

IN BLACK & WHITE

ISSUE 144
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CHRIST'S COLLEGE
CANTERBURY

Each boy at his best.



From the Executive Principal

As you may be aware, Christ's College has a close association with the International Boys' School Coalition (IBSC). We do so because the IBSC is the key organisation which advocates for that which we believe to be vital as a real choice for parents – that is, a school for boys. This advocacy is articulated by the IBSC in the following ways, and can be seen represented in a video format [here](#):

1. Schools for boys understand and celebrate boys.

Schools that make the intentional choice to focus on the intellectual, physical, social, and emotional lives of boys and young men share an appreciation for the intensity and complexity of boyhood. Educators at boys' schools celebrate and value all that it means to be a boy.

2. Schools for boys seek first to build good men.

In addition to pursuing high academic achievement, schools for boys share many broad goals: to promote wellbeing, to develop resilience and empathy, and to see that each student achieves his potential. But none is

more important than the essential goal of building good character and, by extension, of helping each boy and young man make responsible choices and live an honourable life.

3. Schools for boys know that boys develop and learn in different ways.

It is a simple fact that boys and girls grow at a different pace. Boys' strengths are different from those of girls. While girls generally develop earlier physically and socially, refining their reading and writing skills sooner, boys are more spatial and visual by nature, and they demonstrate a natural affinity for areas like abstract mathematics. They are also hard-wired to learn more easily through action than words.

Interactive Newsletter

Click on the buttons and photos to read the full story.

A catalyst for action

You never know what might turn out to be a catalyst for action, for political or social awakening...



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4. Schools for boys teach in ways that boys learn best.

Each teacher in an all-boys school has made a conscious choice to teach boys. They enjoy boys' irreverent humour and draw energy from their natural exuberance. Their passion to teach boys requires a commitment to build relationships, craft a curriculum, and lead a classroom that engages each student in the way he learns best.

5. Schools for boys help students discover and explore their full potential.

Without the social pressures of a co-ed environment, students in an all-boys school can explore the full range of their personalities and potential. Eschewing stereotypes, they discover they have many roles to play as a scholar, athlete, artist, musician, and friend.

6. Schools for boys foster brotherhood and lifelong friendships.

Working together in the classroom, on the playing field, or in the performance hall, students are united by a special bond of brotherhood. Many boys' school graduates say the friendships they developed with their peers and with faculty are among the most important benefits they carry with them from their schools.

I am certain College stands aligned with these aspirations and that our programmes reflect our knowledge and understanding of boys and their needs. This has become evident to me in conversations with parents since the beginning of term, where meetings between them, their sons and Housemasters or mentors focused on the boys and their goals – from the past to the present and from the present to the future.

The parents' comments were most affirming, and the College programme spoke to the needs of boys to feel known and understood, and to have both boundaries and direction.

Christ's College and Dilworth School in Auckland are the last remaining independent schools for boys in New Zealand. I know that both these strong Anglican institutions are proud of this fact and look to the future with great confidence as we continue to serve the needs of boys at their best. As a final point, I refer again to research from the Association of Boys' Schools of New Zealand (ABSNZ) that, analysis of results of NCEA since 2012, clearly identified that irrespective of decile, boys achieve at a higher academic level in boys' schools than in co-educational schools – a fact that cannot be disputed and should be roundly celebrated.

Garth Wynne, Executive Principal

From the Chaplain

We began the term in Chapel, with all staff, reflecting on the image of pilgrimage – all on a journey from different starting places, along a variety of routes, all to the same destination, caring for and being supported by each other along the way. This is an encouraging and challenging image for us as a whole school community, to share a common goal and support each other towards this shared goal.

With the students, Chapel also provides the context where we remember others who are having issues and celebrate what is positive in life.

In our first Chapel service, we reflected on the experience of the Wild Boars football team and their rescue from the cave in Thailand. They are a similar age to our students. Their 25-year-old coach, Ekapol Chanthawong, spent ten years in a Buddhist monastery and taught the teenagers to meditate during their ordeal.

