

GNS



100

1913-2013

TRADITIONS

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FALL 2013

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Legacy
p. 10

COED at the
Beach Campus
p. 15

REAL WORLD ART
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Glenlyon Norfolk School
801 Bank Street
Victoria, BC V8S 4A8

Phone: 250.370.6800
Fax: 250.370.6811

Email address:
traditions@mygns.ca

www.mygns.ca



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MANAGING EDITOR
Hugh Williams

DIRECTOR OF ADVANCEMENT
Eva Riis-Culver

DESIGN & PRODUCTION EDITOR
Cheryl Alexander

CONTRIBUTORS
Jean Bigelow, Jake Burnett,
Simon Bruce-Lockhart,
Rick Calderwood, Deirdre Chettleburgh,
Douglas Easton, Tammy Edson,
Alex Hughes, Inge Illman, Diana Life,
Lori Muñoz, Eva Riis-Culver,
Marie Specht, Matt Whysker,
Hugh Williams

PHOTO CREDITS
BK Studios, Cheryl Alexander,
Jean Bigelow, Jake Burnett, Tammy
Edson, Cathie Ferguson, Lori Muñoz



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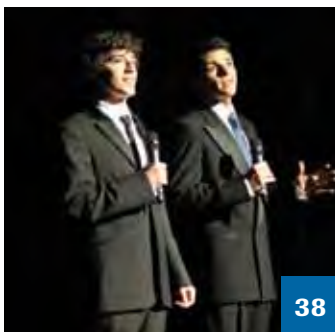
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Front Cover: Painting of The Beach by Arran Jackson '06.

Back Cover: The Beach Campus during the Centennial Garden Party. Photo by Cathie Ferguson.

A publication for Glenlyon Norfolk School



Mr. Bruce-Lockhart runs the safety boat during the canoe trips to Jimmy Chicken Island that were part of the Centennial GNS Garden Party in May.

GNS: a day school with an international outlook

Embracing the world at large

Simon Bruce-Lockhart, Head of School

Although we still have two celebrations of our Centennial to look forward to in September, it is time to look to the next hundred years. Given it is commonly accepted that the rate of change is so rapid that we cannot predict the future with any accuracy, I think I'll simply look ahead for the next five years in the single area of admissions!

Before doing that, let me quickly offer a resounding thanks to everyone involved in making our Centennial Year so memorable. That includes Jean Bigelow, who so ably chaired the Centennial Committee, and everyone who supported her: the Parents' Auxiliary, the Board of Governors, and the many,

many parents, alumni and staff who gave of their time, money and expertise to bring it all together.

I must comment too on the opening of The Hall. The Hall has been transformational for the school. In the course of the next few months, Victorians will realize that we have a gem for performing arts and that we are keen to share it with the public—when not in school use. The Hall has already become the iconic centre of the school, as we hoped, and has brought to the surface the quiet pride that has always existed for the school, but often lay unexpressed. The hope that The Hall would become both the centre of our community and the



A homestay program can be an attractive alternative to boarding.

centre of our sense of community has certainly been realized; the ramifications of that will play forward to our great benefit.

The essence of GNS should not change in the next few years, but ironically we have to work proactively to make sure that is so. GNS is a day school in Victoria with an international outlook, embracing the world at large. Without the opportunity to bring in boarders, we are very much at the whim of Victoria demographics. In order to offset that, we are creating a new program of international homestay students. Currently we have 16 international students, half living with a family member, and half in homestays. Over the course of the next 12 to 24 months, our plan is to grow this to 50 or more international students, *from a variety of different countries*. Too often, schools rely on one area for international students, which runs counter to the intention of those students of coming to Canada to learn about our culture and language. That is where a homestay program can be an attractive alternative to boarding: living with a Canadian family and speaking English on an ongoing basis will serve international students particularly well, especially when combined with International Baccalaureate studies that are recognized world-wide.

We want to go a step further. The public school system throughout BC is offering homestay programs at the moment. How to make ours unique? We are hoping to increase the remuneration for homestays by a third, and are aiming to have all our international students stay in families with students currently at GNS, or with GNS staff. *Adopt a Sibling* will stress family support for our international students, understanding of what being a GNS student means in terms of time commitment, and the opportunity to become fully involved in the life of the school. It will also help those families for whom our fees are a stretch to send their own children at an earlier age.

Of course, properly done, this will enhance our international outreach, in that we will be bringing students from many different cultures and languages to learn and play alongside our students. And it is our hope that local *siblings* will be invited to visit internationally in their turn.

Best of all, the essence of GNS will not change but be enhanced: we will still be a day school in Victoria with an international outlook, embracing the world at large a little more actively! 🦁

The GNS Passport

Douglas Easton, Chair, GNS Board of Governors

The quote “Education is the passport to the future, for tomorrow belongs to those who prepare for it today” is, in my view, very appropriate as GNS celebrates its 100th year. During this Centennial year, I have had the opportunity to meet a number of alumni from various decades of our school’s past, and have heard firsthand the successes the GNS passport afforded them. The diverse careers and accomplishments these alumni have had are truly amazing; the common theme was that GNS equipped them with a passport that opened the doors to the world.

All passports tell a story—most particularly seen through the stamps that adorn their pages. If a GNS education is a passport to success, then arguably the stamps inside are emblematic of the component pieces that make up each student’s most profound experiences here. One of our school’s most important stamps—or differentiators—has been the degree to which a GNS student is imbued with a sense of community, social responsibility and volunteerism.

While this original stamp is one of our greatest strengths, it’s also one that in my view holds us back from producing more incredibly talented students. What do I mean?

GNS students, both past and present, make a difference in the world. Our students, alumni and extended family want to help the less fortunate. They are passionate with their causes—donating their time to projects in Africa, Latin and South America and even closer to home by helping out local charities. In addition to volunteering, they are philanthropic to these causes. So why might this be of concern to me?

It’s an issue because GNS too is in need of our help, to allow us to grow our community and to contribute even more to making the world a better place. Over the years we have added the academic stamps of the International Baccalaureate program, a language stamp in the form of Mandarin in our Junior School, the social stamp inherent in the Round Square



Doug Easton presents the Governor's Trophy to Eamon Lewis and Emma Tennant.

(which has contributed to many service projects around the world), the athletics stamp with our new field and most recently the performing arts stamp with our Hall.

All these additional stamps were added to the GNS passport to better prepare our existing and future students for the challenges of today and for the challenges yet to come. Yet, unlike the public school system—whose bricks and mortar are being replaced by taxpayer’s dollars—GNS facilities must be replaced by the philanthropy of our Community. Both the turf field and the Hall have been wonderful additions to GNS. The Board’s gratitude to you, the GNS community, is heartfelt and sincere because you ensured that these were a part of your philanthropic priorities.

To the thousands who read *Traditions* and who have not yet made GNS your philanthropic priority, ask yourself why this is the case. Tomorrow most certainly belongs to those who prepare for it today. As we head into a second century as a school, it is imperative that the next generations of Gryphons are equipped with everything they require to travel the world’s increasingly complex and competitive pathways. We need to ensure our ability to provide that by fixing the philanthropic stamp firmly to our passport. 🦁



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Highlights from the GNS Parents' Auxiliary

Diana Life, President, Parents' Auxiliary

To quote Margaret Robertson and Keith Walker in *Glenlyon Norfolk School - The First Ten Years*:

"The Parents' Auxiliary is dedicated to supporting the school in its aim of educational excellence and through its activities is a key element in forging the links that bind the school community."

These are very much the words by which the Auxiliary lives.

During the 2012/2013 school year, the Parents' Auxiliary continued to successfully support the school community through raising funds to donate back to the school and through encouraging family involvement in a variety of ways.

Our parents donate used uniforms to resell, serve lunches, plan parent social events, run the supply and equipment cupboard, speak with prospective parents at Open Houses, support businesses in the greater community who in turn give back to the school—and so much more.

The Auxiliary fosters school community by arranging information meetings for parents with campus principals, sponsoring parent education seminars as well as welcoming and supporting new families to the school.

In addition to the ongoing presence of the Auxiliary in daily school life, several specific projects were accomplished this school year.



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- 1 Former staff David Auld, Peggy Wilmot and David Bennett attend the Middle School staff appreciation lunch.
- 2 Senior staff enjoy a wonderful selection of food at their lunch.
- 3 GNS centennial cupcakes.

Next page:

- 4 Gala goers take to the dance floor.
5. Another happy group of paddlers arrives at Jimmy Chicken Island.
6. Jackson creates a driftwood treasure.
7. Sophia, Ella and Jasmine enjoy the s'more station at the Centennial Garden Party.

In September, the Welcome Back Picnic was held on the Beach Campus lawn with approximately 600 plates of delicious food served.

In the fall, the school community embraced the Warm a Soul stocking project for Extreme Outreach as its Christmas Giving. Over 90% of our families participated. Senior School students engaged first hand by either helping to deliver the stockings or in serving a Christmas meal.

In February, campus volunteers threw themselves into the planning and execution of three amazing Staff Appreciation Luncheons. The parent volunteer support was outstanding. Past and present GNS Staff were served beautiful lunch buffets.

In April, the Auxiliary Executive hosted a tea for the ELL (English Language Learner) parents. It was very well attended and these parents clearly appreciated the welcoming gesture. Our masterful mandarin interpreter was Shukai Zhang, a Grade 10 student. This initiative prompted the Executive to expand its social support for the international families. A new position has since been created within the Auxiliary, called 'ELL Facilitator.' The mandate will be to guide the Auxiliary in making ELL families feel more included in daily classroom and school life.

The Centenary celebration weekend was a remarkable feat of planning and team work. With over one hundred volunteers, the Auxiliary supported the Centennial Committee beyond anticipation. Parents contributed everything from small acts of kindness to countless hours of volunteer effort, allowing the school community to share this very special weekend.

When I reflect on what the Parents' Auxiliary accomplishes and how it supports the school daily, it is quite awe-inspiring. It truly does "forge the links that bind the school community." These links connect families with the school and enhance our sense of belonging which I believe is an integral part of supporting our students' educational experience at GNS. 🦋





Look what we can do—together!

Eva Riis-Culver, Director of Advancement

This has been an incredible school year! The Centenary events brought so many alumni, former staff and parents back to the school; it was exciting for me to put faces to names, and to meet those that have helped to make GNS what it is today.

At the Hall Opening, I watched our students and alumni on stage that night and I was moved by the beauty of their performances. It was especially poignant to see the impact of philanthropy at GNS.

The Hall is simple yet elegant, warm and welcoming, and truly reflective of GNS. But the Hall is a building. I wanted to know the impact of The Hall on our students, so I asked a parent of a cast member in *Oliver*. Here is what he wrote:

"Attila rose to the level of the new theatre. The professional stage with its large but intimate audience was inspiring to Attila and the other actors. I think that it became 'real' to him on opening night. Before that, they were a group of young people having fun and stumbling through their lines and dance steps after school. But on opening night, they saw themselves differently. They were performing in a professional theatre and they rose to the occasion."

We brought Attila to the school very early to get his costume and microphone in order and to warm up his voice. He seemed more mature to me, very focused, and so quiet and absorbed in his thoughts.

When the show began, the audience and the actors could hear the sound quality. The overall experience of that and the beautiful new theatre was magical. The performers slipped into

their new personas; they were stars! The whole production was crisp and professional. Attila's voice was a crystal bell ringing in my ears! I thought, 'Where did that come from?'

In my observations of Attila he became a different person on that stage. He has since expressed interest in professional theatre and will audition for local performances.

I think there was a big boost of self-confidence in Attila on the new stage in front of a large audience. We want to thank GNS and Mr. Collett for that. What a great drama program available to our children! With many thanks to all of you."



Attila as Oliver.

Many donors tell me they want to support something specific—something tangible—and often I hear, "I wish I could give more." Every gift counts; every gift is significant. The Hall was built by the GNS community with many gifts, large and small. Look what we can do—together!

The beautiful architecture of the Hall is simply a conduit for the confidence and talent each of our students are developing.

The Welcome Back BBQ on September 10 will

celebrate the school's actual 100th birthday, and also ushers in our next century. The future is bright for our students, supported with renewed facilities on both campuses, resulting from the generous spirit of our alumni, parents and grandparents, and staff: the "GNS family."

In the past, we have thanked our donors in this edition of *Traditions*. In the future, this recognition will be included in our first GNS Annual Report, which you will receive this autumn. Until that time, THANK YOU for all you do for GNS! 🦋

“Footsteps”

When I think about the many,
Many things I will miss about GNS, first
And foremost are the community and the amazing people.
But another thing I will miss are the sounds of the school. And
one of those sounds...

Is that of everyone's footsteps.
I recognize many of them now: some by individual; some
by group.

First thing in the morning
Are the hurried footsteps (always accompanied
By the music of jingling keys) of Robin and his team, as they
Unlock the doors and head into the staff room to brew the
first coffee of the day.

Then there are the footsteps
Heralding the arrival of staff and students—
The staff bustling along to pick up mail and a cup of coffee,
The students sleepily slow if they are on time, sometimes a
little panicked if they are

Running late.

From the Admissions Office,
In the Main Building, I can tell that the
Light footsteps running down the stairs belong to Tassy;
That a quiet, athletic descent is Damon; and that the carefully
taken steps

Belong to Amy and her beautiful high-heeled shoes. And then
there is the sheer

Joy in the footsteps of the Grade 6s, as they clamber down
the stairs to head off to

The Art room, the Library, or outside to recess.

I hear a lot of running footsteps—
Both at PW and the Beach. I think all the Junior
School staff are perpetually on the run. Gavin, perennially
one step

Ahead, has even resorted to flight when, as the Heart Hero,
he flew down from

The roof of Rattenbury House. Then there are the many
teachers at both campuses

Whose feet are attached to wheels, so I hear the clipping of
their bike shoes. They cycle

Almost everywhere—from Seattle to around the world!

The Math and Science teachers'
Steps tend to be measured, efficient, and
Direct—except perhaps for Lucho who (I believe)
Is an artist at heart. He, like others in the Arts Department,
Tends to gently meander a bit. Come to think of it, Jim
meanders a bit too.

