



The Joeys Family

Our Embroidered  
Cloths

Brother Othmar  
Remembered

JAM Rowing

ER Larkin

Why Learn A New  
Language?

## FROM THE HEADMASTER

Ross Tarlinton

### A Time To Give Thanks For Our Joeys Family

At St Joseph's College, we often talk about our 'community' and our 'family'. Two very simple words that, when they are brought to life through our actions, provide hope and comfort that can last a lifetime.



Never more clearly have I seen these words come to life, than in the care, compassion, generosity and support demonstrated time and time again by the students, staff, Old Boys and families of Joeys.

Our college was founded in the traditions and values of the Marist Brothers, who had, at their core, a strong family spirit. St Marcellin Champagnat strove to achieve warm, caring relationships in his communities, and he inspired his Brothers to create Marist schools that were more than just a place of instruction and academic education, but were 'families'.

I sometimes hear our college described as a 'home with a thousand boys that are brothers to one-another'. This is so heart-warming, and so true. The boys look after each other, members of the Brothers Community and the college staff as they would members of their own family. Naturally, as in any family unit, there are sometimes disagreements – no family can exist in perfect harmony, not least a family full of teenage boys. However, any difficulties that arise are talked about and worked through and, on the whole, there is an overwhelming sense of care, respect and love.

The staff and Brothers care deeply for each other and for the boys and their families. They go above and beyond the call of duty to try and ensure all members of the Joeys community feel supported, appreciated, happy and safe. From small gestures of friendship and appreciation, to large actions that demonstrate great care and concern, the staff and Brothers continue to strengthen our family spirit, just as Marcellin did in his time.

I am always grateful to be part of the tight-knit and compassionate community that is St Joseph's, but there are some times, and some events, when I am reminded what a precious gift it really is.

One of these times was in early July this year, when our college community was rocked by the sudden death of colleague, teacher and friend, Mr Doug Scholz. Doug was Head of PDHPE at the college and was a vibrant, enthusiastic man whose passion for life and his work as a teacher was infectious. He died on Thursday 3 July, after collapsing while riding his bike. He left behind his wife, Jennifer, and two teenage children.

It is often so hard to understand why people who have so much more to give are taken from us unexpectedly. The shock and sadness felt within the college community was immense. But as we heard the news, and struggled to come to terms with it, I was incredibly touched by the way staff, students, families and Old Boys reached out to one-another to support and to be supported.

This is a true family.



Vale Doug Scholz.

We remember Doug as a generous man, who was never too busy to spend time with someone who needed him. He was a gifted teacher, and shared his talents with students and other teachers from across the Sydney region when he spoke at lectures for HSC students. He was also a valued contributor in the development of project materials for the Years 7-10 PDHPE syllabus.

As Head of PDHPE at the college, Doug provided guidance and support to other staff members, particularly those in the PDHPE department. His friendly nature meant he was never short of a mate, and he was often surrounded by boys who were after nothing more than a companionable chat after class or sport. Doug was a true witness to the family spirit that makes the Joeys community so special.

Through the sadness, frustration and anger that follows any untimely death, we, as a community, have been able to gather strength and solace from one another. The Joeys family is incredibly powerful, and wonderfully supportive. Over the past few weeks I have had the privilege of experiencing its care, warmth, and wealth of compassion as we all struggled to deal with Doug's death.

He was a great man. A kind, generous and spirited man. He strengthened our community and our family, and we shall always be thankful for the time he spent with us.

May he rest in peace with Marcellin.





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# Our Embroidered Cloths

Had I the heavens' embroidered cloths,  
Enwrought with golden and silver light,  
The blue and the dim and the dark cloths  
Of night and light and the half light,  
I would spread the cloths under your feet:  
But I, being poor, have only my dreams;  
I have spread my dreams under your feet;  
Tread softly because you tread on my dreams.

*W.B. Yeats, Aedh Wishes for the Cloths of Heaven*

## Helen Smith Director of Mission

**T**he Nobel Prize winning Irish poet and author William Butler Yeats lived between 1865 and 1939. While I had studied his poetry at school, I did not encounter this poem until friends returned from Ireland and gave me an artist's representation of it. The poem is interpreted by many as an allegory of romantic love, which it undoubtedly is. Beyond this it has a richer meaning which I now see reflected in our life at Joeys.

Recently I travelled almost two and a half thousand kilometres through outback and coastal NSW visiting Indigenous families who will join the college in 2009. Five weeks from the time of writing I will be in Bougainville visiting St Joseph's School at Mabiri. Like Joeys, this is a boys' boarding school. While we share the same name and the same Marist spirit, our learning environments are worlds apart and it is our great hope that we will establish a partnership with Mabiri.

In between my travels the highly anticipated Marist International Festival and World Youth Day have come and gone. The Cloths of Heaven seems to say something about each of these events.

The first four lines of the poem speak of the beauty of creation, indeed a beauty that human endeavour can only imitate, a beauty that our faith proclaims as God's gift given into our protection. The dusky shades of sunsets across outback plains and mountain ranges create embroidery of colour that is beyond description. The blue of the Pacific from azure to nearly black is both welcoming and daunting. All of these places are home to our Joey's family, for wherever one or more students and ex-students and extended families reside, so do we all. Just as we are charged with caring for creation, so are we charged with caring for the diverse membership of this Marist family.

One of the great features of the college is its outreach to families who are so far removed from the place that is home to their sons for the greater part of the year. It would be safe to say that this is something that makes Joeys unique among urban boarding schools. People make assumptions about 'GPS' schools, or rather about those who choose them. We are well aware, however, that it is impossible to make generalisations about our families and be it as a result of nature's uncertainty or a multitude of personal circumstances that many of our number have 'only dreams' to see them through difficult times. For some, it is only through the generosity of benefactors that a Joeys education is possible. Regardless of circumstance, all who enter the





Mark Street gates spread their dreams under our feet and we are each charged with treading softly for fear we tread on the dreams of the other (with apologies to Yeats). This brings us to St Joseph's Mabiri...

I have never been to Bougainville – indeed there are members of my family who are struggling with this middle-aged grandmother making such a trip! It too is a country of physical beauty, but it is also one that has been torn apart as a result of the greed of other nations and its own internal violence. The legacy of this history means that the infrastructure that we take for granted cannot be imagined in this small province of PNG. To give you one relevant example, the government provided textbooks to schools in 1986, and there have been no new resources issued since then. Can you imagine Joeys operating in 2008 using only the resources that it had left over from 22 years ago? Probably not. It is safe to say enrolments would be down.

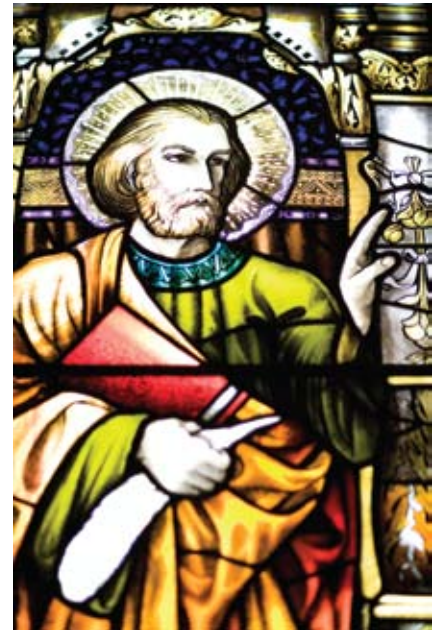
The Catholic community provides 75 per cent of the educational opportunities in Bougainville. St Joseph's is a Year 9 and 10 vocational school for the 300 boys who board there. Only three per cent of students in Bougainville have the opportunity of gaining a tertiary education. The principal of the school has warned me to take my own food as the community subsists mainly on a diet of sticky rice. What would our boys say if the dining rooms served that three times a day? I think there would be a strike!

The boys of Mabiri have dreams, but limited opportunities. In welcoming us to their world they too are spreading their dreams under our feet. In whatever project that may unfold from this initial visit, above all else we must 'tread softly' to ensure the connection we develop reflects the best of Catholic social teaching in action – indeed the best of being Marist.

The Marist International Festival, held in early July, saw 750 pilgrims from around the country and around the world call Joeys home in the lead-up to World Youth Day. It was a true representation of our global Marist family. Thanks to the amazing work of organisers, led by Carole Wark, this was a celebration that would certainly bring a smile to St Marcellin. His dream became a vibrant reality in our small corner of the universe.

There will be other mediums for reporting on the Marist Festival and WYD, and the next edition of College News will contain photos and reports from some of our students. Suffice it to say, there was certainly many beautifully embroidered cloths on show in Sydney during WYD. We pray that the fruits of these events brought all our young people a greater awareness of our gifts and our responsibilities to each other, to the poor, the lonely and the abandoned.