Now they are out, they are spending nine days in a monastery to contemplate their own inner life, and to respect the memory and acknowledge the sacrifice of Saman Kunan, the former Thai Navy Seal who died after returning from placing air tanks along the route to the boys during the rescue.

We have begun looking at the Lord's Prayer in slow motion, and noted Jesus's words which parallel the Thai reality: "Whenever you pray, go into your room and shut the door and pray to your Father who is in secret; and your Father who sees in secret will reward you". This is not about a shopping-list approach to the inner journey. In fact, Jesus goes on to say, "Do not heap up empty phrases". As we have, on a number of occasions, we spent a minute in silence – a stunning reality for over 600 teenage boys to be doing this together.

In the Religious Education department, we welcome back teacher Robyn Peers from a very fruitful sabbatical. Religious Education classes continue ancient stories in Year 9, applying the Exodus stories to so much in our current world. Year 10 is doing further work on different world religions. And in Year 11, the boys are heading towards an NCEA assessment after doing a survey of Western history.

Yours in Christ
Bosco Peters, Chaplain

Centre for Ethics & Spirituality

at Christ's College



When Good Pictures Go Bad: Public perceptions of private suffering

Presented by Rev. Thomas C Brauer, Vicar of the Anglican Parish of Sumner – Redcliffs

Thursday 30 August, 7.30pm, Chapman Room, Christ's College



From the American and Spanish civil wars, through the great depression, right up to the conflicts and disasters of today, photography has played a significant role in portraying the violence, suffering and trauma of people's lives. But many question the ethics of this action. Does photography of suffering help grow compassion, or create compassion fatigue? Does photography of violence educate and inform, or perpetuate conflict and pain?

In this presentation, Rev. Brauer will look at how photography and digital media is used to document our lives. The discussion will consider the ethics of taking photographs of people at their most vulnerable and sharing the images with a global audience.

(Warning: Some images may be confronting.)

BOOK NOW

www.christscollege.com/community/centre-for-ethics-and-spirituality



CHRIST'S COLLEGE
CANTERBURY

What is personalisation at College?

Mā te ahurei o te rangatahi, ka arahi i ō mātou mahi

“Let the uniqueness of the student guide our work”

The personalisation of our boys' education is an important part of the academic programme at College. Increasingly, College must prepare students for a future characterised by change and complexity. And while we strive to provide our boys with the best academic foundation, we also need to innovate with the application of student learning in a broad range of contexts relevant to them. It is the application of their knowledge, skills, and dispositions that will distinguish our students, and ultimately prepare them to be contributing members of society in a competitive and rapidly changing world of work.

Like many leading independent schools, College continues to identify and focus on the skills students will need to master for the unknown future they face. When we consider how to best deliver on our mission of *Each boy at his best*, we believe it will best be delivered in a personalised learning environment.

Personalised learning has been talked about in education circles for some time, but we haven't had the tools and expertise to personalise learning like we can today. The more personalised the learning for each student, the more likely we are to tap into their full potential and capability. It is an ambitious goal, but increasingly we have the means to make it possible.

Personalised learning provides students with the opportunity to pursue their interests, passions, and ultimately purpose, which in turn inspires them to work harder, become more focused, and value learning. When learning is developed in this way, students are challenged to think more critically, advocate for themselves, and align their learning with their strengths and interests. A big part of personalised learning is that it is student-centred and, as a result, students take greater ownership of their learning, while also developing meaningful relationships with each other, teachers, and members of the local and global communities.

Personalised learning connects learning with interests, talents, passions and aspirations by asking students to actively participate

in the learning process. Therefore, it is not individualisation, which asks teachers to accommodate learning needs for individual learners by customising instruction. And, despite what many people might assume, personalised learning is not technology focused. Instead, technology is used as appropriate as a tool to present content and gather evidence of student learning. Personalised learning is not independent study. The teacher remains absolutely essential for student success. Personalised learning is not a “free for all”, but is instead built on a foundation of a guaranteed and viable curriculum that ensures core knowledge and skills are addressed.

