



TRADITIONS

Do your best through truth and courage



SUMMER 2011

Farewell to Junior
School Principal **ROB
KIDDELL** p.10

Grade 7 students
UPCYCLE to save
the planet p. 22

ELLA VAN CLEAVE '15
takes action to protect
dolphins p. 24

JENNIFER FREEMAN
'97 helps women
spread peace p. 28

CLASS OF 2011
share their plans for
the fall p. 38

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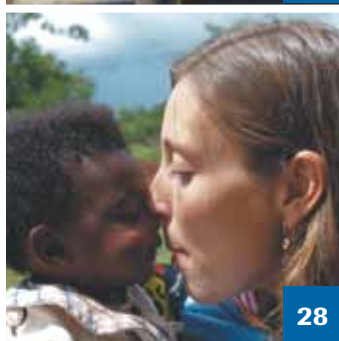
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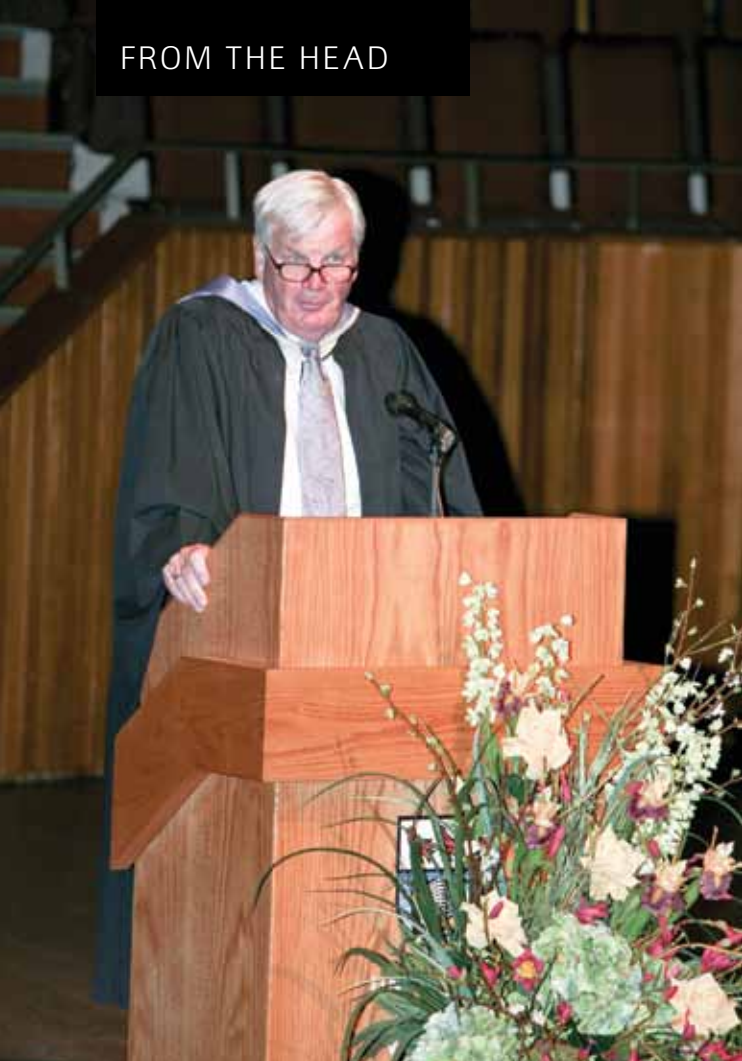


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Front Cover: Kindergarten students, Cashel Denford, Mila Somogyi, and Elizabeth Price, participate in the GNS Amazing Race to raise money for children in India.

Back Cover: Senior School Fine Arts award winners.

A publication for Glenlyon Norfolk School



It Takes a Village

Head's Speech from the Senior School Closing Ceremonies, June 22, 2011

Simon Bruce-Lockhart,
Head of School

Ladies and Gentlemen,

Let me open my comments today by reporting what many of you already know—that the Bond Matching Program started 13 months ago recently broke through the \$1,000,000 mark and now sits at \$1,000,028 [*At the time of printing, this number surpassed \$1.5 million*]. That money is being held by the school until we complete the necessary fundraising to begin construction of The Hall, and I want to thank all of you for helping achieve this landmark. It is a great success for the community and a great illustration of what I want to say to the grads tonight.

I am quite certain that there are very few people in this room who have not heard the phrase “It takes a village to raise a child.” That is certainly exemplified in the GNS experience. The excellent education—in the broad sense—that you as grads have received comes from a thousand sources: from individual teachers, staff, coaches, parents, volunteers; from older students in your younger years, and—of course—from your peers. There is a line from Tennyson’s famous poem, “Ulysses,” that sums it up well: “I am a part of all that I have met.” He is really talking of experiences—totally validly. For my purposes tonight, I would say you are a part of all whom you have met. It takes a village to raise a child.

Mr. Calderwood has already said goodbye to a number of departing staff tonight. There is one person he did not mention, because that person is not directly from the Senior School. That is Mr. Kiddell, whom you all know is leaving us after 15 hugely successful years as the Principal of the Junior School, to take up a similar position in Singapore. Institutional change is always difficult, and nowhere more so than in an educational setting. In Mr. Kiddell’s time, the Beach Campus has undergone two foundational changes: Reconfiguration, which literally turned everything on its ear by combining the Junior Boys and Junior Girls schools, and changing the grade range from K–7 to JK–5. Second, he oversaw the introduction of the Primary Years Programme of the IB. Both those changes were ground shifting for the Beach and its teachers, and the school emerged intact—and not only intact, but high functioning, cohesive, and effective—because of Mr. Kiddell’s leadership through those turbulent times. My family had a child at the Beach for only one year, but I know the impact that Mr. Kiddell personally had on Rab in that short time, and I know that has been played out thousands of times over the years. It takes a village to raise a child, and Mr. Kiddell is a key elder—I use that as a term of respect, not a term of chronology—a key elder of that village. We are greatly sorry to see him go and thank him for all he has done for us.



Bruce Melville, Rick Calderwood, and Simon Bruce-Lockhart watch Jessica Grundmann carry the ball during the Provincial final on our turf field (see pg. 19).

It takes a village to raise a child is just another way of saying what we say in our Vision statement: “We are all responsible for the future of our communities.” The earlier version of that phrase was “for the well-being of our communities,” and I will use both versions tonight.

Grads, you are all members of a number of communities already. The primary one—and best illustrator of the vision statement—is your immediate family. Yes, you are your brother’s keeper. Your input into your family’s well-being is constant, and both immediate and on-going. At the school, you are members of a number of communities: you are effective debaters; gifted artists; creative writers; skilled actors; powerful athletes; passionate advocates of the pillars of the Round Square—and diligent academics. All those are communities, and, probably without being conscious of it, you completely understand that you are responsible for their well-being, and you have done an excellent job in translating that into effective action on their behalf.

You are all as well Gryphons, members of the school community at large. As you grew in seniority through the school, you have moved increasingly from being the receivers of care to the givers of care. In reality, you will be both throughout your lives—and that is the essential strength of a village, a community.