When I hear Jessie's paw-steps,
I know (or trust) that Val can't be far behind.
Were it not for Jessie's devotion to routine, Val might never
Reach her destination, and end up forever lost in a
creative muse.

Marie, I can hardly hear at all—as she glides along with the
grace of a dancer.

(Eileen and Naz have the same graceful glide.)

There is the
Relaxed long stride
And ever so slight swagger
Of the PE teachers. I think this ease of movement
Must be because they spend less time sitting than many
Of us do, so it's likely that their hip flexors are well stretched.

Then there are Andrea's
Gracious footsteps that have been
Next to mine for these past several years.
And Simon—our Captain—whose steady, considered,
Sure steps and watchful eye on the compass have kept us all
moving forward.

Thank you all for everything.
It has been an incredible 22 years!

– *Deirdre
Chettleburgh*



Denhoff & Taylor

A GNS debating legacy

Hugh Williams,
Director of Marketing and Communications

HW: Christian and David, I'm grateful that you are both willing to be featured in this summer's *Traditions*. You have been such a successful debating team for so long, and it's appropriate that your story is told—particularly because you have just graduated from GNS.

Let me take you back to the start. What prompted you to join the GNS debate program?

DD: We both joined debate in Grade 7. A big part of the incentive was the coach, Mr. Baty. While debating and public speaking was, at first, an

intimidating concept for me, Mr. Baty's coaching style eased any fears very quickly.

HW: And what is his coaching style?

DD: The enthusiasm and passion he instilled in me then is something I still feel every time I debate. Mr. Baty was also incredibly inclusive, and always found a way to encourage as diverse a group of students as possible to participate.

HW: So what are your fondest memories from your time in debate?

DD: My fondest memories of debate are the trips with the team. While I was in GNS debate, I was able to attend competitions across North America: Vancouver, Prince George, Rossland, Calgary, Toronto, Montreal, Boston, and New York—I think that's the list!

CT: That is a difficult question. Seeing Mr. Baty after the Provincial Final in Grade 11 was pretty special. Somehow everything came together and we managed to win him a Provincial title in his last year of coaching.¹

HW: What have your biggest challenges been, as debaters? The most significant rewards?

CT: Quite honestly, I don't think any activity has helped me as a student and as a person as much as GNS debate. Not only have I met and collaborated with a remarkable group of people, and not only have I had the opportunity to travel across North America, but debate has introduced me to some of the things I'm most passionate about today: economics, politics, and foreign affairs. The ability to successfully research, present and defend your point of view will only open up doors.

DD: Being able to debate is the single most valuable skill I have. It allows you to speak with conviction, and to translate ideas with clarity. It also enables you to think critically, quickly and respond to criticism. The most challenging aspect of debate is taking part in a debate. The experience is an inevitably vulnerable one. Taking the floor and speaking never fails to evoke a wave of nerves. However, I always found the GNS debate team was the perfect place to overcome those obstacles.

HW: So those are the rewards. What of the biggest awards? You both have won your fair share...

DD: My biggest achievement in debate—and I think I speak for Christian, as well—is winning the Senior Provincial

Debate Championship with Christian. It was one of the first times we had debated in a public final, so emotions were running high and the pressure was immense. Christian and I had been partners for a considerable period of time, and we both invested significant time and effort into debate. Seeing it all pay off with a second consecutive Provincial Championship was something I will never forget. I was also fortunate enough to share the experience with not just a debate partner, but also with one of my best friends.

HW: What about life outside of debate at GNS? The eternal question for our students is, 'Can you do it all?'

CT: My GNS life over the past two years revolved around the IB Diploma Programme, debate, and the Change Conference. I had the opportunity to Chair the Change Conference this past year, which, like debate, was a very rewarding experience—but very time-consuming as well.

DD: Aside from debate, I played soccer, basketball, and rugby. My mother always stressed the importance of balance to me and, as usual, she was right. Sport instilled a distinct set of values in me. Discipline, teamwork, selflessness and courage were all things I learned through sport at GNS. Balancing academic and athletic co-curriculars allowed me to grow in ways any one sport or activity never would.

HW: Now it's on to university for the both of you. Where to?

CT: The University of Western Ontario, where I am excited to be pursuing an Honors specialization in Economics and, hopefully, another degree in Business Administration.

DD: I am attending the University of Victoria next year to study History and Political Science.

HW: Can you cast your mind across time and suggest how debate will end up influencing your career choices?

CT: Debate has inspired every career choice I've had so far. I think that debate introduced me to the world of politics and economics at a very early age which is why I have such a passionate interest today. In fact I have an incredible summer internship that was made possible because of a debate connection!

HW: When your children attend GNS (!), what do you expect the GNS of—say—2033 to look like?

DD: I can only hope that the GNS of 2033 would be as similar as possible to the GNS I know and love. I've had a marvelous time at GNS, and it's an experience I hope any children I might have can enjoy, themselves! 🦋

¹ Editor's note: Mr. Baty is rejoining us at GNS this year as Head of Debate. After one year of retirement, he is happy to be back in the saddle.

Sports Round-up



Senior Boys Basketball

The Senior Boys Basketball team began their quest for Island and Provincial titles early in October. We started the season in a strong fashion when we went undefeated in our “A/AA” Victoria league before Christmas. We found some tough challenges in the New Year and we learned from our mistakes and successes.

Our second place finish in the Independent Schools tournament (ISA) was matched by another strong 2nd place finish at the Island Championships, hosted by Duncan Christian School. Our goal of returning to the Provincial Championships was therefore realized. At Provincials in Langley, losses to the eventual Champions and a last second, heartbreaking loss in the consolation semi-final and then two blowout wins left the Gryphons ranked 11th in the province. Many thanks go to our co-captains—Mattias Murray-Hemphill and Paul Blasingame—and to our coaches.

Coaches: Harvey Thorau, Steve King and Kyle Thorau



Senior & Junior Girls Basketball

This year the Senior Girls Basketball Team consisted of players from Grades 8, 9 and 10. Although we could have played in the Junior league, we felt that it would be a great opportunity to play at a higher level and challenge our young players. The girls were up for the challenge, and they grew so much as individuals and as a team. The team played some great games, and learned a lot from the tough games. In the end, the team finished in 4th place at the Island Championships. With a full team slated to return next year, and with some very promising talent entering the Senior School from the Middle School program, the Senior Girls Basketball team has a very bright future.

Coaches: Ali Doerksen and Jillian Proudfoot

Senior Girls Soccer

This was another superb season for the Girls' Soccer program. Many members of the Junior and even Senior squads were part of our CAIS Championship in the fall—a wonderful way to begin the year in girls' soccer.

After a three-year spell that included an enormous trophy haul, and the graduation of one of our largest Grade 12 groups ever, this year was certainly a ‘rebuilding year.’ Yet amazingly, the team would go on to win its first UVic Tournament—easily the most challenging invitational soccer tournament in girls' soccer in BC.

While the team did not make it to a 4th consecutive Provincial Final, this young squad can be exceedingly proud of their accomplishments this season.



Here is a summary of their success:

- UVic Tournament Champions
- 'AA/A' League: 2nd place
- * Island Championships: Island Champions for the 12th consecutive year
- * Bronze medalists at the 2013 Provincials.

Coaches: Hugh Williams, Justin Parish and Gabrielle Ciceri (with Mully Jackson, team manager)

Senior Boys Rugby

This was a rebuilding year for the Senior Boys Rugby Team. The majority of the players on the team were in Grade 9 or 10! Despite this inexperience, however, the 2013 Senior School rugby program can only be considered a success. For the first time in many years the program ran both a junior and a senior team. The latter team earned a berth to the 'AA' Provincial High School Rugby Championships, representing the fourth consecutive year that the school has participated in this prestigious, annual event. In the provincial high school rugby community, the Gryphons are recognized as a team that punches far above its weight. Indeed, there is little doubt that if an 'A' Provincial Rugby Championship existed, there might be a few more championship rugby banners in our gymnasium!

Coaches: Frank Stanley, Winston Stanley and Shane Muldrew



Track and Field

This was a spectacular season for the Track and Field Team. All of the athletes on the team, ranging from Grades 9 to 12, qualified for the Island Championships. We had students competing in both track and field with strong performances in the shot put and sprints. While we only had one qualifier—Ben Weir—for the Provincial Championships in Langley, the young nature of the team displayed promise, ensuring multiple qualifiers over the coming years. Next year the Provincial Championships will be accepting athletes from Grades 8 to 12, so expect a strong GNS team next year.





Many thanks to our coaches Paul O'Callaghan, Emma Bibault (UVic) and Vryan Wolsak (for her expert coaching in high jump).

Coaches: Emma Bibault, Vryan Wolsak and Paul O'Callaghan

Cycling

Cycling returns to GNS! A banner hanging in the Gudewill Gym recognizes the efforts of our cycling team back in 1996 and in 2013 we were fortunate to have staff sponsors Mr. Reeves and Dr. Dorion who resurrected this amazing sport. Cycling will run again in the spring season of 2014 between April and May with practices and race days determined by the cyclists and by the LVISSAA organizers.

Coaches: Dylan Reeves and Calvin Dorion

Girls Rugby

Rugby for the girls returned last year after an approximately ten-year absence! Dr. Wendy Topic (with assistance from Mrs. Ali Doerksen) took on the sponsorship of a small number of senior students who desperately wanted to play rugby. This small but mighty group is gaining momentum! 🦁



Sailing

GNS has sponsored a sailing program for many years under the care and expertise of Mr. Bob Britten. Last year the program took on a different form as sailing was accepted as an official sport of the Lower Vancouver Island Secondary Schools Athletic Association (LVISSAA).





Co-education at the Beach!

Jean Bigelow, Principal, Junior School

One of the first things we did when I came to the Beach Drive Campus was to investigate whether the school community would be in favour of a move to full co-education. The staff had expressed their support, so the next step was to approach parents for their thoughts. Moving to co-education would allow us to:

- match the student with the teacher who could form the best possible warm and supportive relationship with each child. We all know that when a child feels the love of a teacher, it will be a great year!
- separate unfortunate combinations of students for whom the chemistry does not work. Sometimes when the chemistry is just plain uncomfortable between students, it is good to be able to offer a break of a year or two as we wait for things to settle.
- concentrate on personalizing teaching, instead of teaching according to gender stereotypes. Many boys learn identically to the style of a typical girl, and vice-versa. We would rather teach to each child's individual needs and provide learning environments that are balanced and interesting.

After a number of meetings with staff and parents, we decided to move forward. We carefully balanced classes and

did our best to match every child to the teacher best suited to them. Students were called or emailed during the last week of summer by their new teacher so that the relationship could be a warm and supportive one right from the beginning.

A year has passed and I am delighted to report that the transition has been a resounding success! From the beginning, we noticed a palpable sense of peace throughout the school. Students felt strong connections with their teachers and enjoyed having the opposite gender in their classes. Moving to co-educational classes paved the way for grade teachers to collaborate more, providing academic consistency across each grade. And because our school is a leader in the IB PYP, this teacher collaboration is a component piece of being a leader in 21st Century education.

I am very grateful to the parents, as for many it was a leap of faith in the school's decision. Parent support is vital to the success of any initiative. The Junior School continues to be the most amazing, magical place for children to spend their early years. The fact that we are full, with a waiting list, is a testament to the incredible faculty and families that make it the very special place it is. We are very lucky indeed! 🦁



The cast of *Mirror Mirror*.

Mamma Mia Meets Mirror Mirror at The Beach!

Inge Illman, Music Teacher, Junior School

Each year during third term, more than 50 students sign up for the Junior School's co-curricular Musical Theatre Club. Established in 2007, the club aims to give young students a taste of all aspects of being in a musical theatre production. In order to produce a show that fits our brief rehearsal time and caters to our students' needs and abilities, I generally do not use pre-written productions. I often choose music from various sources and then enlist student input to find a theme that could weave the songs together and provide a backbone for a script. Over the past seven years, we have created shows using music from classic musicals like *Annie* and *Oliver!*, as well as Disney, or Rock and Roll through the decades.

Students love being part of the creation of the show; they recognize that their ideas may or may not be used, but that every idea is worth contributing. They learn that you don't have to do a show that has already been done; you can put your creativity to work and make one up on your own. That, in itself, is incredibly empowering for any young person.

This year's musical theatre show, *Mirror Mirror*, was inspired by last summer's trip to New York, where I helped to chaperone a group of our high school drama students. We

saw five Broadway shows and *Mamma Mia* was a favourite. I wondered whether I could somehow use ABBA's fun, sing-able, danceable music to create a new ABBA musical for young students. *Mamma Mia*'s storyline would not be Junior School-appropriate, of course, so I set out to write a story or to find an existing one that would fit. *Snow White and the Seven Dwarves* allowed for multiple characters and an interesting plot, and I was thrilled that ABBA's songs complemented the story so well, with only minor adjustments to lyrics.

A total of twelve ABBA songs were used, many with solos or duets by the lead characters, and nearly all were sung by an incredibly strong chorus comprised mainly of Grade 3 students. The band consisted of Moira Szabo on piano, and Grade 10 students Quinn Colpman (guitar) and Francis Mbroh (percussion). It was such a pleasure to work with these two talented young musicians who brought the necessary rock and roll flavour to ABBA's music and provided inspiration and admiration to our younger students.

Once the songs were linked to the story, I needed a script to tie them together. Our enrichment teacher, Mary Lue

Emmerson, suggested I talk to Sofie Finn Storan, Grade 4 student and a talented writer. Sofie eagerly accepted the challenge and immediately offered a remarkable number of wonderful ideas that I hadn't thought of, like spelling the main character 'Snow Wyte' to set her apart from the traditional fairy tale character. Sofie has a knack for the literary 'twist.' For example, the witches and wizards go through great length and ceremony to concoct the poison apple, but then a witch just draws the apple from her pocket and states that the pomp and circumstance was just to impress the tourists. I feared that her fellow students would not understand some of Sofie's clever, sophisticated writing but they loved her sense of humour and held her playwrighting ability in high regard.