Today more than ever we understand how the brain works, how social and emotional experiences can impact learning, and how technology can enable learning. We believe College can be among the most effective schools in the country, even as the world changes around us. Our aspiration is that our students will choose more, learn more, be better prepared for their futures, and feel more connected to our school than ever before.

Joe Eccleton, Assistant Principal – Curriculum

REACTION

2018 Christ's College House Plays Festival

Monday 13 August
6.30pm Assembly Hall

● Julius ● Jacobs ● Corfe ● Rolleston ● Condell's

Thursday 16 August
6.30pm Assembly Hall

● Richards ● Harper ● School ● Somes ● Flower's

School TV

While technology has certainly made our lives easier, it has also impacted on physical activity when compared with 20–30 years ago. We were more active then because we had to be. We did not have access to the transport we have now, so walked and biked more; we did not have the distractions we have now, with computers, 24/7 streaming services, mobile phones and gaming. Now, with all the mod cons we have at our disposal, it is too easy to fall into a sedentary lifestyle. But easier is not necessarily better.

The research is clear: as humans we need movement and sun to make us feel better and to help with our sense of wellbeing. This month [SchoolTV](#) looks at physical activity and exercise. Use it as an opportunity to consider your own and your family's lives, and reflect on how much physical activity and exercise you are getting.

The Sunday before school started was a beautiful sunny Christchurch day and I decided to go down to Sumner for a walk on the beach and brunch with my family. It made me think about how little I have done this type of activity over the last six months. We get busy and the weather's not great, so we tend to neglect family outings and focus on other things. I encourage you to think about what you can do for yourself

and as a family to promote exercise, as the benefits are huge for health and wellbeing. Remember, exercise can be as easy as walking the dog, or as active as running round Hagley Park or going to the gym.

Another benefit to including more exercise is that it is likely to help you sleep better. Term 3 is often busy for the boys – and I encourage you to make sure they get a good night's sleep. Some tips that might help include:

- screen free time 30 minutes before bed
- no TVs or gaming devices, such as Xbox or PlayStation, in bedrooms
- get an alarm clock and leave mobile phones out of the bedrooms at night

- stick to a sleep schedule – go to bed and wake up at the same time as much as possible
- eat dinner and hydrate a few hours before going to bed
- clear your mind before bed by writing down a list of things you need to do the next day
- make sure all beds and bedding, including pillows, are comfortable
- maintain a “goldilocks” temperature in bedrooms – not too cold, not too hot, but just right.

John Quinn, Director of Wellbeing & Positive Education

Cocktails on the Quad



FRIDAY 14 SEPTEMBER, CHRIST'S COLLEGE, 7.30pm - 11.30pm

BOOK NOW! www.christscollege.com

Latest News & Events



Worth every moment

They went equipped with paint and paintbrushes, some toys, books and stationery supplies, and came back entranced by the warmth and generosity of their hosts, and their experience of Samoan culture and way of life.



Chess anyone?

Put down your phone and get involved in a challenging chess match any spare moments you have...



Top at the Quad

The annual Quadrangular Tournament is one of the major events in the rugby calendar for all four schools...



New horizons

Living the Round Square IDEALS of Internationalism and Adventure, Year 10 student Angus Macdonald jumped at the chance to go on an exchange...



Pedal power

Seven keen College cyclists headed to Timaru to participate in the South Island schools time trial and road race championships...



Empowering young leaders

The standing ovation and spontaneous haka said it all. With his passionate, powerful and inspiring speech...

Careers

Subject Options

The boys will soon be making their subject choices for 2019. Last Friday, Year 11 students met with me for a session about subject options and career pathways. They were given a booklet which indicates different providers, qualifications and recommended subjects, and were also shown how to use the online Curriculum Studies Guide. I suggested they discuss their plans with their parents, their Housemasters and me. Year 12 students will have a similar session on Friday 3 August.