Moving from GNS, your communities will broaden, and the calls on you to pick up the mantle of responsibility will broaden, too. Sometimes it will be immediate. Consider the infamous riot in Vancouver recently. The people who linked arms and stood between a storefront and a crowd bent on looting took immediate, visible, and courageous responsibility for their community. The hundreds who showed up the next morning, sickened by what they saw in person or on the television, to help in the massive clean up, took quick action to do what they could to restore wellness to their injured community.

Sometimes, being responsible for the future of one of your communities is a much longer-term proposition and takes a thorough understanding of the inner workings of that community. Let me take GNS as an example. On the surface, GNS is a prosperous independent school that occupies a privileged position in the education landscape. That is absolutely true, but it only tells part of the story. Let me fill in the picture more completely.

GNS is two quite separate entities. By that, I do not mean it is Glenlyon and Norfolk House, nor do I mean it is Beach Drive and Pemberton Woods. Rather, I mean it is School A and School B. School A is put together every year, starts in September and ends in June. It is recreated uniquely for

continued pg. 37...

Conquering a Changing World

Strategic Plan encourages students to meet change with truth and courage

Doug Easton, Chair, GNSS Board of Governors

Summer has arrived after another exciting year at Glenlyon Norfolk School. The school has a solid financial foundation and a balanced budget, enrolment is stable, and Ministry of Education expectations are being met. By all business measures, GNS is making the grade—but is this enough?

When you are a parent, you always wonder how your children are doing: are they getting the necessary tools to succeed in a world that is constantly changing—a world that is very different from the one we experienced while in high school? Glenlyon Norfolk School is and has always been a small school, but what the Board has constantly seen is that the physical space creates a dynamic environment that nurtures and supports the talents of the students with results that leave us in awe.

Parmenides, an ancient Hellenist philosopher, wrote, “everything is in flux.” This is a frightening thought for educators and parents; however, while some schools would buckle under the pressure of constant change, GNS manages to ride the wave and thrive. The addition of the field gave our athletes the space to hone their talents; in the arts, we have again moved with the times and have embraced new art forms, such as slam poetry, with amazing success (see pg. 14); and by committing to community service, our students have demonstrated time and again their concern about our world and their desire to effect positive change. If this is not enough, academically we have consistently been judged as delivering high levels of performance.

As a Board, our vision, as expressed in the Strategic Plan, is to give our students the ability to not only survive flux but to meet it with truth and courage and flourish while experiencing it. It is also to enable our students to critically examine the world around them so they can, with passion and conviction, help the communities they reside in and successfully change our world for the better. As every year we receive more evidence that our students’ potential is boundless, our challenge as a Board is to try to keep up with our amazing young men and women. Our response has been to provide a comprehensive plan for the school that serves as a foundation for future success.

In 2010/2011, through the leadership of the Strategic Planning Committee led by Dr. Deborah George, the Board affirmed the school Strategic Plan and we created a new three-year

Operations Plan that puts the Strategic Plan into effect.

Simon Bruce-Lockhart, Head of School, is responsible for implementing the Operations Plan, and the Board looks forward to supporting Simon as he moves forward with the strategies contained in the Operations Plan.

In future editions of *Traditions*, I also look forward to sharing with you the progress we make. Finally, I would like to close by saying thank you to the governors for their dedication, hard work, and leadership as stewards of the Strategic Plan. 🦋



Emma Rossander and Melissa Lee learned to approach challenges with truth and courage during Grade 2 Water Day. In order to understand the importance of fresh water, every drop of water students used on Water Day had to be pumped from wells carefully set up around the neighbourhood.

Growing Dreams at GNS

Mary Anne Marchildon, President, Parents' Auxiliary

"Growing Dreams" was the focus for the parent party fundraiser this year: "Growing our kids, our School, and our Community."

Adrienne Steele had a big vision as she organized the event that was held Saturday, May 14, at the Harbour Towers Hotel. Parents, staff, and friends came together to "cocktail" and "shop" the Live and Silent Auctions. Along with the Online Auction, the event raised over \$70,000.00 to help Grow our Dreams! This was possible because many people got involved to assist, attend, donate, and buy. We thank all of you!

Daune Roberts and Diana Life have stepped up as Co-Presidents of the Auxiliary for next year. And without letting any secrets out, let me say they have an unusual and fun year planned for us! We are fortunate to have both these experienced and dedicated women lead us through 2011/2012.

The survey we conducted regarding Parents' Auxiliary fundraising initiatives was very helpful in assisting the

Executive in the direction for next year. To encapsulate the responses, I would say that parents want to be supported/ treated the way we support our children: to be the best they can be. Thank you to all parents for taking the time to complete the survey.

It has been an absolute pleasure for me to be President of the Auxiliary this year. I love GNS and am always impressed with the dedication I see from the teachers and staff of our school. I learned a lot and value my experience. Thank you to the Executive, the Class Reps, and all the people who "put themselves out" this year. You helped strengthen the fabric of goodwill called GNS. 🦁



Thank you to the businesses that supported the Gala

4 Cats Art Studio
Abigail's Hotel
A Channel British Columbia
All Victoria Vacuums
Alter Ego Fitness
ArtSEE Eyewear
A Touch of Balance
Bark, Bath & Beyond
Barclay's Fine Custom Jewellers
BC Ferries
Bliss Esthetics
Bodhi Fitness
Body Dynamics
Breathe Athletic & Bikram Yoga
Brentwood Bay Lodge
Brian Hann Golf Pro
Cambridge & Co. School
Uniforms
Canoe Cove Marina & Boatyard
Capital Iron
Cathy Ferguson Photography
Charelli's Delicatessen, Cheese
& Catering
Citizen Clothing
Crumsby's
David Foster Foundation

David Levi Salons
Dansko
Dr. Jillian Roberts
Dr. Maureen Sweeney
Edible Arrangements
Everlast Image Photography
Everything Wine
Fairholme Manor
Forbes Pharmacy
Four Seasons Wailea Hotel
Furochic
Goodlife Fitness
Harbour Towers Hotel
Heirloom Linens
Hidden Springs Farm
Island Dance Studio
Island Integrative Health
Konul Roario Photography
KOOL FM Radio
La Tavol
Little Thai Place
MacZen Computers
Market on Yates
Meta Day Spa
Mille Fiore Spa
Mirage Fine Homes

Molly Maid—Paula Whitehorn
Monk Office Supply
Morgans Interiors
Nicholas Randall
Norwex Cleaning Supplies
Oak Bay Hearing Clinic
Oasis Nails & Spa
Old Fashioned Flowers
Oswego Hotel
Outlooks for Men
Parkside Movie Theatre
Par-T-Perfect
Passionate Baby Foods
Peppers' Food Store
Petals Plus Florists
Pharmasave Oak Bay
Poppies Floral Art
Prime Victoria
Prince of Whales
Pure Vanilla
RMT Hands on Wheels
Ruffell & Brown Interiors
Sager's Home Furnishings
Sarabande Treasures
Sea Cider Farm
Send Out Cards

Skanda
Slegg Lumber
South Island Aesthetics
Starbucks Cadboro Bay
Stella & Dot
Steve Drane Harley Davidson
Sweet Nancy's
Tangerine Jill
Team Sales Vancouver Island
The Root Cellar Village Green
Grocer
Timeless Toys
TMVC Medical & Vaccination
Clinic
Tom Lee Music
Tre Fantastico
Victoria Golf & Country Club
Victoria Prime
Victoria Wellness Professionals
Wiink²
Wild Fire Organic Bakery and
Café
Wildwood Mobile Spa
Willowstream Spa
Zen Productivity Training
Zumba Fitness 🦁

Making Ripples in the GNS Pond

Why I have chosen to give to The Hall in a significant way

Jayne Postuk, Parent of John Pullen '02, David Pullen '06, and Christina Pullen '11

I have had children at GNS since 1993. I have been making school lunches and school snacks since 1988 and am looking at June 29, 2011 with mixed feelings. On the one hand, I am melancholic about graduating my youngest, and on the other, I am looking at the light at the end of the tunnel and thinking how exciting life “on the other side” might be!

