year.

The evening also provided an opportunity to farewell Year 12's musicians and leaders, and to formally announce 2020's music leaders. Thank you to all boys, families, staff and the Performing Arts Support Group for their ongoing support and commitment.

Mr Paul Vickers  
Director of Music

1. *Manly Jazz attracts musicians with the required talent and commitment as individuals and as an ensemble.*
2. *Scots' musicians and Coordinator of Jazz, Mr Ben Stanton, at the internationally acclaimed, Manly Jazz in October 2019.*

# Design Brief Becomes Reality

**In Term 1 of 2020, Year 9 Technical and Applied Science students were required to create their own design company. The boys were given a specific brief and designed their company logo, business card and a 3D company logo printed on a 3D printer. Using their company, the students competed against each other on all set tasks.**

The students were fortunate that some of the projects were real-time projects. For example, some students were required to design new, conceptual signage for College departments, such as Theatre and Media Arts, Learning Enrichment and the Research Office. Sam Hirst (Year 9) of 'SH Limits' won the Theatre and Media Arts signage competition. Well done, Sam!

During the process, Year 9 Graphics Technology teacher, Mr Robert Heritage introduced students to the graphics work of the various design disciplines, including architecture, engineering, industrial design, graphics design, interior design and

landscape architecture. This enabled the students to explore the design process in the area of design communication and their commercial application.

Students at Scots are using Computer-aided Design (CAD) software, 3D printers, laser cutting machines and other computer-aided manufacturing tools to reinforce their design communication, and be accustomed to today's ever-changing world of technology.

Scots Technical and Applied Studies Department covers a broad range of subjects, from Computing Studies, Engineering Studies, Technology (Design, Graphics, Food and Agriculture).

Graphics Technology is an excellent subject for Year 9 and 10 students who are interested in the various design disciplines, including animation, as a future career. In Year 10 the students specialise in their chosen fields of design (student-negotiated projects) to complete specific tasks.

In Years 11 and 12, students can specialise, further exploring their chosen field of design.

Mr Tony Shen  
Head of Technical and Applied Science



1. The concept company logo for Rhino Designs, created by Luke Forman (Year 9).
2. Ayan Jagavkar (Year 9) student company, AIM, created a logo and tagline for their Technical and Applied Science project.
3. Head of Theatre and Media Arts, Mr Matthew Whaley presents winner, Sam Hirst (Year 9), the award for creating the new Theatre and Media Arts signage.
4. Student company logos which appear in the College's Technical and Applied Science Department.
5. The SH Limits logo created by Sam Hirst (Year 9) alongside the AIM logo created by Ayan Jagavkar (Year 9).





Community

# The John Cunningham Student Centre Progresses

**Boys, parents and visitors to the College will have seen the former Library building reduced to a skeleton during the course of this year, representing completion of Stage 1 of the John Cunningham Student Centre project.**

Completely stripped of roof, walls, ceilings, windows, doors and services, only the structural elements remain: slabs, columns and beams. This partial demolition was intentional, as the new Centre will be built upon the existing foundations and structure, thus retaining the embodied energy and reducing costs.

Staging the project in this way also allows prospective Stage 2 builders the opportunity of a close inspection, prior to lodging their tenders for the major reconstruction. When the contract is let in the next two months, the first activity will be to install a pile wall at the rear of the building to allow for its increased footprint. This gain, along with the extended eastern frontage, will lead to an overall increase in area on each level which is the equivalent of an additional floor.

With architectural design completed and due to open for Term 1 2022, the focus is now on internal

design layout. The floor plan is as open as possible, with fewer walls for flexibility and greater transparency. An internal design team has been formed, led by Mr Paul Vickers to ensure that teaching and learning spaces are fit for purpose and suitable for all modes of learning.

The John Cunningham Student Centre, as a centre for our Patribus Initiative in Character and Care, will house a variety of services to support boys throughout their College journey. This could range from student counselling to expertise from allied health providers, teacher training research and development, academic and careers advice, a Senior studies library or a venue for a visiting speaker – the key is student support; a cause championed by Old Boy, philanthropist and majority donor, Mr John Cunningham ('50). A passionate supporter of healthcare providers, Mr Cunningham is adamant that the student program supported by this Centre has never been more relevant or needed.

Much has been said of the decision to design in the Scottish Baronial style and, while the College's Scottish heritage needs no further explanation, the proposed architectural treatment highlights, in its features, significant traits of the proposed support program

within. At the core of this style was a tower, a defensible structure, a safe stronghold – a sanctuary or 'safe place' for boys.

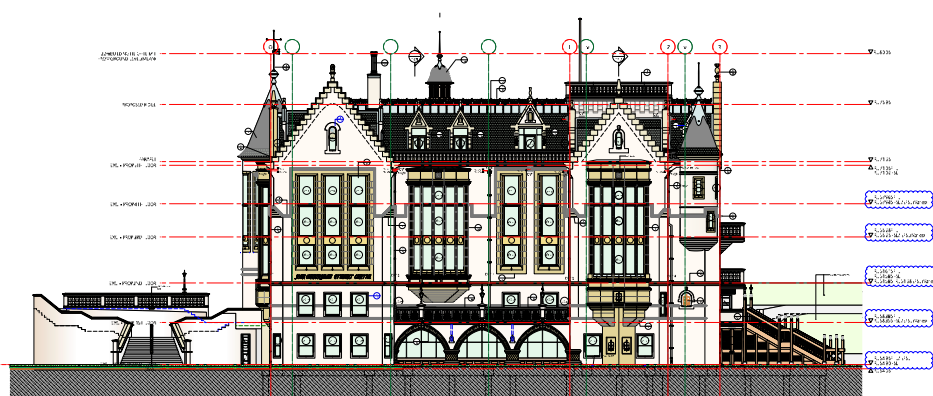
Its traditional architecture with sound, massive foundations exudes confidence and courage. Yet for all this, it is outward-looking, addressing the channel to the sea, with vantage points from the roof, all windows, terraces, and especially from towers. It is a building looking out for the boys, and a lighthouse for them, visible from all parts of the College.

Very few new school buildings gain international interest, but our project has been reported in the London press, been the subject of an article in a Swedish architectural journal, and has had its progress tracked online by a network of architects, planners and enthusiasts promoting new traditional architecture.

Just prior to his death in January, Sir Roger Scruton, eminent philosopher and late Chairman of the British government's Building Better, Building Beautiful Commission, wrote to the College expressing his enthusiasm for our perseverance with the project "to revive the Scottish baronial style, along with Scottish baronial manners, in New South Wales".

A world-class program needs a world-class building.

Mr Steven Adams  
Director of Property and Works



1

1. Architectural image for the eastern elevation of the John Cunningham Student Centre.  
2. Dr Ian PM Lambert and Mr John Cunningham at the 'turning of the sod',

when Stage 1 of the construction of the John Cunningham Student Centre commenced in January.



2

# Glengarry Intake 1 at Appin



1. *Glengarry boys on a mountain-bike riding day trip.*
2. *Boys learning to rely on each other, developing their teamwork and resilience skills, which are essential to the Glengarry program.*
3. *Group and individual skills are essential to success and the Glengarry boys develop this with climbing activities.*

**During the 2019-20 bushfire season over 2.7 million hectares of NSW national parks were burned.**

Kangaroo Valley was heavily impacted by the bushfires with many homes lost, families displaced, and significant environmental damage caused. Unfortunately, Scots' Glengarry campus was in the path of the fire and sustained significant damage rendering it unusable for Glengarry Intake 1.

Challenge is an opportunity for growth. This is one of the fundamental lessons the Glengarry outdoor education staff aim to instil in the boys during their six-month Glengarry experience. Intake 1 provided a unique opportunity for staff to practice what they preach.

The subsequent change of campus to Cataract Scout Park in Appin (approximately 16 kilometres south of Campbelltown and 35 kilometres north-west of Wollongong), required us to innovate our program. Historically, the majority of the outdoor trips at Glengarry have been short overnight hikes. It was decided to step this up a notch and offer three-day trips as a standard, weekly exercise.

Thankfully, vital rain arrived, dousing the bushfires. This eased the nerves of the outdoor team as we rushed to create a program.

With the bushfire risk eliminated we now had a clearer understanding of our options.

The boys first trip was a wet overnight orientation hike where they learned basic camp and navigational skills. They got to know their dorm mates and worked on their collaboration and communication skills.

The following week the boys headed out for a three-day hike in the Belanglo State Forest. Once again significant rain was forecast, but the boys embraced the challenge. Some learned the hard way that raincoats should be stored at the top of their hike packs and worn before their underlayers get wet! All the boys improved their camp and navigational skills. Challenging terrain and conditions meant teamwork and resilience were essential.

A cycle of three-day trips for each of the five dorms followed. They included mountain biking at Majura Pines and Mount Stromlo in Canberra; a canoe journey at Berowra Waters; rock climbing in Nowra and Mount Alexandra in the Southern Highlands; caving at Wee Jasper where they boys practised abseiling and cave ladder climbing before undertaking an eight-hour underground adventure through Punchbowl Cave.

The boys consolidated their understanding of the key principles of experiential learning.

Increased field time developed personal and group accountability, and group collaboration skills. They successfully streamlined hike planning and packing sessions, which included being responsible for menu design and ordering food for their trips.

Parents joined the boys for weekend Parent Hikes and this was certainly a highlight. The boys could demonstrate newly acquired skills and knowledge, guiding their parents through the Cataract Scout Park's constructed network of caves, coaxing them up the climbing wall or off the abseil tower. Parents noticed considerable development in their sons. It was a fantastic weekend.

The remainder of the Glengarry program will see boys rotate through five different experiences. They will spend a week focusing on classroom-based academics. The other activities have a project-based learning focus, where the boys will build mountain bike trails, a bush chapel and their own canoe. Following the rotation period, boys will complete a six-hour rogaine before commencing The Long Journey Home.

It will be a busy, rewarding and memorable experience for all.