Take the time to soak in the beauty of 'heavens' embroidered cloths'. May the dreams of others be enriched by your soft tread and your own be fulfilled in return.





Brother Othmar Weldon.

The St Joseph's College community came together to celebrate the life and legacy of former Headmaster, Brother Othmar Weldon, who died peacefully on Monday 2 June.

## Brother Othmar Remembered

29 September 1920 - 2 June 2008

Brother Othmar's funeral was held on Thursday 5 June, where he was remembered for his great friendship, faith and service to Catholic education. The student body formed a guard of honour down the college driveway in a fitting tribute to the great man.

Brother Othmar was Headmaster of St Joseph's College for seven years, from January 1955 to December 1961. Born William George Weldon on 29 September 1920, he was the only child of Myrtle and Stephen Weldon in Yackandandah in the north-eastern area of Victoria. He was educated by the Our Lady of Sion Sisters at Box Hill and then by the Marist Brothers at St Patrick's College, Sale, where he was a boarder.

Brother Othmar loved his life at St Patrick's and the Brothers were great role models for him. The family atmosphere and the many positive experiences of prayer, sport and learning led him to the Marist Brothers. Thus, in 1936 he left home for the Marist Juniorate at Mittagong.

On 2 July 1932, he was received into the Marist Brothers and began his novitiate. In January 1941, after a six-month period of teaching at Lidcombe, he was appointed to St Joseph's College where he taught Chemistry and Geography. He remained at the college for 11 years, from 1941 to the end of 1951. At the young age of 28, he was appointed to the demanding role of Master of Discipline, a position he held from 1948 to 1951.

In 1952, aged 31, Brother Othmar was appointed Headmaster of the Brothers' school at Kogarah, where his capable leadership skills were clearly evident. In 1955, he returned to St Joseph's as Headmaster, where he remained for the next seven years.

As Headmaster, Brother Othmar affected a substantial building program that was necessary to meet the challenges of his time, particularly in terms of increasing numbers of students at the college. Apart from the Chapel in 1939, there had been no construction of new classrooms, laboratories, dormitories or any essential building since the main college building had been completed in 1894.

His major works as Headmaster were the War Memorial Olympic Pool in the college grounds (completed 1957) and the Pius X Building, a substantial complex of classrooms, laboratories, other workshop rooms and squash courts, blessed by Cardinal Gilroy and opened by the Rt Hon. RG Menzies on 16 July 1961. He also initiated the early planning of the college's response to the Wyndham Scheme, resulting in the new residential blocks for 5th and 6th Forms, completed under Brother Elias in 1967.

Under his watch the college experienced extraordinary success in a wide range of arenas - especially public examination results, debating and sport. Brother Liguori was still working his magic in Mathematics, as was Brother Angelus in Science and Brother Rupert in English and



History. The college won the Head of the River in 1956 and the debating in 1959. At one point in 1956 every GPS sports trophy was held in the college's cabinets.

Headmaster, Mr Ross Tarlinton, said Brother Othmar left a lasting legacy for the college. "Brother Othmar's contribution to St Joseph's College was extremely significant and his years as Headmaster rank among the most successful and important in the college's history," he said.

"He was a man with great organisational ability and a gift for developing harmonious personal relationships, and he was dedicated to ensuring St Joseph's was an exceptional college, providing boys with many opportunities for success."

In 1957 Brother Othmar was appointed Provincial Councillor. After his term as Headmaster of St Joseph's College and director of the Brothers' community expired, he went to Fribourg, Switzerland, for his second novitiate.

On his return to Australia at the end of 1962, Brother Othmar was appointed Headmaster of Marist College Ashgrove, Brisbane, where he was also responsible for a large community of Brothers. During this time he oversaw the expansion and success of the college with the development of a master plan and a major building program.

In 1964, at age 44, Brother Othmar was appointed Provincial of the Sydney Province of the Marist Brothers. He served in this position for eight years, and his commitment to Catholic education was evident in the opening of a number of schools, both in Australia and overseas, and the expansion and refurbishment of many others.

His educational leadership was recognised by appointment to the Catholic Building and Finance Commission in the late 1960s. These were the early days of government funding and the development of the system of parish and regional schools, and Brother Othmar was very involved with the significant expansion of Catholic education in Sydney. He was an active participant in the successful campaign for governments to provide funding for non-government schools.

In 1972, at age 52, he was awarded the MBE for services to education. That same year his term as Provincial came to an end. In 1973 he was appointed to yet another leadership role - Headmaster of Marist Brothers College, Canberra.

He spent a number of years overseas in Rome and South Africa, working with Brothers and spending a great deal of time in schools where he spoke to students about vocations in general, as well as priestly and religious life. In 1979 Brother Othmar returned to Australia, joining the Marist community at Daceyville, of which he became Provincial in 1982.



Once again, Brother Othmar involved himself in the Catholic school system, and he joined the planning team at the Sydney Catholic Education Office. He was appointed to the State Planning and Finance Committee of the Commonwealth Schools' Commission, and was involved in the opening of a number of new schools and the development of many others, funded by the Commonwealth.

In 1988, Brother Othmar returned to South Africa as vocations recruiter. After eight years, which spanned both the apartheid era and some of the Mandela years, he returned to Daceyville, where he took up part-time duties with the Catholic Education Office Eastern Region.

In 1999 he celebrated his Diamond Jubilee with a function attended by former Prime Minister Gough Whitlam and a number of other former ministers, both state and federal.

In 2006, he moved to Randwick to become part of the Marcellin House Community. He died on 2 June 2008 after a short stay at St Vincent's Hospital.

In Brother Othmar's Eulogy, Brother Kelvin Canavan, Executive Director of CEO Sydney, said he is remembered by the Brothers as a caring and compassionate man. "[He was] a frequent visitor to the sick, a support to those away from home, and a person who was constantly available to those in need. He made parents of the Brothers welcome: hospitality was very important to him. He understood leadership and was able to inspire people. The importance of unity and group morale was high on his agenda."

## Teaching & Learning

**Lee MacMaster**  
Director of  
Teaching and Learning

### A Partnership In Education

In school we often 'bandy around' the expression that the parents of our boys are partners in the education process. Together we work to ensure the education and opportunities we provide are the best they can possibly be for each boy. The success of this partnership can be seen in many areas of the school, whether it be in the classroom, on the sporting field or through the pursuits of the boys in a range of co-curricular activities. It is a delight to often witness the bonds between the boys and their parents, teachers and parents, and the boys and their teachers, and to experience the mutual respect that emanates from these partnerships.



There are many opportunities throughout a student's schooling where parents can make substantial contributions. I would like to highlight three of these opportunities and invite parents to open up a dialogue with their son about these aspects of their education.

The first of these opportunities occurs on a formal basis during the Parent – Student – Teacher interviews each year. It is important to note that the student is included in this partnership – there is little point in parents sitting with teachers to discuss the progress of the student, if the student is not present and taking some 'ownership' of the discussion.

From my observations as a teacher, a parent and as the Director of Teaching and Learning at St Joseph's, I am compelled to say how impressed I am at the level of information and detail being provided to parents and students at the college. Gone are the days of fronting up to an interview with a teacher when all they talk about is marks, tests and percentages. I sincerely thank and congratulate our teaching staff for their professionalism in preparing and providing a high level of information and guidance.

It is vital that the advice and guidance which flows out of the Parent – Student – Teacher interviews is acted upon by the boys and their parents. Parents can support their son in the following ways:

- Speak honestly with your son about the discussion you both had with his teacher, and what you picked up in the dialogue. Let him know what you believe are both the positives and any problem areas, as well as plans that you all agree will assist in improving/maintaining the results gained. It is important that you set realistic and achievable goals together and write these down so you can reference progress against these goals at a later stage.
- Start right away on any plans for improvement and be very consistent. This helps show your son that you consider him important and that everyone (parent,

teacher and student) can work together to make positive changes. It also models for your son how to take on problems and turn them around.

- Keep in regular contact with the teachers. Contact them regularly to follow-up on the Parent – Student – Teacher interview and to check up on how things are going. It is important there is consistent follow-up after the interviews otherwise the opportunity is a lost one.

A second area in which parents can play a role in the education of their son at St Joseph's College is by constantly inspiring and motivating them to do their very best, and to continually discuss with them the respect they must show for the process of learning, for it is a privilege some boys often cannot understand.

As teachers and parents we have a shared responsibility in inspiring the boys to learn. Following are some handy tips from award winning teacher and author, Ron Clark, to inspire every parent to get the best out of their child. Together we can do it!