This mixed emotion reflects, a little, my attitudes over the last number of years toward philanthropy, education, and schools—and particularly private schools. I have never been inclined to get too involved with my children’s school. I always enjoyed a great relationship with the other parents and with my children’s teachers. I attended all the children’s school functions, but I rarely—if ever—got involved in their day-to-day school life. I didn’t volunteer in the classroom or get involved with the Parents’ Auxiliary.

I was inclined to view private schools as privileged environs and self-contained units where everyone there already had enough. My children went to school there; school was their life, but my energy was better spent focused in other areas. My background as a lawyer, and now divinity student, and my general bent towards global social justice, poverty, and access to education issues meant that my interests in giving money were also focused elsewhere—to the Ugandan university where I taught law to health care professionals and to international aid organizations that work to improve sustainability in third world countries.

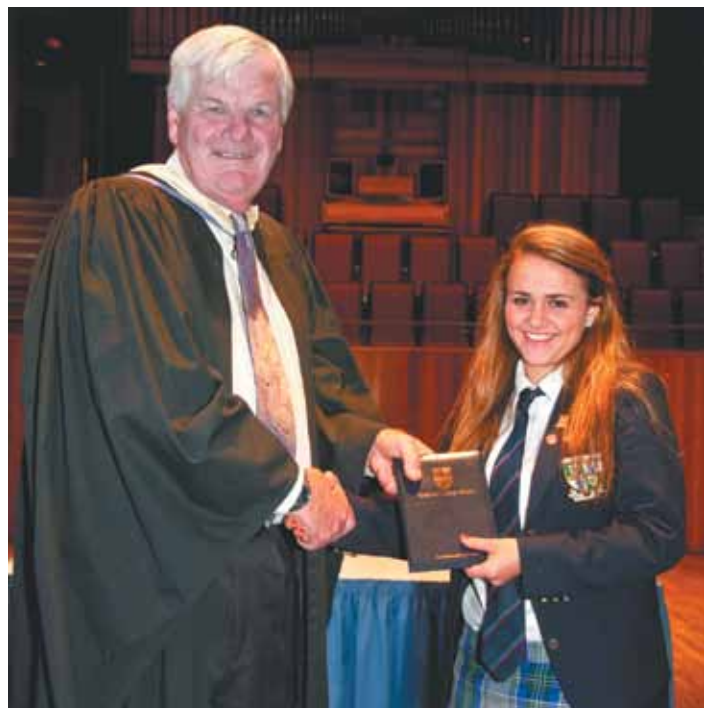
Interestingly, it was my work in Uganda and a divorce that changed my paradigm!

We all want to change the world for the better—or at least I think we all do! I had often wondered what I had to offer being a lawyer by trade and a mother by choice. But in 2007, I was offered a position to teach law in Uganda. I was an hour and a half outside of Kampala teaching introductory contracts and torts to 45 middle aged health care workers who had gone back to school to get a BA in health care administration, when I had an epiphany (I am a little slow on the uptake!)—that my seemingly unsuitable social background had landed me as a rock in the middle of their pond—and there were ripples happening! While I wasn’t helping the sick or feeding the poor as I always felt I should, I was teaching

those who were doing that in their day-to-day lives. I was making a difference. I didn’t know what that difference might look like—I just had to trust that something good was going to happen out of what I was doing. It was a profound shift.

Segue to GNS—I then realized that perhaps one of the best ways that I could make a change in the world would be to focus on educating our children to develop a world view of caring, of engagement, and of action. GNS is in fact doing all these things!

The divorce: They are never easy, never nice, and never uncomplicated. My daughter was 11 when things unfolded in a very unpleasant way, and was five and nine years younger than her brothers. She had been living a bit of a gypsy life for the years before the divorce, travelling with her parents and home-schooling as we travelled. When she came back to GNS in Grade 8 (she had been at GNS since Kindergarten but missed two years while we travelled), she had moved to a new house with me, saw her dad occasionally, and had to deal with the emotions that every child has to meet when their parents divorce. It isn’t easy—and 12 and 13 aren’t easy years at the best.



Simon Bruce-Lockhart and Christina Pullen at Closing Ceremonies.

...GNS Pond continued

The school provided a home for her. Her friends and their parents looked out for her, and—here we get to the point of the fundraising—the arts provided a venue for creative expression and passion. She is a singer and pianist—like me. When she was five, she told me that she was the “quietest and shyest girl in Kindergarten—well, me and Lianne,” and through singing and piano she developed confidence and a grace to overcome shyness, manage performing, and as a corollary, develop self esteem and poise. The girl graduating from Grade 12 is a girl that is a product of a supportive and nurturing school community and an arts-based education. She is interested in doing something of value with her life; she is looking at volunteer work again—the Chachala service trip to Mexico was a huge influence on her.

When I lived in West Vancouver in the late '80s, and we were experiencing large funding cuts to public arts education in our children's schools, a friend once said to me, “If the children don't learn about the arts, how will they ever have souls?”

I agree. I have decided to donate to the arts program through the Bond Matching Program in a substantial way for five reasons:

- 1) It is a huge thank you for a job well done—this is a remarkable school.
- 2) My children won't be here and have the benefit of the new arts centre. But many others will, and somehow that sits right with me. I have to trust—just like when I was in Uganda—that something good and perhaps better than anything I could ask or imagine will come out of this gift.
- 3) I believe the arts are a huge part of character development—probably more so than almost any other discipline—and this facility will be an important part of that work.
- 4) I believe that GNS, through all its programs, is creating citizens of the world. Who knows what kind of a difference our students will make in the world, but the opportunity for making that change and exerting that influence is here for them.
- 5) Finally, I enjoy being the ripple-maker in the middle of the pond. I enjoy being part of endless possibilities. So I have decided to jump into the deep end—in my own community. 🦋

Advancing GNS

Eva Riis-Culver, Director of Advancement

Donations are vital for an exceptional educational program in all independent schools, and GNS is no exception. They enhance programs, build state-of-the-art facilities, provide financial assistance through bursaries and scholarships, and they fund special opportunities and school needs that arise throughout the year. AND—they are also receipted for income tax purposes according to Canada Revenue Agency guidelines.