Mr Andrew Davey  
Glengarry Program Coordinator

# Scots Staff Visit Israel

**During 2019 several staff members went on separate trips to Israel. They gave their impressions of this extremely significant cultural and spiritual experience that will remain with them for many years to come. Sharing similar experiences also gave them an added connection to one another as staff members at the College.**

“In the beginning of 2019, on a sunny day in Tel Aviv, I entered a forest and planted a tree on behalf of The Scots College. This was the start of an amazing educational experience on a Jewish National Fund of Australia Educators’ Study Tour of Israel. Highlights included visiting Tzfat (also known as Safed), a place of Jewish mysticism and Kabbalistic art; the Hula Nature Reserve where thousands of cranes migrate; a walk through time in the city of Jerusalem whilst experiencing the spirituality of the Wailing Wall; the Via Dolorosa; and the Church of the Holy Sepulchre. There were sobering moments, too, at Yad Vashem, the Holocaust memorial, and the Be’er Sheva Anzac Memorial Centre where we learnt of Australia’s role in the recapture of Jerusalem in 1917. We also visited several schools, two of which were the Jordan River Village School, a respite centre for children from all over Israel and Palestinian territories, and Desert Stars, specialising in Bedouin leadership. I will be forever grateful for having been a part of this really unique experience.”

**Ms Marilyn Dembo, English Teacher**



“In June, I had the opportunity to go to Israel, with my church, Glow Church, Sydney. On my return, when I was asked to describe the ten-day tour, the only way I could articulate it was to liken it to visiting my best friend’s hometown. Seeing where Jesus grew up, taught, laughed, cried and gave His life for all of humanity, to be resurrected three days later, was transformative.

Visiting the Sea of Galilee, was one of my most memorable moments. According to the New Testament, it was around this body of water that Jesus spent His adult years with His disciples, where He fed the multitude with loaves and fishes, and where He walked on water with His disciple, Peter.

It was extraordinary to visit places that I had only ever read about in the Bible from childhood. Part of me still cannot comprehend it in its entirety, but in the same breath, it has brought the same pages to life; stirring inside me, a passion to understand Jesus and His cultural heritage.”

**Ms Danae Heard, Assistant to the Senior Leadership Team**

“In Term 2, last year, Alison and I commenced sabbatical by attending St George’s College, Jerusalem. Our daughter Olivia attended at the last minute. During the first five days we did a study tour of Jordan which included

visiting many biblical and archaeological sites. To see Mount Nebo where Moses viewed the Promised Land and Petra was amazing. With three days to wait before commencing the pilgrimage ‘Footsteps of Jesus’ we visited Masada, explored Hezekiah’s tunnel and spent a day inside the walls of Jerusalem.

The Footsteps of Jesus pilgrimage, took us to so many places that Jesus had been to. One of our highlights was being out on a fishing boat in the middle of the Sea of Galilee. At each place we visited, the New Testament came alive. Visiting major ancient places like Solomon’s Quarries, where they took the stone to build the Temple, was incredible.

We were blessed with the outstanding biblical and archaeological knowledge provided to us by Reverend Canon Mary June Nestler (from St George’s College, Jerusalem). At the end of each day we returned to a place of ‘quiet and peace’ with time to rest, contemplate and absorb all that we had learned, before starting afresh early the next morning.”

**Dr Ian PM Lambert, Principal, and his wife, Mrs Alison Lambert, and daughter, Olivia**



“In December, my wife and two of my children (William, 21 and Angela, 17) and I, visited Israel for the first time. We had done very little research in preparation for our visit, other than knowing what we’d heard in the news. Before I left Mr John Crerar told me that visiting Israel would increase my faith, and without doubt, we all left Israel knowing that we would return to learn more. It was, for all of us, a deeper and more meaningful experience than we could have imagined.

We arrived and spent time in Tel Aviv and Jaffa before staying for four nights in Jerusalem. It seemed that each day was an education which enriched us more than I can put into words. A highlight for me was the Church of the Holy Sepulchre. I was overwhelmed by the emotion of being surrounded in such a significant location in our history and the obvious faith of everyone in the church. Similarly, visiting Bethlehem was memorable as the birthplace of Jesus.

On a different note, the highlight outside the Walls of Jerusalem was floating in the Dead Sea. Having seen so many photographs over the years of people floating, it still amazed me that when we got in, we ourselves were floating too.

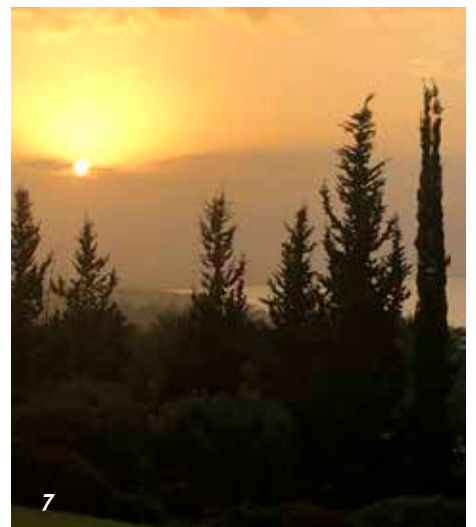
Travel is one of life’s great pleasures, but it is also the best way to learn and grow. I cannot recommend Israel highly enough.”

**Mr Andrew Potter, Head of Senior School**

Sharing similar experiences also gave them an added connection to one another as staff members at the College.



1. One of Ms Danae Heard’s most memorable moments was seeing the Sea of Galilee because of its significance in Jesus’ life.
2. Ms Marilyn Dembo, on an educators’ study tour, planting a tree for Scots in Israel.
3. Dr Ian PM Lambert and his daughter, Olivia Lambert, at the Wailing Wall in Jerusalem.
4. Visiting Petra was one the highlights for Dr Ian PM Lambert and Mrs Alison Lambert, who took a side trip to Jordan.
5. Mr Andrew Potter with his wife, Louise, and their children, Angela Della-Franca and William Della-Franca (‘16), at the Basilica of the Nativity, which stands on the birthplace of Jesus.
6. Mr Potter in Bethlehem, admiring ‘Armoured Dove of Peace’, street art by international artist Banksy.



7. The Lambert family had the incredible experience of seeing sunrise on the Mount of Beatitudes.

# Everyday Learning Skills for Everyone

**For most of the Scots boys, their greatest need is their ability to organise themselves. Our Indigenous students are using their initiative and increasing in independence. Best of all, their grades are improving.**

Launched in Term 1 this year, the 'Deadly Readers' reading program is a College initiative offered three mornings a week, prior to the emergence of COVID-19 and the necessary remote-learning arrangements.

Our volunteers are essential. Thank you to Mrs Kate Beaumont and Ms Mary Robertson who travelled to the College in the early hours to assist.

After breakfast, the boys would head straight to the Library for their reading time. Guided by mentors, their confidence soon increased when reading aloud, and a range of targeted comprehension skills also improved.

Years 7 and 8 boys participated in three reading activities. The first develops a love of reading, using an online reading app called Epic! The app

offers hundreds of books in every genre – the boys select what interests them most. Epic! tracks their reading, the duration of their reading time and their comprehension. The second activity is a teacher-led session targeting a particular skill. And the third is either spelling support or shared reading, depending on the student's need.

For many, it has certainly been a steep learning curve, but they enjoyed the challenge.

After school finished for the day, boys attended preparation (prep) time, as part of their usual schedule. Students brought their homework, upcoming assessments and anything they needed to discuss or plan. Their positive attitude was commendable.

These initiatives have been sustained using remote-learning arrangements, by encouraging as much regular, online connection – in real-time – as possible.

Miss Baressa Frazer  
Head of Indigenous Education



1. 'Deadly Readers' parent volunteer, Mrs Kate Beaumont supporting Year 8 students, Sim Noah and Kiel Brownley.  
2. Isaac Kirovsky (Year 7) reading before school using the online reading app, Epic!

## Surfing NSW and Scots in Partnership



**It was a fantastic day filled with celebration and fun at Manly on Tuesday 10 March, where special guest, Australian professional surfer, Owen Wright, Old Boys and parents of the College, joined Scots and Surfing NSW to acknowledge its new partnership.**

"We are delighted when Scots boys challenge themselves. Our partnership with Surfing NSW provides a wonderful opportunity for boys to extend their skills in surfing, water awareness and safety," Dr Ian PM Lambert explained.

Surfing NSW Partnership and Community Manager, Ms Kate Cass said that they are very excited about this partnership and look forward to watching Scot's surfers flourish in competition and confidence in and around the water.

"For us, at Surfing NSW, we look forward to extending our opportunities with Scots, their students, teachers and parents," she said.

*Australian professional surfer, Owen Wright and Dr Ian PM Lambert celebrate the Scots and Surfing NSW partnership in March.*



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Camaraderie

# The Basketball Premiership Journey

**The Scots Basketball program has endured a very rich history of success where excellence has been achieved by both individuals and, more importantly, teams. The program aims to provide a leading developmental experience when it comes to the performance and participation of the student, so they can learn, develop and succeed.**

This year our 1sts Basketball team secured the 2020 Athletic Association of the Great Public Schools (AAGPS) Premiership – congratulations! This is an outstanding achievement which notches the tenth Premiership that Scots has won in the 45 year history of the competition and their first Premiership win since 2013.

To many, winning a premiership is seen to be a result of a successful sporting season. While important, it is a good time to reflect on the significance of developing a long-term

commitment towards hard work, sacrifice and excellence. In schoolboy sport we tend to focus on the result or ‘end game’ rather than the journey that gets us there.

If we look at our Premiership-winning 1sts, our team comprised of ten boys, of which, seven played for our Year 5/6 Prep 1sts and ten played for our Under 13As in their respective year groups. That alone is quite impressive. Although, what is more impressive is the way in which these boys have applied themselves since putting on their gold and blue jerseys as Prep or Year 7 students. It truly is a group of students who have embraced challenge, consistently worked hard, pursued their goals and pushed, not only themselves but, their teammates.

Coaches and staff consider these personal characteristics highly important. We are constantly teaching and developing these attributes among all the boys within our

program. Maybe one day our Junior students can look back at their time as a Scots basketballer with the same great memories and life lessons that our Old Boys and current 1sts Basketball team have.

Graduating in 2020, our Year 12 boys have exemplified the College’s values of leadership and service, often taking on mentoring and support roles for the younger students. The boys’ terrific journey should help to inspire current and future students. Following your passions and making the most of the opportunities available to you can be of enormous benefit.

Congratulations and well done to all Scots Basketball teams and to the Scots Basketball community.

Mr Steve White  
Director of Basketball



1. The 1sts Basketball 2020 AAGPS Premiers with Dr Ian PM Lambert and their coaches.
2. Scots Old Boys and coaches who are all Premiership winners, supporting our 1sts Basketball team throughout the season.
3. The Junior and Senior Basketball teams after competing at the 2019 Australian School Championships in Melbourne.