#### Inspiring Learning

When Ron Clark started teaching a decade ago, he never thought he would be a widely read author and a nationally honoured teacher of the year.

His first book, *The Essential 55*, spent four months on The New York Times best-seller list. His latest, *The Excellent 11: Qualities Teachers and Parents Use to Motivate, Inspire, and Educate Children*, has provided teachers and parents with tips on how to motivate and inspire young adults to learn.

Clark believes parents and teachers can plant the seeds for what young adults learn and how well they will achieve.

"It all starts at home with the parents," Clark said. "If the parents are enthusiastic about education and learning, then that will transfer to the kids when they go to school. They'll





“I have some of my parents tell me, trying to get them to do homework is so hard, like pulling teeth”

## Preparation For Interview Sessions

Prior to each of the Parent – Student – Teacher interview sessions, all staff at the college work hard to go beyond just presenting parents and boys with their mark books. Marks by themselves have no meaning until they are referenced against a standards framework of assessable work and collected work samples. At Joey's we try to supply the following information to parents and students:

- academic achievements;
- academic areas of development;
- completion of set work;
- behavior, attitude and commitment;
- performance in tests and assignments; and
- participation in class activities and learning.

want to learn and be enthusiastic as well.” In his latest book Clark encourages teachers and parents to make the most of their daily interaction with young adults by utilising the following:

**Enthusiasm:** Young adults are impressionable and look to adults for guidance. Teachers and parents must inspire and motivate kids to want to learn, achieve, and be the best they can be.

“I have some of my parents tell me, trying to get them to do homework is so hard, like pulling teeth,” Clark says, “I say if you get frustrated, your kid will get frustrated and it's going to be difficult trying to get them to sit down and do the homework. If you make it fun, make that activity a time where you're together and you're enjoying it, the kids will enjoy it as well. You have to be leader for your child's education and enthusiasm.”

**Adventure:** By creating adventure, parents and teachers are creating an environment where young adults are free to let go of inhibitions and be themselves - building their confidence, fostering trust, and encouraging them to become better students.

Clark explains, “One thing I tell my kids all the time is you can't sit on your dreams. If there's something you want to do, go for it, and get the kids out and do activities with them. Doing things like taking kids to different sports or to a rock-climbing wall might seem scary, but if you can do that with your son or daughter, those things bond people.”

**Creativity:** The best teachers and parents are those who think outside the box and put themselves in the mind-set of the young adults they teach. They are willing to try many different techniques until they discover the best solution to helping their child learn.

**Reflection:** It is important for young adults to see how they've grown and improved in all areas. Learning from mistakes and retaining positive memories helps a young adult to become a deeper individual with a better sense of self.

Clark says, “Parents need to get their kids to write in journals, even if it's only for a couple weeks or a month. It will mean so much for the kid down the line.”

**Balance:** Young adults learn differently. It is important for teachers and parents to present information to kids in a balanced way, covering all types of learning styles. When

working with kids, it's also important to be fun and supportive, yet firm and consistent.

**Compassion:** When adults show kindness, they are building a vision in the eyes of a child of how others should be treated. Good teachers and parents make sure young adults feel safe and comfortable in their learning environments, and teach them how to solve problems amiably and in a mature manner.

**Confidence:** Parents and teachers need to teach kids that whether they are making a science presentation, studying for a test, trying out for a sporting team, or facing any challenge in life, the key to success is preparation. Preparation builds confidence.

**Humour:** When dealing with kids, parents and teachers should attempt to see things from their perspective, and find humour and understanding in their mistakes and embarrassing moments. Laughter is a powerful way to connect with young adults.

**Common Sense:** When parents and teachers are specific with children in terms of what they expect from them, kids are far more willing and able to live up to those expectations. They need to take the time to help young adults develop skills, such as listening, taking notes in class, studying, and staying organised.

**Appreciation:** Teachers and parents need to appreciate each other and the important roles they each serve in young adults' lives. It is also important for them to show kids the importance of gratitude.

**Resilience:** There is no greater job in the world than raising a child. Parents and teachers must stand strong and remain committed to doing whatever is necessary to raise young adults with optimism, understanding and love.

**Passion:** Clark says passion is the most important quality for parents and teachers to never lose sight of. It didn't make the list of 11 maybe because passion is likely the glue that holds the other 11 qualities together.

According to Clark, the order of the qualities is not important. What is important is that they are being used to develop and nurture young talent.

[From *The Excellent 11: Qualities Teachers and Parents Use to Motivate, Inspire, and Educate Children*, Ron Clark, 2004].



Many decisions should be made by parents and their son together.

#### Parents and Students – Making Decisions

There are many decisions that parents and students must make together in the education process. A particular area parents need to act as partners to their sons is in the area of subject choice. For boys in Years 8, 10 and 11, decisions about which subjects to pursue as part of their pattern of study is a difficult one. Boys will receive a great deal of advice in the process of subject selection, but it is the filtering and distillation of this information with their parents and teachers that will make their choices more rewarding.

My advice to students always in subject choice is quite clear. Make sure you listen to all the advice being offered – don't put the blinkers on from the beginning and close your eyes and ears to the possibilities and advice being offered. Make sure you process this information with your parents and make them understand how you feel about the selection of particular courses. It is important for students to justify their choices, not just select without some basis for the selection.

In selecting subjects, students (and their parents) should give careful consideration to the following:

- Their individual capabilities and talents: It is essential that students are realistic. There is little point in choosing subjects that cannot be handled with a reasonable degree of success.
- Their interest in the subject area: This is important because students are choosing courses for an extended period of time. Their interest and motivation to study the course must be maintained throughout course.
- The inherent value of individual subjects: A broad education is an asset to any individual. It is important that students do not focus exclusively on career oriented subjects but also note the value of a wider range of subjects.

Over the next few months our boys at the college will be faced with these decisions about subjects. It is a time of growth for the boys because this is what life is about – making well-informed decisions and taking responsibility for the decisions they make. It is a time when parents can play an important role as mentors, not sole decision makers.

Together we are journeying along the education highway. Our interactions and the partnerships we form can only benefit the growth of the boys here at the college. I appreciate the outstanding contribution of the Joey's parents and encourage their continued participation in their son's education.

# Spring Fair

*From Bush To Beach Sunday 9 November*

This year's Spring Fair is set to be a great day out for all the family.

Be sure to keep the date free so you can come along, enjoy the fun and support St Joseph's College. The fair kicks off at 11am.

kid's rides

exotic food

arena cafe

crafts

bands

bar

fashion show

markets



# Why Learn Languages?



## Ten Good Reasons Why You Should Be Learning A Foreign Language

**Anne Bower**  
LOTE Subject Coordinator



"I speak English, so I do not have to learn a foreign language...."

Everyone speaks English, right? Well, certainly not everyone speaks English. According to the CIA World Fact Book, only 5.6 per cent of the world's total population speaks English as a primary language. That number doubles when people who speak English as a second or third language are counted. By conservative estimates, that means that well over four-fifths of the world's population does not speak English.

It is true that English has become a global language over the past several decades. This fact, however, should have little effect on your decision to learn a foreign language. The attitude that English alone is enough creates self-imposed limitations. To remain monolingual (speaking only one language) is to impede your educational development, to restrict your communication and thinking/cognitive abilities, and to deny yourself the ability to fully appreciate and understand the world in which you live.

St Joseph's College offers students the opportunity to learn French, Japanese and Latin. It is compulsory for all students in Years 7 and 8 learn a language other than English, and many go on to study a language for their School Certificate and Higher School Certificate.

Learning another language opens up new opportunities and provides perspectives you might never have encountered otherwise. Personal, professional, social, and economic considerations all point to the advantages of learning foreign languages. Still not convinced? Here are 10 very good reasons to learn a foreign language:

### 1. To increase global understanding

"A different language is a different vision of life." - Federico Fellini, Italian film director.

Learning another language gives the learner the ability to step inside the mind and context of the target culture. It promotes intercultural understanding – without the ability to communicate and understand a culture on its own terms, true access to that culture is limited.

As globalisation, travel and the internet bring the world closer together, there is an even more urgent need for global citizens to be competent in other languages.

### 2. To improve employment potential

For businesses to effectively compete in a global economy, they must learn to deal with other cultures on their own terms. Companies that plan to do business abroad therefore have a dire need for bilingual or multilingual employees.



Business is not the only area of employment where language competencies are needed. Multiple government agencies, the travel industry, engineering, communications, education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with languages.

Whatever your career goals, knowing a language certainly cannot hurt your employability. Chances are that knowing languages will open up employment opportunities that you would not have had otherwise. Knowing another language gives you an edge over monolingual applicants.