Sofie and I met about once a week during the second term. I would give her a scene to write for the next week—usually a scene to connect two songs. Throughout the week, I would find pages of small, delightfully hand-written, pieces of writing on my desk, complete with specific line delivery direction such as "indignantly" and "sceptically." I would then type it up and send it to her via email where she would edit and correct my spelling mistakes!

Something I had not prepared for was that, to some degree, I had to let go of my own vision of the characters and story, and let it be Sofie's. As soon as I did that, she ran with it. Then I began to think like Sofie, adding little bits of humour here and there that I can proudly admit were 'Sofiesque.' By spring break, the first draft was written and ready to go for our first rehearsal upon our return. Further edits and changes were needed as our rehearsals began, like adding an eighth dwarf in order to accommodate all of our students.

Perhaps what I appreciated the most about working with Sofie, besides her wit and ability, was her devoted yet flexible approach to the project. She was always open to others' ideas, including mine, and she graciously conceded some of hers when they were perhaps logistically too complex. I suppose I was there to facilitate her growth as a writer, but I didn't really feel like her teacher. We were a team, which was a special experience to have with a student. Sofie really wanted to be the Mirror in the show, which she carried off superbly, at times modifying lines as only the playwright has permission to do!

No final decisions have been made yet for next year's production, but not for lack of ideas. A brainstorming session with students in June provided ideas ranging from *Alice in Wonderland* to *Lord of the Rings*. *Mirror Mirror* was a particularly involved show, on a scale of magnitude which may not be possible every year. However, whatever we do come up with will be a creative process enjoyed by all involved—including me! 🦄



Inge and Sofie.



Ava Acoma as Snow Wyte and Caitlin Steves as the wicked queen.



Students worked with partners to create a male and female version of each animal.

Senior Art: a flood of creativity and goodwill

Marie Specht, Senior Arts Teacher

During the early part of this past school year, our Grade 10 art students embarked on a collaborative journey with Pacific Opera Victoria. Coincidentally, just as we at GNS were celebrating our centennial year, Pacific Opera Victoria (POV) decided to celebrate the 100th birthday of English composer, conductor and pianist, Benjamin Britten by showcasing three of his more popular operas.

Britten's diverse portfolio includes orchestral, choral, solo vocal, chamber and instrumental works, but he was always quite interested in writing music for children and amateur performers. His opera, *Noye's Fludde*, was written as a community opera with the intention of bringing together professional, amateur and children musicians to tell the classic story of Noah's Arc. This opera was designed to bring a community together and to provide an avenue for professionals to work side by side with young people.

Obviously this was a wonderful opportunity for Victoria's young musicians and singers, but why stop at the musicians? Wouldn't it be terrific to use this same format at the production level and bring young people into the design and creative process for the props, costume and set? Thus began a partnership with POV that allowed our GNS art students to work side by side with industry professionals in the arts.

Our students were given the opportunity to design and create the animal props and masks to be wielded by the Victoria Children's Choir as they took on the characters of animals boarding the arc. Working with Pacific Opera Victoria's expert props and wardrobe artists, Maureen Mackintosh and Kristin Sands, our Grade 10 students embarked upon a very real-world art assignment in which they created work for a client with specific needs, under a very real deadline, just as many professional artists do. The project involved creative problem-solving as students needed to design props and costume pieces that not only accurately represented specific animals, but also an understanding that the actors wearing these items must be able to move freely and sing on stage.

Maureen and Kristin guided our students through the research, design and creative process that they both successfully use when designing wardrobe and props for Pacific Opera Victoria productions; our students benefited greatly from their years of experience and professional wisdom. Being exposed to art professionals—people with careers in the arts—is valuable not only for the skills they can teach, but also because it exposes students to an example of a real-world career in the arts.

Perhaps the most memorable element of this project was the fact that the animal masks and props that students created

during this five-week process would ultimately be used on stage. Given their art would leave the safe confines of our GNS community to be seen by hundreds of operagoers, students wanted to create something of which they could be proud. When speaking to the intrinsic motivation this project created, art student Chloe Loomer-Scott said, "Even when I finish another art project, I always have this proud feeling that I have accomplished something. Knowing that I'm going to see my costume piece on stage is an even better feeling to look forward to." The motivation that developed as a result of knowing their art would be put on stage was difficult to match.

It can be challenging to find real world art opportunities for students and we at GNS are very lucky to work with professionals like Mackintosh and Sands. Our art students rose to the occasion and created detailed and evocative costume pieces that were a real highlight of the production. There was a beautiful sense of community in the classroom as students worked together and collaborated with professionals to ensure all the pieces were completed in time to a standard of quality of which they could be proud. Pacific Opera Victoria's production of *Noye's Fludde* truly paid tribute to Benjamin Britten's original goal in writing the opera: it brought together artists across disciplines, skill levels and ages to learn together and to create a beautiful final product.

For more about this project, see our YouTube video for footage of the design process and our costume pieces on stage, on the GNS YouTube channel:

<http://youtu.be/nQnpnefMQjw> 



Students work on various stages of the painting process.



The Dove from the performance of *Noye's Fludde*.



“One Band, One Sound”

A review of the 2012/2013 year in the Senior Band Program

The Centennial was a great year for the GNS Band Program. In addition to their traditional performances at the Remembrance Day Assembly, Winter Wonderland, the Spring Festival Concert, and Celebrate the Arts, Senior Concert Band students performed all around the GNS community for the Centennial Celebrations, including the Gala in the Gudewill Gym, the Afternoon Tea at Beach Drive, and the Alumni Gathering at the Royal Victoria Yacht Club. Students also performed at the Oak Bay Village Christmas Light-Up ceremony, received a rating of “Excellent” at the University of Victoria’s “BandFest” festival, and played in the pit orchestra for the production of *Oliver!*

In April, the Senior Concert Band travelled to Seattle with the choir, where they explored the Experience Music Project, attended a performance of *Jersey Boys*, and, through a community performance, began what promises to be an ongoing relationship with the Skyline at First Hill retirement community. They were joined on this tour by the Jazz Orchestra, one of two jazz bands at GNS in 2012/2013 (there is also the Jazz Combo group). Both groups looked great in their new blue (not pink!) ties—a rare break from tradition

for Mr. Thompson! Jazz band students hosted amazing guest artists like Phil Dwyer and Don Thompson, brought down the house at Celebrate the Hall, played at Hermann’s Jazz Club downtown, and, as always, wrapped up their year with a great show at Willows Beach for the Oak Bay Tea Party. Finally, the “Seattle Mariners” narrowly defeated the “Hawai’i Five-Os” in the First Annual Band Softball Tournament at Pemberton Park—the start of a newly created tradition!

The future for the band is bright, as the enthusiastic young musicians coming in through the GNS Middle School Band program will continue to fill the vacancies left by the strong outgoing grad class. Mr. Thompson, Mr. Martinen, and all of the band students are very excited to see the many changes upstairs in the old PAC, as it is transformed into a new (and bigger) Band Room. Instruments and equipment have been updated and enhanced through generous donations from the Parents’ Auxiliary, and the band will again go on tour—although a destination has yet to be confirmed. As for other future plans for the GNS Band, Mr. Thompson is still smiling as he thinks about one word—“drumline!” 🥁

What does it mean to be creative?

Tammy Edson, Middle School Arts Teacher

Pablo Picasso believed that “Every child is an artist; the problem is how to remain an artist once we grow up.” Why is this? As we grow older, we think differently, we judge ourselves more, we become very busy and cannot afford to slow down and take the time to really see the beauty that lies around us. I remember that when asked in Grade 10 to create a self-portrait that incorporated my goals as an artist, I simply painted myself as a child. I knew that I never wanted to stop looking at the world through the eyes of a child, where everything was about possibility, promise, and potential. I knew that my biggest obstacle was within: I faced no critic of my work more significant than myself.

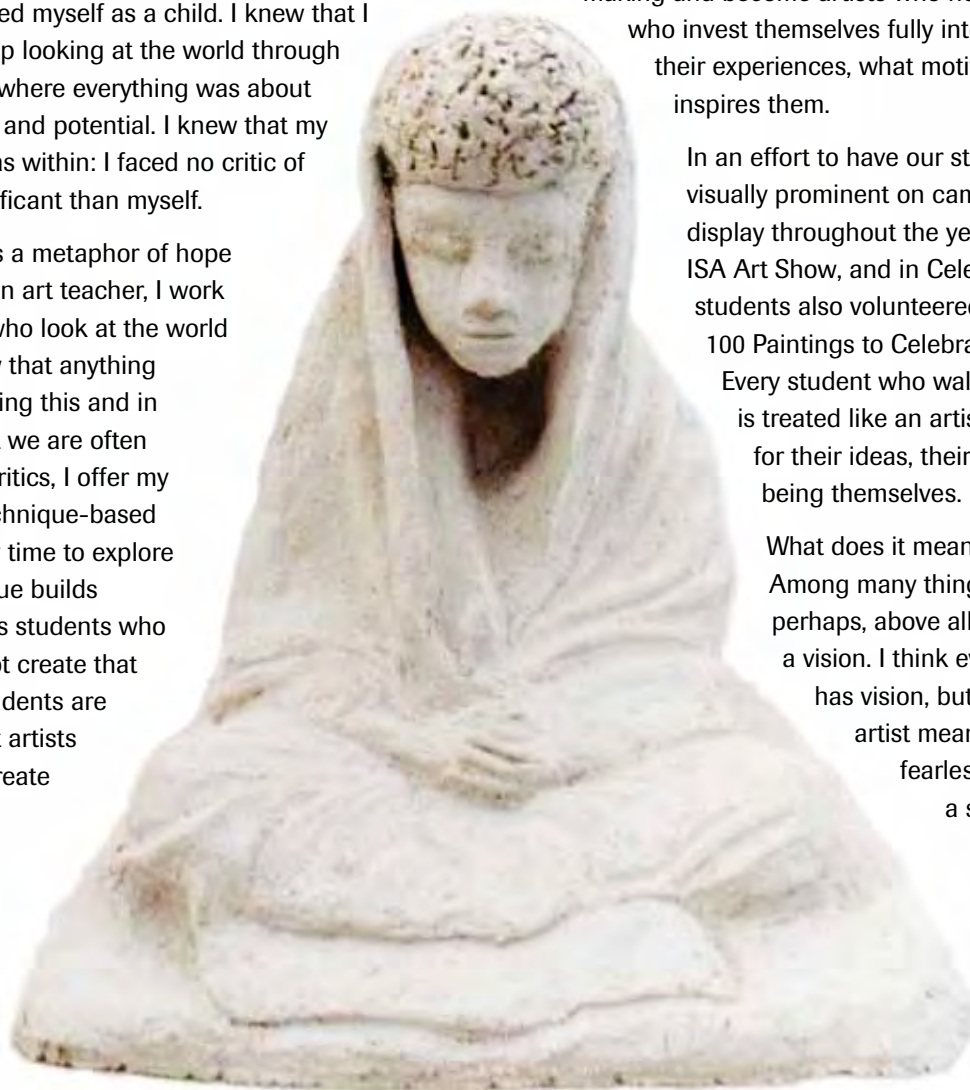
So I see the child as a metaphor of hope and possibility. As an art teacher, I work with young artists who look at the world fearlessly and know that anything is possible. In knowing this and in acknowledging that we are often our own toughest critics, I offer my students a lot of technique-based training followed by time to explore their ideas. Technique builds confidence: it shows students who feel that they cannot create that in fact they can. Students are reminded often that artists work a lifetime to create their masterpiece; learning as artists is a process. Our students will not always like everything they create—a completely normal feeling—

but with each new skill and technique explored, they are that much closer to creating their masterpiece.

It was another exciting year in the Middle School Art Room as students continued to create from within. Ideas were sparked, explored, and executed. Daily, the students in my class were challenged to dig a little deeper into their art-making and become artists who not only create, but also who invest themselves fully into the investigation of their experiences, what motivates them, and what inspires them.

In an effort to have our students’ work more visually prominent on campus, art was on display throughout the year as well as at the ISA Art Show, and in Celebrate the Arts. Many students also volunteered to create for the 100 Paintings to Celebrate 100 Years show. Every student who walks into the art room is treated like an artist; they are respected for their ideas, their experiences, and for being themselves.

What does it mean to be creative? Among many things, creativity is—perhaps, above all—the development of a vision. I think everyone in this world has vision, but to be a creative artist means tackling this vision fearlessly and using it as a starting point for creation. I cannot wait to see where the 2013/2014 school year brings the wonderful artists in our Middle School! 🐉



Clay sculpture created by Jesse O'Neill Bains (Grade 8).

My Gryphon Family

Matt Whysker '12, Head Boy 2012/2013

Good evening ladies and gentlemen, parents, staff, and students. My name is Matt Whysker and I have been this year's Head Boy.

I first came to GNS in Grade 4. I was the shy, quiet new kid. I had a big, curly mop of blonde hair that reached down to my shoulders—and with hair down to here on the first day of school, I'm sure more than a few people thought I'd been mistakenly placed in the boys' class. But whether it was Mattias lighting his hair on fire in science class, canoeing to Jimmy Chicken, or being "accidentally" pushed—in full uniform—into the ocean, I knew this was where I wanted to be. When I came to the Beach that year, I had no idea that by putting on a pair of tight, gray scratchy short shorts, a button up shirt, and a tie, I would be joining a community of Gryphons that would be so important in my life.

Like the Kangaroo to Australia and the Beaver to Canada, the Gryphon is what represents all of us at GNS. At the Beach we'd chant "Deep in the Heart of the Island's Jungle / you can hear the Gryphons rumble" in hopes of intimidating our opponents. In Middle School we received a Gryphon Pride shirt as we graduated Grade 8. And in the Senior School, we stare at the unnaturally athletic Gryphon on the walls every time we are in the gym.

I have more cause than most to understand the real meaning and value of the word "Gryphon." Last year, when I was in Grade 11, my father passed away after a two-year battle with cancer. Losing a parent at such a young age—at any age, for that matter—is extremely difficult. Yet I knew as soon as Stewart baked me that apple pie, and Philip offered to do my homework for a week, that I had the support of my GNS family.