# Scots Cricket Culture Contributes to Success

**“Create a legacy of success and unite Scots community through growth of character, hard work and inspiring love of the game.”**

This is the mission statement of our Athletic Association of the Great Public Schools (AAGPS) squad this season. This year we magnified the focus on character development. Like most elite sports, cricket can be complex, with strategies employed over sessions or even days in advance. However, with regular refinement of formats and the evolution of new shots or deliveries, basic fundamentals can be learned – and technically entrenched through hard work. These principles, including character, are the foundation of the Cricket program at Scots.

The College values, the Quest for Excellence, Our Faith and Tradition and Leadership Through Teams, were honoured on and off the field this season. Sometimes results speak for themselves. The 1st XI secured a joint premiership with a team that initially did not include a single member of the combined AAGPS squad of 15 players. It was clear that character and culture played a huge part in their success.

Scots Captain, Shehan Sinnetamby (Year 12) as well as Henry Snyman (Year 10) were joint Tom Brooks Medal winners. The Tom Brooks Medal is the Most Valuable Player Award for the entire 1st XI AAGPS Competition. On the field the results summed up the tenacity of work ethic, care for each other and team mentality the boys sustained all season.

Scots' Cricket shone off the field, too. It embodied leadership, honour, generosity and service. As a coach it was rewarding to see the AAGPS squad running coaching sessions for teams from Year 5 through to Under 14, and celebrating a cricketer who took a difficult catch or overcame a challenge. There were many examples of support; these were some of the defining moments.

This was echoed throughout the program, when I witnessed a member of the Under 15Bs pick-up rubbish next to the Cricket change rooms saying, “that’s our house”. I can still feel the pride I felt on receiving an email from an opposition parent, who praised our Under 14B’s sportsmanship and the coach’s leadership.

Such displays of virtuous character, service and excellence touch on the central ideas of Scots. Nurturing well-rounded men who honour their convictions and contribute to the wider world.

Cricket is one of the few sports perfectly positioned to provide situations that instil life values and lessons. Whether it is because of the length of time to play a match or the unforgiving nature of rules, it prepares our young men for adversity. They learn to put other people and the team first, and build the resolve to keep moving forward.

I have the deepest gratitude for our AAGPS squad. Their committed approach to prioritising team culture and honouring the College through service has caused me to reflect on my own practices; emphasising the importance of building character first and cover drives second.

Scots to the fore!

Mr Greg Clarence  
Director of Cricket

*1. 1st XI AAGPS Premiers, together on the Scots main oval for the final time, after bowling out Sydney Grammar for 103. Photo: Mr Ben Fairfax*

*2. The 1st XI Cricket squad after running a practice session for Year 6 cricketers.*

*3. Scots 2nd XI running a practice session for Year 5 cricketers at the newly refurbished Fairfax nets on the morning of an important AAGPS fixture.*



*4. AAGPS and Combined Independent Schools representative Harrison Fairfax (Year 12) charging into bowl against Newington College. Photo: Mr Joh Snyman*

# Insights into the 2nd XI Football Premiership



**In 2019, our 2nd XI Football team won the AAGPS Premiership undefeated – the first 2nd XI Premiership win in College history.**

Captained by Harry Footit ('19), the team encompassed the Football culture at the College, proving that a team committed to a collaborative goal is far stronger than a group of individuals trying to play together.

Coaches Mr Tadhg Purcell and Mr Steve Marsden along with Senior Football Coordinator, Ms Sue Sidaway, prepared the boys on and off the pitch. Too often, the 2nd XI help fill gaps on the 1st team. With a strong squad of over 28 players training three mornings a week – rain, hail or shine – we developed a culture where every player was valued. If a player was injured, they still attended training, ran the water, or helped with pre and post-game functions – no matter what the circumstance.

We shared a common goal: AAGPS success.

People judge success very differently. With the 1st XI finishing second and the 2nd XI taking out the Premiership, some would say that 2019 was a successful season. I feel the greatest indicator of success is the feeling within the dressing room. The feeling in 2019 was like nothing I had experienced at the College in my time – boys working for each other and, most importantly, playing for the College jersey and not themselves.

Continued hard work, discipline and a team-first mentality when playing for the 1st or 2nd XI Football teams will ensure that our footballers will see further AAGPS success.

Mr Andrew Goldrick  
Director of Football

*The 2nd XI Football team and Principal, Dr Ian PM Lambert, were delighted to receive the Premiership shield for the first time in the College's history.*

## Rifle Shooting Reaches the Target

**In early March, Tom Browning (Year 12) and Alec McLeod (Year 12) represented the College Rifle Shooting team in the 20th Tasmanian Match Rifle Championships and 123rd Queen's Prize Meeting.**

Competitors from across Australia gathered at the Campbell Town Rifle Range in central Tasmania for the events. Comprising ten shooting stages, over three days, each stage consisted of ten counting shots at a specific range.

Shooting on a traditional imperial range, the boys shot two stages at 500, 600, 700 and 800 yards, then completed a single stage at 900 and 1,000 yards. The wind presented unprecedented

challenges – conditions constantly changed velocity and direction – but the boys persisted and kept their shots on target.

At the conclusion of the competition, both boys shot extremely well, achieving consistent score lines and great results. Tom placed second in the Overall C Grade and Alec was Overall C Grade Champion Under 25 Champion.

Congratulations to Alec and Tom, whose sportsmanship continues to build our reputation in this competition.

Mr Phil Cooney  
Coordinator Rifle Shooting



*Tom Browning (Year 12) and Alec McLeod (Year 12) proudly displaying the awards they received at national rifle shooting events in Tasmania.*

# Scots Crew Create Head of the River History

**“As we approach the final three strokes of the 1st Vllls for the AAGPS Head of the River, it’s The Scots College winning the 1st VIII.” (Rowing NSW 2020 AAGPS Head of the River livestream, 17 March 2020)**

These words had not been spoken for 41 years – the drought broke in an impressive style, with the crew winning by a margin of 2.8 seconds. At the 2019 Head of the River, 2.8 seconds separated 1st place from 4th for the 1st Vllls, which puts the 2020 result beyond any doubt. Congratulations to the 3rd IV and 4th IV for achieving podium finishes in their races as well.

This year’s Head of the River will forever be one recorded in history, Scots will always celebrate this day, but also the entire Rowing community will remember this event as being one of the last sporting events hosted in 2020 prior to COVID-19 restrictions causing sport competitions to cease. It is perhaps also the only time that the Head of the River has been raced on a Tuesday, with no spectators, and certainly, the only time that it occurred with only two days notice!

Watching the race was a surreal experience for many, with the Sydney International Regatta Centre lacking its usual 20,000 spectators. I don’t think there has been a quieter Head of the River since it was hosted on the Parramatta River in 1935. However, reports still circulate that the students could still hear the roar from Bellevue and Gladesville as students and parents watched live via YouTube.

Congratulations to the entire Rowing community for making this day a success, everyone played their part and without everyone’s efforts from Year 7 to Year 12 this result would not have been possible, it is, however, a shame that we had to share this experience via live stream.

At the start of this season, we spoke to the students about persistent excellence, and how rowing, like no other sport, rewards



persistence in the face of adversity. To see the program so successful in such unprecedented times brings me enormous pride.

This year we have had everything thrown at us: droughts, bush fires, floods, poor air quality, viral outbreaks during camps and then finally COVID-19. To see our young men rally around each other, support each other, and then achieve victory at the end of it all makes the result that bit more extraordinary.

I also want to take this opportunity to thank the College for its ongoing support for the Rowing program. Principal, Dr Ian PM Lambert and Director of Sport and Co-Curricular Activities, Mr Graham Pattison have provided leadership and tireless effort in support of this program, throughout unpredictable circumstances.

It is certainly an exciting time to be a part of Scots Rowing, as we look to rally behind this historic win, and attempt to usher in an era of rowing with Scots leading the way.

Scots to the fore!

Mr Michael Probert  
Director of Rowing

*1. The Scots 1st XI crew celebrating their Head of the River victory.*

*Back row: Jack Scott (Year 12), Jack Charlesworth (Year 12), Thomas Hart (Year 12), Cooper Mundell (Year 12), Franco Squillace (Year 12), Angus Aitken (Year 12)*

*Front row: James Frederickson (Year 11), James Rose (Year 11), Jeremy Rush (Year 11)*

*2. Scots’ 1st VIII crew who won the Head of the River in 1979.*

# Scots Skiers Compete at Youth Winter Olympic Games



**In January, three of our Snowsport athletes travelled to Lausanne, Switzerland to join a team of under 18 Australian winter athletes at the Winter Youth Olympic Games. Following are their thoughts about their experience.**

“At the Olympic Village in the University of Lausanne we were met by coaches from Snow Australia and a large support crew from the Australian Olympic Committee.

There were 33 athletes from Australia and three of us were from Scots! I represented Australia in Ski Cross in Villars-sur-Ollon, a mountain resort above Lake Geneva. The aim of the Youth Olympics is to give junior athletes an idea of what it’s like to go to the Olympics. I came 16th, which meant I didn’t qualify for the final, but it was an incredible experience. I thoroughly enjoyed the opportunity to represent my country and form friendships with other international athletes.”

**Jasper Cobcroft (Year 12)**

“The 2020 Winter Youth Olympic Games proved to be so much more than expected: the competition, the venues, the brilliant international interactions – the experience will stay with me for a lifetime. We had represented Australia, proving to some of the largest ski countries in the world that we actually have snow and that we ski on it!

My first race was the Cross Country Cross Free event. The snow varied significantly throughout the course, with icy corners, soft straights and firm rollers challenging the technical ability of all skiers. The second day of competition was the Sprint Free. I started strongly and after the first hill, I was in a good position to qualify for the finals. With a technical, icy downhill, I came unstuck and landed hard on the ice, landing on my hip and eventually sliding onto my chest. I was bleeding through my race suit, but kept racing. At the end, I was shattered. I skied the second lap well, and was close to making finals, but my results were lower than anticipated.

The final day of competition was the 10km Classic. The race flew by, and I thought I had paced myself quite well. Coming into the finishing straight, I saw the clock countdown, as an American skier’s time approached mine. With ten metres to go, his name passed mine – he had just beaten me! I was still exceptionally happy with my result, coming 50th out of 85 competitors.

The Winter Youth Olympic Games were unforgettable. I hope to compete at various Junior World Ski Championships and eventually the Winter Olympic Games, whether it is Beijing 2022 or Milan 2026.”

**Hugo Hinckfuss (Year 12)**

“My once in a lifetime experience at the Winter Youth Olympic Games was amazing. Biathlon is a very unusual sport. It consists of shooting and cross-country skiing. We ski between 7.5km to 15km for each race and need to shoot two to four times. The targets are about as big as a golf ball when you’re lying down, and as big as a tennis ball when you are standing up. You need to control your heart rate when you arrive at the shooting range, so you are accurate. It is taxing on the body and mind but highly rewarding.