Donations are 'made to measure'—tailored for what works best for you, the donor. The Annual Appeal asks you every year to participate, either with a one-time donation or a monthly gift by credit card.

Capital campaigns raise funds for large projects, such as the Campus Transformation. In a capital campaign, we ask you to consider a larger gift, either as a one-time donation or a pledge over three to five years. The Bond Matching Program is a good example of a capital campaign, which involves bond donations of on average \$4500, and significantly larger donations of \$100,000 and greater, which are often pledged over a period of time. To date, we have raised just over \$1.5 million for The Hall!

You can also support the school with a planned gift, such as a life insurance policy or a bequest. These legacy gifts often involve the advice of a financial advisor to ensure the best tax outcome for you, your family, and your estate, while supporting an organization or cause near and dear to your heart after you are gone.

In-kind donations either support the school directly with an item the school needs, but are most often given as auction items for fundraising events, like the Parents' Auxiliary gala.

Donations of time and talent are also vital to the success of GNS, and how and when you volunteer is also made to measure to suit you.

To be the best school we can be, to provide an outstanding educational experience for our students, to build the self confidence that makes the difference throughout life, we need the time, talent, and financial support of the entire school community!

Thank you for all that you do for GNS—there is not a school more worthy of your support. 🦋

Thank you for your donations!

Annual Appeal

Anonymous (2)
 Brad & Cheryl Alexander, PC/ST
 Ann Allen, FR
 Terrie Anderson '76, AL
 Robert Anderson '09, AL
 William Anderson '11, AL
 Geoffrey Arundell, AL
 Michael Audain, AL
 David & Edna Auld, PF/SF
 Audrey Bailey, ST
 Robert D. Bailey '04, AL
 William Ballantyne '10, AL
 James & Vicky Ballantyne, BD/PC
 John Baty, ST
 Gillian Baudin, SF
 Julie Bedell, ST
 Jean Bigelow '71, AL/PF/ST
 Lily Blair, ST
 Tom Blake, PF/ST
 Brian Blamey, AL
 Doug Dalquist & Donja
 Blokker-Dalquist, BD/PF
 Mark & Kathy Bohlman, PC
 Larry Borgerson & Eileen
 Menheer, ST
 Nicole Bottles '10, AL
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 Sydney Boyd, PF
 Stuart & Brenda Brambley, PF/ST
 Heather Breen, ST
 Duncan Brice, ST
 Bob & Arabella Britten, ST
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 Benjamin Brooks '96, AL/ST
 Keith Broughton, ST
 Kevin Brown & Eimer McGrath, PC
 Simon & Joanne Bruce-
 Lockhart, BD/PC/ST
 Robert & Patricia Buchanan, SF
 Paul Buck, AL
 Jake Burnett, ST
 Michael Butterfield & Jayne
 Embree, PC
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 Rick & Colleen Calderwood,
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 Brooke Campbell, AL
 Amy Cannell, ST
 Zoitsa Cartwright-Petropoulos
 '09, AL
 Garth & Meagan Caters, PC
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 Jennifer Choi '10, AL
 Peter Ciceri & Nancy Powell,
 BD/PC
 Reed Paige Clark, III, AL
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 Claxton, AL/PF
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 Emmerson, PF/ST
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 Al & Rose Ferraby, PC
 Steven Titus '73 & Laura
 Ferreira '69, AL
 Brian Findlay & Susan Findlay
 '68, AL/PF
 Nancy Fletcher, ST
 Mali Lise Flynn, PC

Bill & Melanie Fosdick, ST
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 Bill & Joanne Fraser, PF/ST
 D.A. Fraser, AL/SF
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 John Godfrey, AL
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 James & Susan Henwood, PF
 R. Piers Henwood '91, AL
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 Douglas Homer-Dixon, AL/PF
 Thomas Homer-Dixon, AL
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 Shealand Keais '08, AL
 Scott Poole & Laurie Kelley, PC
 Rob Kiddell & Melissa Sands,
 PC/ST
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 Megan Kingham, ST
 Jack & June Kirkham, PF
 Dave & Nicola Komlodi, PC
 Robert & Katie Koopmans, PF
 Ross Koopmans '08, AL
 John & Valerie Kuehne, BD/PC
 Graham Lamb & Joan
 Wiggins, PC
 Emily Lapper '03, AL
 Brent & Jennifer Lee, PC
 Laura Lee, SF
 Leslie LeFebvre '74, AL
 David & Laureen Letkeman, PC
 Rick & Marianne Lidstone, PF/ST
 Edward Life & Diana Life '76,
 AL/PC
 Stacy Lin, PC
 Barbie Lisson, ST
 Patricia Lortie '64, AL
 Krista Louie '95, AL

Constituency Legend

AL	Alumni
BD	GNS Society Board of Governors
FN	GNS Foundation Board of Governors
FR	Friend
GR	Grandparent
PC	Current Parent
PF	Former Parent
SF	Former Staff
ST	Staff

Clint Lundgren, ST
 Fergus & Alexandra Macdowall, AL
 Roderick Mahrt & Joanne
 Nishimura-Mahrt, BD/PF
 Jordan Mannix '09, AL
 Rudy & Mary Anne Marchildon,
 BD/PC
 Tanis Masson, ST
 David & Lisa Maxwell, PC
 Alan Mayhew, AL
 John McAllister, ST
 John McCaig, PC
 Dean Murphy & Alison
 McCallum '89, AL/PC/SF
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 McDermott, PC
 Timothy McGee, AL
 Sarah McKerlich, ST
 Elissa McMurtie '66, AL
 Bruce & Geraldine Melville, SF
 Timothy Mercer '65, AL
 Manfred Bultman & Christine
 Miklitz, PF/SF
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 Allan & Cheryl Tradewell, ST
 Nicole Tuele, ST
 Robert & Avril Tyrell, PF
 Annie Vallance '97, AL/ST
 Phuc Vo & Quoc Phan, PC
 Glenn Vroom & Kim Waugh,
 PC, ST
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 Glen & Vicki Wallace, PF/ST
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 Amelia Warren '02, AL
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 Hugh Williams, ST
 Alan Wilson '46, AL
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Note: If any omissions have occurred, please accept our apologies and contact the Advancement Office so that corrections can be made. 250.370.6855 or advancement@mygns.ca.

Giving Totals for 2010/2011

Annual Appeal	Other Giving	Bequests	Total Giving	Parents' Auxiliary	Total
\$143,897	\$778,581	\$89,314	\$1,011,792	\$105,000	\$1,116,792

Thank You and Farewell

GNS says goodbye to Rob Kiddell, beloved Junior School Principal from 1995 to 2011, who is moving on to the Canadian International School in Singapore



Look! There's Rob starring as Goldilocks in Friday Morning Live! Blink, and suddenly, he's Captain Kiddell, steering the Kindergarten plane around the world. The next moment, he's playing road hockey in the back lot, a Jets jersey fitting clumsily over his work clothes.

Not a typical day at the office, is it? No, "typical" has not at all been Rob Kiddell's style as Principal of the Junior School. Since his first day at GNS in 1996, Rob set out to make the Beach a place for children by any means possible, to transform the campus, already made special by its ocean panorama, into a student-centred learning space, where children expand their minds, play, and grow—and have the time of their lives.