Now behind me sit the 53 graduates of the class of 2013—what some of us have taken to call ourselves as "Grad One Hundy." As a class, we were fortunate enough to be graduating during GNS's Centennial anniversary—although I'm not so sure how enthused the teachers were when they learned it would be our class celebrating the anniversary! I suppose you could call us a... "special group" of athletes, artists, and academics. And I think it would be safe for me to say that we've certainly left our mark on the school, both figuratively and literally. Yet through thick and thin, ups and downs—and downs—and downs—we've come together as a class, united in our gryphondom.



Matt during Junior School Closing Celebrations 2005.

To the graduates behind me, Bill Cosby once said, "A word to the wise ain't necessary—it's the stupid ones that need the advice." So, grads, here comes your advice: Remember us. Remember the Gryphons. Remember our cheeky little sister Kaelin, our reliable Uncle Stewart, our sporty Aunt Georgia, and our crazy old Grandfather Philip. Remember what it's like to have a family at your back when things get difficult.

In the coming months, we will move away from all that we've known for the past 12 years of our life. No longer will we walk through the halls from 8:15 to 3:20. No longer will we eat our lunches to the sound of Keith's "How you doin'?" It's a little scary, if exciting, to think that for the first time in my life, I will be free from the safety net of high school—and my mom. But that safety net also reassures me that I can come back and—with apologies to Paul Simon—if I need to lay my body down and close my weary eyes, I can come back to my Gryphon family—and my mum. After all, they came through for me once, and I know that they always will.

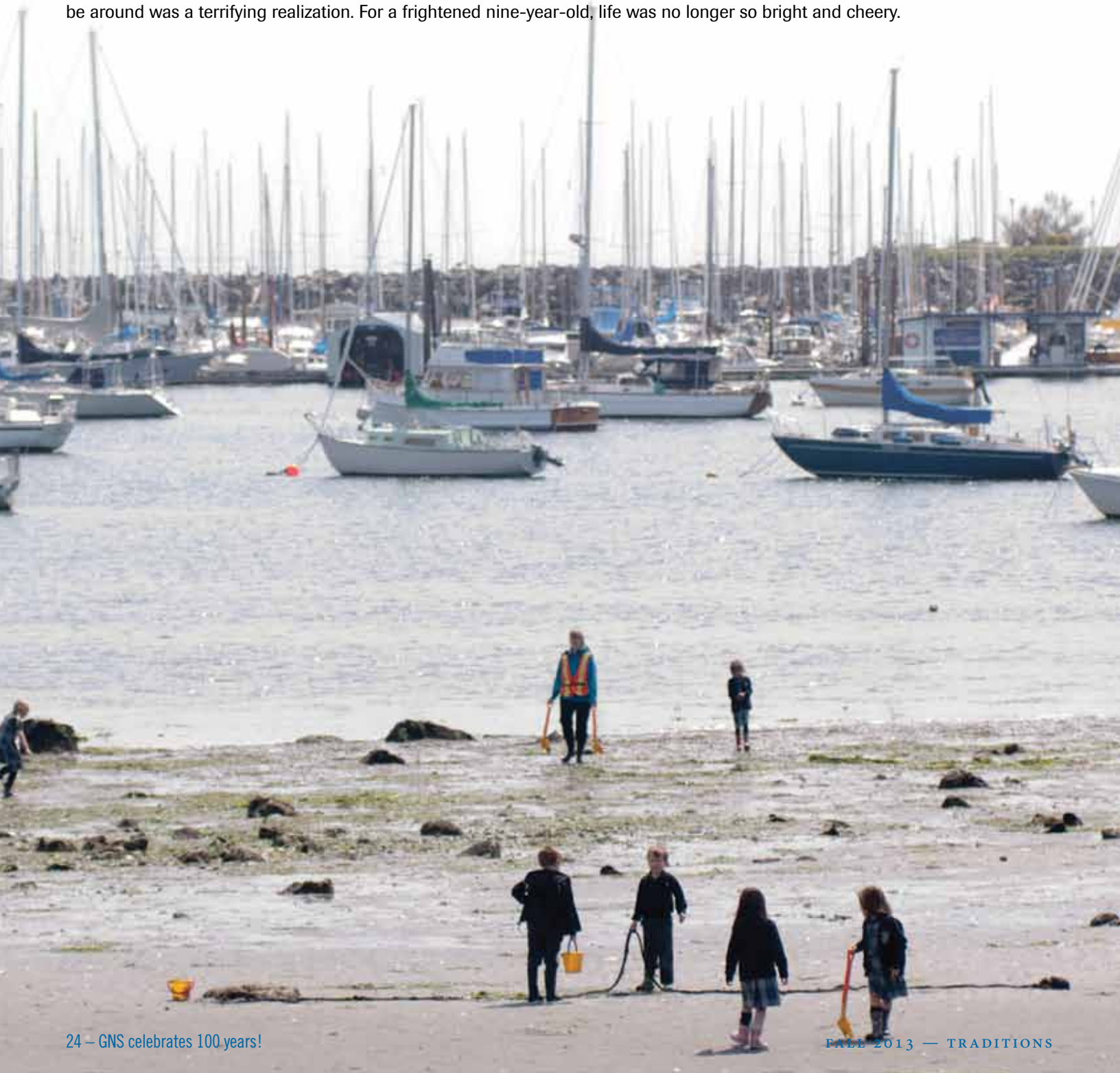
Congratulations to the class of 2013. Thank you, Gryphons! 🦁



It begins at the Beach...

Alex Hughes '15

When I reflect upon my two years at the Beach Campus, I am surprised that I don't associate it with a darker period in my life, considering the circumstances in which I arrived at the school. Shortly after the divorce of my parents, my grandfather was diagnosed with pancreatic cancer, and the prognosis was not good. My grandfather and I were extremely close; he was always smiling, joking, teasing, constantly creating silly riddles and jokes that kept us squealing with laughter. He was the glue of our big, joyful family. It was always an excitement to hear that we'd be seeing 'Grandpo' and so the thought that he would no longer be around was a terrifying realization. For a frightened nine-year-old, life was no longer so bright and cheery.



During our 2006 summer visit to Victoria to support my grandparents, my mum (Andrea Hughes, Admissions) happened upon a posting for a job opening at GNS. The school had space for my brother (Dale Hughes '12) and I in each of our classes, and we had three weeks to make the move. Keen for us to attend GNS, my parents felt this was a once in a lifetime chance, and so my father signed off on our move to Victoria while he stayed in Calgary. My brother and I had just recently tried to accept the idea of living in a different house than our father, let alone a different province. There were many tears shed in our departure, and many more in those first few weeks living apart.

That is why, in retrospect, looking back at my grandfather's terminal illness, my parents' separation, leaving our childhood home, friends, and father behind and moving to a brand new province, it is surprising to me that I don't remember that time as miserable. Rather, I think of it fondly as the time when I found a new home.

On day one, even in Mrs. Morehen's small, all girls class, even in my itchy, uncomfortable uniform, I remember leaving school feeling happy and comfortable. The teachers were beyond friendly, as were my peers, who showed a genuine interest in my story, and in showing me the mysteries of their kingdom. My buddy on that first day was Prue Gilmour. She was from Australia, which was where I was born and so we immediately decided that we were the Aussie girls of the grade. The fact that I moved away from Australia shortly after being born and didn't remember a thing was irrelevant. Prue and I instantly hit it off extremely well—it really felt like I'd already known her for years. I remember spending recesses with her posing on our makeshift 'stage' (really just the patio of the library), and belting out our hit songs we had written, ecstatic if we drew a small crowd of our younger peers who watched us with puzzled faces, which we interpreted as star-struck admirers. Or the lunches we would spend sitting on the large boulders on the beach, scheming to run away and inhabit Jimmy Chicken Island.

Moving from the prairies in Grade 4, the beach was a spectacular concept to me, and so, when I learned that my school was going to be on top of a real beach on a real ocean, I was speechless. I remember my first day of school, tentatively stepping on the sand at recess, afraid of getting swept out to sea, but within minutes I was examining real crabs in the palm of my hand. Led by my adventurous comrades, I was introduced to the beach hideouts, clay

stations, and the fascinating tidal pools near "Bird Poop Island"—unpleasant, but impressive. At first I thought it was just a white island, as opposed to the grey and black rocks where we normally played. So I ventured over to the mysterious piece of land thinking that perhaps I was the first to conquer it. Alas when I got closer, and could see the speckled matter that caused the white color, as well as the pungent smell, I retreated to cleaner grounds with disappointment. Over the next two years, this salty playground would become the stage for some of the greatest escapades a ten-year-old could imagine.

I remember the kayaking voyage to Jimmy Chicken Island, when we attempted to re-create the fur trade. The island was a lot larger than it looked, and we all began to explore with enthusiasm, ignoring the warnings of our teachers. The journey was a success for the most part, aside from Sarah being attacked by a goose who thought she looked like good bird food. I remember the balloon and foam fights with the alumni leaders in the "After School Care" program, Friday Morning Live, the Grade 5 trip to Camp Imadene with "Cassidy"—the stuffed frog mascot of Mrs. Tanner's Grade 5 girls class—and tying for winner of the '06 Conkers Championship in assembly. Not having lived in Victoria, where chestnuts grow, I was told of the best places to find conkers, and so we set off along the sides of the roads, searching for the small brown nuts amongst the wet, autumn leaves that had fallen with the rain.

One day that fall, there was a huge windstorm, its strength only increased by our placement near the water. Atop the Grade 5 classroom patio when I was coming in from lunch, the wind slammed the metal doors shut on my finger. Mrs. Tanner calmly told me to rest my head while she called the office, and comforted me until my mum arrived. Mrs. Tanner had that way about her: she had the ability to rile us up with excitement at the drop of a hat—even getting the whole class of Grade 5 girls infatuated with knitting for a good while, but also to calm us down in her peaceful manner. She was kind, caring and encouraging, with an enthusiastic kick in her. Mrs. Tanner, as well as my other teachers, are part of what made my experience at the beach such a good one, and make me feel nostalgic for my time there.

Alongside the shiny, new facilities that the Pemberton Woods Campus has recently acquired, the Beach is a magic part of our history and of our story. 🦋





Kelvin was an active participant in Amy Cannell's Grade 6 homeform.

We Have to Talk About Kelvin...

Jake Burnett, Principal, Middle School

I'd like to think that a life in the world of learning has taught me a thing or two. I'd like to think that, having lived on three different continents, I'd know what's what about a few cultures, identities and beliefs. I'd like to think that being part of the International Baccalaureate Organization in a range of different capacities has helped me to see things from a variety of perspectives.

However, what I have learnt in the last year is that I need to unlearn a few of the things about which I thought I was pretty comfortable: that my history, my cultural background and my personal set of beliefs couldn't prepare me for the learning that I was part of when Kelvin Minja joined Grade 6 in September of last year. At this point I feel compelled to talk about Kelvin.

Kelvin is a wonderfully positive, somewhat reticent but extremely affable young man who experienced, first hand, life in the Middle School here at GNS. None of these in isolation is especially outstanding. There are many fabulous students who come to GNS who are caring, compassionate and superb ambassadors of the values we live by. But when Kelvin's beautiful smile, graceful poise and sparkling number one uniform accompanied him to school in late September of 2012, we were all in for an extra special time in our lives. Whether we were ready for it or not, we were all about to unlearn a great deal.

Kelvin has a real gift. He has an amazing ability for being able to listen and to ask. Kelvin has a smile that, quite literally, lights up a room from the inside out. He has a wonderful

innocence for someone who has taught so many people so much that they didn't really know about themselves. I remember one early December evening, for example, when I was on duty at the front of school. It was about four o'clock and we were experiencing one of those rare bright, cold Victoria evenings. Kelvin, as was his nature, approached me to ask me a question. Through wide eyes he fought his shyness to make eye contact.

"Mr. Burnett," he started. "Why are all the trees dying?"

"What do you mean, Kelvin?" I replied. In my mind, the trees weren't dying. To me, the onset of winter just means that any deciduous trees will be shedding their leaves. This had happened in my life too many times for me to mention. Leaves fall in autumn. It was one of those events which we all know and which no one questions.

"Will new trees grow in their place?" Kelvin continued.

"No, Kelvin. These trees aren't dying. Some of them are many years old. They just lose all their leaves when winter comes and grow new ones in the spring."

Kelvin responded with a simple, "ok" and continued on with another great question.

"Who decides why it gets dark so early?" Again I was somewhat baffled. I pursued this line of enquiry. Again, Kelvin looked up at me. "Well," he continued, "last month it was dark at five o'clock. Now it's nearly dark at 4:00. So who decides this?"

It took a lot of explaining standing on the sidewalk where the buses pull in on Maddison Street—made all the harder without globes and tennis balls and pieces of string and flashlights and the like. Again, Kelvin's response was a straight, "ok." The conversation ended with Kelvin pulling on his toque, jumping on his bike, giving me one last enormous smile, and riding off home.

And this is why I need to tell you about Kelvin. He made us all reexamine our own values, because he opened up so many new avenues of thinking and of questioning. You see, Kelvin's background and experiences were so far removed from ours that questions like the ones above came to him naturally. The more he asked them, the more they make us—a community of individuals who are comfortable and at ease with our shared experiences—think. And that sort of thinking is a very powerful thing indeed.

Kelvin was born in Tanzania. He is the youngest sibling in a family of two older brothers and one sister. Kelvin's current home in Tanzania is an orphanage called Tumaini set up by an amazing lady from Ontario called Cheri Szucs. Kelvin's father died before he really remembers. He has memories of tending to his sick mother before she passed away. He came



Kelvin at school in Tanzania with Mr. Burnett and his Kiswahili teacher.

to GNS as a result of Dave Egles and Jackie Spaens—parents of Jordan Egles who is now in Grade 9. The Egles family had sponsored Kelvin and visited him and the orphanage in Tanzania and had bravely asked the question, "Can he join us in Canada for a few months?"