I loved this experience. The Australian supervising team taught us about recovery, nutrition, media and more.”

**David Patterson (Year 12)**

1. Jasper Cobcroft (Year 12): “I thoroughly enjoyed the opportunity to represent my country and form friendships with other international athletes.”

2. Hugo Hinckfuss (Year 12): “The Youth Winter Olympic Games were unforgettable.”

3. David Patterson (Year 12): “[Biathlon] is taxing on the body and mind but highly rewarding.”

Photos: All images copyright of Olympic Information Services.

# Volleyball's Energising Success



1



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3

**Despite COVID-19 restrictions, staff have been implementing a world-class online program focusing on tactical and technical development, education, conditioning and skill refinement. Athletes and their families are engaging in our revised approach.**

2020 is only the third year that Indoor Volleyball has been offered to Year 7s at the College. Many boys discover the game in Years 7 and 8 and stay involved with the sport. Volleyball has a strong culture of inclusion. All students are invited to attend trials for representative or club-based teams. Our players, coaches and staff inspire our participants to strive for excellence both on and off the court.

Current Year 7s have selected Volleyball as their Sport and these new up and coming athletes are leading the way. Year 9s Hudson Clark, Killian Donovan and Kevin Yu all started in Year 7 and were selected to participate in the 2019 Australian Talent Identification camp. These athletes have also represented NSW at Indoor and Beach Volleyball Championships.

Prior to 2017, Scots only offered Volleyball in Years 11 and 12. Back then, we had 14 athletes, now we have more than 120 across both Indoor and Beach.

In 2019, Dr Ian PM Lambert gave a heartfelt speech to the College, encouraging students to select sport based on their natural passion. Not long after, Jackson Cousins (Year 11) chose Volleyball and, in a little over six months, was selected in the Australian Talent Identification camp in December, represented the College in the Under 20s at the Australian Volleyball Schools Cup, and represented Australia in the Under 18 Junior Development Tour to Thailand.

We aim to have the best Volleyball development program in the country and hope that, in the near future, the Preparatory Schools at Brighton and Bellevue Hill will offer

a pathway similar to the Senior School. This includes offering Beach and Indoor Volleyball opportunities. In 2020, we had seven athletes selected to represent NSW at the Australian Junior Beach Volleyball Championships in March, the most athletes for any school. Many of our students live close to beaches, so are naturally more exposed to beach volleyball. Australia's success at beach volleyball and its exposure internationally in universities and on the circuit have made more players aware of this option.

This success at Beach Volleyball can also be traced back to our first NSW Indoor and Beach Volleyball Representative Angus Henricks (Year 12) and his partner Zach Lenior (Year 12). Their partnership has been outstanding and both athletes have been leaders in both the Indoor and Beach format, and were selected to play in the first Athletic Association of Great Public Schools (AAGPS) Indoor Volleyball Representative Team in 2019.

Scots Volleyball has developed and fostered a program that is inclusive and supportive. We have the very best coaches, with some of Australia's finest coaches, including Olympians, National and State representatives and it seems we have a winning formula—talented Old Boys and passionate staff. Principal, Dr Ian PM Lambert and Director of Sport, Graham Pattison have supported Volleyball and allowed it to blossom at Scots.

Ms Claudia Brin  
Director of Volleyball

1. *Zac Lenior (Year 12) Australian Indoor and NSW Under 19 Representative (Beach and Indoor) hitting out at the Australian Volleyball Schools Cup, where he captained the Under 20s side.*

2. *Jackson Cousins (Year 11), No. 18 jersey, running a metre ball at the Australian Volleyball Schools Cup.*

3. *Luke Clark (Year 11), No. 11 jersey, NSW 2020 Beach Volleyball Representative and selected to tour Thailand in 2020.*

# Water Polo's Standards Reap Rewards

**At the start of the 2020 Water Polo season we set performance and character standards to which each team could hold themselves and each other accountable. These were in line with the School Sport strategy as outlined by Director of Sport, Mr Graham Pattison. These were divided into three parts: performance character (Quest for Excellence), moral character (Our Faith and Tradition) and civic character (Leadership Through Teams).**



The aim was for all boys to become true champions. A standout was the 2nds Water Polo team who won the Athletic Association of the Great Public Schools (AAGPS) Premiership for the first time and the Athletic Association of the Great Public Schools/Combined Associated Schools (AAGPS/CAS) Premiership.

Mr Neven Cirkovic, coach of 2nds 15 and 16B teams, has encouraged them to take

ownership of their training and performance as a team. Great leadership as individuals while working as a team was key to their success.

Congratulations to the Captain of Water Polo, James Underhill (Year 12), for his exceptional leadership and contribution to Water Polo. In recognition, James received the Spirit of Water Polo award for the 2020 season.

To all the Year 12 boys, we wish you the best for the future and hope you take these values into the next stage of your lives.

Ms Yvette Higgins  
Director of Water Polo

*Scots' 2nds Water Polo team were delighted to win two Premierships this year.*

# Tennis Continues to Grow

**Tennis has seen one of the strongest transitions of Preparatory School Tennis to the Senior program thanks to the Prep coaches, led by Ms Carmel Meachen. Year 7 students, Angus Goddard and Clayton Kuo are such examples and were selected for the 2nds team.**

More boys are competing in Australian ranking tournaments each season. We had many successful weekend fixtures during the Summer Sport season. Scots continued to outperform the opposing schools.

The 1sts Tennis team were defending their title after their inaugural Premiership win in 2019. They had one loss for the season and unfortunately they did not retain the title.

The 2nds Tennis team, also Premiership defenders had a strong 2020 season, finishing second place. Five out of the six players were new to this level of competition.

This was a fantastic effort!

Maliq Reed (Year 11) and Jeremy Zhang (Year 10) were selected to represent the NSW Combined Independent Schools (CIS) Tennis Team at the NSW All Schools Championships – a trial for selection into the NSW team to compete at the National Junior Championships and the first time Scots had two players selected. Unfortunately the tournament was cancelled due to COVID-19. Maliq Reed and Jeremy Zhang were also selected for the Athletic Association of Great Public Schools Combined 1st Grade Team, while Tom Buchanan (Year 12) was selected into the Combined 2nd Grade Team, but both were cancelled due to COVID-19.

Congratulations to all our Tennis players and coaches.

Mr Andrew Sun  
Director of Tennis



1. Clayton Kuo (Year 7) has perfected his tennis skills since starting at Prep at Scots.

2. Angus Goddard (Year 7) displaying great ball-return skill while playing at the College.



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Lang Syne

# Message from the Old Boys' Union President



**On Wednesday 4 March, the Old Boys' Union held its Annual General Meeting, and I am honoured to have been re-elected as Old Boys' Union President for a second term. It is a position that I accept with great pride and enthusiasm.**

I would like to congratulate and show my appreciation for the newly appointed Old Boys' Union Committee – a group of active, driven members who are willing to donate their time and efforts to the greater cause of the Old Boys' Union.

There is no doubt that the start of 2020 has presented an array of challenges – individually, as a community, and as a nation. Firstly, there were savage fires (which affected Scots' Glengarry campus), then floods swept through NSW and across Australia, and more recently our lives have adapted to the COVID-19 pandemic.

During these trying times, it is important to remember the mission of the Old Boys' Union:

“In seeking to be worthy of our forefathers, The Scots College Old Boys' Union exists to be a lifelong source of connection, care and camaraderie in the hearts and minds of Scots Old Boys.”

It is important to remember that the heart and soul of the Old Boys community is

standing as one, to support the community as we move into uncharted territories.

With mental health and wellbeing so important during these uncertain times, the Committee have made this a key, strategic priority for 2020. We are working closely with Dr Ian PM Lambert, the Principal, and his team on developing one of Australia's leading wellbeing programs for the whole College community, including Old Boys. The development of the John Cunningham Student Centre will create a consultation hub for allied health carers such as psychologists and occupational therapists to provide effective collaborative care; facilities and services we would like to have accessible to Old Boys.

While our 2020 events and reunion program has been suspended indefinitely, our focus shifts to digital connectivity, ensuring we can maintain a real experience of community online. Most recently, this was evident when thousands of Old Boys 'logged on' to the live stream of the Head of the River. We watched and cheered the 1st VIII row to victory for the first time in 41 years. The outpouring of pride, support and passion that followed online is what, in my opinion, makes the Scots Old Boys the best alumni community in the country.

With the changing landscape of social interaction in 2020 due to inescapable global events, our digital presence will increase to create opportunities for Old Boys to come together. We will interact, connect, share, and provide access to support and education.

I implore all Old Boys – young and old – to stay connected, get involved, and stay in contact with each other through these uncertain times.

Scots to the fore!

Mr Mathew Collett ('86)  
Old Boys' Union President

“... stay connected, get involved, and stay in contact with each other ...”



1. Dr Ian PM Lambert, Mr Dave Sharma MP and Mr Mat Collett ('86) at the 2019 Business Panel and Networking Evening hosted by the Old Boys' Union.

2. Mr Collett, with son Hugo ('19).



# Diary Events – All Postponed

**In light of the escalation of COVID-19 in the community and subsequent restrictions implemented by the Federal and State Governments, and in the best interest of the safety and welfare of the entire Old Boys' community and their families, College staff and students, the Old Boys' Union Committee has decided that all 2020 Old Boy events and activities will be suspended indefinitely.**

The Old Boys' Union acknowledges that advice and the current situation has, and can, change rapidly. As the situation evolves, we will continue to monitor, and act accordingly throughout the remainder of the year.

There is no doubt there will be a time, hopefully in the near future, that this virus will pass and restrictions will be lifted so we can resume our normal lives.

For further information on the Old Boys' Union's response to COVID-19, including ways to access support from the Old Boys' community, please visit [scotsoldboys.tsc.nsw.edu.au](http://scotsoldboys.tsc.nsw.edu.au).



1. *The Scots crowd at Back to Scots day, 27 July 2019.*



2. *The Class of 1964 gathered for lunch in the Patribus Room on Back to Scots weekend, July 2019.*

## Not receiving Old Boys' emails?

There are three ways to check or update your details:

1. Fill out the 'Change of Contact Details' section on the addressed cover page you received with this magazine.
2. Email us at [scotsoldboys@tsc.nsw.edu.au](mailto:scotsoldboys@tsc.nsw.edu.au).
3. Visit the Old Boys' website [scotsoldboys.tsc.nsw.edu.au](http://scotsoldboys.tsc.nsw.edu.au).