As Rob leaves the Beach for far off shores, we look back over his 15 years of service to GNS and celebrate the legacy he has left: the sense of fun and appreciation for learning that all of his students carry in their hearts.

Part of the Family

Rob has not been an ivory tower kind of principal, observes **Stuart Brambley**, Vice Principal of the Junior School. "He

likes to mix it up with the kids," he explains. "He likes to attend their camps and hikes and their Jimmy Chicken adventures... Rob is part of the family." Whether you play on the beach or the field, or whether you teach math or art, Rob wanted this school to be a place for everyone, where everyone is welcome anywhere.

Some of the administrative changes that took place in recent years suited Rob's vision for the Junior School, Stuart says. "We go to Grade 5 rather than Grade 7; we've included girls on the campus; we've added Junior Kindergarten and the IB PYP program. The Beach has become a much more fun place to be for kids; there is much more lightheartedness. Though it's still serious when it needs to be," he adds with a smile.

The school's reconfiguration provided Rob with a blank slate to splatter with a unique Junior School culture. "Within five minutes, you can identify a school's culture," Rob says enthusiastically, sitting forward in his chair. "Schools need to be a place for kids. They need to be warm, welcoming, fun, friendly. Any school that talks about excellence is still part of the 20th century... [Education] is about truly nurturing our children and providing them with a quality education."

You'll be missed at the Beach, Rob

I was surprised to hear that Rob had been at GNS for 15 years because his energy and zest for fun appear to me as though he just arrived. His energy never wavers! Personally (and professionally), I love him for his incredible compassion, understanding, and support. –**Jill Graham**, teacher, Kindergarten girls

Everyone knows Rob LOVES to have fun! There is no one better to have on your team when it's time to play. But when disaster, tragedy, and hard times hit, when the game of life knocks you down, there is no one better to have on your team than Rob." –**Judy Newman**, teacher, Grade 2 girls

Rob's playful spirit, his love of children, and his child-centred approach to education make him a great principal. His zest for living, his kindness, and compassion make him a great person. Rob will be missed! –**Clare Tanner**, teacher, Grade 5 girls

Rob has been a friend for many years. He's a fabulous guy. He has meant a lot to me and a lot to my growth as a teacher. I've got incredible respect for him as an educator. He's been ace. –**Gavin Bowers**, teacher, Physical Education

To implement his philosophy of education, Rob gave the students a larger voice at the Beach. “If we look around the Beach, it’s obvious that the students are at the centre of everything we do,” he says, gesturing all around. “There’s artwork on the walls; there’s the Student Voice club; there are clubs for every interest. We must continuously ask ourselves: What have the students done? How did we empower them? Did we respect them? Did we listen to their voice? They need to have a voice.”

Caring to Make Change

Near where Rob sits during this interview rests the sculpture the Kindergarten classes presented to him as a going-away gift: a tiny brain enclosed by a giant heart. While the sculpture (crafted by art teacher and counsellor **Leonard Butt**) is an embodiment of the persona Rob created for the kids, it also represents the lesson he wants each child to learn: “I want the kids to care enough and want to make a difference.” Rob recalls a story from a few years back of a little girl in Grade 2 who asked him why there was such a high population of homeless people in Victoria. When Rob couldn’t offer her an answer, she visited a homeless shelter with her parents, and, after learning about the situation, collected socks and other articles for the homeless. “There are hundreds of these examples,” Rob says proudly, “where a child has done a little thing that makes a tiny bit of difference because they care.”

The students make a difference not only because they have learned to care, but because Rob has modelled for them the importance of caring. **Leanne Giommi**, IB PYP Coordinator, observes: “He builds rapport with each child. The students can feel how much he cares about them. He has provided an environment for them where every act of caring they can muster is significant.”

Next Steps

Having grown fond of their Principal, the students expressed genuine sadness that Rob is moving on to be the Junior School Principal of another IB school, the Canadian International School in Singapore. They’ll miss his stories, his smile, his happiness, his silly voices, his magic tricks, the times he pops into class unexpectedly and stirs things up.

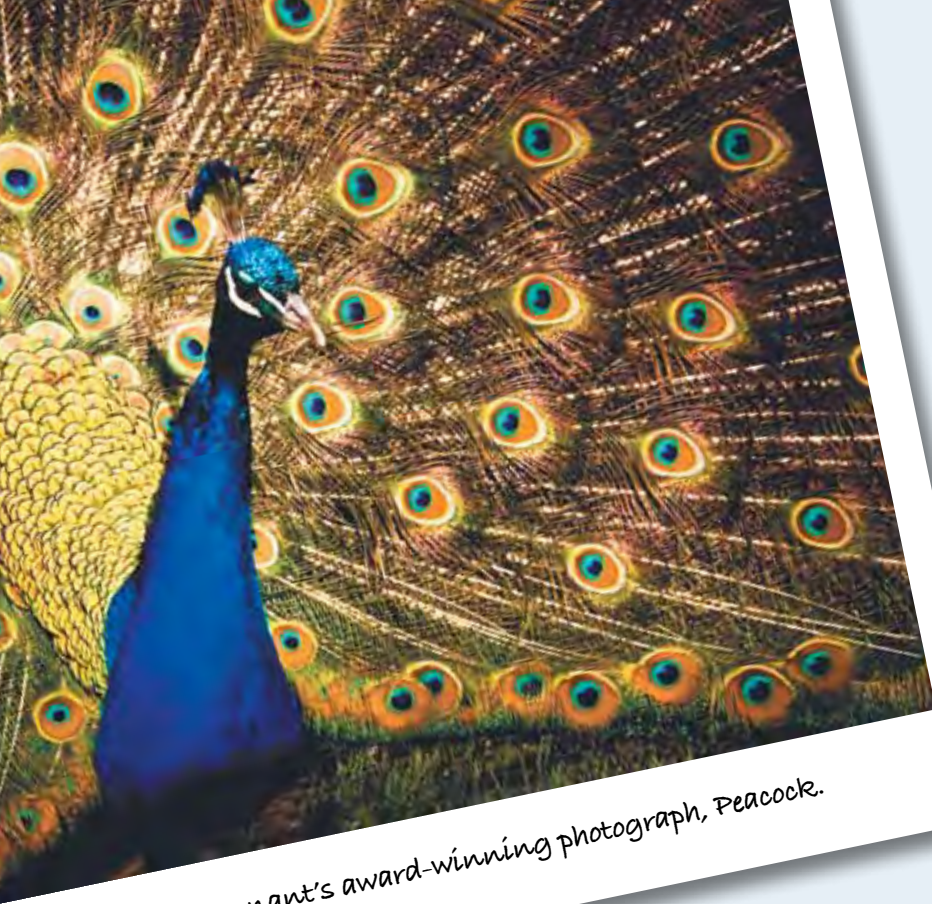
Ever the educator, Rob hopes the children will learn one final lesson from him. “My father lived in India and Pakistan,” Rob recounts. “Growing up, I heard all these stories of far away places. I always thought someday I’d be off in some faraway place, and if I don’t start soon, I’ll miss out. It’s like Rudyard Kipling’s mongoose Rikki-Tikki-Tavi says: ‘Run and find out.’ I think it’s our job to run and find out. I hope the students



remember that I ran and found out about life somewhere else; I hope they remember that they have opportunities elsewhere in the world.”