University accommodation applications and CCRF

From Wednesday 1 August boys can complete their online applications and get email confirmation that their application has been received. They can then log on anytime to check their status. They can also request a Common Confidential Reference Form (CCRF) be completed by College. Housemasters will complete this form and forward it to the university's accommodation centre. Students can apply for accommodation at several universities and make their final decision in October. Applicants should know early in Term 4 if they have an offer or are on the waiting list.

Ara Institute of Canterbury – Senior Tasters

For hands-on automotive experience, check out the Car Club, Woolston campus, Thursdays 26 July–16 August (4 x 2 hours). And find out more about being an electrician at the Sparky for a Day workshop on Friday 3 August.

Ara closing dates

Bachelor of Performing Arts – Friday 31 August
Bachelor of Medical Imaging – Saturday 1 September
Bachelor of Nursing – Saturday 30 September
Bachelor of Broadcasting Communications – Saturday 30 September
NZ Certificate in Animal Management – Tuesday 30 October
NZ Certificate in Animal Technology – Tuesday 30 October

Parents as Career Educators

These free events aim to help parents assist their teens to consider ALL their future career or study options – including work, apprenticeships, university, polytechnic, private providers or other possibilities. The seminars will be held in the E6 lecture theatre in the Engineering Core, University of Canterbury, Creyke Road, on Thursday 9, 16 or 23 August, from 7–8.30pm. Register online at: www.canterbury.ac.nz/events

UC Engineering Expo – Saturday 18 August

For anyone considering an engineering pathway, or interested in learning more about engineering and how the world works, get inspired at the UC Engineering Expo. There will be drones, robots and virtual reality to explore at this fun family day at UC's College of Engineering, Creyke Road, Saturday 18 August, 10am–4pm. For more information, go to <http://www.weekofengineering.co.nz/engineer-expos-2018>

Hands-On at Otago 2019 – Sunday 13– Friday 18 January 2019

Open to all students who will be in Year 12 or 13 in 2019, Hands-On at Otago gives you the opportunity to experience a week of student life at Otago over the summer holidays. Live in a residential college, take part in one major research project and several mini-projects in a range of subjects, from Business, Humanities, Sciences and Health Sciences, and work with and learn from some of the foremost researchers in the country. **Cost:** \$675 – covers accommodation, meals and programme activities. Further information is available from the Heads of English and Science and Mr Sellars, or go to www.otago.ac.nz/hands-on-at-otago

Previous Events

- Victoria University information evening
- UC Open Day
- Lincoln University Open Day
- Massey University Vet Open Day

Upcoming careers dates

- 1 Aug** – University residential college applications open
- 7 Aug** – EducationUSA available to talk to students
- 9 Aug** – Your Education, student exchanges, Careers Room, 1.05pm
- 9 Aug** – University of Auckland course planning, 1pm
- 13 Aug** – Victoria University course planning, 1pm
- 13–18 Aug** – Engineering Week
- 15 Aug** – Applications close for many university scholarships
- 20–24 Aug** – Got A Trade? Got It Made!
- 21 Aug** – Lincoln University course planning, 1pm
- 23 Aug** – Ara course planning, 1pm
- 25 Aug** – University of Auckland and AUT (Auckland University of Technology) Open Day
- 27 Aug** – Senior examinations begin
- 28 Aug** – UC applications for 2019 accommodation due
- 30 Aug** – Massey University, Bachelor of Design seminar
- 31 Aug** – Massey University (Wellington) Open Day
- 31 Aug** – Bachelor of Teaching applications due
- 31 Aug** – Yoobee School of Design Open Day, 10am–3pm
- 1 Sep** – Otago Performance Music audition applications due
- 12 Sep** – University of Canterbury course planning, 2.30pm
- 12 Sep** – University of Otago course planning, 2.30pm
- 15 Sept** – University of Otago, closing date for applications for Bachelors of Dental Technology and Oral Health Technology
- 18 Sep** – University of Otago course planning, 1.05pm
- 30 Sept** – Otago residential college applications due
- 1 Oct** – ICHM, Adelaide, career week
- 12 Oct** – ICHM, closing date for NZ Scholarship 2019
- 10 Dec** – University of Otago first year applications due

UC Science Summer Camp – Sunday 2– Friday 7 December 2018

This week-long event is for Year 11 students interested in studying science at university. Based in Christchurch at UC's Ilam campus, you will stay on campus in university accommodation, attend lectures, work in the labs, visit one of UC's many field stations, meet staff and current students, and find out about the research happening at UC. There are 60 places available, and students can apply from anywhere in New Zealand.