# Old Boys' Union Annual General Meeting

The Annual General Meeting of The Scots College Old Boys' Union was held on 4 March 2020 in the Patribus Room at The Scots College.

In 2020 we say farewell to five Committee members: Ian Bonnette ('68), Andrew Bullock ('87), Mark Soulos ('91), Simon Scarf ('05) and Zachary August ('16).

However, I am very pleased and somewhat proud, to announce the appointment of ten new members to the Committee who are keen to be involved and deliver our ambitious goals.

Mr Mathew Collett ('86)  
Old Boys' Union President

## Office Holders

### President

Mr Mathew Collett ('86)

### Vice Presidents

Mr Warwick Pilcher ('63)

Mr Marshall White ('68)

Mr John Meggitt ('83)

Mr Andrew Muston ('10)

### Treasurer

Mr Richard Sands ('63)

### Secretary

Mr Spencer White ('09) \*

### Ordinary Committee

#### Members

Mr John White ('63)

Mr Steve Gordon ('71)

Mr Brett Hinch ('81)

Mr Colin Scotts ('81) \*

Mr Richard Horton ('83) \*

Mr Robert Tuck ('83) \*

Mr Steven Patterson ('84)

Mr Andrew Patterson ('87)

Mr David Adkins ('88)

Mr James Scott ('90)

Mr Sam Rush ('90) \*

Mr Brent Hill ('93)

Mr Clayton Larcombe ('03) \*

Mr Andrew McKillop ('04) \*

Mr Michael Burrell ('06)

Mr Aaron Mbakwe ('09) \*

Mr Max Agapitos ('12) \*

Mr Ben Jeavons-Fellows ('14)

Mr Ben Cobcroft ('15) \*

\* New members

# Jack Mossman ('19) – Worthy Honour Cap Recipient

**At the 2019 Speech Day, held at the Sydney Opera House, the President of the Old Boys' Union, Mathew Collett ('86), was delighted to bestow the Honour Cap on Jack Mossman ('19).**

Captain of Athletics, Vice-Captain of the 1st XV, State and National Rugby Representative, Head Day Boy – the earnestness and modesty with which he discharged his duties in his time at Scots earned him the Honour Cap for 2019.

In many ways, it is not these achievements that speak to Jack's character, but the humility and dutifulness with which he has undergone his many roles and responsibilities.

Entering the College in 2014 as a Year 7 student in James Bee House, Jack's College journey saw him refining his skills across academia, sports, co-curricular and leadership. Jack could always be relied upon to give his best efforts in the classroom, deliver well-developed critical and reflective engagement, and eagerly contribute to class discussion. In his various leadership roles, Jack led by example, encouraging others to follow him, and trusting the student body to rise to the challenges bestowed upon them. Old Boys' Union President, Mathew Collett ('86) described Jack as "a great sportsman and someone who typifies what the Honour Cap stands for" and "deserving of the accolades he is now receiving. He'll go far, and

his achievements at Scots shows the man he's going to become."

As a sportsman, Jack distinguished himself with pride, enthusiasm and determination, and his achievements reflect this character. His accomplishments include: Selection for the NSW Rugby Union Gen Blue Academy (2019), Australian Schools Barbarians (2019), NSW Schools Rugby 1st XV (National Champions in 2018 and 2019), AAGPS 1st XV Rugby (2018, 2019) and NSW Youth Sevens National Champions (2017, 2018).

Jack was also a talented track and field athlete who was a member of The Scots College's 2018 Athletic Association of Great Public Schools (AAGPS) Athletics Premiership-winning team. In 2019, he was appointed Captain of Athletics.

The Honour Cap has been awarded by the Old Boys' Union in its current form since 1918, bestowed upon the recipient by the Old Boys' Union President, following a vote by Year 12 students. Prior to the Honour Cap, the Public Spirit award (1896-1904) and then the Gold Medal for Character and Conduct (1905-1917) were the highest distinctions possible for a Scots student.

The Honour Cap reflects these past awards, and most importantly, is awarded by peer vote. The recipient is distinguished amongst and respected by his peers.

"... it is not these achievements that speak to Jack's character, but the humility and dutifulness with which he has undergone his many roles and responsibilities."

Jack joins the ranks of past Honour Cap recipients, who have gone on to become sports stars, clergymen, leading medical practitioners, members of the judiciary and captains of industry. Time will see Jack make his mark, reflecting the skills that earned him the 2019 Honour Cap.

*1. Old Boys' Union President, Mr Mat Collett ('86) with Jack Mossman ('19) at the 2019 Speech Day.*

*2. Jack receiving the Honour Cap from Mr Mat Collett for his outstanding contribution to College life.*



# The Honour Cap Display

**The Honour Cap display cabinet in the entrance of the main building of Scots represents an example of the College's sporting history, its attention to our heritage, a desire to educate, and to influence and inspire the students of today.**

With the support of the Old Boys' Union Committee, Old Boys Ian Bonnett ('63) and Peter Thomas ('74) carefully and meticulously redesigned the current Honour Cap back to its original style and character of the first cap of 1895. The attention to detail was paramount in recapturing the embodiment and authenticity of the cap and its legacy.

This iconic College prize with such deep threaded status woven through the fabric of our College, deserved and required exposure for its historical importance and great educational value.

The generosity of many past Honour Cap recipients who donated their Honour Cap back to Scots is a perfect example of the kinship that unites our Old Boys to the current generation. This formed a unique opportunity to present both the present year Honour Cap alongside an Honour Cap of yesteryear.

Presently partnered in the display cabinet are the 2020 and 1899 Honour Caps, with the inscription inside each the cap:

"This Honour Cap has been presented by the Old Boys' Union since 1899 to the best Year 12 sportsman as voted by his peers. He is an exemplar to The Scots College. Scots to the fore!"

It is not often that an opportunity presents itself to merge an archival treasure with a modern-day revered prize.

The Honour Cap has been proudly donated by The Scots College Old Boys' Union since 1899.

Mr Peter Thomas ('74)



"The generosity of many past Honour Cap recipients who donated their Honour Cap back to Scots is a perfect example of the kinship that unites our Old Boys to the current generation."

1. The Honour Cap display which is located in the entrance of the main building on the Senior School campus.
2. The original Honour Cap dating back to 1899, donated to the College by Dr Archibald Aspinal ('99).
3. The 2020 Honour Cap, yet to be awarded to a worthy recipient later this year.

# Class of 1959 Reunion



**The Class of 1959 have been getting together annually for a number of years to keep connected with each other. These informal reunions were instigated by Mr Chas (Charles) O'Neil, who now resides in Germany, but travels back to Australia every January for these catch-ups.**

The group has grown each year and has met at venues across Sydney, including the Clubhouse at the Royal Sydney Yacht Squadron in Kirribilli, hosted by members Rick Lawson and John Vandervord.

However, this year the group decided to visit the Scots campus and hold their belated 60 Year Reunion, in the last week of January. Jim Boyce and Chas O'Neil contacted the Alumni Relations Office and Office of Heritage and Tradition to coordinate a luncheon and tours of the College.

Of a class of 143 graduates, 30 were able to attend the lunch. There were 17 apologies, including Gary Stephens, who sent his apologies from Tampa, Florida. Unfortunately John Vandervord ('59 Head Prefect) could not make it because of a prior professional commitment, but assured the group that he will come next time.

The pleasing thing for Jim and Chas was the number of classmates who travelled from afar to be there, including the NSW country, Victoria and Queensland. Barry Edwards journeyed from Hobart for the occasion. It was commented that while some bodies showed a bit of wear and tear, the 30 guests looked like they were in great shape.

The group gathered in the Aspinall House Ballroom, where name tags solved the problem of facial recognition and physiques that had changed.

They were welcomed by Principal, Dr Ian PM Lambert, and Director of Sport, Mr Graham Pattison, who gave short summaries of College activities, which was much appreciated, given the reunion was held in the first week of Term 1.

Many of the group had not seen the school since they left six decades ago, so they were divided into two groups with the Manager of the Office of Heritage and Tradition, Mr Gareth Dyer, leading the groups on a short tour of the College, finishing at the lunch venue, the Patribus Room.

“This year the group decided to visit the Scots campus and hold their belated 60 Year Reunion, in the last week of January.”

At lunch, the group heard from the Director of Property and Works, Mr Steven Adams. Mr Toby Castle, then Head of Christian Studies, gave us a summary of his activities on campus and when the boys travelled to the Solomon Islands for Service Learning.

David Lieberman ('59) made a short speech noting the recent passing of Mr John Burrows, a popular English Master and Housemaster of Brandt House, with whom many had maintained a lifelong friendship. Jim said a few words about donating archival material to the College, rather than being pestered at home to remove clutter. Chas closed formalities with a short speech of thanks and a reminder to the group of the importance of getting together in the last week of January each year.

*Members from the Class of 1959 who met in the Patribus Room at Scots for their reunion.*

# Class of 1976 Reunion



**On 29 February, the Class of 1976 met at The Nelson Hotel in Bondi Junction, even though it wasn't a usual reunion year. It will be 45 years in 2021, but unfortunately we lost Theodore Brooks in 2019, God bless him. His passing left me feeling that it was important to attempt to see each other on a more regular basis, so I decided to organise a gathering for our year.**

It was a small roll-up with about 20 Old Boys attending, plus their partners.

Altogether a comfortable group of almost 40 people. It was great to see everyone who could attend. Many yarns were told and a few drinks were consumed.

Miles McColl made the big haul from Goondiwindi. That was a total surprise as he had only told one person that he was attending. Cam MacKellar was on the bagpipes – fantastic! It was great to see Gary Butler as he hadn't been to a reunion for 33 years.

Alec Calcraft relinquished his House Captaincy of Royle to Bruce (Harry) Henry, which was very funny. This good humoured rivalry has been going on for 45 years. Mat Collett ('86) officiated the event.

I try and keep in contact with as many people as I can either via Facebook, Messenger and the mobile phone. I find particularly now with the droughts, fires and COVID-19, it is important to take a few minutes and have a yarn to my 'brothers from other mothers'.

The plan is to have another gathering in September 2020. The venue is yet to be decided.

Scots to the fore!

Charlie Fenton ('76)

*Old Boys' President Mathew Collett ('86) joined members of the class of 1976 at The Nelson Hotel.*

# Class of 1981 Reunion

**"... We few, we happy few, we band of brothers ..."** Henry V, Shakespeare

The Class of 1981 has always been close. Friendships made at Scots have endured and grown stronger over the years.