At Rob’s new school, he will be leading a massive group of 700–900 children, Grade 3 and under. His biggest challenge? Building culture in a large school, the population of which is largely Canadian ex-patriots, searching for a home in a foreign land. “Everything is going to be so different,” he says. “GNS is home. I got married here; my kids went here. Next year could go very badly for me,” he laughs, flashing the big smile his students have grown to love. “But it could also be incredible.” He shrugs. “I’ve got to run and find out.”

Thank you Rob, for 15 exemplary years of service to the GNS community. Under your watch, the Beach has become a fun, playful learning environment. “Run and find out” all about life in a new place—just remember to “run and come visit,” and tell us all about it! 🦊



Emma Tennant's award-winning photograph, Peacock.

Photographic Arts

For her IB MYP Personal Project, **Emma Tennant '13** decided to learn the art of photography. Since taking on this new artform, Emma's work has earned her significant acclaim. Her photo "Peacock" won the *Boulevard* magazine photo contest and will be featured on the cover of the *Claremont Review*. (pictured above) Another of her photos, "Picture a world where every door is open," won an international photo contest organized by the Victoria International Development Education Association.

Speech Arts

Jackson Gao '12 and **Jamie Thornton '11** represented GNS and BC at the National Debating Championship in Halifax this year.

Jyotish Khanna '14 and **Annabel Thornton '14** were the top Junior debate team in BC and represented the school at the Junior National Debating Championships in Estevan, SK.

Christian Taylor '13, **David Denhoff '13**, **Jyotish Khanna '14**, and **Annabel Thornton '14** were selected to compete for a position in the qualifier to determine who will represent BC at the Canadian National Debate Team Qualifier in Toronto.

Celebrate

GNS students have so much to celebrate, we thought we'd share the news of some of their accomplishments!

Performing Arts

Nathalie Watson '11 taught hip hop at Stages Performing Arts School.

Katelyn Hart '13 performed in Kaleidoscope Theatre's production of *The Hobbit*.

Singer **Brooke Turner '14** made the top ten in Vancouver Island's Got Talent. (pictured right)

Rianna Clark '15 toured Austria with the Victoria Children's Choir. The choir earned 1st place.

Juan Comish '15 taught young students hip hop at the Stages Performing Arts School, where he studies ballet, hip hop, and lyrical dance. (pictured below)

Prabhanj Daniel '15 was invited to perform the song "Proud of Your Boy" from *Aladdin* at the Honours Concert at the Victoria Performing Arts Festival.



Juan Comish (left) leads a group of young dancers through a hip hop routine.

our Gryphons!

Tom Halliwell '15 played the bagpipes at the Victoria Highland Games with the Victoria Pipe and Drum Band.

Michael Cooper '16, Elizabeth Duncan '15, Ashleigh Martens '14, and Hunter Watson '14 performed with the Victoria Operatic Society (VOS) in *Broadway: Decades in Review*. Michael also appeared in *The Wizard of Oz* (VOS); Elizabeth performed in the world premiere of *The Life Inside* (Belfry Theatre); and Ashleigh appeared in *Treasure Island* and *Willy Wonka* (Four Seasons).

Keaton Ollech '16 received the highest mark in Grade 8 piano theory in Victoria.

Athletics

Macbryan Bos '12 and **Fergus Hall '12** travelled to California with the U17 Canadian National Junior Rugby Team. Fergus also travelled to England with the team for the International Rugby Festival.

Emily Coulter '12 and her mare, Danica, won the Vancouver Island Hunter Jumper Association's 2010 Reserve Champion in the 3'3" Hunter Division.

Elspeth McGillivray '12 and her gelding, Quintero, competed in the 4' Jumper Division and placed third at the Saanich



Elspeth McGillivray jumps with Quintero.

in the Sun Summer Series Horse Show. (pictured below) Elspeth also made the Junior National Field Hockey team!

John Sharp '12 plays on the U21 Men's National Field Hockey team and was just accepted onto the U18 BC Provincial Team.

Parm Sahota '14 made the U16 BC Field Hockey team.

Manpreet Dalku '15's soccer team won 1st place at the U15 District Cup Finals.

Kianna Scheel '15 completed the Bronze Cross in swimming and the Junior Lifeguarding course.

Paige Wheaton '15 made the Super 4 Metro Island Spring soccer team.

Logan Airey '17 set a Grade 6 city record in the 800 m race.

James Duncan '17 won a silver medal at the World Martial Arts Games in Las Vegas in the weapons category.

Euan Hannigan '17 achieved his goal of making the top 10 for U13 squash in the BC provincial rankings.

Grade 6 Kool Half Marathon runners, **Logan Airey, Julian Dosanjh, Aidan MacCallum, and Max Stewart** (all Class of '17), came 1st in their age category, 18th overall in the relay, and 1st in the 19 and under relay.

Jack Stanley '17 set two Grade 6 city track records in the 1200 m and 2000 m.

Ella Brown '21 participated in the Victoria Youth Triathlon for the second time.

Taylor Leong '21 earned her green belt in karate this year.



Brooke Turner performs at the Parents' Auxiliary Gala



Naimah Zack sells her toys.

Service

Reede Phillips '23 held chocolate chip cookie stands all by herself to raise money for the Mustard Seed Food Bank.

Naimah Zack '23 set up a lemonade stand and sold her toys to raise money for cancer research. She and her siblings, **Gabriel '22** and **Leah '19**, walked in the David Graham Relay for Life. (pictured above)

Did we miss anyone? Email advancement@mygns.ca. 🦁

The Art of Performing



This photo: Alwyn Rutherford, Bohang Zhang, Emma Hutchison, Amy Yvorchuk, Zoe Benson-Potter, and Elora Sheres surround Jamie Thornton (in red), playing Facebook founder Mark Zuckerberg. Right: Bohang Zhang.

Slammin'

with Ms. Specht

Poetry is often regarded as one of the most challenging and immensely personal arts. Now imagine standing up in front of an audience, performing your poem, and being adjudicated on it—in front of everyone!

For many, that is the public speaking equivalent of skydiving!

And yet, a number of our students joined GNS's new Slam Poetry team, led by art teacher **Marie Specht**, and participated in the Victoria Slam Poetry Competition.

To prepare, students took part in a workshop with National-caliber slam poet Jeremy Loveday, who helped them refine the performance side of "slamming." Their hard work with Jeremy and Ms. Specht paid off: GNS placed second in the city competition, and some of our poets were ranked among the top few in individual scores!

Facebook Broke My Brain

Excerpt of the GNS Slam Club Group Slam

I saw the best minds of my generations
destroyed by the best laid plans of mice
and men. And I made that my facebook
status, 'cause it was clever.
And it struck me today, that maybe
I won't be great. Maybe I am not
magnificent. Spectacular. Special. ...

Facebook broke my brain.