Accommodation: Rochester and Rutherford Hall of Residence

Cost: \$575 – includes accommodation, food and travel during the week. Excludes travel to and from the camp.

Applications close Friday 14 September. Successful applicants notified Monday 1 October. For more information, go to <http://www.canterbury.ac.nz/science/outreach/summer-camp/>

Otago Polytechnic – Bachelor of Leadership for Change

Launched in March 2018, this innovative new degree qualification is aimed at those driven by a desire to create positive change for an industry, community, or the planet. Find out more at <https://www.op.ac.nz/study/capable-nz/bachelor-of-leadership-for-change/>

Otago Polytechnic – outdoor and adventure education

Otago Polytechnic is relocating its outdoor and adventure education programmes to its Cromwell campus in Central Otago. From next year it will offer the newly developed NZ Certificate in Outdoor and Adventure Education (Level 4) and, in 2020, will introduce the NZ Diploma in Outdoor and Adventure Education (Level 5).

University of Otago – Surveying

Otago offers a four-year Bachelor of Surveying degree, as well as three other surveying related degrees: the Bachelor of Applied Science (majoring in Geographic Information Systems (GIS)) is suited to students who enjoy social or physical geography, wildlife, the environment, and working with computers; the Bachelor of Science (majoring in Land Planning and Development) is where students can study land planning, urban design, land law and civil engineering for land development, without the survey measurement component; and the Bachelor of Science (majoring in Surveying Measurement) would suit students who are good at and enjoy mathematics. For further information, go to www.otago.ac.nz/surveying/index.html

Chris Sellars, Careers Advisor

Adventure calls in Borneo

College boys are being offered the chance to take part in much more than just another school trip – a 21-day adventure to Borneo in December 2019.

Josh Tisdell from World Challenge will share all the details at a parent-student information evening at 7pm on Thursday 2 August in the Chapman Room.

Working in partnership with Christ's College, World Challenge will lead the expedition, which includes jungle treks through some of the planet's oldest rainforest, passing through local villages, crossing streams and rivers; assisting in both community projects and conservation initiatives; relaxing on the stunning coastline; experiencing the diverse culture; and staying in guest houses, homestays, hostels and hammocks.

MiC Outdoor Education Graeme Christey says the trip is for any boy to consider.

"You are not required to be doing the Duke of Edinburgh's Hillary Award to go, but it will qualify for the adventurous journey section of the Silver and Gold awards."

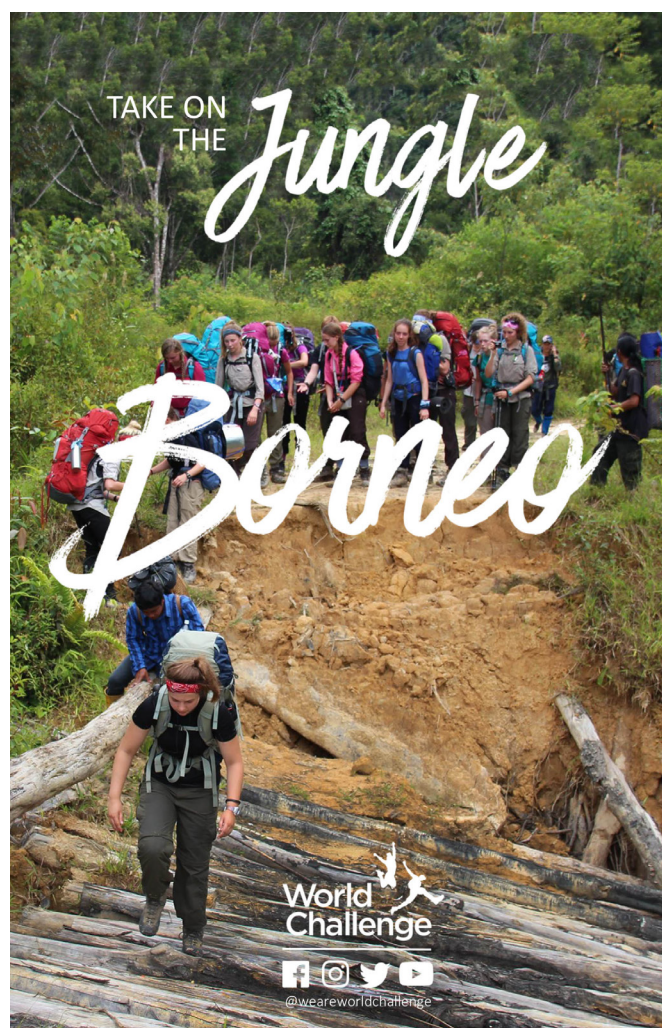
When Graeme joined College in 2000, there were student trips to Nepal.