On 26 September 2019, Mr Peter Swain sent an email to the 1981 class list, informing them of the sad news (which many of us already knew), that another of our alumni had taken his life on the day after R U OK? Day. Sadly, he was, we guessed, the fifth member of our brotherhood to have succumbed to this fate, since we left Scots.

We decided to actively look after each other, and to have a reunion in a country town, supporting the local community in these tough times.

On 13 March, a large group of us headed to Orange for two and a half days. People arrived



from Ireland, and the USA, as well as a large contingent from Sydney.

We toured through Kurrajong, Bathurst, Millthorpe, Orange, Blayney and Lithgow. During the car rides, breakfasts, long lunches and dinners, we shared many great memories. We laughed until our cheeks were sore, and we cried as some of the group shared their struggles and demons. The most valuable lesson we learned is that we are not alone; that we have support from the lifelong friends we made at Scots.

We were amazed at the brutal honesty of our group and the relief that came from having someone listen to our struggles.

We encourage other alumni to consider doing the same.

Mr Mal Price ('81)

*The Class of 1981 met in Orange for their reunion in March.*

# Callan McAuliffe ('12) in the Spotlight



On 3 December 2019, Head of Theatre and Media Arts, Mr Matthew Whaley, facilitated a Q&A presentation with actor Callan McAuliffe ('12) at the Scots Drama theatre with our Drama students. Callan is best known for his roles in Baz Lurhmann's *The Great Gatsby*, Stephen Spielberg's *I Am Number Four*, AMC's *The Walking Dead* and romantic comedy, *Flipped* with Director Rob Reiner. In Australia, Callan has filmed *Cloudstreet*, *Underground: The Julian Assange Story* and, as a youngster, *Packed to the Rafters*. Following are some highlights from the interview.

## What is it like to work on the *The Walking Dead* series?

It's an honour to join such a successful series. Andrew Lincoln [the lead English actor] left the series two seasons after I arrived. Everyone was rediscovering what the show was about, and that was an exciting entry point for me. I got to experience the transition. As a new character [Alden], there was a need to establish a character who does not exist in the comic books. This was challenging and very rewarding. There is also a great team mentality.

## How do you prepare for a role?

I analyse the script. Remember, you bring something unique to the role: your physiology, how you carry and express yourself. A lot of actors are afraid to ask for



direction, but directors are typically really excited by it – writers too. That collaboration is extremely valuable. Always ask.

## Is green screen difficult to work with because the other characters aren't visible?

As an actor, the mental challenges and distractions are everywhere. Even if the situation is not a green screen, you'll have a giant camera in front of you that is not part of the imaginary world you're inhabiting! The ability to 'remove yourself' from your actual surroundings is an essential skill you must learn. On set, there will be people yelling, flashing lights and making mistakes. People forget their lines, you may forget yours, everything will go wrong. Then they will rewind and you'll do it all again! Your job is to be confident in what you're doing. Thankfully, the special effects people take care of the rest.

## What advice would you give to students who want to work in the film/TV industry?

There's no obvious ladder to success in this industry. You can be the most talented actor in the world but the right role doesn't turn up, or the right role does turn up but the movie gets shelved! I have a lot of friends who I think are far more talented than me, but it just didn't work out. Commit yourself to your passion, but make sure you have something else you can do too.



## What would you say is the first step to becoming an actor?

There are classes all around Sydney. Take some classes so you can see yourself in front of the camera, develop and improve. Keep your passion alive. Take a workshop. Do a summer course. Watch movies!

“Commit yourself to your passion, but make sure you have something else you can do too.”

1. Callan McAuliffe ('12) in conversation with Scots' Head of Theatre and Media Arts, Mr Matthew Whaley.
2. Callan promoting the Pretty Shady Cancer Institute NSW sun safety campaign. Image used with permission.
3. A still shot of Callan in *'The Walking Dead'*. Image used with permission.

# Old Boys Compete Against Scots Rowers

**On Saturday 15 February, Scots rowers from yesteryear converged on the College Boatshed in Gladesville for the annual Old Boys' Regatta. The event, co-hosted by the Old Boys' Union and the Scots Rowing Support Group, has become an annual tradition, enjoying a friendly rivalry between Old Boy crews and the current Scots crews.**

With post-race drinks chilling on ice and sausages cooking on the barbecue, the racing got under way with three Old Boy VIII's and an Old Boy IV competing against current Scots crews.

First up were the IVs. The Old Boy IV, a crew from varied alumni years who had never rowed together, finished a close second to the College's 1st IV.

The racing was headlined by the VIII's. Old Boy crews, including the 1979 Head of the River winning crew, a mixed crew from the 1980s to 2000s and a crew of 2019 alumni and current Scots boys, rowed against the current College 1st VIII. The 2019 combination crew and the 1st VIII raced hard, with the Old Boy crew finishing just ahead of an exhausted College VIII who had already endured a morning of hard training. The '79

crew finished a few boat lengths back in third, and the 1980s to 2000s crew in fourth, but just happy to finish.

For some of the Old Boys this is the first time they have been in a boat since graduating, and although many are not as fit as their school days, all crews rowed hard. Once everyone was back on dry land they all joined in reminiscing about their former glories.

It was quite special to welcome back the Head of the River winning crew from 1979, with crew stroke, Ian Poole being honoured with the naming and blessing of the College's newest shell. Ian shared some memories of the '79 crew and their Head of the River victory some four decades ago.

"We weren't the most elegant crew, but we were the fittest, the shed at the time was probably the first to have an outside specialist fitness trainer," Ian said.

"We were resilient, we had won some, but not all that many races during the season, however we believed we would win the Major Rennie Trophy because of the work and continuous incremental improvement we had made during season as well as the belief our coach had in us."

"There was tremendous teamwork and unity within the boat."

Ian then introduced the '79 crew, who were greeted with a round of applause from Old Boys, current crews and parents for their momentous achievement: Simon Bedville, Robert Blumer, who substituted for Bill Turnbull who sadly is no longer with us, David Carter, John Farquhar, who provided the inspiration to get the crew together for the day, Geoff Hamilton, Col McKenzie, Pete Taylor, who substituted for Phillip Brown who was coaching North Sydney Girls High School crews and couldn't attend, and Craig Woods.

A special thanks to Blake Walker ('91) and the Scots Rowing Support Group for continuing to support this event.

Mr Aaron Averay  
Alumni Manager



1. The 2020 Old Boys' Regatta-winning VIII.  
2. Members of the 1979 Head of the River winning crew pre-race.  
3. The Old Boys IV post race: Sam Taylor ('09), Mark Taylor ('82), Ollie Connell ('09), James Taylor ('09) and Matt Chalmers ('91).

# Peter Thomas Albert ('73)



**On Australia Day 2020 the life of Peter Thomas Albert ('73) came to an end after a long and courageous fight with a rare soil borne lung infection.**

Surrounded by his loving family, wife Jane, daughter Madeleine and son James ('10), Peter passed away in St Vincent's Hospital, Sydney. Brothers Robert ('76) and Neal and sister Catherine were also at his bedside.

At Scots, Pete was a fun-loving larrikin and friends with many. In 1973, Peter was House Captain of Fairfax and was a member of the all-conquering Rugby 4th XV.

After Scots, Peter returned to the family farm 'Nabra' at Bellata, NSW. Unlike his father, he chose crop farming, rather than sheep farming. Peter was well respected as an astute farmer, incorporating new technology and consistently growing some of the district's better crops. In recent times Peter and James saw the need to expand so they purchased the neighbouring property.

Rugby continued to play an important part of Peter's sporting and social life with many seasons, including several premierships, with the Narrabri Rugby Blue Boars.

In 1986, Peter married Jane Day from Sydney. They had two wonderful and adoring children, Madeleine and James.

Over 250 people attended Pete's wake, held in Narrabri, in February. David Meppem ('76) acted as MC. Jane and Madeleine delivered the eulogy. Testimony to Peter's popularity was the big crowd in attendance: 20 Scots Old Boys, including ten from his year (1973). Scots Old Boys David Meppem ('76) and Michael Guest ('76) were two of his best friends.

We have lost a great mate, husband and father, much too young.

Rob McCarron ('73)

*Peter Albert attending to grain rail transport problems at the Bellata silos.*

# Richard (Rick) Cheatham ('64)

**Richard (Rick) Cheatham ('64) was born on 11 December 1946 and died on 8 July 2019. Rick attended Scots from 1955 in the Preparatory School through to his graduation in 1964.**

He spoke fondly of his time at Scots – he enjoyed Cadets and was a CUO in A Company, as well as a Prefect in his final year. He excelled as a loosehead prop in Rugby and spent two years in the 1st XV – rewarded for his commitment by representing the Combined Great Public Schools 1st XV in 1964.

He graduated from The University of Sydney with a Bachelor of Veterinary Science. He married his great love, Alexandra (Sandee) Reynolds.

In 1972 he moved to Coolah and pursued general private practice as a country vet for ten years. They raised a family on their property, 'Galendene'. They were happy years.

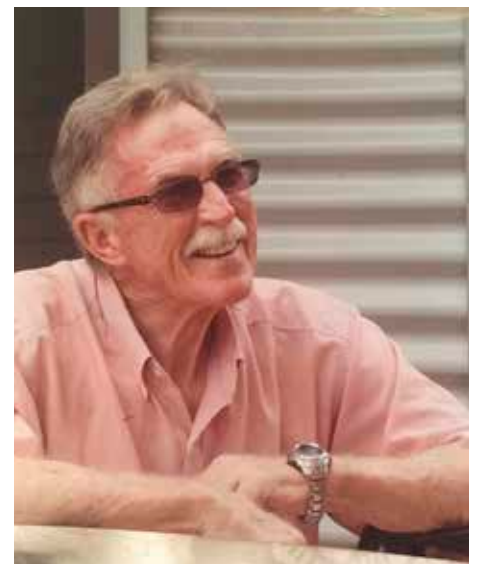
Rick travelled overseas to work in equine practice in Ireland (Dublin) and France. On returning to Australia, he built a horse stud on Galendene.

In 1982, he set up a practice in Gulgong. He and Sandee entertained old and new friends in their new, beautiful home. The family moved to the Gold Coast Hinterland in 1992, and in this home hosted one of their daughter's wedding.

He retired in the Northern Rivers region, continuing his veterinary career doing locum work. He doted on his grandchildren.

Richard's wake was held at his son's Paddington home. Over 100 friends and family attended, including old Scots mates. His ashes rest under an old gum tree at Coolah Cemetery.