Does the world know we taught
ourselves subconsciously, the tricks of a
modern trade?

Graduating from bathroom cell phone
shots, to photoshop, nonstop.

It's nonstop. It's nonstop. ...

I long for the days when words were
carved in wood or stone or bones, so
each word was purposeful. The ancient
Egyptians didn't spout their mouths off
carelessly, there was no expression in
hieroglyphics for "it's complicated."

... Mesopotamian Cuneiform couldn't
express, so simply, the concept of "Laugh

out Loud." And even Latin was too
romantic to respond to a friend request
so simply....

Facebook broke my brain.

But when I grow old I might tell myself
it was worth it. The way it all came
crashing down after those incriminating
pictures reinforced your high-tech
hangover. ...

I want to slam the brakes and ... find
enlightenment under a Bodhi tree.
That would make a killer status update. ...

Now browser windows hold our only
window to the world, and even my
dreams have rounded white edges.
Software symphonies playing in my ears.
I imagine myself as a machine.

Software synapses. Technology relapses.
My body collapses. Someday, I hope to
feel human again.

Facebook broke my brain.





This photo: General Jinjur's (Mikayla Newnham) all-female army takes up arms (knitting needles) and prepares to overrun Oz. Right: Tip (Heather Aitchison) and Jack Pumpkinhead (Jamie Shillington) rest after a long journey.



Theatre

Middle School

Over 45 Grade 6 to 8 students performed in *The Marvelous Land of Oz*, an enchanting sequel to the hit movie *The Wizard of Oz* (1939). Directed by drama teacher **Kate Pagett**, the play recounts the story of a young boy named Tip, who gets caught up in General Jinjur's revolution to take over Oz. Whether playing one of the beloved characters from *The Wizard of Oz* or bringing to life a new, equally endearing one, each actor developed his or her character to the fullest, no matter what size the part, and embraced the time to shine.



This photo: Nina Corwin, Sydney Hemphill, and Jasmine Lee dream about what they'd do with a million dollars. Top left: Michael Norris sings Hakuna, Matata!

Junior School

Fifty-five Grade 3 to 5 students participated in musical theatre club, which put on the show, *Wish Upon a Song*, written and directed by music teacher **Inge Illman**, with input from the cast. Featuring songs from Broadway hits such as *Annie*, *Fiddler on the Roof*, *Les Misérables*, and *Mamma Mia*, the high-energy show told the story of adorably muddled-up orphans, dreaming of the life that awaits them somewhere over the rainbow. 🦋



After the first training session in Madrid: Katie Robertson, Samantha Radford, Kristina Holm, and Sofie Campbell.

Real Soccer

Students experience Spain's Fútbol Fanaticism on spring break tour

Thirty-five Senior students and four chaperones travelled to Spain over spring break for an education on the rich culture of the Spanish people—their soccer culture, that is! The group visited some of Spain's more orthodox attractions like the Sagrada Família, the Alcázar of Toledo, and the Plaça de Catalunya, but soccer, or *fútbol*, -related landmarks prevailed on the agenda. (Although, ask any Spaniard, and he or she will likely agree that experiencing *fútbol* in Spain meets every religious, architectural, artistic, and cultural criteria!)

Organized through Adidas International, the tour led our students through a full schedule of soccer education, including training sessions, professional games, their own matches, and even a soccer service project. The trip's timing could not have been better for our students; Spain rejoices still over their first-ever FIFA World Cup victory in 2010, and soccer infuses their culture more than ever: colourful flags embellish balconies; World Cup paraphernalia decorate store windows; and there is a visible glimmer of pride in the eyes of every citizen, much like we Canadians had after winning our first gold medal at home during the 2010 Vancouver Olympics.

Just hours after arriving in Madrid, our students took to the field for their first training session at *La Ciudad del Fútbol* ("city of football"), the headquarters of the Royal Spanish Football Federation and training complex of the Spanish National team. **Duncan Brice**, Coordinator of Middle School Athletics, recalls that the students were focused and eager to learn, despite being tired from a long trip. They recognized the opportunity before them: "This level of training is considered world-class, if not the top of world class," explains Mr. Brice. "This is once-in-a-lifetime."

If you're thinking, as our students did, that it would be difficult to top an opportunity like that one so early in the trip, think of soccer in Spain like ruins in Rome: there's always one more highlight right around the corner!

Day 2 introduced our students to one of Spain's most revered holy spaces, the *Estadio Santiago Bernabeu* stadium, Real Madrid's home turf. Upon approaching the field, the GNS bus became very quiet, as our students were humbled by the realization that they were moments away from sharing the sidelines with soccer's great names like Ramos, Zidane, and of course, Beckham.

After a tour of the stadium, their humility turned into motivation, and they headed to the Real Madrid training centre for an intensive session with the Real Madrid Youth Academy coaches, the coaches who work with the athletes who will one day play professionally at the highest level on the planet.

Kristina Holm '12, a left midfielder on our Senior Girls team, was exhilarated by the coaching sessions, and describes in careful detail the drills and strategies she learned: "The Spanish coaches emphasized how important it is to work as a team. It's not only the defenders who are responsible for stopping goals; everyone needs to get behind the ball. It's the same when you're attacking. You shouldn't depend on only one section of the team to win your games."

This philosophy, she explains, reinforces the style of soccer taught by **Hugh Williams**, GNS's Soccer Director. "Our theme for the season was unity," she says. "We worked together on quick, short passes, and moving up the field as a unit."

Following these glorious first days, our students took part in a number of other training sessions both in Madrid and Barcelona. In between sessions, they played exhibition games against local teams, our girls coming away with one victory and one loss, and our boys losing three well-played matches.

Hamish Ballantyne '12, a centre midfielder on our Senior Boys team, was blown away at the level of the boys' teams they played. "In Victoria, we are technically superior to the other teams in the city," he says. "But we weren't even close to the standards expected of kids our age in Spain... Soccer is still developing in Canada."

The coaches who trained our students observed that the GNS group is the first Canadian group of soccer players any of them had seen in Spain. Furthermore, the Adidas International program is one typically reserved for professionals and university-level teams. It was inspiring to both Kristina and Hamish to learn GNS is playing a role in the promotion of Canadian soccer off our shores.

No question, *fútbol* is life in Spain, and one of the most culturally enlightening—and shocking—experiences of the trip occurred while watching a game between rivals Atletico Madrid and Real Madrid, the so-called "paupers" and "princes" of the capital city. Kristina and Hamish laughed while explaining that fans are separated in the stands to avoid riots (during



This photo: Our boys soccer players pose with a Barcelona team after their match.
Above right: Conor Hannigan, Brendan Connell, and Hamish Ballantyne at the Barca stadium.



Jordan Fletcher-Berna, Thomas Sercombe, Fergus Hall, Sofie Campbell, and Brendan Connell watch Real Madrid take on Atletico Madrid.

“The Spanish coaches emphasized how important it is to work as a team. It’s not only the defenders who are responsible for stopping goals.”

the regular season, too, not only when vying for the UEFA European Championship, the soccer equivalent of the Stanley Cup) and that many Atletico supporters left the stadium immediately after Real’s first goal, just 15 minutes into the game! As Mr. Williams said, petulance or passion—you decide.