"I remember the positive impact those trips had on those boys when they returned. I thought it would be a good time, as part of our participation in Round Square and the Duke of Edinburgh's Hillary Award, to arrange such trips again."

While investigating their feasibility, he was put in touch with World Challenge, a leader in educational adventure travel, which organises expeditions for thousands of students every year.

"The day to day challenges of expedition life encourages students to develop life skills and build deeper confidence, resilience and empathy."

Borneo information evening
Thursday 2 August, 7pm, the Chapman Room



Boarding Matters

On Wednesday 25 July Christ's College hosted a Youth Leadership Summit organised by the University of Canterbury and Student Volunteer Army (SVA), with special guests 28 students from Marjory Stoneman Douglas High School in Parkland, Florida, USA, and student delegates from schools around Christchurch.

The students from Marjory Stoneman Douglas are survivors of a school shooting on St Valentine's Day earlier this year, in which 14 of their fellow students and three staff members died.

At the summit, SVA founder Sam Johnson, SVA president Josh Blackmore and American student Delaney Tarr, who helped organise the March For Our Lives rallies in the aftermath of the shooting, talked about the events that spurred them into action, before participants broke up into small groups to discuss some of the issues young people face and how to deal with them.

The summit was more than simply an opportunity for students to discuss the importance of civic action; it was a vital exchange of experiences and best practices for grassroots activism, organisation, and engaging with influencers in their communities. For all the students it was an opportunity to learn what it means to harness their power and energy, and effect change for our collective wellbeing.



Boarding

Late last term Boarding Programme Coordinator Scott Franklin met with Year 12 and 13 boarders to outline some new courses and qualifications – including forklift driving, barista, PADI open water diving, site safety and first aid – available to them. It has been pleasing to see how many boys are considering taking up these opportunities. Once we have the names of those interested, the next stage will be finalising dates for the courses to take place.

This term will see all Year 12 boarders take over Prefect on Duty responsibilities in their respective Houses. They are currently transitioning into the roles with support from House staff and the current Year 13 cohort. An emphasis has been placed on the role being not only a duty, but also an opportunity to be a leader and to work in a positive manner with other year groups in their House.

Boarding Programme

The Term 3 boarding programme started last weekend with a trip to AMI Stadium on Saturday evening, where the boys watched the Crusaders beat the Hurricanes to make the final of the Super Rugby competition. And on Sunday 29 July, it was off to the new QEII pool complex for some swimming and hydrosliding.

Skiing

This term, boarders will have the opportunity to head to the slopes and enjoy some skiing. Teacher Eloise Nevin is organising several trips to the Porters Ski Area, on Saturday 11 and Sunday 12 August, and Sunday 2 September. We are also looking at an opportunity for a trip to Mt Hutt.

We will allow a degree of flexibility for Senior boarders to travel independently to Mt Hutt provided they have parent permission. For this to happen, the boys will first need to go through the normal leave process and communicate their intentions to their Housemaster by Thursday evening, ensuring their Housemaster also receives their parents' permission at the same time.