### 3. To increase native language ability

"Those who know nothing of foreign languages know nothing of their own." - Johann Wolfgang von Goethe

Research shows that knowledge of other languages boosts students' understanding of languages in general and enables them to use their native language more effectively. This applies to specific language skills as well as overall linguistic abilities. Foreign language learners have stronger vocabulary skills in English, a better understanding of the language, and improved literacy in general. Higher literacy levels and reading achievement in English, as well as enhanced listening skills and memory, have been shown to correlate with extended foreign language study.

### 4. To sharpen cognitive and life skills

"We have strong evidence today that studying a foreign language has a ripple effect, helping to improve student performance in other subjects." - Richard Riley, U.S. Secretary of Education under Bill Clinton

Learning a language involves a variety of skills. Studying a foreign language can enhance one's ability to learn and function in several other areas. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, higher-order thinking skills, problem-solving and conceptualisation.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Language learners learn to deal with unfamiliar cultural ideas. They are often much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs.

### 5. To improve chances of entry into university

Many universities rightly consider the knowledge of a foreign language and culture part of what every educated person should know. Many courses in the arts and humanities, in natural sciences and behavioural and social sciences, in professional fields require the study of one or more languages to ensure success. This is because important research is often published in non-English books and professional journals.

### 6. To appreciate international literature, music, and film

Most of the world's literary and artistic works have been written in languages other than English. A translation of a text can never be fully true to the intent, beauty, style, and uniqueness of its original. Some elements of languages simply do not have translations in other languages. Metaphors, innuendoes, cultural references unique to the original language often get lost in translation. To be able to fully appreciate literature, theatre, music, and film in other languages, one must be able to access them in their original form.

### 7. To make travel more feasible and enjoyable

Though it is possible to travel to foreign countries without speaking the native language, your experience will be largely shaped by your ability or inability to see beyond the surface of the culture. When you know the language, you have the comfort of being able to successfully navigate a wide range of situations. In most countries, people will appreciate attempts to use their language. You will be able to communicate more completely and have a deeper and more satisfying travel experience. Your language ability will allow you to see and do things that many visitors cannot.

### 8. To expand study abroad options

"Two roads diverged in a wood, and I, I took the one less travelled by, and that has made all the difference." - Robert Frost, American poet

Relatively few Australians are competent in foreign languages. Simply your willingness to learn a language can make you an apt candidate for many study abroad programs. Some foreign programs require no prior language experience and offer an intensive immersion experience prior to the selected program of study. Other programs require only a few semesters of prior language instruction.

The benefit is that students can leave the language classroom and immediately put into practice what they have learnt in class. Students can focus on their language development whilst learning about the culture. For advanced language students, the opportunities are even greater. Applicants at the advanced skill level can participate in programs that allow them to be fully immersed and integrated into the academic and social life of the country in which they are studying.

### 9. To increase understanding of oneself and one's own culture

"As the traveller who has once been from home is wiser than he who has never left his own doorstep, so a knowledge of one other culture should sharpen our ability to scrutinise more steadily, to appreciate more lovingly, our own." - Margaret Mead, American anthropologist

Knowing another language and culture affords you the unique opportunity of seeing yourself and your own culture from an outside perspective. There are aspects of





your language, yourself, your life, and your own culture that you accept as absolute and universal or that you have never even considered until you encounter a culture and people who do things in a very different way than you are used to. Contact with other languages and cultures gives you the unique opportunity to step outside your familiar scope of existence and view your culture's customs, traditions, and norms as well as your own value system through the eyes of others.



#### 10. To make lifelong friends

"The most important trip you may take in life is meeting people halfway." - Henry Boye, author

Knowing other languages effectively increases the number of people on the globe with whom you can communicate. People who speak other languages fully appreciate the effort and desire learners expend to get to know their culture and to communicate with them. Whether through meeting exchange students at school or whether establishing a connection with a pen-pal in another country, your ability to speak other languages and your interest in other cultures can connect you deeply with people around the globe.

Anyone who has told you that learning another language is impractical, unrewarding, or simply a waste of your precious time is doing you a great disservice.

Take advantage and enhance your life ... learn a language!

Multilingual is multi-talented.

## SJC Helps Furnish a School



**A**t last year's SJC Christmas Eve Mass, the college community donated money to Marist Solidarity Australia, to help furnish a yet-to-be-built school in Viqueque, East Timor.

The school, St Estevao Catholic High School in the Diocese of Bacau, was officially opened on Monday 21 April, with 150 students. The generous donations of SJC families and friends helped pay for locally made furniture for the seven classrooms and staffroom of the school. Building the timber desks and chairs, which are solid and of very good craftsmanship, had the additional benefit of providing months of labour for local men from the area.

The blessing and inauguration of the school was held on 9 July, and was followed by a two-buffalo major feast and fiesta!

In East Timor, the academic year begins in October, and by this time St Estevao will have grown to accommodate 280 students.

Brother Allen Sherry from Marist Solidarity Australia wrote to the Brothers at St Joseph's College to thank them for the community's donations. "Many thanks to the families who contributed to this appeal and also to the SJC Brothers who encouraged them. Your prayer for the continuing peace in this unstable region of East Timor would be valued by the local people," he wrote.

*Picture: St Estevao Catholic High School in East Timor.*

## Thinking Outside The Book

**Judy O'Connell**  
Head of Library &  
Information Services

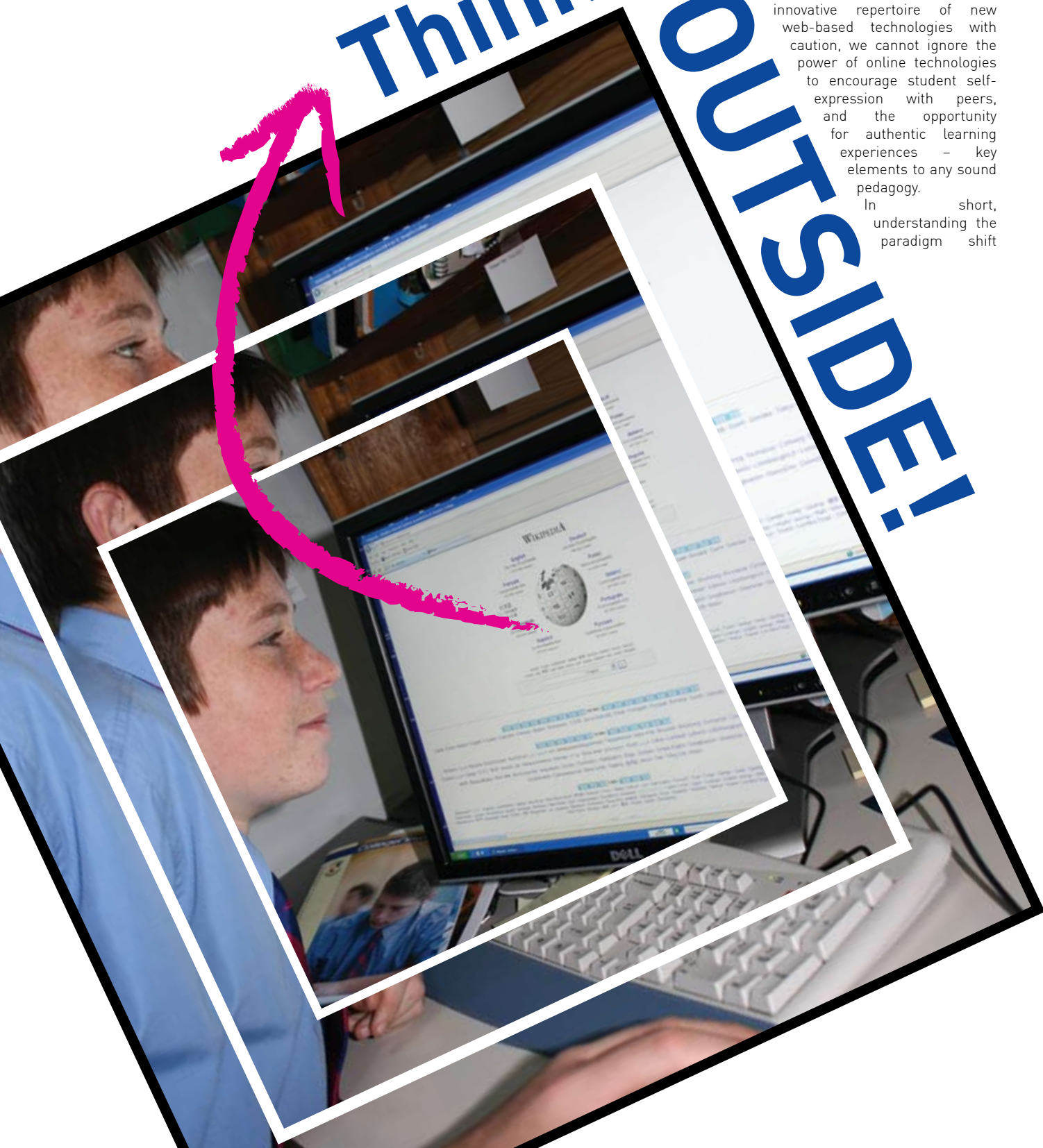
By now everyone is familiar with Wikipedia, the free global collaborative encyclopedia – a vast, searchable repository of information, constantly written and re-written over time by its readers.