And so Kelvin joined Grade 6 and spent a term with us. Kelvin played soccer on the team I ran and when it came to basketball there was no stopping him (he had never played before). Kelvin spoke at some length and with huge courage about some of the harrowing times in his life. He made some unbelievably tight bonds with his peers in his homeform and his teachers when they learnt about his history and his journey in life. He followed this up by talking to us all in assembly—not many eyes remained dry, least of all Kelvin's.

Kelvin made amazing progress in the time he spent at GNS. His first language is Kiswahili and Dave and Jackie hoped that by coming to school he would improve his fluency in English. He certainly did! It didn't take long for Kelvin to start reminding me that the English Premier League soccer team he supports, Chelsea, were far better than the team I support, Stoke City. His logic—accompanied by the most mesmerizing smile—was difficult to fault.

It would be easy to reflect back on Kelvin's time in the Middle School as a fantastic moment and leave it at that. However, I was keen to establish a full and meaningful link through Kelvin with his home in Tanzania. With the minimum of fuss and not even a modicum of arm-twisting, I was actively encouraged to journey to Tanzania once Kelvin had returned there after Christmas. I was as excited as Kelvin when I told him of my



plans. He promised me that, having seen my house and my country, he would show me his. And his following up of this promise was perhaps one of the most touching and profound moments that I have ever

experienced, adding all the more to my sense of unlearning much of what I thought I knew.

Firstly, and very quickly, I had to unlearn a few preconceptions of my own. I had a vision of an orphanage as being a dim, foreboding, Dickensian building poking grey and savage turrets up into a stormy and lightning-blasted sky. Grey faced children would peer forlornly out of barred and broken windows and on the gate posts would sit menacing vultures or grotesque gargoyles grimly keeping watch over any visitors. Few people would ever enter these morbid prisons to visit the inmates and fewer would ever leave. So it came as somewhat of a surprise to me one January morning to wake up to a bright, bustling, energetic, happy, loving (and occasionally chaotic) house in a pleasant village on the foothills of Mount Mehru within view of the elegant grandeur of Mount Kilimanjaro. My guide was, of course, Kelvin.

You might think that this Kelvin would be a very different one

from the shining, beaming Grade 6 student I had hugged on the last day of the previous term some five weeks before on a frosty December morning. But no, this was the same Kelvin. This was Kelvin who was proud to show me his home, his family, where he lived, what he ate, his school and his extremely crisp gold and green uniform. My preconceptions of the grimness of life in an orphanage were turned on their head. The forty or so children who lived in this amazing whirlwind of energy and warmth were equally as proud of their home and their country – as well as their brothers and sisters who were lucky enough to be part of Tumaini. I had arrived at 2:00 a.m. the previous night to be greeted by Kelvin, Cherie and Kelvin's older brother, Reward. Kelvin and Reward were wearing GNS soccer shirts. His older brother was going to leave the next day for university and was very keen to meet me. He hugged me as warmly and with the same cheeky grin as his little brother. Kelvin reveled in the fact that he had gotten one over on me by this surprise welcoming committee, as I was expecting to take a taxi to Tumaini.

And this was how my visit to Tanzania continued. Kelvin was my guide. He took me to the home in which he grew up. As we sat in the main room in his house, he relaxed on the couch and told me in the softest tones about nursing his mother when she was at her most sick. He showed me the photo of his parents on the wall and although his eyes filled up with tears, he didn't cry. He was proud to do this in so many ways—to tell me the story of his home, his parents, his country. I was unlearning all of my definitions of these most concrete elements in life.

I later learned that Kelvin's older brother had struggled to keep ownership of the house that we had been in. Kelvin, who was only eight at the time of his mother's death, had been sent to live with a distant family member. He had shared this part of his upbringing with his homeform back in Canada and I remember their shock and upset in learning that he had been treated as a servant who was regularly beaten and tied up—not a parentless child in need of love, a home and shelter. And this was where Tumaini had stepped in. They offered the family, the love, and the protection that these four children so needed.

I had unlearned my definition of 'family' in this one tender moment, just as I had 'orphanage' in a previous breath.

I continued to unlearn a great deal during my ten days in Tanzania thanks to my wonderful educator, Kelvin. I visited schools where the number of students in the classrooms regularly exceeded one hundred; I saw school resources which in some cases meant one text book per hundred students; I pored over ghastly statistics—50% of children attend school in Tanzania up to the end of Grade 7 and then only 5% of these 50% carry on to Grade 8. In a country with



Jordan Egles, Kelvin and Cheri Szucs.



There are over 100 students in this class with only four textbooks.

the same population as Canada, under 1000 students attained proficiency for university entrance in math and science last year. Half of the country lives on less than \$1 a day. Unemployment hovers at about 75% nationwide.

It is very easy to become preachy and distant, offering irrelevant and outdated 'solutions' to make everything better in situations like this. For me, I hope that everyone in their own way has a chance to meet 'their own Kelvin' and to unlearn a whole host of things that they thought they already knew. As a community we in the Middle School have unlearned and learnt again all sorts of things that we would never have touched upon had Kelvin not been a part of our lives.

I hope, too, to take other members of the GNS community over to Tumaini so they can keep unlearning because the more I have been able to unlearn, the more it has added to my spirit and my determination. I hope to see Kelvin again sometime soon—he has a big exam coming up which will determine the direction in which his schooling will go. I hope he will come back and join us at GNS again. I hope that Tumaini and GNS will forge a bond that will ensure that unlearning is a big part of what we do. But more than ever I hope that anyone reading this article knows that we all need to talk about Kelvin and what his journey in life has been. 🦋



Tumaini.



Simon Bruce-Lockhart addresses the Senior School during their first assembly in the new Hall.

Haste ye back

Head's speech from the Senior Closing Ceremonies, June 21, 2013

We are almost there. There is me, there is the grad slide show—and then there is the summer holiday.

I have three jobs tonight—to thank, to say good-bye, and to say a few words to the graduating class.

This year has had two unique features to it: we celebrated our Centennial Year, and we opened The Hall. Both those involved a great many people and a great deal of work. The Centennial Committee, chaired by Jean Bigelow, started its planning last year. The committee included two past heads, many parents and many staff—volunteers all. They designed and orchestrated every aspect of the celebration, from the whole school photo on the field to the speaker series, to the full school service day, to the ties and pins, to the events of the Centennial Weekend. I want to thank all those volunteers most sincerely for their leadership, vision, energy and diligence: they made the Centennial Celebration the huge success it

was. I also want to acknowledge that the celebration created a great deal of extra work for an extraordinary number of staff and faculty, as well as for parents, work that was cheerfully and effectively done. On behalf of us all, thank you.

We had our first Senior School Assembly in The Hall on March 1, to my utter and great delight. Living with it since then has done nothing to diminish that enthusiasm. To be honest, it has exceeded my expectations, and more one cannot ask. It was always my hope that, by building something that would become the heart of the school, we would create pride and enhance community, and I believe The Hall has done that, becoming the iconic centre of GNS in an appropriate way, being gracious, comfortable, welcoming, effective for its purposes and, most importantly, good value. Thank you to the entire community for your support of the project: I think we will delight in it for many years.

Before moving on to good-byes, I want to touch briefly on The Fraser Institute's Ranking of Secondary Schools in British Columbia. Last year, we were ranked number three in BC overall, and the top co-ed school in the province. If you saw the rankings earlier this week, you would not have been able to find us. We have simply disappeared! I was in contact with Peter Cowley, the Director of the report, and asked him why. In order to be included in the report, you need to have at least 15 students write each of the 5 provincial exams: Grade 10 Math, Science and English; Grade 11 Socials and Grade 12 English. Last year, we had 14 only write Socials 11, because most of our students opt for IB Geography or IB History. This year, all our students are in those IB courses. I asked Mr. Cowley to consider two things: a prominent note explaining that top IB schools had been excluded from the rankings, and the reasons for it, and to consider changing the criteria. He was not keen on the first, and is considering the second. I have to admit to being torn, as I don't like the ranking system, even though we do well in it.

I won't bore you with the reasons tonight. On the other hand, eliminating a school that ranked 3rd last year and saying nothing about it is a complete skewing of the ranking system for a whole bunch of reasons—and makes it even less valid. I am considering writing to the press, but that is a matter for next week!

To thank you's. Mr. Calderwood has spoken about some staff. I am simply going to focus on two: Mrs. Marj Hewitt, Director of Finance, and Mrs. Deirdre Chettleburgh, Director of Admissions, a.k.a. Director of Revenue. This is like saying good bye to my left and right hands. I could not imagine losing either of them; to lose them both in the same year is beyond belief!

The greatest gift an employee can give to a Head of School is to do her job so well that the Head never has to think about it.

Mrs. Hewitt joined us 6 years ago. As the business manager of an independent school, she is in a unique position. We are a business with 145 to 150 employees, yet she is the only real business person amongst us! That puts an extraordinary responsibility on her shoulders. She looks after budgeting, accounting, purchasing, insurance, selection of service providers, maintenance and custodial services, non-academic administration, the physical plant, construction, transport, food services, HR, setting compensation for staff, risk management on a corporate basis—and the foundation. I'm sure I've left several things off the list. In short, she is responsible for virtually everything beyond education, advancement and admissions—a huge portfolio. When we decided to undertake



Marj Hewitt.

a \$7,000,000 project, Mrs. Hewitt's workload grew considerably, and there was not much she could download to others, so—typically—she just got on with the job!

The greatest gift an employee can give to a Head of School is to do her job so well that the Head never has to think about it. That is particularly true in an area where the Head has no real expertise, as is my case with accounting. Mrs. Hewitt has given me that gift for six years. She has carried her enormous portfolio with poise, efficiency, empathy, wisdom, common sense, patience—and great effectiveness. I can not bear to

see her leave, but nor can I grudge her the joy of moving to Edmonton as her husband starts an exciting new job there, and Mrs. Hewitt joins her grandson and grandson soon to be.

Thank you, Mrs. Hewitt.

Mrs. Chettleburgh has been involved with the school since 1991, and became the Director of Admissions in 1998.

Over the years she has shepherded countless students and their families into GNS. She is usually a family's first contact with the school, and that gives us an unfair advantage over the competition! I cannot tell you the number of parents who have told me that they chose GNS over other schools because of her. She is very good at her job! Let me share one quote from a family with you: "The first contact we had was with



Deirdre Chettleburgh.

Ms. Deirdre Chettleburgh, who is about as warm, genuine, soft-spoken and welcoming as a human can be. I thought she was going to hug us.”

She exemplifies the best of GNS with her understatedness, modesty, graciousness and genuine interest in people. She is also perennially positive, has an enormous depth of kindness, and has a lovely sense of humour that is usually turned on herself, as it would be almost unthinkable for Mrs. Chettleburgh to get a laugh at the expense of someone else.

Let me share a story with you that I heard from Mrs. Cannell recently. To understand the story, you have to know that the three Grade 6 classrooms are on the second story of the Main Building, with the Admissions Office on the first. Mrs. Cannell was teaching a Grade 6 class about personification early in the year, and she gave the example of “smiling eyes.” She asked the class if they knew anyone with smiling eyes, and the hand of a new student shot up quickly: “The lady downstairs.” Nobody needed to be told who was being referred to and all agreed, as would we.

GNS has been incredibly fortunate to have this lovely, gentle yet strong soul as our public face for many years. I cannot imagine GNS without Mrs. Chettleburgh, “the lady with smiling eyes,” but I am going to have to get over that because she is retiring to her idyllic oceanfront home in Metchosin where she will help her husband in his publishing business. Mrs. Chettleburgh, to say we will miss you is utterly inadequate. You go with our admiration and love. Come back and visit—often. That goes for you too, Mrs. Hewitt.

And now to the Grads.

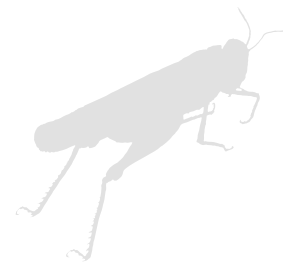
Several weeks ago, Will Ballantyne, class of 2010, told you that you are now your own teacher, and I’d like to pick up on that for a few moments. Will shared the story of staying in his room at university for the first few weeks, cut off from everything social that was going on around him. For whatever reason, he was waiting for people to come to him and take the initiative to get him involved. He finally figured out that that was not going to happen. If he wanted to make friends and become involved, he had to make it happen himself—and so he did.

His fundamental message was that you are in total control of who you are when you leave high school. No one is going to put expectations on you in post-secondary programs; no one is going to nag you; no one is going to prod you; you are your own teacher. That’s a little daunting, but it also engenders the most wonderful sense of freedom, he said. I concur on both fronts.

We have lived through this in our house this year, as Rab made his way through his first year at U of T. We had some worry initially about whether he could organize his own life effectively as we—Mrs. Bruce-Lockhart and I—had done far too much for him during his high school years, as I suspect some of your parents might have done for you. We learned to live with the concerns pretty quickly. Virtually every conversation between us about how he would cope would end up with one of us—usually, but not always, me—saying “He’ll figure it out.” And, you know what? He did. Not that he is suddenly a paragon of neatness and organization, but he managed, and grew, and figured it out. And he enjoyed the sense of freedom that Will talked to you about.

Something else to think about. As a class, I would say you started the year more inclined to want to kick over the traces than most, to establish yourself as free thinkers who did not totally buy into the restrictions inherent in an independent school. As the year progressed, however, you bought in more and more and, in my perception, at the end your buy in strengthened significantly whereas in many classes it weakens, because they check out mentally before the end of the year. You haven’t—I believe you have checked in more. I appreciate that, but am going to suggest as you leave here that you resurrect your free thinking, your questioning, and remember that your entire being rests in your own hands. Be your own person, enjoy the process of getting to know who you are, a process that really accelerates in the environment of virtually complete freedom—and take charge of who you are becoming. This is an exhilarating time—if you take charge; it can be a difficult time if you don’t. I am confident that you WILL take charge, you WILL figure it out, and I wish you all the very best. I will be excited to hear how you are getting on.