Rick is survived by his loving wife Sandee; their children, Bridget, Simon, Courtney and



Genevieve; and, grandchildren. He will be sorely missed.

*Devoted grandfather, Richard Cheatham, who retired in the Northern Rivers region of NSW.*



# Warwick George Cary ('68)

**It is with great sadness that the Cary family would like to inform the Scots community of the passing of Warwick George Cary ('68) ESM (29 July 1949-16 April 2020).**

Warwick attended The Scots College as a day boarder in Anderson House from 1960 to 1968.

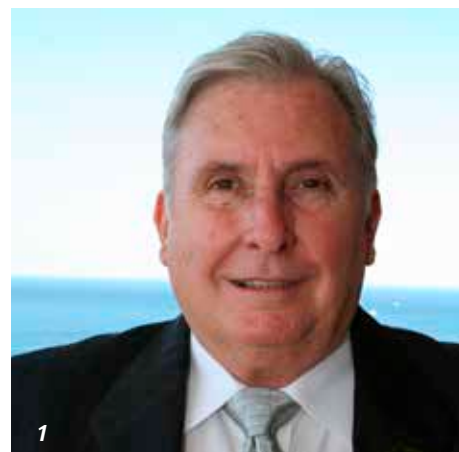
Warwick was the proud owner of the Medal Shop (aka Cary Corporation Pty Ltd) in Rockdale, which he started in 1988. His daughter Esther worked with him, producing emergency service medals, war medal replicas and retirement displays for all emergency services. Warwick was humbled to be one of only three businesses authorised to replicate the Commonwealth Coat of Arms and Australian Defence Force medals.

Warwick joined the NSW State Emergency Service (SES) in 1982 and was awarded the Centenary Medal, NSW SES Director General's Commendation for Service, NSW SES Director General's Unit Citation and SES Emergency

Services Medal. In 2001 he was appointed as the inaugural State Protocol Officer in NSW which saw him implement an awards system and advise in protocol procedures for functions and funerals. Warwick was the SES Kogarah Local Controller from 2003 to 2019 and he led his team through many local emergencies. He provided significant leadership in many major operations throughout the state.

Warwick will be greatly missed by his family, friends and work colleagues. He was the father of Esther and Matthew ('96) and grandfather of Luke, Angelina, Lilah, Harlowe and Evie.

1. Warwick Cary at son Matthew's wedding in September 2009.
2. The Cary family at Warwick's 68th birthday dinner.
3. Warwick attended the Annual Emergency Services Volunteer Memorial Service at the Domain, Sydney, in 2019.



1. Andrew Flanagan flew for Qantas for 27 years – from 1993 until 2020 – becoming a Captain in 2002.
2. In the early days of his career, Andrew flew for Hazelton Airlines from 1987 until 1993.

# John 'Andrew' Flanagan ('85)

**John 'Andrew' Flanagan ('85) was born in Sydney on 15 November 1967 and was the only child to his parents, John and Iris Flanagan. They lived at 'Neobine' in Gunbar, south-western NSW. He died on 18 February 2020.**

Andrew grew up on his parent's sheep station and a love of the country life would remain with him for the rest of his life. Sadly, his mother passed away when he was only eight years old. This event led him on a path to being the determined and self-reliant individual he became.

He boarded at Scots in Fairfax House from 1981 until 1985, and made many friends with both students and teachers, whom he kept in close contact, even in later years.

He had a passion for flying which saw him

progress through Hazelton and Australian Airlines to Qantas, where he worked for over 25 years. He became a Captain in 2002 and accumulated over 20,000 hours of flight time.

He was based in his beloved Melbourne for 25 years and acquired many friends during that time. He was truly loved by them all, as the 400 or so attending his funeral at Gunbar will attest. Andrew was buried next to his parents. He had four goddaughters: Belle Hazleton, Florence McIntyre, Georgia Noble and Hannah Cozens. Andrew always kept in regular contact with them.

He lived his life with gusto and passion and his candle burned bright. Farewell 'Captain Flanno', as you soar the skies you loved.

Duncan Cozens ('85)

# John Donald Hendry ('39)

**John Donald Hendry ('39) was born on 14 July 1922, the only child of John and Elanore Hendry.**

Raised in Watson's Bay, Sydney, he attended Vaucluse Public School, before enrolling at Scots from 1934 to 1939.

When at Scots he loved "Friends, rugby and cricket," and disliked the "Lack of academic success, unjustified punishments and detentions." He played in the 2nd XV and one game in the 1st XV and was in the Cricket 2nd XI.

After Scots, John worked at a car dealership. With the outbreak of World War II, he enlisted in the 53rd Light Artillery (Anti-Aircraft) Battalion serving mainly in Borneo, Morotai and Tarakan.

In 1944, he travelled from the Atherton Tablelands, Queensland, to Melbourne to marry Valerie Berry. After the war they

settled in Vaucluse.

John joined Woolworths in 1949. Through hard work, he became a State Manager in New Zealand, Western Australia and New South Wales.

As Director of Corporate Relations, he negotiated with the Storemen and Packers' Union of Australia – a key figure in resolving an extortion demand on Woolworths by two individuals who had been bombing the stores.

He was active in the Australian Retailers Association, National Australia Day Council, Rotary, Legacy, Probus and Western Australia Rugby Union; and also helped establish the Kalymaro Alpine Sports Club at Perisher.

John retired in 1982. He helped create the Scots Clansmen and Chieftains Old Boys groups.



John lived in Canberra for most of his retirement with wife Valerie and adult children living nearby. He is survived by two sons, Ian ('63) and Ross ('70), daughter Janet, nine grandchildren and eleven great-grandchildren.

*John Hendry's portrait during his corporate career.*

# John David 'Toby' Somerville ('58)



**John David 'Toby' Somerville ('58) (11 April 1940-18 March 2019) was one of the most successful fast bowlers to ever play in the Athletic Association of the Great Public Schools Competition (AAGPS).**

He lived on Birriga Road, Bellevue Hill, near Scots, where he started in Kindergarten. His best schoolmates, all from the Class of '58, Peter Kellaway, Andrew Burney, Alan Crompton and Peter Howarth all lived nearby.

From the age of 11, the school holidays were spent together, playing cricket, tennis, golf, football, fishing. Then, we grew up and chased girls at Bondi Beach! All five of us played Cricket in the 1st XI in 1957 – winning every game outright – something Scots has achieved three times and has eluded all other AAGPS schools.

Alan Edgar ('54), Head Prefect and Captain of Cricket, still holds the record for the greatest number of wickets in AAGPS Cricket, but Toby was second, only a few wickets behind. Always good company, Toby had the fast bowler aggressive trait! There were 'no holds barred' even when he bowled to his 'mates' in the practice nets (with many resulting bruises!).

Daughter Christina said sport was his passion, hobby and interest.

"He was involved in Junior Athletics when we were children, but the interests that stayed with him once we were older were swimming and cricket. He officiated at swimming at state and national level and took great joy in working at carnivals for disabled swimmers. He also umpired women's cricket," she said.

Toby had a successful career as a sales executive for ICI Pharmaceuticals. He was happily married to Helen for 49 years and lived most of his adult life on Sydney's North Shore with Helen and daughters Christina and Julie.

Peter Howarth OAM ('58)

*Toby Somerville with his wife Helen and daughter, Christina Kernebone.*

# Colton (Col) Lamond ('48)

**Colton (Col) Lamond ('48) arrived at Aspinall House in 1947 to start his first term of Year 11 at The Scots College. He had previously attended Nowra Intermediate High School, but quickly settled into boarding house life.**

Col, as he was known (to his mother's horror) made close friends and was a keen member of the College. Athletics was his preferred sport, not Rugby, and even though he had broken his leg the previous season, he could still run faster than most of us!

He was a proud member of the Cadets, attending the Cadet Officer Training Course, and qualifying as a Cadet Lieutenant. Like most of his Cadet friends, Col enjoyed marching on parade led by the Pipes and Drums. He also enjoyed the formality and discipline of parade. He was appointed Aspinall House Prefect and gained his Leaving Certificate in 1948.

His family were dairy farmers in the Shoalhaven District, on the South Coast, NSW. His great-grandfather had selected one square mile of land on the river flats at Numbaa – a settlement plan offered to dairymen in Scotland. His forebears arrived at Jervis Bay in 1836, walked through bush to their timbered block, and were overjoyed at their selection of river flats. Dairy life began.

Living in 'Edinglassie Lodge', built by the settlers, Col followed the family trade; creating and developing a Friesian cattle stud.

Col's Grandfather and his Father, and Col became Presidents of the Friesian Cattle Society.

Many of his friends helped in the Friesian Cattle Show sheds, sleeping in and cleaning the stalls, then leading the stock in the Grand Parade at the Sydney Royal Easter Show.

Col was a member of the Shoalhaven Agricultural and Horticultural Society and President for three years. He was

also involved in Local and State farmers' associations for many years. He was a delegate to State Agricultural Councils and was on the Board of Directors of the Nowra Dairy Co-operative.

He was a prominent member of the Nowra Rotary Club, serving for 40 years, as President, Secretary and then as District Secretary. He served as Chairman of Rotary Youth Exchange, which arranged International Exchanges for secondary school students. He attended youth seminars in Australia, Asia and the United States.

Col was always fully involved in his dairy duties, milking twice daily – a busy man can always find time for more they say.

Col married Faye Vost in 1956, lived not far from the family farm, and just up the road from what is now Scots Bannockburn, much to his delight.

He was a very close friend of mine, I am proud to say. Just a few years ago, he told me that he was not so well and intended to sell the dairy, retaining his home and a few acres.

Faye and he maintained a beautiful garden where their son visited with family. Their son John, three granddaughters, two great-grandchildren, loved to visit and hear stories of their generations at Numbaa.

He will be sadly missed by Faye, John and family, and his sisters, June and Janet and their families.

At Silvia's and my wedding, Col was groomsman. He and Faye have always been highly valued friends.

Mr Alan Lambert ('48)



*Colton Lamond was passionately involved in dairy farming at Local, State and National levels.*

“He was a proud member of the Cadets, attending the Cadet Officer Training Course, and qualifying as a Cadet Lieutenant.”

# David Montgomery AM ('52)



The following article, 'Vale David Montgomery: A leader of the potato industry', was written by Clare McCabe and originally published in the 'Crookwell Gazette' on 17 December 2019.