What some people don't know is that the same technology that drives Wikipedia can also drive transformation in the way teachers teach and students learn – the emphasis being on collaboration in knowledge gathering and construction. You might also be surprised to know that any group can create their own editable encyclopedia, information repository or project space, allowing them to take part in a collaborative venture that is seamless and free of time-zone constraints.

Though adults can approach the innovative repertoire of new web-based technologies with caution, we cannot ignore the power of online technologies to encourage student self-expression with peers, and the opportunity for authentic learning experiences – key elements to any sound pedagogy. In short, understanding the paradigm shift

# Think

# OUTSIDE!







from books to the online world will help us to understand what is powerful about learning with technology. What are the challenges and opportunities? How can Wikipedia and like tools assist students? Whether we like it or not, students are producers and creators of knowledge online outside of school, so our imperative as teachers is to ensure that we are embracing information and knowledge-rich online environments in school too.

We are involved in preparing students for their future – a work future that we cannot fully predict due to the rapid changes in technology. Thomas Friedman, author of *The World is Flat* states:

“It is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous time in the history of the world - using computers, email, fiber-optic networks, teleconferencing, and dynamic new software.”

Now, getting back to Wikipedia. Founded in 2001, Wikipedia is now available in 253 languages and attracts about 700 million visitors annually. The English edition alone contains nearly 2.5 million articles. For the latest news on a global disaster or political event, the most up-to-date source of information is often Wikipedia. So where does it figure in the 'learning futures' of our students?

On 26 May 2008, a report from Stephen Hutcheon in The Sydney Morning Herald reported that:

“Wikipedia, which ranks among the world’s topmost visited sites, has been listed by the NSW Board of Studies as a prescribed text for an elective course in the English syllabus for 2009-2012.”

Hutcheon also quotes Greg Black, the CEO of education.au, a not-for-profit educational training organisation run jointly by the Federal Government and the education sector:

“The reality is that, with one click of a mouse, you can get information from anywhere at any time around the world, which is fantastic. But what the kids really need to learn about is whether it’s fit for the purpose, the context, the relevance, and whether there’s an alternative view – an understanding about how to use information in an effective way.”

Just how do we help students to understand this for themselves? Opportunities to explore information online also include evaluating 'truth, trust and authority'. 'What is truth?' becomes 'Who do you trust?' We need to use sources like Wikipedia in a blended learning approach, acknowledging that Wikipedia is a natural 'port of call' for information by students. We need to show the place of Wikipedia in knowledge creation – a starting point not an end point in quality research. We move from Wikipedia to quality books, online databases, and specialist search engines. Finally, we need to help students understand intellectual property in the era of 'mashup' (combining data from more than one source into a single integrated product) and democratisation of information.

At the mother’s forum this term I was asked a highly pertinent question about plagiarism - what can parents do to help their son who

is cutting and pasting information for an assignment, and playing with fonts, keywords and more to 'hide' this capture?

My response is always the same to parents who are seeking to intervene and support the learning of their children - pick your opportunity! The key thing to remember in mentoring our children is to focus on knowledge creation, the discussion of ideas, the veracity of information, and the value of what is being read in helping to understand the topic under study. This means that a parent can 'let go' of the process so often promoted, which I believe is problematic. I'm sure you have heard this said many times – “put it into your own words” – which of course is actually a highly complex cognitive action.

Much better to let that go! If a task or assessment has been set that is really about making a student learn some facts, then so be it. This is no different to giving dictation or asking a student to copy notes from the board. The thing to do is to engage a student to reflect upon the value of the material they are 'copying' or plagiarising. Once a student begins to question, weigh up, challenge, consider and reconsider information and knowledge, then the matter of plagiarism is half way to being solved. Our students need to reference their sources well. Acknowledging an idea, and then incorporating it into your own explanation or investigation of a topic is good academic learning, and prepares a student for future academic study at the same time as developing highly effective skills of critical analysis – important in all professional endeavours in life. Helping boys to become strategic and independent readers of information is increasingly important in an online world.

#### Wiki Power

Wikis provide a great space for planning and managing community groups and business projects. Anyone can have a wiki – and many do! Corporations host their own within their organisations along with their blogs, for discussion, managing and promoting their products and services.

In education wikis are powering the open source content movement customisable content that is uploaded to wikis and which is available for free. The cost of textbooks is expensive, which is unacceptable in areas where the information is out of date not long after publication. This is an area to watch as teachers and instructors around the world move to providing curriculum material freely by sharing. A great example of this open source movement is the Massachusetts Institute of Technology. MITOpenCourseware provides full access to all notes, exams and videos for all their courses – freely and openly to all its 1800 courses. <http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>

So why do wikis work so well for changing the way we craft learning experiences? Wikis provide for multiple editorial ownership, and at the same time provide a track record of when edits were made by the various writers. This is an excellent way for teachers to monitor thinking and contribution of each student in a project. Wikis include the option of discussion of topics, providing the opportunity for Q&A or tossing around an idea. The choice is up to the students. The fact that a wiki is web-based is

its strongest feature, providing 'click and type' creation of a web space that may be a public or private space. You can't go past the flexibility of a wiki for communities, class projects, subject repositories, guidebooks, courses, organisation planning, conferences or events, and even company or club websites.

Who can have a wiki? Well, the advanced software that runs Wikipedia, called MediaWiki, is freely available and requires Apache web server, the PHP scripting language and the MySQL database server installed to run.

However, teachers (and students) have to be realistic! We want 'wiki-power' without the hassles! Fortunately there are several excellent options for creating a wiki that have a proven track record for functionality. We want to be able to create wikis quickly ("wiki" is the Hawaiian word for "quick") for simple web publishing, for joint web publishing, or for fully collaborative publishing.

There are several choices available, and each has its own strengths and weaknesses. Some of the students at St Joseph’s College have begun to experiment with wikis for their project work, and are finding that the collaborative opportunities such a tool provides is helping them to refine and focus their thinking on the topic being discussed.

Do you want to build a wiki? There are actually many options to choose from and WikiMatrix <http://www.wikimatrix.org/> can help you compare and choose. However, most educators are happy to work with Wikispaces, PB Wiki, or Wetpaint Wiki, all of which are providing ad-free zones for teachers and students.

**You may be interested to learn more about how wikis are used in education at the Teaching Hacks Wiki:**

<http://www.teachinghacks.com/wiki/index.php?title=Wikis>

#### Key Wiki products:

Wet Paint Wiki

<http://www.wetpaint.com/category/Education--Ad-Free-PB-Wiki>

<http://pbwiki.com/education.wiki>

Wikispaces

<http://www.wikispaces.com/site/for/teachers100K>

#### Wiki information:

Wiki Toolbox

<http://mashable.com/2007/07/16/wiki-toolbox/>

Classroom 2.0

<http://www.classroom20wiki.com/>

Teaching Hacks Wiki

[http://www.teachinghacks.com/wiki/index.php?title=Main\\_Page](http://www.teachinghacks.com/wiki/index.php?title=Main_Page)

# JAM

## Rowing

### Giving Something Back



**S**t Joseph's College is renowned for the many wonderful opportunities it offers its students. From academic to sporting, social to spiritual and cultural to physical, the boys are offered an enormous range of opportunities to excel, explore, achieve and enjoy themselves.

The boys at the college are very aware that they are in the fortunate position of attending a school that offers them such a vast array of experiences to take part in. It is testament to the true spirit of the college that, instead of taking their fortunate position for granted, the boys are constantly looking for ways to provide opportunities and assistance to members of the wider community.

For just over a year small groups of Year 12 students from the college have been doing what they can to help children with autism tackle some of the barriers caused by the disorder. Autism impairs social interaction and communication and can be a crippling disorder, ranging from a mild, almost unnoticeable form to severe physical, social and mental disabilities.