As always, I say to the grads “Haste ye back.” 🦋



Give a little whistle

Richard Calderwood, Principal, Senior School

"She takes a breath as she prepares to go out on stage for her first opening night in a major role. Her stomach is filled with knots, and all she wants to do is run into the dressing room and hide, but as soon as those lights hit her face, she is transformed."

So wrote Charlie Kocurek in a practice essay for her Grade 10 Provincial English exam.

Good Evening ladies and gentlemen and welcome to our 2013 Closing Ceremonies. I wish to extend a warm welcome to our students, proud parents, our talented faculty, invited guests and our graduating seniors.

Charlie's essay went on to explain how she was able to gain the confidence to perform in this year's production of *Oliver*. Indeed, her touching rendition of "As Long as He Needs Me" was one of the highlights of a very special year. Charlie ended her essay saying that,

"Everyone has those people in their life that, if it weren't for them, you would never have any confidence in yourself. When other people believe, so do you."

Charlie was speaking about her Theatre Arts teacher, Mr. Collett and I want to thank her for allowing me to use her words to illustrate the magic that happens at GNS—not just in theatre, but in all facets of school life. Through the support of their parents and teachers, our students are capable of achieving remarkable things and indeed they do.

As we approach the end of our 100th anniversary year, I wish to acknowledge and thank the following groups who helped to make this year so successful:

- **Our parent volunteers**

Thank you for all that you do to support the school. We could not offer the programs that we do without your endless support. I would like to especially thank Alison Shillington as the parents' representative for the Senior School.

- **Our office and support staff**

Thank you for your tireless efforts in support of our teachers and programs and for helping to ensure the safe and smooth running of the school.

- **To the senior school admin team**

Mrs. Hicks, Mr. Thorau, Madame Girard, Ms. Drever, Ms. McKerlich, Ms. Crossley and Mr. Brice. Your incredible efforts on behalf of the school often go unrecognized because you simply just take care of what needs to be done.

- **To the teaching staff**

My sincere appreciation and respect for your professionalism and dedication to our students.

At this time, I wish to acknowledge staff who will either be departing GNS or taking a leave of absence.

Mr. Paul Mais has been filling in for Mrs. Simpson for the Spring Term. He has done a fabulous job for us and we will miss his calmness and willingness to always help out.

Dr. Wendy Topic and her husband are expecting their second child in July. Dr. Topic will return in April 2014 as will **Mrs. Gina Simpson**. We wish Dr. Topic and Mrs. Simpson the very best as they spend precious time with their growing families.

Mr. Leonard Butt will be on leave next year and will travel to Portugal where he intends to rent studio space in a small village and work on his art. In the spring, his wife Marnie will join him to travel in Europe.

Mr. Bob Britten, our Master sailor, will be taking a leave of absence next year so that he can train and compete in a number of international sailing competitions leading to the 2013 Laser Masters World Championships in December in Oman.

Dr. Geoff Buerger has only been with us one year but he has had a remarkable impact on our programs. The task of taking over the debating club from Mr. Baty is enough to scare most people but Dr. Buerger welcomed the challenge and continued the tradition of excellence. Dr. Buerger's other contribution at GNS was to increase support for students applying to American institutions. Next year Dr. Buerger will be trading one Victoria for another as he will be moving to Ulukhaktok on Victoria Island in the high Arctic where, as Principal, he will be responsible for chasing polar bears out of the school yard.



Mrs. Marj Hewitt has been our Director of Finance for six years. Mr. Bruce-Lockhart will properly recognize Mrs. Hewitt in his speech later this evening but it would be remiss of me to not acknowledge the valuable contributions she has made to our school. I have appreciated her professionalism, sense of humour and compassion for all.

Finally, **Mrs. Deirdre Chettleburgh** will be departing GNS this summer. Mrs. Chettleburgh has been the welcoming ambassador of our school for many years. She was the first person most families met when they joined our school, and the only problem with that was—they expected all of us to be as warm and kind and marvelous as Deirdre.

To all of the departing staff, thank you for sharing your skills and talents with us. We wish you the very best in the months and years to come.

Now as a biology teacher who masquerades as a Principal, I tend to look upon life in biological terms and I had to chuckle when our dear Grade 12s left a parting gift of live crickets in various locations around the school. We are still trying to get them out of S102 and at one point today I heard Mr. Brown whistling in his classroom. I think they have bonded.

It's ironic that the 12s chose crickets, because crickets have a lot in common with the graduating class. So as a tribute to them, and as a way of summing up the year, I have prepared my top 10 ways that crickets are similar to our students:

- Number 10, they both have voracious appetites. I can attest to this given that I have two of them living in my home—students that is. Not crickets.
- Number 9, crickets sing: our student voices have been heard throughout the year in debate, public speaking, slam poetry, and on stage—quite the gifted group.
- Number 8, they can be very hairy. You will see what I mean when Mark Taggesell crosses the stage. Mark, I'm envious.
- Number 7, crickets are found throughout the world just like our students travelling to Italy or Mexico or on Round Square exchanges and service projects.

- Number 6, they have excellent hearing that makes it virtually impossible to sneak up on them and catch them doing something they shouldn't be doing. But they listen to and support each other in ways that never cease to amaze me.
- Number 5, crickets are quite athletic, just like our students. Crickets can jump up to twenty or thirty times their body length from a stand still position! Mr. Thorau would welcome this from one of his basketball players, but nevertheless our athletes continue to do extremely well as individuals and as part of a team.
- Number 4, crickets are competitive: that's why they sing. It is this competitiveness that drives these scholars, athletes, musicians, and artists to strive for excellence and to keep on improving.
- Number 3, crickets are considered to be a sign of good luck in many countries. I would like to think the same of our students who year after year make us proud of all that they achieve.
- Number 2, young crickets resemble the adults, but do not have fully developed wings. It is the nurturing environment that Charlie wrote about that allows them to gain their wings.
- And before I get to the number one way that crickets are like Grade 12s—an interesting fact about crickets is that they mate in the summer and today is the first day of summer.
- Finally—the number one way that crickets are like Grade 12s is that they too will eventually have offspring and we hope to see their children as GNS students in the future!

To wrap up my comments, and on behalf of the entire staff, I want to wish the young men and women behind me the very best in the years to come. To quote from the most famous cricket of all time, Jiminy Cricket in *Pinocchio*:

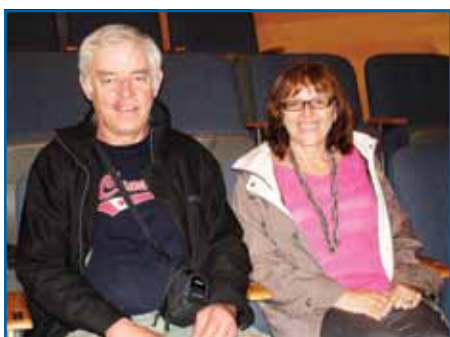
*When you get in trouble and you don't know right from wrong
Give a little whistle, give a little whistle
When you meet temptation and the urge is very strong
Give a little whistle, give a little whistle
Take the strait and narrow path and if you start to slide
Give a little whistle, give a little whistle
And always let your conscience be your guide.*

Source for lyrics for "Let Your Conscience Be Your Guide": <http://www.stlyrics.com/songs/d/disney6472/givealittlewhistle512083.html> 🦗

1965

Colin Bonneau recently returned from the Amateur Athletic Union World Powerlifting Championships in Laughlin, Nev., where he claimed ten new world records in the Masters 65-69 age class, adding to ten other global standards he had set in events earlier in the season.

1972



William McNeel-Caird enjoys the view from his seat in the new Hall.

1985



Olympic medalist, **Derek Porter**, will be inducted in the Victoria Sports Hall of Fame in October 1993. He won the 1993 world championship and 1996 Olympic silver medal at Atlanta in the single sculls and Olympic gold at Barcelona in 1992 with Mike Spracklen's Canadian eight.

1989

As of early June 2013, Dally Dhillon moved to Surrey and now works for the Provincial Sales Tax office in Vancouver. With the

exception of one previous eight-month stint of living in the Lower Mainland, this move is really her first one ever out of Victoria! She is going through the ups and downs of adjusting to a new home, new routine and a very long commute by Victoria standards. She has been having a few adventures (road trip to Seattle) and mis-adventures (getting lost in the Pacific Centre Bay store trying to take what she thought was a short-cut to meet a lunch date downtown) along the way. Learning a new job is proving challenging but Dally is doing her best to absorb and understand everything as quickly as possible.

1992



Robin (Hounslow) Farr and her family moved to Calgary in 2011. She and her husband, Rich, welcomed their second child, Ethan, in October 2012. Robin is enjoying mat leave with two busy boys and will return to work as WestJet's communications manager in the fall.

After graduating from Stanford in 1997, **Heather Clark Schulze** continued to live in the San Francisco Bay Area where she worked for many years in marketing and public relations for the technology industry. In 2004, she married her California-born husband, Trevor Schulze—also a Stanford graduate—in a ceremony by the ocean in Carmel, CA. They have two beautiful

children: Madeleine (8) and Gavin (5). In 2008, they moved to Austin, TX, where they have lived for almost five years. And in early May, they are moving back to California and will settle in Laguna Beach. Heather and her family are thrilled to be returning to their beloved West Coast!

1995

Moir Sauer is a filmmaker, blogger for the Huffington Post, and dog musher—she lives in the Yukon—whose short film (*The Provider*) was screened at the Cannes film festival this year.

1996

Geoffrey Gotto finished his Fellowship in Urologic Oncology at Memorial Sloan-Kettering Cancer Centre in New York and his Masters of Public Health at Harvard in 2011. He works as an Assistant Professor at the University of Calgary and a staff surgeon at the Rockyview General Hospital. His subspecialty interests include minimally-invasive and robotic surgery for prostate, bladder, kidney, and testicular cancer. On December 30, 2012, Geoffrey married Sarah Evans at the Rosewood Hotel Georgia in Vancouver. Sarah is a family physician specializing in Hospitalist Medicine also at the Rockyview General Hospital.

Shawn Steele and **Rebecca Porter** were married on a clear sunny day at Hatley



Castle on July 29, 2012. Many other GNS Alumni joined in their celebration on the wedding day and on the next day at a "Lazy Lake Day" at Prospect Lake. Rebecca teaches Grade 2 at GNS and Shawn continues to operate Prospect Lake Golf Course. The couple welcomed their first child, Charlotte Mikayla, on August 12.

1997

Scott Lucyk now lives in Hong Kong, where he is working in the field of international commercial arbitration and investment treaty disputes at the law firm Allen & Overy.

2000

Peter Vallance, who won the City Cycling Championship in 1996, has since gone on to work internationally as mechanic for Canadian cycling team. His interest in bikes, paired with an economics degree from UVic led him to a career in the bike industry, beginning as Product manager for Rocky Mountain bikes in Vancouver and now as Brand Manager for Cannondale Mountain Bikes in Bethel, Connecticut.

Sherratt & Gardiner

Together Again On Stage

VANCOUVER (Reuters) – On May 31, 2013, Air Canada Service Directors **Rob Sherratt** ('82) and **Colin Gardiner** ('84) worked on the same flight from Vancouver to Sydney, Australia. It was the first time that the two had performed together since the Glenlyon production of "Our Town" in April, 1980. Although



both were hired at the airline in the late 80s, and had been based in Toronto and Vancouver together for many years, their professional paths had never crossed. Gardiner brought along his old Rampant Lion yearbook to show their fellow flight attendants what both men looked like when they were more, um, lean. "It was a treat to work with Rob," Gardiner said, "He had the lead role as Stage Manager in that play, while I was just Baseball Player #2, with barely one line in the script—Rob was like

a god to the rest of us. Thankfully, he didn't act that way on our flight together." For his part, Sherratt added, "I look forward to working with Colin once again in another 33 years. Then, instead of performing in the 80s, we'll be performing in OUR 80s." Given Gardiner's massive mortgage and Sherratt's love of expensive race cars, both of them still working in 2046 is a distinct possibility. 🦁

Alumni, is 2014 your special year?

Let us help you celebrate your class reunion.

GNS	Norfolk House	Glenlyon
<i>Graduated in...</i>	<i>Graduated in...</i>	<i>Grade 10 in...</i>
2009 – 5 years ago	1984 – 30 years ago	1984 – 30 years ago
2004 – 10 years ago	1979 – 35 years ago	1979 – 35 years ago
1999 – 15 years ago	1974 – 40 years ago	1974 – 40 years ago
1994 – 20 years ago	1969 – 45 years ago	1969 – 45 years ago
1989 – 25 years ago	1964 – 50 years ago	1964 – 50 years ago
	1959 – 55 years ago	1959 – 55 years ago
	1954 – 60 years ago	1954 – 60 years ago
Past your 60th reunion? That's worthy of celebrating every year!		

Get in touch with Eva, Gill, or Mary Anne in the Advancement Office if you'd like assistance with planning your special class celebration. Email to alumni@mygns.ca, or give us a call at 250.370.6855. We look forward to connecting with you!

2001

Jane (Simmons) Czerwinski is currently doing obstetrical nursing in Seattle. She has volunteered with Population Services International in the Sudan, which worked with the Sudan Ministry of Health, Ministry of Water Resources & Irrigation, Southern Sudan AIDS Commission (SSAC), SPLA HIV/AIDS Secretariat, UNICEF, UNDP, Sudanese Red Crescent Society, and many other non-governmental and community-based organizations.

2003

For the last year, **Emily Lapper** has been living in Ottawa and working as a law clerk for the Honourable Justice Rosalie S. Abella at the Supreme Court of Canada. She writes that the job has made her grateful for all the years of debating at GNS.

2008

This fall, **May Yoshikawa** begins her studies in Public Health at the London School of Hygiene and Tropical Medicine.

2009

Former GNS Head Boy **Andrew Komlodi** recently graduated from Dalhousie University in Halifax with a double-major BA in Political Science and Philosophy. Upon completion of his summer work term in the Office of the Minister of Agriculture in Ottawa, Andrew will be returning home for a MA in Dispute Resolution at UVic.