Doctors on Cashel

College has had a long relationship with the Doctors on Cashel general practice, which provides medical care for our boarders. One of their doctors visits the Health Centre each Monday morning, and appointments are available at the practice each morning from 8–8.40am for any boarders needing medical attention. These appointments can be made via House matrons. Despite the relationship, Doctors on Cashel cannot charge their standard fee unless the student is enrolled at their clinic. If the student is not enrolled, they will be charged at a higher non-patient rate. This is a legal requirement. If you want to enrol your son with Doctors on Cashel, please contact them directly.

House Plays – Parent Function

The boarding Houses will perform their House Plays at the Reaction House Play Festival on Thursday 16 August. The evening begins at 6.30pm, but we will be hosting a combined boarding parents Drinks & Nibbles function in the Dining Hall from 5pm. For catering purposes, please RSVP to your Housemaster if you plan to attend.

Temporary Boarding

With boarding numbers on the rise (especially at senior levels) the opportunity to provide temporary boarding spaces to dayboys is now limited to Year 9 and 10 students only. *Spaces for Year 11, 12 and 13 students are not available.*

Darrell Thatcher, Director of Boarding and the Centre for Character & Leadership

Behind the scenes in the labs

Science classes at Christ's College owe their efficiency in a big part to the work of the school's Science technicians whose efforts behind the scenes ensure their smooth operation. Often unseen and unheard, their prepping for classes and clean up afterwards mean the Science teachers and students are free to concentrate on the lesson.



Vicki Bennie who is the College Chemistry technician, is a microbiologist and former lab manager at Tiptop Icecream. She joined College in 2000 and loves her role working with three chemistry teachers and two biology staff who teach Science. Vicki prepares the 'practicals' including chemicals for classes, helps with the budgeting for the department, and assists with resources.

"As well as the daily classes across the school, the work involves getting the materials ready for the practical assessments for the seniors doing NCEA qualifications.

"It's an enjoyable role and I love the people I work with, and the environment at College. Seeing the results at the end of the year is a fantastic reward."

Outside of College Vicki coaches netball for her daughter's UC team.



Biology technician Kirsten Taylor came to College in 2010, helping Marg Garnett for 18 months before taking a permanent position on Marg's retirement.

With a NZ Certificate of Science in Biology, Kirsten worked at both Otago University and Christchurch Polytechnic as a Biology and Microbiology technician before her first 'school role' at College.

"Every day is different. For example, if the boys are doing animal heart and lung dissection I need to source the plucks and set them up along with the forceps, scalpels, scissors and offal trays, and carry out the clean up afterwards.

"There's a lot of microscope work involved, too – Year 9s at the moment are looking at the cell structure and chloroplasts in oxygen weed."

A woodlice investigation by Year 13 NCEA boys is another challenge, with the boys deciding on their own trials and experimentation.

Like Vicki, Kirsten says she particularly enjoys working with the staff.

"They're a great bunch who work as a team."

With two teenage daughters, Kirsten is a full-time driver for them, and also enjoys running with friends.

HOCKEY CLUB FUNDRAISER

WINNIE BAGOES CITY



Sunday 5 August, 6pm

Tickets \$25

Winnie Bagoes in the city
(cnr Madras and Allen St)

CLICK HERE TO BOOK

From the Archives: The Bishops

Every now and again I dip into the Lyttelton Album, which contains photographs taken by Alfred Charles Barker in and around Christchurch. This week I decided to ask when did Barker pose five Bishops in front of a blue gum tree?

The answer is quite simple, even though the photograph does not have the date – which was usually scratched onto the original glass plate negative – visible. It must have been taken in late April or early May 1865, when these five Bishops were at the Third General Synod of the Anglican Church which was held in Christchurch.