Children with autism often don't have the same opportunities to socialise and exercise as children without the disorder. When a number of families approached the college seeking a place for their children with autism to exercise safely and enjoyably, the college's Rowing Convenor, Mr Gary Molloy, saw an opportunity to help. He set up a student-run program called JAM Rowing, which allowed the children to utilise the college's exercise and sporting facilities under the care and supervision of senior students.

This year, three Year 12 students – Ricky Macourt, Jake Wilson and Jack Freestone – have been co-ordinating JAM Rowing. One afternoon each week the students help three boys with autism gain much needed social and physical skills in a happy and playful environment. Ricky, Jake and Jack take the boys, who are aged between 12- and 14-years-old, through a series of cardio, strength, stretching and coordination exercises in the college's gym and playing fields.

As well as physical activity, the students help the boys improve their social skills and provide the invaluable opportunity for them to be part of a group. Ricky Macourt said although people with autism find social interaction difficult, they still have a strong desire for friends and acceptance. "It can be extremely difficult for them to participate in the sporting and social activities that so many of us can easily access and even harder to find adequate or appropriate support for such activities," he said.

"It's not always easy to connect or communicate with someone who has autism, however this program has helped us forge strong relationships with the boys based on trust."



Mrs Wendy Rafferty, whose son takes part in the program, said watching her child exercising, taking pride in himself and engaging with the older boys from St Joseph’s each week was a heart-warming experience.

“Autism creates many challenges in life for our precious sons, and for the most part we parents struggle on alone trying to provide them with the support they need to do the everyday things that others take for granted,” she said.

“Rarely have I met such exceptional young men as Ricky, Jake and Jack. They are a credit to their families, their school and themselves. The generosity of St Joseph’s College and the college’s Rowing Convenor, Mr Gary Molloy, in setting up this program is only surpassed by the dedication, energy and skill with which these wonderful young men execute it.”

JAM Rowing is set to continue next year, and the college is now recruiting a new group of senior students who will take over the leadership roles when Ricky, Jake and Jack leave the college after completing Year 12.

Ricky said although the year has been very demanding, with the HSC and a range of other college commitments, Jam Rowing has been a fantastic experience. “We have formed such a strong team, and we all love it to death so we wouldn’t give it up for the world,” he said.

“It is a way of giving something back, and that’s something that’s very important to us.”



# ER Larkin

A Remarkable Old Boy.



E. R. Larkin.

**In this year of the Centenary of Rugby League, it is a timely opportunity to revisit the story of a remarkable Joey's Old Boy – Edward Rennix Larkin (1880-1915).**

## James Gray

St Joseph's College Assistant Archivist

Edward Larkin was born on 3 January 1880 at North Lambton, Newcastle, the third child of William Joseph Larkin, a quarryman, and his wife Mary Ann, nee Rennix. The young family soon located to 14 Missenden Road, Camperdown. This became the family home where Ted and his older sister and brother, Marg Jane and Martin Joseph, would grow up.

### Education

Ted Larkin completed his junior education in 1894 as school captain at St Benedict's School, Broadway, conducted by the Marist Brothers. [The school was only three kilometres from Ted's home, and would have been easily accessible by steam tram along Parramatta

Road]. He then attended St Joseph's College, Hunters Hill, boarding here in 1895 and 1896, passing his senior public examinations, and playing in the college's 1st XV rugby team in 1896. This year was particularly extraordinary in that the college broke through to win its first GPS rugby premiership, only to lose the title when it was discovered that the captain, William Doyle, had inadvertently played over-age.

### Early Years After School

In the years immediately after leaving school, Ted Larkin worked as a journalist on the Year Book of Australia and played a great deal of sport. He was an able cricketer, swimmer and boxer, but his main commitment was with the Endeavour Rugby Club at Newtown where he played first grade.

In October 1903 Ted Larkin joined the Metropolitan Police Force, being described as 5 ft 10½ inches in height, weighing 13 stone, with blue eyes, brown hair and a fresh complexion. At first a foot-constable, he was promoted to ordinary constable in January 1905.

### St Joseph's First Rugby International

1903 was a particularly special year for Ted Larkin. In addition to marrying May Josephine

Yates in St Joseph's Catholic Church at Newtown (they were to have two sons), he captained Newtown, played for New South Wales against Queensland and New Zealand, and represented Australia against New Zealand, becoming the first St Joseph's Old Boy rugby international. The Test was lost 22-5, but the sports paper of the time, *The Referee*, indicated that as "great as the New Zealand forwards have shown themselves to be, they could not master the Australian pack (including Hardcastle, Lutge, Judd, Burdon and Larkin) in the first 45 minutes."

### The Arrival Of Rugby League

Meanwhile, however, clouds of dissatisfaction had begun to roll over the rugby world in Australia. Players in particular felt very hard done by when rugby officialdom, despite very healthy gate takings, refused to acknowledge players' needs in terms of such items as travel allowances, injuries incurred and income losses at work. Even in 1903, when Ted Larkin and his fellow NSW players boarded the train for Brisbane during the union's inter-state series, Easts' John Maund observed, "There seemed to be as many officials as players on the trip...the officials ate oysters and drank whisky on the train, but the players didn't get any."

Ted Larkin, a gifted public speaker (he had been a member of the St Joseph's Newtown Literary and Debating Society), had continued to develop a strong sense of social justice during his years in the police force. He identified strongly with the aspirations of the many union players, including Dally Messenger, who had joined the newly formed professional rugby league ranks in 1907/1908. Yet no doubt he also felt concerned about the instability of league in these years, mainly through mismanagement by their legendary founding fathers – entrepreneur James Giltinan, cricketer Victor Trumper and politician Henry Hoyle. After the failed 1908/1909 league tour of Great Britain, Giltinan, Trumper and Hoyle resigned. In June 1909 Ted Larkin left the police force and was appointed the first full-time secretary of an almost bankrupt NSW Rugby League.

### Success As League's First Secretary

An excellent organiser, Larkin is credited with quickly remedying the league's disordered administration. Believing in "honest professionalism as against quasi-amateur football", he promoted the new code strongly. The major breakthrough came on 9 July 1910 when an excited, but unexpectedly large, crowd of 42,000 crammed into Sydney's Agricultural Ground at Moore Park to watch a specially promoted Australasia v England match. The Australasian team contained many former 'rebel' Wallabies and a number of former All Blacks. *The Sydney Sportsman* reported, "the faces of secretary Larkin and the league officials fairly beamed with joy and gratification. The barrackers for the new game were jubilant..." The match, described by *The Herald* as "a great one", finished in a 13-all draw. Barely three years after its formation, league appeared to have usurped union as Sydney's preferred rugby code.

Ted Larkin remained NSWRL secretary until late 1913. During his period of administration



he convinced the Catholic hierarchy in general, and the Marist Brothers in particular, to adopt rugby league as their winter code. A recently uncovered photograph shows him, true to his conviction, as co-coach in 1914 of a premiership winning St Benedict's Broadway primary team, "the first schoolboy rugby league team to play before an international fixture". The Catholic school system has remained a bedrock of rugby league to this day.

### A Political Career

During this period, Ted Larkin's political conscience continued to intensify. It was said he was a "keen student of social problems, and was seldom without a socialist book or pamphlet in his pocket." Consequently, on 13 December 1913, he successfully stood as a Labor candidate for the conservative seat of Willoughby, gaining 51.61 per cent of the vote in a second ballot. Living in Milsons Point (now a Kirribilli address), Larkin became the first Labor MP elected from the north side of the harbour.

In his role as a member of the Legislative Assembly, Larkin was appointed the government representative on the board of Royal North Shore Hospital. Among other things, he also strongly supported proposals to build a bridge across Sydney Harbour - at the time, the trip between Milsons Point and Bennelong Point was done by vehicular ferry.

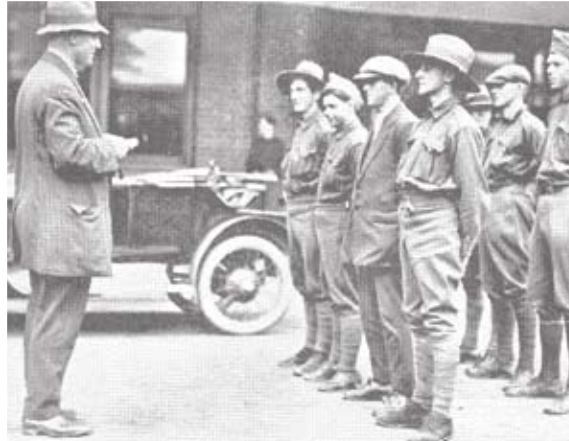
### World War I And Enlistment

Ted Larkin's promising political career was cut short less than a year after his election, with the outbreak of World War I on 4 August 1914. Displaying an extraordinary sense of patriotism, he enlisted only ten days later in the 1st Battalion C Company, Australian Imperial Force, initially graded as a private with promotion to sergeant soon to follow. There was much public acclaim for his action, the *Sydney Sun* carrying a poem extolling his virtues thus: "Sergeant Larkin MLA isn't flinching from the fray/ He's not a fool, he knows the price/ That any man may pay..."