2010

Hudson McIntosh just finished his final year of school at Swiss Hotel Management School, so he only has one more semester to gain his BA. Last year he worked for Penha Longa Ritz Carlton in Portugal within the food and beverage department. This year, he is working in Dubai or Transguard in the Airside division as a management trainee. In September he'll be back in

Switzerland studying for six more months after which he plans on moving to America to find a full time job as a front office manager. In short these past few years have been a whirlwind of both cultural and professional education, and Hudson doesn't think he could have picked a career better suited to himself.

2012

After completing his first year at Emily Carr with a tuition scholarship, **Alexander Koziol** decided to transfer to another school to finish the rest his degree. He applied to an array of Canadian and US art schools and one UK art school and was accepted into all of them, including the Rhode Island School of Design, the Maryland Institute College of Art, and the school he plans to attend in September, Chelsea College of Art and Design in London, UK. Alexander departs Vancouver for London in September.

Will Wild's baseball team, the Eagles AAA Premier baseball team, just won the PBL (Premier Baseball League) championship in Abbotsford at the end of July. Will was the starting batter for the weekend and will soon be heading down to Raritan College in New Jersey to go to school and play ball.

Current Staff



Megan Kingham and her husband Brian welcomed their second child Claire Lylie into the family on July 17, 2013 weighing a healthy 8 lbs 7 oz. A beautiful sister for big brother Jack to grow up with!



Gina Simpson and her husband Ryan had a little baby girl, Cora Elizabeth Simpson, on the morning of May 27, 2013.



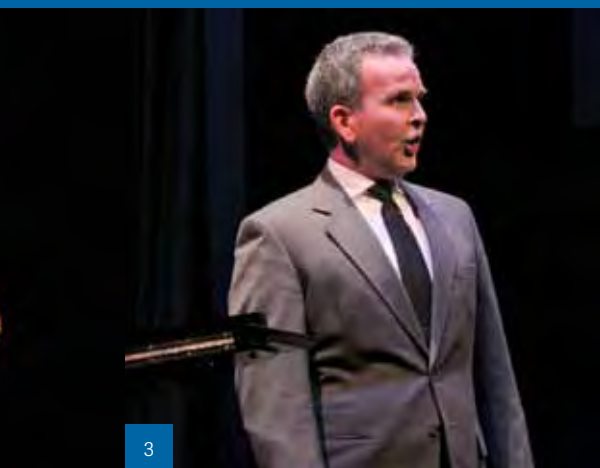
Wendy Topic, her husband James, and son Milo are thrilled to announce the arrival of Ian Robert Wigginton-Topic! He arrived at 11:15 p.m. on Sunday, July 21, weighing in at 9 lbs 14 oz.

In Memoriam

1968

Margaret Bell passed away on Saturday, March 30, 2013 after a four-year battle with ovarian cancer. Meg had a varied career including work as a curator with the Greater Victoria Art Gallery, then with Richardson Greenshields (now RBC Securities) where she was a stockbroker and options officer, and ultimately with Merck Frosst where she was a successful Pharmaceutical Representative since 1988. 🇨🇦

Our Centennial Celebrations





Celebrate the Hall

- 1 Sarah Tradewell '10.
- 2 Inge Illman, Junior School music teacher.
- 3 David Philip '77.
- 4 Sam Ferraby '13 and Kevin Eade '10 as MCs.
- 5 Armand Saberi '10.

Alumni Pub Night

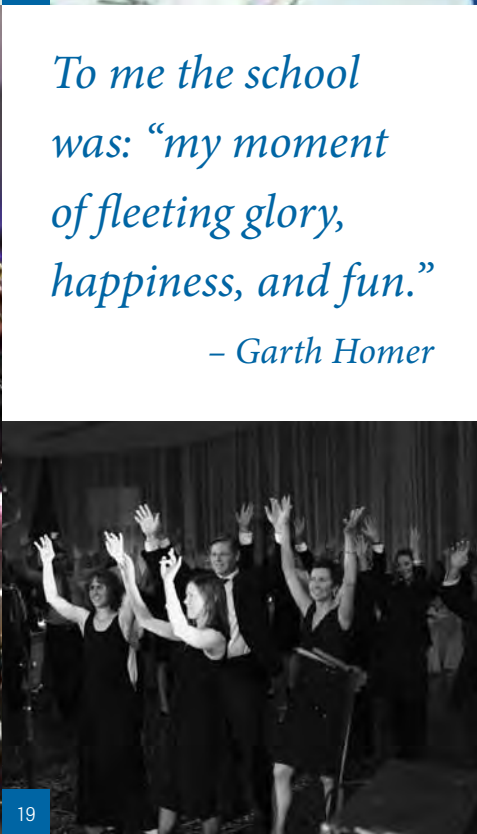
- 6 Rasool Rayani '93, Cam Dinning '93 and Blake Henwood '93.
- 7 Sarah Miller '09, Simon Main '09 and Heather Macleod '09.
- 8 David Haynes '11 and Will Balantyne '10.
- 9 Rachel Courtice '09, Lauren Courtice '07 and Claire Butterfield '09.
- 10 Nicola Main '12, Kelsye Egner '12, Candace Rissley '12 and Samantha Radford '12.

Alumni Games

- 11 Field Hockey Alumni vs. GNS.
- 12 Hilary Piets '04 vs. Zoë Hopkins.
- 13 Kiara Hopkins (green) vs. Rachel Courtice '09 (white).
- 14 Soccer Alumni vs. GNS.

The Gala

- 15 Debra and Bob Drury.
- 16 John McCaig, Monica Pozzolo, Penelope McCaig and Andrew Moyer.
- 17 John Norwood, John Forster-Coull, Anna Thompson and Leslie Norwood.
- 18 The Timebenders.
- 19 You make me want to shout!



*To me the school
was: "my moment
of fleeting glory,
happiness, and fun."*

– Garth Homer



*I want GNS to be
or become:
“a place that
inspires excellence
and joy.”*

– Jeannie Fuller '74

Tea & Tours

- 1 Keith Walker gives a tour of Rattenbury House.
- 2 Tricia and Hamish Simpson (former Head) with Simon Bruce-Lockhart.
- 3 Shane Ryland with his wife, Chris.
- 4 Ronald Wells-Henderson and wife.

Alumni Reception at Victoria Yacht Club

- 5 Tyea Niblock and Jo-anne Skillings.

- 6 Roger Ryland, John Murray and Bill Heybrook.
- 7 Roslynn Harrington and Elizabeth Harrington.
- 8 Bruce Homer '69 and Joan (Cudemore) Homer '38.
- 9 Tim, Derek and Roy Mercer.
- 10 Peggy Wilmot (former Head of School), David Brooks (former Head of School) and Jean Bigelow '71 (current Junior School Principal).

New Staff for the 2013/2013 School Year

Introducing Dr. Jennifer Fraser



*Editor's note: We are hopeful that Traditions will showcase, increasingly, the writing talents of our students, alumni, and teachers. This article therefore serves as both an introduction to Dr. Jennifer Fraser, whom we are delighted to welcome to our English Department at GNS, as well as act as a showcase of her first novel, *Crush*, published this year by Granville Island Publishing.*

HW: This is your first novel but not your first published book, yes?

JF: That's right. Following upon the work from my PhD, in 2002 I published *Rite of Passage: the Narratives of Dante and Joyce*, which in fact was instrumental in the creation of *Crush*.

HW: How so? What is the connection between an academic work from more than a decade ago and this most recent work of fiction?

JF: I believe that one of the most significant rites of passage any of us can face occurs when we go from being readers of culture to writers of culture. But a powerful guide is instrumental in that process. For Dante, Virgil's epic poem, the *Aeneid*, taught him, and teaching is the key word here, that literature can guide us when we want to transform. Dante wanted to learn to be a writer, so too with James Joyce who was profoundly influenced by Dante because he too wanted to become a writer.

HW: In between these two works, you also published another academic work, *Childrens' Grief in English Modernist Fiction* (University of Toronto Press, 2011).

JF: Its original title was, in fact, *Be a Good Soldier*. As a mother of two boys, I have always been interested in how boys (girls too, but especially boys) are expected to suppress grief. In other words, we say as adults, "stop crying, be a good soldier." What I discovered was that the fiction of many early 20th Century authors anticipated the horrors of young men being sent to their doom in the World Wars exactly because they were trained to shelve their deepest feelings, namely grief. Virginia Woolf and James Joyce in particular both showed us how the more we expect children to suppress their

grief, the more they become 'soldiers,' silenced selves who serve a regime.

HW: How so?

JF: Well, consider the word 'infantry.' In the early 20th Century, it meant "the collection of a group of children." Its Latin roots lead us closer to the heart of the matter, though: 'infantry' comes from *infare*, which translates as non-speakers... "a group of children who cannot speak." That, too, is where we develop our understanding of the term 'grief,' which really is an inability to speak, to give proper voice to our sadness, the 'lump in the throat,' the concept of 'beyond tears.'

HW: Was it (*Be a Good Soldier*) a part of how you came to write *Crush*?

JF: Certainly. One of the primary themes that runs through *Crush* is the importance bestowed upon children having voices. In fact, one of the two novel's narrators is a seventeen-year-old Australian boy who has been shipped out to the Okanagan for the summer as a punishment.

HW: Summer in the Okanagan as a punishment? Surely that's not how you view the world...

JF: Ha, no. Quite the opposite as the novel's readers will see. No, my inspiration for the Okanagan as the novel's central location comes from the fact that I often visited family there most summers. Back when I was a child, it was a sweet and happy but very sleepy place. So I was amazed—when I returned as an adult—to see that it had turned into the Napa Valley! Truly: in the Okanagan, you have families from all around the world running its many wineries. But on top of it



all, right at its heart, is the Nk'Mip winery, which is where the novel is set. The novel not only acknowledges the influx of the international scene in British Columbia, but it also foregrounds the compelling role played by our First Nations peoples. BC is a province influenced and shaped by our aboriginal communities as much as our international communities.

HW: But back to the novel's theme...

JF: Yes. Too often, adolescence is a time where children don't have a voice, whether through choice or circumstance. Adolescence is also a coming-of-age...a liminal space where a young person can go in any direction. The seventeen-year-old narrator in *Crush* expresses exactly this issue.

HW: As someone who deals daily with adolescents...wouldn't you say this is part of the magic of teaching?

JF: Absolutely. I care about kids' voices, which is why I love teaching. What's interesting about fiction writing, and academic research too actually, is that it is a path of discovery; you're not always sure exactly where it's going to go. It's that changing, transforming aspect of study and fiction that is so fascinating. A student will write a poem or a story and it will allow me to look at that young person in a fresh, new, and interesting light. Likewise, when you assign an essay, students so often surprise you with their ideas, their passions, their way of seeing the world. This is what makes teaching endlessly dynamic. I believe that differentiated learning is vital because it foregrounds the student's way of attaining and retaining knowledge and it requires the teacher to discover each individual student's way of learning.

HW: So as a writer of literary studies and creative writing at GNS, how do you think this will impact our students?

JF: Actually, I'm excited about the ways in which the students will inform, shape, and impact my stories. I hope to teach them the importance of story-telling, but also allow them to realize that all of us impact one another's stories as we interact.

The novel *Crush* can be ordered at

<http://www.amazon.ca/Crush-Jen-Fraser/dp/192699115X> 

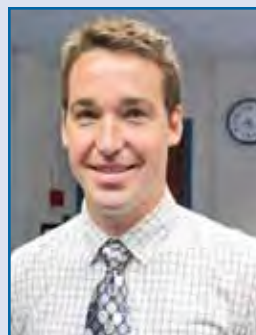


Christopher Clarke will join our Learning Strategies Department at the Senior School as an Educational Assistant. He holds a BSc in Environmental Science from the University of Manitoba and has worked in a wide variety of positions including most recently as a Field Services Coordinator in the

electronic monitoring programs with Archipelago Marine Research Limited, a consulting company that specializes in monitoring commercial fisheries. He will work closely with a few select students and provide support for Julie and Patty in Learning Strategies.



Amalia Dworschak has come to us after completing her Early Childhood Learning and Care diploma at Camosun College. She is an avid dancer and musician and cheerleading coach. She will be the JK Assistant in Miss Joanne's morning class.



Christopher Hazeldine is a recent graduate from the University of Victoria and is delighted to start his teaching career at GNS. He completed a practicum on our Beach Campus in the winter and will be working in both our IT and Science departments.



Chad Holtum—our new Deputy Head, Enrolment Management—comes to GNS from Shownigan Lake School. Originally a teacher, he began recruiting for a very small ELL school in Shownigan, and was then transformational to Queen Margaret's School in Duncan at a time it was facing enrolment

challenges. He has spent the last six years at Shownigan, which is Canada's largest school in terms of boarding students, and boasts the most geographically diverse student body. Chad's elder son, Nathan, is joining us in Kindergarten.



Anni Joe, originally graduated with a degree in music from UVic and followed that with a BEd. She completed her practicum at Frank Hobbes Elementary and has been an instructional assistant in Mandarin at Camosun College. Anni will teach Mandarin 8.



teaching to his credit in a variety of settings including most recently at the Canadian College of Performing Arts where he has been the musical theatre director. Marvin will be teaching choir at GNS and is thrilled to be working once again with our students.



Laura Lowther is a past Head of Geography at a school in Framlingham, England. She comes to GNS with extensive background teaching G.C.S.E. and A-level geography. Laura holds a BA in Geography from the University of Durham and a post-graduate certificate in secondary geography from the University of Cambridge.

Laura will fill in for Gina Simpson for the Fall and Winter Terms.



Dawn Schell is an experienced child and youth counsellor who, for the past eight years, has been in private practice in Victoria. She holds a Bachelor of Sacred Literature from the Canadian Nazarene College, a BA from the University of Manitoba and a MA in Counselling from SFU. Dawn will be filling in for Leonard Butt during his leave. Dawn

has specialized in career development and is a regular contributor to Online Counselling for Canadian Counselling and Psychotherapy.



Jenny Nanninga comes to us from St. Margaret's School where she was an Early Childhood Educator, After School Care coordinator and Summer Camps Coordinator. She is an avid bike rider and this summer she got married. We welcome her as the JK Assistant to Miss Vicki's full day program.