**David Montgomery AM was an unsung hero to many who worked alongside him in agriculture ... he dedicated much of his life to innovation, significantly in the potato industry.**

David Montgomery formerly of Kimbe, Grabben Gullen, NSW, passed away at his home 'Bingie Banis' at Bingie on the south coast [of NSW], on 17 November, aged 82.

At a Grabben Gullen Hall memorial service on 26 November, his son Scott said he would "never be forgotten".

"His legacy is well recognised by peers and friends and by the horticultural industry in which he played a significant role to drive change," Scott said.

He said his father had been an inspiration and a family man, and shared stories of early business ventures from his years at The Scots College, Sydney (1947-52) to his



education at the Hawkesbury Agriculture College (1953-55).

It was during this time he met his future wife, Gillian Marks. They celebrated their 58th wedding anniversary in September. Mr Montgomery wrote to her from Papua New Guinea during his employment by the Department of Agriculture Stock and Fisheries (Department of Agriculture). His experiences were recorded in the Papua New Guinea Association of Australia journal, *Una Voce*, titled 'Didiman's Diary'. The Montgomerys moved to Grabben Gullen in 1966 with sons Scott and Mark; daughter Jenni was born in 1967.

Mr Montgomery began Southern Tablelands Potatoes, producing summer vegetables (broccoli, cabbage, lettuce, leeks) and certified seed potatoes for supermarkets and fast food outlets. They also grew crops, traded in fat lambs and bred cattle.

It was about this time that methods to speed up potato seed propagation developed and Technico, with Peter Waterhouse, began.

Technico's chief executive, Sachid Madan, said Mr Montgomery had seen something in Technituber technology that others had not. The company is now a leading seed potato company with global operations, providing food safety and better farm incomes.

The technology had been adopted by the International Centre for Potato and given rise to new technologies.

"The seed David planted in Crookwell nearly 25 years ago has spread across the world, benefiting millions of consumers and rural communities," he said.

As a founding member of the Horticultural Research and Development Cooperation, Mr Montgomery served for six years on its board. In 2000, he was recognised for his contributions to the development of PNG.

He was the Crookwell Potato Association executive director from 1988 to 2009, and its public officer until his passing. In the 1990s, he received a Vocational Service and Enterprise award from the Rotary Club of Crookwell. In 2006, he was the first Australian honoured by the World Potato Congress in Boise, Idaho, US. In 2013, Governor-General Quentin Bryce AD awarded his AM for significant service to the potato industry and agriculture.

In 2004, he began work on the Australian Rural Innovative Centre, and in 2014 this concept became the Australian Agricultural Centre, which is planned for Crookwell.

He is survived by his wife Gillian, children Scott and Jenni (Mark, passed in 1983), seven grandchildren, and a great-granddaughter.

To read the full article, visit [crookwellgazette.com.au/story/6534212/vale-david-montgomery-a-leader-of-the-potato-industry](http://crookwellgazette.com.au/story/6534212/vale-david-montgomery-a-leader-of-the-potato-industry)

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1. David Montgomery AM was remembered at a memorial service held at Grabben Gullen. Photo: Crookwell Gazette
2. Mr Garry Kadwell and Mr Peter Banfield present a plaque to David on behalf of generations of potato farmers, in 2013. Photo: Mr Paul Anderson

# Peter Henry Clarke ('58)

**Peter Henry Clarke followed in the footsteps of his brother Rodney Clarke ('52), starting at The Scots College in Year 8 in 1953. He was appointed Prefect and Captain of James Bee in 1958. He was a fine Scots boy with exceptional athletic ability, representing the College 1st XV in Rugby in 1957 and 1958, as well as being named Captain of Boats in 1958 and rowing in a strong 1st VIII.**

Director of Rugby, Mr Brian Smith said the Scots Rugby legacy was forged by great men like Peter.

“Our boys have the honour and responsibility to wear the gold jersey and represent the College with pride and passion in the quest to be worthy of our forefathers,” Brian said.

“... the Scots Rugby legacy was forged by great men like Peter.”



Peter's love of boats continued after school. He competed in fourteen Sydney to Hobart Yacht Races, winning Handicap Honours on *Love and War* in 1978. He also represented Australia in the Admiral's Cup in England in 1975 and 1978.

Peter is survived by his brother Rodney, wife Julie, daughters Joanna and Nikki. Nikki is a current member of The Scots College staff, being Year 7 Coordinator and Housemaster of MacIntyre House. Peter is also survived by five grandchildren: Madeleine, Jack ('17) and Max McCathie (Year 11), and Lucy and Angus Molchanoff.

1. Peter Clarke with his parents after competing with the Scots 1st XV in 1957.
2. Mr Rex Forbes, Mr John Anderson, Mr Phil Eadie, Mr Michael Hesse ('59), Mr Peter Kurts, Mr Michael Taylor,



3. Peter at a Class of 1958 Reunion.
4. Peter with his grandson, Max McCathie (Year 11), at the College's 2019 Sydney Highland Gathering.



# Dr Herbert ‘John’ Solomon (’47)

## Dr Herbert ‘John’ Solomon (’47) lost his protracted battle with illness on 16 March 2020.

Born in Randwick, John epitomised a fine Scots boy. He joined the College in 1942 and immediately showed his prowess as an athlete. He broke sprinting and long jump records, winning two silver medals at NSW Schoolboys level as an Under 15 athlete. He was awarded Colours for Football, Cricket and Athletics and was selected to represent the AAGPS at all three sports. He repeated his final year to improve his grades and, remarkably, was Senior Boarding Prefect, Head Prefect and the Honour Cap recipient in 1947.

In fact, John won the Honour Cap twice; first at Speech Day in 1946 (an honour he shared) and again outright in 1947. Testimony to his tremendous leadership on and off the field.

He was a member of the Scots Senior Athletic championship team of 1947 and held the College long jump record for more than 50 years. He played Rugby in the 1st XV from 1944 to 1947, the 1st XI in 1946 and 1947, captaining both teams in his final year.

John emerged onto Sydney’s club Rugby scene in 1948 and played 14 tests for Australia as a utility back. He was one of the youngest Wallaby captains when he led the team for a Test match against Fiji in 1952 and for a tour to South Africa. John’s Australian side outsmarted South Africa to record the Springboks’ first home defeat in 15 years.

Such was the respect given to John that he was chaired from the field on the shoulders of Springboks Chris Koch and Ernst Dinkelmann to the applause of the Cape Town crowd packed into Newlands. The photo of that moment is one of the most iconic in Australian Rugby history. Wallaby number 366 is rightfully considered ‘The Thinking Man of Rugby’ for his ability to ‘read a game’.

At the conclusion of this tour, John took a break from rugby to focus on his medical studies before returning to playing in 1955. He practiced as an obstetrician and gynaecologist and became a founding member of the King George V Gynaecological Cancer Unit, the first such unit in New South Wales. By his 50th birthday Dr Solomon said he had delivered 7,000 babies.

John has always been a treasured friend of the College. He chaired The Scots College Foundation, presented Speech Day prizes to Prep boys and, in 2009, opened the John Solomon Sports Club which he visited most recently in 2018. At the opening, Governor of New South Wales, Dame Marie Bashir, was in attendance with her husband Sir Nicholas Shehadie who was a Wallaby teammate of John’s.

Vale John the husband of Marcia (dec.), John the father and family man, Dad, Grandpa, Uncle, Doc, Herb, Herbie, Solly, and as David Brockhoff (’46) greeted him, ‘Tiny’. Sons, Richard (dec.) (’69) and Michael (’77); daughters, Caroline, Virginia and Georgina. Adored grandfather of eleven, including Oscar (’08). He was great-grandfather of Ivy and lifelong friend of Judy.



1. Source: Office of Heritage and Tradition, The Scots College



2. Source: Office of Heritage and Tradition, The Scots College



3. Source: The Solomon Family

# Perspectives on the Guthrie Wilson Bust



## **Members of the Class of '68 reflect on Principal Guthrie Wilson and give further insight into his time as Principal of The Scots College (1966-1979) and the close connection they felt to his example and contribution.**

### **Mr Bob Cowley**

"Guthrie provided a seriousness to the endeavour of gaining an education with a strong focus on 'Muscular Christianity' and by his example of achievement and duty by doing – as a serviceman, writer, scholar and educator, within the faith framework of Presbyterianism."

### **Mr Richard Sands**

"To me, Guthrie never played favourites. He was a fair, level-headed Headmaster who brooked little divergence from his (or school) rules. I can't recall any instance that I felt maligned or wronged and, after all this time, I feel I was guilty as charged."

### **Mr Marshall White**

"We were fortunate to have Guthrie as the Principal. In 1966 when he took over the

role, the College was not in great shape.

Through his tenure he built the foundation to move Scots forward as one of the elite private schools in Sydney. As the Head, he was very firm but fair in his assessment of difficult issues. Back in his time, the school had less than half the number of students than today, and less than a quarter of the teaching and administrative staff. He will be remembered as one of Scots' most significant Principals, which is why the Class of 1968 have recognised his value to the development and management of the College with a bronze bust. Thank you, Guthrie."

### **Mr Mark Stiles**

"I admired Guthrie Wilson for several reasons, one of which was that he was a writer as well as a soldier. *Brave Company*, his book about his World War II experiences, is excellent. Of all the ex-military men on the staff (Captain Hawthorne, Major Moore, Colonel Hutchinson), he was the only one who could reflect on his experiences and communicate that to others. As a leader he was firmly in charge, and was no mindless authoritarian. I respected that."

1. *The Guthrie Wilson Bust organising committee: Mr Mark Stiles, Mr Richard Sands, Mr Peter Leighton, Mr Rob Lander and Mr Marshall White with Dr Ian PM Lambert at the presentation of the Guthrie Wilson bust.*
2. *Mr Rob Lander ('68) and Mr Anthony Chandler, the sculptor of the bust, and Principal, Dr Ian PM Lambert with the bust of Guthrie Wilson.*

### **Mr Peter Leighton**

"I had little interaction with Guthrie Wilson but, from my perspective, I can summarise his achievements as an educator of boys and a leader of men. Scots is the better for Guthrie's stewardship as Principal."

### **Mr Rob Lander**

"My recollections of Guthrie Wilson as Principal came mainly in my final year when, as a leader in the school community, he consulted regularly with the Head and Deputy Head Prefects as well as School Prefects about issues arising in the school student community. He was strong and decisive with his rulings and, as a result of this characteristic, Scots progressed through the years of our schooling – under his leadership – as one of the finest GPS schools in Australia."

Mr Robert Lander ('68)

Mr Guthrie Wilson Bust Committee Member



## The Scots College

### The Scots College

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