Fierce patriotism to king and country, a sentiment that may not make much appeal today, seems to have been Ted Larkin's motivation in being one of the first to enlist. After all, he was 34, married with a young family, a well-known public figure who had not yet completed a year of what would have promised to be an exciting career in NSW politics. He certainly was not in the mould of those much younger who joined in a spirit of adventure or through economic need. His politics were not the reason - Labor was soon to be fiercely divided on the issue of conscription during World War I. Nor was his affiliation with rugby league - there would be much criticism of the league for maintaining its competition during the war years while 'more patriotic' codes closed down, their boys serving loyally overseas. One also wonders what say his wife and family had in Ted's decision - but it was a different time.

On 18 October 1914 Ted Larkin embarked with the 1st Battalion on Transport A19 Afric, bound for Egypt. His older brother Martin was also on board. There are various stories

of his months in Egypt, including tales of his promotion of rugby league games among the troops. He is said to have written, "Should anything befall me I hope my two boys will grow up with a strong sense of patriotism." He was struck by illness early in April 1915 and was offered passage home, but he insisted on embarking with the 1st Battalion for the Dardanelles, earning praise from Australia's official war historian, Charles Bean, for his example and leadership.



**Sergeant Larkin calling the roll (photo from Cerise and Blue 1911-14, courtesy *The Daily Telegraph*).**

### Gallipoli

At dawn on 25 April 1915 the 1st Battalion landed at Gallipoli. Sergeant Larkin's platoon scaled the heights to Pine Ridge, above ANZAC Cove. The Turks massed for a counter attack to drive the Australians from the high ground. In the afternoon of that same day, Ted Larkin, aged 35, died in a hail of machine gun bullets. Fellow Anzac, Harold Cavill, wrote in his diary, "Wounded and dying he lay, yet when the stretcher-bearers came to carry him in, he waved them on, saying, 'There's plenty worse than me out there.' Later, they found him - dead." (Imperishable Anzacs). His brother Martin, aged 37, also lost his life on Pine Ridge that day. At the time there was some speculation that Ted Larkin's body had been mutilated by the Turks, so shocking were the nature of his wounds. But it was soon recognised that wounds of this nature were suffered by both sides, such as the destructive power of the newly refined 'modern' machine gun. Initially it was thought that the Larkins had died on 23 May, not 25 April, but the confusion seems to have arisen from the inability of either side to recover many bodies until the Allies and the Turks agreed upon the Armistice of 24 May.

### Aftermath

Patriotism had taken a terrible toll on the Larkin family. There is no known grave at Gallipoli for either Edward or Martin. Their names are listed on the commemorative pylon, The Lone Pine Memorial, that records the names of some 4,936 Australians and New Zealanders of that campaign who have no known graves or who were buried at sea after evacuation.

A Requiem Mass was celebrated for Sergeant E.R. Larkin MLA at Sydney's St Mary's Cathedral on 25 June 1915, after news of his death finally reached Australia. It was attended by many distinguished citizens including both the Premier and the Governor of NSW.

Both Ted and Martin were awarded posthumously the 1914-1915 Star, the British War Medal and the Victory Medal.

The 1915 rugby league grand final (City Cup) between Balmain and Glebe was turned into a testimonial for Ted Larkin's widow and young boys, realising a tidy 171 pounds and one shilling for their welfare.

The St Joseph's Old Boys Union set up the Sergeant Larkin Bursary to help the Larkin family finance their boys' secondary board and tuition at St Joseph's. The family eventually declined the offer, for reasons unknown. However, the bursary has survived to this day as the Old Boys' Bursary, which helps provide a college education for the sons of needy Old Boys.

On 30 November 1915, in the NSW Legislative Assembly Chamber, the Speaker (the Hon. R.D. Meagher) unveiled a prominent commemorative tablet, seen to this day on the southern wall and occasionally referred to in Hansard, in honour of Lieutenant-Colonel George Frederick Braund, Member for Armidale, and Sergeant Edward Rennis Larkin, Member for Willoughby. They were the only serving members of any Australian parliament to fall in the Great War.

The words at the foot of the tablet can be an appropriate reminder to us to think about the contribution made by a remarkable Old Boy of a century ago, Teddy Larkin, and his brother: "In time of Peace they readily asserted the rights of citizenship. In time of War they fiercely protected them."

## Great Wall Cerise And Blue Walks The Great Wall



Tom Gleeson (91) wearing the Cerise and Blue on the Great Wall of China.

Paul Mercurio, Ian Thorpe and Tom Gleeson (91).



In April this year, well known comedian, television personality and Old Boy Tom Gleeson (91) travelled to China to help Olivia Newton John on her Great Walk to Beijing. The much-publicised walk, which took over a month, was to raise awareness and money for the purpose-built Olivia Newton-John Cancer and Wellness Centre in Melbourne.

Notable personalities undertaking the walk included Cliff Richard, James Reyne, Paul Mercurio and Ian Thorpe (pictured). Tom joined the walkers on the last two days of the journey, as radio commitments had prevented him from starting earlier. "It was just long enough to break the tape at the end," he said. At a suggestion facetiously made by fellow Old Boy Michael Pryke (72), Tom wore the Cerise and Blue on the Great Wall in appreciation of the support provided by the OBU. "This was tricky because it was quite hot and most of the walkers were from Melbourne so they had no idea what Joeys was. They do now!" he said.

## Joeys Cookbook

### Edible Heirlooms From Our Distant Tables

The St Joseph's College Parents and Friends Association, together with the Development Office, is undertaking to publish a modern-style, full colour heirloom Joeys Cookbook.

We need your recipes and memories

Sharing a table with your family and enjoying their company is a simple pleasure that we would love to hear about. From the country mums who serve up their boys' special requests when they come home for holidays to the city parents who are often feeding 10 hungry boys on a Sunday.

The Joeys Cookbook will be a fantastic opportunity to share the essence and story of the college through the flavour of our food. The book will be sectioned into chapters according to recipes, and families are asked to send the 'special story' that goes along with the meal as well.

Recipes can be sent to:

Email: [gordytracey@optusnet.com.au](mailto:gordytracey@optusnet.com.au) or [samleary@optusnet.com.au](mailto:samleary@optusnet.com.au)

Fax: 02 98797240

Post: Joeys Cookbook - PO Box 2035, Boronia Park NSW 2111

The deadline for submitting recipes is November 2008. Please provide all measurements in metric form. Your family name, your current year or leaving year and your suburb or town will be published in the cookbook.



Saturday 23 August

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# Developments

## 08 Annual Giving

### Building & Renewing

#### Year 12 Boarding

A total refurbishment of our Year 12 boarding facilities will commence in November this year. This will provide our Year 12 boarders and day students with refreshed and renewed residential and study facilities that will meet the current needs of senior students. Some donors may wish to sponsor the refurbishment of one of the rooms with a tax deductible contribution of \$5,000, which will include appropriate acknowledgement on a plaque adjacent to the room.

#### Br Liguori Resources Centre

When it was opened in 1976, the Liguori Resources Centre was regarded as a fine example of a state-of-the-art technology and library facility. We now need to renovate this facility to ensure it continues to facilitate teaching and learning in today's digital world.

#### College Reception

The college reception is to be re-located onto the ground floor of the main building, adjacent to the circular driveway. It will provide an appropriate place of reception and welcome to all who visit the college, as well as meeting and interview rooms and some administration offices.

### Supporting One Another

#### SJC Scholarship Fund

The SJC Scholarship Fund provides financial assistance and support for students to attend Joeys through our bursary program. Bursaries are awarded on the basis of identifiable need and financial hardship. Through your kind donation, you will be contributing to one of the greatest traditions alive at Joeys – keeping families together by supporting them through both good times and challenging times. Your help can provide a tangible difference to both the boys and their families.

For some families whose sons are boarding at Joeys, the emotional cost of withdrawing them due to financial pressure can break the spirit of the strongest.

Old boys are particularly encouraged to contribute to their particular year group bursary fund, and may wish to make their year group bursary fund an ongoing annual project.

#### SJC Indigenous Fund

The SJC Indigenous Fund provides assistance to Indigenous Australians who are in necessitous circumstances, particularly by supporting the education of Indigenous boys and girls in independent boarding schools like Joeys. A high quality education is the most critical factor in changing the lives of marginalised children, and schools like Joeys have the facilities and support systems in place to cater for the special needs, vulnerabilities and strengths of these children.