Kirsten Ziegler holds a BBA from Bishop's University with a major in Marketing along with a BEd from UBC. She has worked in a variety of locations including the Galapagos (English and Science teacher), Fraser Park Secondary in Vancouver (high school teacher in the Burnaby Youth Custody Centre) and most recently at Dwight School Canada

(University Counsellor, teacher, and dorm parent). Kirsten joins us as an Academic Advisor (University Counsellor). 🦁



Chrissy Raniseth, our new Director of Finance, holds a BCom from UVic and is a member of the Institute of Chartered Accountants of BC. She started her career with KPMG as an Audit Manager, working in Victoria, Manchester England, and Perth Australia. In 2009, she became the Manager of Financial Reporting and Compliance at Carmanah

Technologies in Victoria, and—since January—she has added to her resume by teaching financial accounting at Camosun College. In addition, she works as a volunteer with Kidsport Victoria, Co-chairing their Finance Committee.

Marvin Regier holds a BA in Vocal Performance from Bethel College in Kansas, a Master of Music in Conducting from SMU in Dallas, and a PhD in Vocal Performance and Pedagogy from the University of Oregon. He has extensive



Annual General Meeting of the Glenlyon Norfolk School Society

Thursday, October 24, 2013
at 7:00 p.m.

Gudewill Cafeteria
801 Bank Street
Victoria, BC

“My best memories from GNS are the ones spent with friends, on sport trips, in the classroom, or in the hallways at recess. The friendships I forged at GNS are incredibly special to me. One of my best friends I got to know through debate, and having us both win a dogwood scholarship for debate makes the award so much more meaningful.”

– David



Reflections from the Class of 2013: Grad Profiles

Lori Muñoz,

Marketing & Communications Associate

In our 2012 summer edition of *Traditions*, we featured five of our GNS graduates who won Dogwood Awards. These awards are given to BC students who have achieved superior achievement in specialty areas outside of academics. This year, an impressive eleven GNS graduates won Dogwood Awards.

Here, the 2013 Dogwood Award Recipients recall their first days at GNS, reflect on their experiences at the school and the impact that GNS has had on their plans for future endeavors.

This year's GNS graduates receiving a Dogwood Award are as follows:

- **Lauren Tanner** – Spanish
- **David Denhoff** – Public Speaking & Debate (see page 10)
- **Christian Taylor** – Public Speaking & Debate (see page 10)
- **Farrah Newnham** – Creative Writing/Spoken Word
- **Kathleen Tucker** – Studio Art
- **Mattias Murray-Hemphill** – Sports Leadership
- **Evan Letkeman** – Performance in Individual Sport (Swimming)
- **Eamon Lewis** – Sports Leadership
- **Elizabeth Wells** – Service
- **Matt Whysker** – Leadership
- **Ben Weir** – Sports Leadership



Lauren Tanner

Spanish

I have had a strong passion for Spanish ever since I started learning the language in Grade 9, and taking IB Spanish in Grade 12 was an amazing learning experience for me. Since the beginning of Grade 12, my Spanish skills have improved tremendously, thanks to the unique learning opportunities provided to me by the IB program, with the guidance and mentoring from Mr. Reeves. When I heard about the Dogwood Scholarship, it seemed like the perfect opportunity to demonstrate how much I had learned in my time at GNS.

To me, GNS is a community. Even though I only spent a short time at GNS, I have made friendships that will last a lifetime. I was welcomed into this community with open arms, and I can honestly say that since my first day of school, there has never been a moment when I felt like an outsider.

I am excited to begin studying at the Gustavson School of Business next year at UVic. My goal is to complete the Bachelor of Commerce program with a minor in international relations. I will be taking Spanish next year and hope to study abroad in Argentina or Spain in second year.

See page 10 for an article on **David Denhoff** (Public Speaking & Debate) and **Christian Taylor** (Public Speaking & Debate).

Farrah Newnham

Creative Writing/Spoken Word

My award is generally given to writers over poets, but Spoken Word was introduced to this category two years ago when it became more popular in downtown Victoria and Vancouver.

My best memories at GNS are definitely those from the Beach Drive campus. I am unbelievably lucky to have attended such a gorgeous campus as a child. When I look back at my time at the Junior School, the whole place is pretty magical. In Grade 12, I had a chance to volunteer at the Junior School for an afternoon. Being back at the campus was nostalgic for me. I definitely think the positive, active environment at the Beach contributes to the attributes I carry today.

GNS focuses on developing humanitarians, athletes, artists, musicians, academics, writers and able, confident young men and women. We (GNS) produce employees, athletes, travellers, volunteers that go on to explore these areas of life, and that rare and precious diversity is due to the many different opportunities GNS provides from JK to 12.

I will be taking a broad spectrum of courses at UVic next year, from astronomy to English literature and even a political science course. I have also applied for a volunteer position in horticulture at a sabbatical retreat centre in Hawaii for 2014.





Kathleen Tucker

Studio Art

I won the award for my paintings and sketches from the past two years in IB Art. The pieces focus primarily on portraiture and the human figure.

My favorite GNS memories include the Outdoor Education program, Round Square International conference in Wellington, England (2011), and being part of the GNS rowing team.

To me, GNS is a supportive close-knit community with many talented and inspiring people who over the years have taught me a tremendous amount about myself.

Students are encouraged to put equal emphasis on both academics as well as the extracurricular, such as fine arts. GNS has allowed me to pursue my passion for painting just as extensively as my fascination with both History and English.

In the fall, I plan to attend Concordia University in Montreal, where I will be pursuing a double major in Art History and Studio Art.

Mattias Murray-Hemphill

Sports Leadership

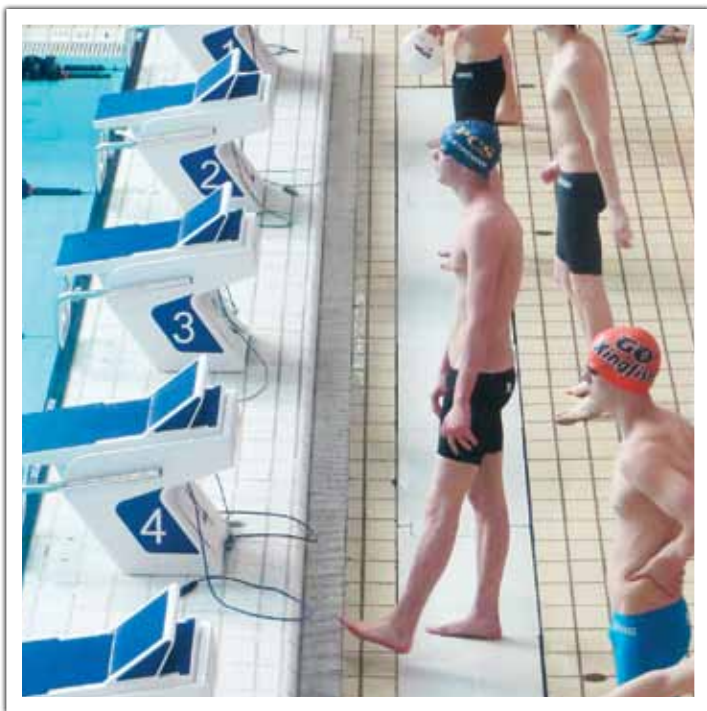
I have been at GNS since Kindergarten, so of course some of my favorite memories from the Beach are all the wonderful traditions that are held there, such as 'conkers' and Friday Morning Live. In the Middle and Senior Schools, my best memories come from the time spent with my friends—particularly on athletic trips to Montreal in Grade 6 and across BC. GNS has been a major part of my life as I have spent

13 of my 18 years here. *The welcoming atmosphere created by the staff and students is truly remarkable and is one of the reasons why I enjoyed my time as a GNS student and athlete.*

I believe I won the award because of my continued dedication to the athletic programs at our school. This resulted in nominations for leadership positions as well as the confidence to take on such a role regardless of whether I was captain or not. Additionally, one of the prerequisites for the award was a high level of performance. I had been given the chance to play in provincial competitions against some of the best in BC. The coaches put our teams in a very good position to succeed.

In August, I am traveling to Colombia, South America for a GAP program where I will be teaching in an English, IB, Round Square school. In January, I will return to Canada to study humanities at UBC.





Evan Letkeman

Performance in Individual Sport (Swimming)

I won this award for my hard work and dedication—as well as my accomplishments—in swimming. I have been a competitive swimmer since the age of 9, and have put in numerous hours of training before and after school throughout the years. I have qualified to swim in every swim meet in Canada including World Trials and Summer Nationals. I competed at the World Trials and was able to be ranked in the *top 30 in all of Canada* in each of my events.

Being at the Beach Campus; having some great teachers; meeting and hanging out with friends; being on sports teams and clubs; and playing on intramural teams—these are my favorite memories of GNS.

GNS is the beginning of my career. It is great memories from elementary, middle, and high school years. It is where I met amazing people with whom I will be lifelong friends.

I am enrolled in the Sports Management program at the University of Alberta.

“Many of my best memories at GNS occurred on the sports fields or while travelling with my teammates.”

– Eamon

Eamon Lewis

Sports Leadership

I received my Dogwood Award for my work in leadership in sport as captain of the GNS soccer team and as co-captain of the GNS rugby team.

I think my application for the award was successful because of the fantastic reference letter my soccer coach, Mr. Williams, wrote for me. It emphasized my strongest attributes as well as confirmed all the details I had written about in my personal statement.

Many of my best memories at GNS occurred on the sports fields or while traveling with my teammates. The CAIS rugby trips—as well as the Spain Tour with the soccer team—were definitely some of my greatest highlights at GNS. In addition, I have good memories of being in *Hamlet*, the Change Conference and bonding with my fellow IB Diploma Candidates in my senior year. Although playing on a GNS team is more than just results, I can't leave out winning the Provincial Soccer Championships on the GNS field in my senior year.

To me, GNS is a community that fosters individuality and allows everyone to thrive, being whoever they want to be.

Next year I will be attending the University of St. Andrews to pursue a degree in International Relations and Economics. In ten years time, I want to be a Political Economic Foreign Service Officer (FS) with the Government of Canada.



At this point I'm not exactly sure where I'll be in the distant future but I hope whatever I end up doing, I will help leave the world a better place.

Elizabeth Wells

Service

Since Grade 9, I've strived to be as involved in the school, community and volunteer opportunities as much as possible. I've volunteered at the Royal Jubilee Hospital, served as the 2012/2013 Service Prefect, worked on the 2013 Change Conference and, overall, demonstrated a passion for community and service that led me to receive this award.

Going to Nairobi last year for the Round Square Conference was definitely a highlight. Experiencing a different culture, meeting people from around the world and bonding with the other GNS delegates is something I'll never forget.

To me, GNS was a place where I was able to ignite and further my interests and strengths, whether it be academically through the IB programme or through clubs and travel opportunities that can only be found at GNS.



Matt Whysker

Leadership

My Dogwood award was for leadership. I applied to it based on my position as Head Boy in the Senior School.

The leadership award is given to students who demonstrate leadership and initiative within their school or community.

My best memories of GNS come from my time spent down at the Beach Campus. Coming there in Grade 4, I was able to spend two fun years playing on the beach at recess, canoeing to Jimmy Chicken Island, and going to Fireman's Park for A-Block. Playing soccer nearly every lunch hour in Middle School was another of my favourite memories. One other thing I always looked forward to each lunch was sitting in the cafeteria and listening to Keith come around singing or making jokes.

GNS is like a second family to me.

Over the past nine years that I've been at the school, I've developed friendships that I know will last for years to come. I've had the encouragement of my peers and teachers every step of the way, and have really felt this support most strongly these past two years.

In the fall, I will be in Vancouver starting a Bachelor of Arts degree at the University of British Columbia. 🐉




Class of 2013: Where are they going?

Isaac Attree – University of Victoria
Kimberley Banfield – Camosun College
Christopher Bell – University of Victoria
Zoe Benson-Potter – University of Victoria
Paul Blasingame – Camosun College
Isabel Bodnar – University of Victoria
Philip Bohlman – Middlebury College
Sara Boyle – University of Victoria
Conor Brown – Ryerson University
Carol Chan – University of Toronto
Eilidh Clarke – University of Victoria
Pierre Clement – Simon Fraser University
Thomas Cochrane – University of Victoria
Mikey de Clare – Camosun College
David Denhoff – University of Victoria
Logan Dumonceaux – University of Victoria
Rita Ferguson – Dalhousie University
Sam Ferraby – Ryerson University
Alex Flynn – University of Victoria
Karl Grewal – University of Victoria

Rebecca Gross – Quest University
Georgia Grzybowski – University of British Columbia
Kaelin Hickford – University of British Columbia
Alex Hollohan – Carleton University
Jimmy Jeong – University of Waterloo
Won Jun Jeong – University of Waterloo
Arie Kelerstein – University of Victoria
Katrina Kelly – University of Victoria
Nick Lamb – Western University
Evan Letkeman – University of Alberta
Eamon Lewis – University of St. Andrews
Brandon Mabey – University of Victoria
Zackary Mahoney – University of Victoria
Kirby McLean – Camosun College
Ari Mitra – University of Victoria
Oliver Moneo – University of Calgary
Mattias Murray-Hemphill – GAP, then University of British Columbia
Farrah Newnham – University of Victoria

Stewart Pearson – University of British Columbia
Sarah Poon – University of Victoria
Fred Robbins – Camosun College
Thomas Sercombe – University of Victoria
Ray Siluch – Ivey School of Business
Mark Taggesell – Concordia University
Lauren Tanner – University of Victoria
Christian Taylor – University of Western Ontario
Emma Tennant – University of Victoria
Georgia Tomsett – University of Victoria
Kathleen Tucker – Concordia University
Nicholas Walker – University of Alberta
Ben Weir – University of Victoria
Elizabeth Wells – University of Victoria
Matt Whysker – University of British Columbia
Jackson Yeung – University of San Diego
Matthew Zava – University of Victoria



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