General Synods have been held in New Zealand since 1859 and these meetings provide an opportunity for Bishops, and Clerical and Lay representatives to debate and decide on matters of importance to the Anglican Church in New Zealand.ⁱ

At the time of this General Synod there were four New Zealand Dioceses and their Bishops were Henry John Chitty Harper (Christchurch), Charles John Abraham (Wellington), and Henry Williams (Waiapu). John Coleridge Patteson had been consecrated the first Bishop in Melanesia in 1861 and George Augustus Selwyn, who had by this time resigned portions of his See, remained Bishop of New Zealand.

The Bishops are all dressed in ecclesiastical attire of the period. A cravat was worn around the neck and this gradually evolved into the dog collar. A frock coat was worn over a clerical apron, which gradually decreased in size to become a stock to which the dog



L-R standing Bishops Selwyn, Harper, Abraham and Patteson, seated Bishop Williams, Lyttelton Album, Christ's College Archives CCPAL/42/13b.

collar was attached prior to the existence of clerical shirts. Harper, Abraham and Patteson may be wearing a cincture or broad sash at their waists. Breeches were worn underneath the apron, and gaiters covered the legs and extended over the boot uppers. Selwyn and Patteson are carrying top hats.

Did any of these Bishops have connections with Christ's College?

Selwyn was College's first Warden, and it is his name which appears in that capacity on the first page of the Board Minutes which acknowledge the founding of College on 21 May 1855 by the Church Property Trustees. Harper was College's second Warden and the first Bishop of the Diocese of Christchurch. His sons Herbert (55), Walter (56), Gerald Samuel (78) and George (84) were educated at College.

Williams' great-nephews came to College from the Hawke's Bay. From 1874–1885 Herbert William (547), Alfred Henry (742), Francis James (975) and Sydney Leonard (976) made the voyage south. Patteson was a direct influence on Benjamin Thornton Dudley (16), the first of the Christ's College Old Boys to serve in various capacities in the Missionary Diocese of Melanesia. There is no apparent connection with Abraham, but the archives would be delighted to know if one was found.

Jane Teal, Archivist

ⁱ Now the Anglican Church in Aotearoa, New Zealand and Polynesia/Te Hahi Mihinare ki Aotearoa ki nui Tīreni ki Nga Moutere o te Moana Nui a Kiwa. Melanesia became a separate Diocese in 1974



Give a boy an opportunity and he'll give it everything.

**GENERAL
EXCELLENCE
AND SPORT
SCHOLARSHIPS
FOR YEAR 10
AND ABOVE**

Apply now



*School House 1935. David Tripp, 3rd row from the front, 6th from the left. Mowbray Tripp, back row, 5th from the right.
Source: Christ's College Archives*

Call for applications for Old Boy scholarship

The David and Hugh Mowbray Howard Tripp Travelling Scholarship honours the memory of two brothers and Old Boys who lost their lives in the Second World War. Their sacrifice and the scholarship founded in their name now gives other Old Boys the opportunity to further their education abroad.

The scholarship may be up to \$10,000 and is open to Old Boys who are undergraduates or recent graduates of any university or theological college in New Zealand. It is available for students who propose to take a degree at Oxford, Cambridge, or the University of London; or any university in Australia or Canada; or any overseas university which is recognised for the quality of its post-graduate courses; or for someone who intends to train in England at a naval college, army school or airforce training centre.

David Mowbray Howard Tripp (4288) went sheep farming after leaving College. He served in Egypt, Greece, Crete, India and Italy, before he died of wounds sustained at the Battle of Cassino, Italy, on 6 March 1944, aged 25.

Hugh Mowbray Howard Tripp (4460), known as Mowbray, was studying for an agricultural degree at Trinity Hall, Cambridge, when war broke out. He was killed in action in Tunisia on 5 January 1943, aged 22.

In bestowing this award, the Tripp family remind beneficiaries to use it well and remember those who have gone before. "To you who take up this torch of life, their mother gives this message: Go forth, as they did, with faith and courage, and use this opportunity in their honour, and in service for your fellow men."

All applications must be with Director of Finance and Operations and Board Secretary Steve Kelsen – email skelsen@christscollege.com – before the closing date of 30 September.