A high quality education is the most critical factor in changing the lives of marginalised children.

Joeys boys from all walks of life have the opportunity to develop life-long friendships with Indigenous Australians through studying, eating, playing sport and living together on a daily basis for six of the most influential years of their lives. Your tax-deductible gift can make a real difference. For more information about the SJC Indigenous Fund, call Andrew Penfold (telephone: 0412 66 77 93) or Richard Quinn (telephone: 02 9816 0807).

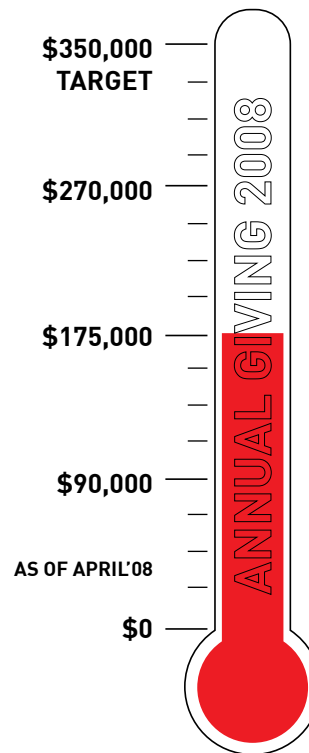
### Preserving Our Heritage

#### Chapel Windows Restoration

The St Joseph's College Chapel has one of the finest and most complete sets of stained glass windows in Australia. Many of the high windows in the Chapel are showing signs of deterioration, and work has commenced to painstakingly restore the worst affected windows.

Six windows have been restored, each with an impressive result that we encourage you to view on your next visit.

Perhaps you, your family or your Year Reunion group could help with this project. We will be glad to arrange a nominated window to be restored with your tax-deductible gift to the Restoration Appeal, and a plaque displayed to acknowledge the donor(s). For further details and indicative costs, please contact Richard Quinn on email [rquinn@joeys.org](mailto:rquinn@joeys.org) or telephone (02) 9816 0807.



Your tax-deductible support of these projects would be appreciated. For more information about any of these projects, or to make a donation please contact Richard Quinn, Director of Development, on email [rquinn@joeys.org](mailto:rquinn@joeys.org) or telephone (02) 9816 0807.

## Recently Completed Projects

### Friel Pipe Organ

Following its recent restoration and installation in the SJC Chapel, the Friel Pipe Organ was played for the first time at the Marist Brothers Jubilarians' Mass on Sunday 22 July 2008, by organist Br Neville Solomon, Headmaster of Marist College Ashgrove. The restoration of the pipe organ was made possible through the generous gift of the Friel family, in memory of their parents Manus and Hannah Friel. Br Kevin (Augustine) Friel was present at the Jubilarians' Mass to hear the organ played for the first time. The Friel Pipe Organ will be blessed and dedicated by the Archbishop of Sydney, Cardinal George Pell, later this year.



Br Neville Solomon (organist), Br Kevin Friel, Ross Tarlinton, Br Jeffrey Crowe (Provincial).

### Park Water Tanks

Earlier this year, an additional 110,000 litre underground water tank was installed at the College Park, to enable further water harvesting and subsequent irrigation of the playing fields. This project was made possible through a \$50,000 Federal Government water-saving grant, and generous civil engineering assistance from a current parent.



## Events

### SJC Golf Day

Old boys, parents, friends, sponsors and supporters of the college competed in the annual SJC Golf day at Pennant Hills Golf Club in April. We gratefully acknowledge the support of the Event Management students at ICMS Manly, and our generous sponsors:

- Hudd Projects
- Rivercorp
- Raine & Horne Bondi Junction
- Dental Lounge Hunters Hill
- Keystone Hospitality
- Carroll & O'Dea Lawyers
- Waugh Hotel Management
- Balmain Commercial
- Riley Shelley Property Services
- Resi Mortgage Group
- Fugen Constructions
- Worth Recycling
- PayPal Australia
- Spotless Services
- Solutions Property Services
- Australian Liturgy Resources
- Causeway Financial Services
- International College of Management Sydney



Carolyn Cartwright and Ross Tarlinton.



Ross Tarlinton, Terry Coyne, Robert Farrell, Br Anthony Boyd.



Ross Sheerin, Robert Tuncheon, Ernie Zappia, Mario Zappia.



### Grandparents' Day

Boys in Years 7 and 8 welcomed their grandparents to St Joseph's for the college's annual Grandparents Day on 26 May. On this special day the boys and their grandparents celebrate mass together, share morning tea, enjoy music performed by students and tour the college grounds and buildings.



Harrison Goodrick (Y8) with grandfather Ken Goodrick.



James Brennan (Y7) and grandparents Marcia and John Nash.

### All Saints Regatta – 1 June 2008

SJC combined forces this year with St Ignatius' College, Loreto Kirribilli and SCEGGS Redlands for the inaugural All Saints Corporate Regatta, with over 30 crews competing for the various trophies on offer – including line honours and best dressed crew! The previous experience of participants was sometimes apparent - from novices to Olympic gold medallists – with the event producing lots of laughs, sweat and challenges.

### SJC Indigenous Fund Annual Report Launch

Mr Andrew Penfold (83), Chairman of SJC Indigenous Fund, recently presented the 2007 Annual Report of SJC Indigenous Fund at a function generously hosted by UBS, and with MC Ray Martin. The fund's major supporters were formally acknowledged by patron, Sir William Deane AC KBE (47), and Headmaster, Ross Tarlinton.



Ross Tarlinton, Sir William Deane, The Hon. Linda Burney MP.



Indigenous Fund Chairman, Andrew Penfold.

### SJC Class Bursaries

St Joseph's College has a strong and honoured tradition of supporting those who are struggling or experiencing times of hardship. For some, this practical support has included assistance to families whose sons might not otherwise be able to attend the college. On many occasions, we have heard the Joeys boys chant:

**“Walk on, walk on, with fire in your heart . . . and you'll never walk alone.”**

To ensure that future generations from all walks of life have a chance to share the Joeys experience, the SJC Class Bursaries

program has been established jointly by SJC Foundation and SJC Old Boys' Union. Old boys of a particular year group (e.g. Class of 1978) are encouraged to contribute to and develop their particular Class Bursary so that, when sufficient funds are accumulated, a bursary or bursaries sponsored by that year group can be offered to assist future Joeys boys who are in genuine need. Contributions can be directed either to the SJC Scholarship Fund (tax deductible – for assisting any student) or the OBU Bursary Fund (non-deductible – for assisting sons of Old Boys only).

All SJC Old Boys are invited to participate in this initiative, particularly around year group reunion times. For further information,

please call Richard Quinn on (02) 9816 0807 or email [rquinn@joeys.org](mailto:rquinn@joeys.org). Donations the SJC Scholarship Fund and the OBU Bursary Fund can also be made online at [shop.joeys.org](http://shop.joeys.org). Your support of the SJC Class Bursaries initiative will ensure a lasting legacy for your year group, and will give others in need the opportunity to experience the Joeys spirit and know they will never walk alone!

For more news and events visit the new college website: [www.joeys.org](http://www.joeys.org)





## Calendar

### HSC Showcase (31 July - 1 August)

- |                    |  |
|--------------------|--|
| 31 July & 1 August | <p><b>Drama Group Performances and Individual Projects</b><br/>Drama Theatre at 7.30pm</p>   |
| 1 August           | <p><b>Design and Technology Display</b><br/>Brother Emilian Hall from 6.30pm - 8.30pm</p>  |
| 1 August           | <p><b>Music HSC Concert<br/>(Selected performances)</b><br/>Brother Michael Naughtin Theatre at 7.30pm</p> <p>Supper will be served on all evenings and admission is free. For more information contact the college on (02) 9816 1044.</p> |
| 5 - 8 August       | <p><b>Senior Drama Production</b><br/>Drama Theatre at 7.30pm<br/>Tickets: \$10 adults, \$5 students<br/>For tickets contact Roger Wise on telephone (02) 9816 0899 or email <a href="mailto:rwise@joeys.org">rwise@joeys.org</a></p>      |
| 23 August          | <p><b>Cerise and Blue Vegas Party</b><br/>Book your tickets at the events section of the website <a href="http://www.joeys.org">www.joeys.org</a></p>  |
| 28 - 29 August     | <p><b>Student Art Exhibition</b><br/>Official opening on 28 August at 6.30pm in the Br Emilian Hall. All day showing on 29 August from 9am-6.30pm.</p>   |
| 9 November         | <p><b>Spring Fair</b></p>  |