Our players also furthered their education by participating in a unique soccer-related service project: a soccer game with a local homeless team, members of which had competed in the Homeless World Cup. According to Mr. Williams, our players approached the game with the fire of a BC Provincial semi-final, but they quickly realized this game had a different objective: soccer for soccer’s sake. No one kept score, and at the end, our group

presented the players with cleats and other donations, in thanks for sharing an afternoon, basking in the “beautiful game.”

Whether watching the Spanish National team practise, or feeding off the energy of Spain’s *fútbol* fanaticism, or learning a new trick on the pitch, each day of the tour presented our students with new inspiration to play the sport they love. While the boys have to wait until the fall to apply all the tricks and techniques they learned in Spain, the girls, energized and determined, were lucky enough to come home just in time to start their season. The benefit of the trip was immediately tangible—the girls won their second straight Provincial title on our home field! (see next page) 🦁



Senior Girls Soccer defeated Surrey's Southridge School 6-1 to win their second straight Provincial title.

Sports Round-up

Senior Girls Soccer

Our girls started the season with a 1st place finish at the Carihi High Tournament in Campbell River, then continued their streak by winning their 10th consecutive Island 'A' Championship, their second consecutive Provincial 'A' Championship (hosted on our turf field), and they became the first team to ever win back-to-back Independent Schools Association Championships. The season wasn't a total grand slam, however, as our girls suffered two heartbreaking losses in the final games of the UVic Tournament and the Ryan Cup, which both went to shoot-outs. As always, there's a silver lining: the 2nd place finish at the prestigious UVic tournament was the highest placing GNS has ever had!

Senior Boys Rugby

Our rugby team capped another successful season with a 6th place finish at the 'AA' Provincial Rugby Championships. This is an extraordinary accomplishment considering the size of the school and the number of boys available from which to draw a team. Given the team's excellent results at the Provincial Championships over the past two years (a 5th place finish in 2010), the Gryphons can rightfully claim the title as the top single 'A' rugby team in the province, which bodes well for next season. Fourteen players will return to the team next year to help make it known rugby is on the rise at GNS.

Track and Field

Our eight-member, all-male track team continued to turn heads this year at league meets, the Islands, and Provincials. All of our athletes qualified for the Islands after the Lower Islands, which saw **Ben Weir '13** take home a triple gold, winning the 1500 m, 3000 m, and the 3000 m steeplechase; **Jordan Fletcher-Burna '11** finish 2nd in the Senior 400 m; **David Denhoff '13** finish 2nd in the Junior 400 m; **Ray Siluch '13** take home 3rd and 2nd in the 100 m and 200 m; and **Sam Ferraby '13** place 2nd in high jump. Ben alone qualified for Provincials, and despite being one of only three Grade 10s to qualify for the Senior Boys 3000 m, he finished 10th.

Golf

Our golf team was the only Island team at the Provincials in Langley this year, and we held on for 4th place in the Province. **Conor Hannigan '12** led the team with a two-under score on the par 70 course! GNS also stood out in the skills competitions, with **Ryland Connell '11** winning 3rd in the putting competition; Conor winning 2nd in the sand shot competition; and **Christian Taylor '13**, a rookie to the team this year, placing 1st in the 150-yard competition. 🦁

A Change in the Winds

The Change Conference celebrates its 10th Anniversary with the addition of a service project

Up at North Saanich's Woodwynn Farms, a group of Change Conference delegates transports wheelbarrow after wheelbarrow of yellow straw to a newly planted orchard. Others are hard at work by the peach, apple, and pear trees, getting to know each other as they mulch each tree with straw and TLC. A third group is shoulders deep in barrels of rotting produce. The smell is staggering from even 20-feet away, but this group is as jovial as the rest, getting to know each other as they sort, by hand, through gooey lettuce, mushy carrots, and rancid garlic, which will nourish the soil of a new garden.

Welcome to the 2011 Change Conference service project! In celebration of the conference's 10th anniversary, the organizing committee of GNS students added a service element to the weekend of keynote speakers, workshops, and discussion groups, all focused on empowering youth to make constructive change. As one student organizer said, we spend the whole weekend talking about making change, why not make some?!

Started in 2001 by **Amelia Warren '02** (featured in *Traditions* Winter 2009), the Change Conference is a 100% student-run symposium for local youth in grades 8 to 12. A team of 15 GNS students formed the organizing committee this year, doing everything from finding venues, taking registration, arranging

service projects and workshops, and booking keynote speakers, including Grade 8 student **Ella Van Cleave**, a leader in dolphin activism (see page 24), and alumni **Duncan Penn '01** and **Jonnie Penn '04**, stars of the hit MTV show *The Buried Life*.

For the service project, the delegates were split into three groups: one group planted over 300 trees in Shawnigan Lake; a second group prepared an organic sustainable garden on the Pemberton Woods Campus (check it out on the south corner of the Gudewill Gym, near the future



This photo: Change Conference delegates mulch trees at Woodwynn Farms.
Above: Georgia Tomsett and Rebecca Gross plant seedlings in Shawnigan Lake.



Grade 3 students Isabelle Irvine and Katie Hurst water the Change Garden at the Pemberton Woods Campus.



Katie Robertson and Leah Kuzmuk pose with GNS alumni Duncan and Jonnie Penn of *The Buried Life*.

“Everyone was exhausted—but happy. Exhausted, but wanting to do more.”

location of The Hall); and a third group attended to farming duties at Woodwynn Farms, a therapeutic community for the homeless.

Teacher supervisor **Gina Raimondo** says allowing the delegates to participate in change so soon after being called to action worked well. “The delegates really felt like they did something. They were hyped up!”

Stefan Higgins ’12 remembers that when the delegates regrouped after the service projects for the final keynote, they had even more energy than before they left. “Everyone was flushed and exhausted—but happy! Exhausted, but wanting to do more.”

Having 13-year-old Ella present her work on saving the dolphins contributed to the energy of the delegates. “It wasn’t just someone in their 50s telling us that we can make change after years of hard work,” **Leah Kuzmuk ’12** explains. “Ella is someone young—younger than a lot of the delegates—who has followed her passion and is the embodiment of change. We can all do that.”

If Ella convinced students their youth would not be a barrier to change, Duncan and Jonnie confirmed it. The highly anticipated *Buried Life* keynote attracted over 350 people, drawn to the boys not only because they are TV stars, but also because they are young GNS alumni who followed their dream and achieved it. They recounted all the obstacles they faced getting their show on air, with the overarching message

never to give up on something you believe in, even if, like them, some of the things you want to achieve are (a) get an MTV show, (b) play basketball with President Obama, and (c) make a million dollars (they’re still working on this last one)!

The fact that the 2011 conference attracted a record number of students (over 100) from schools across Victoria confirms that youth are hungry for change, and GNS is leading the way. **Madeleine Taylor ’11** recalls hearing delegates buzz about the success of the conference: “I heard someone say ‘This conference has changed my life. This has been the best two days ever.’” Madeleine, who will study international relations and peace and conflict studies at the University of Toronto next year, observed that the high turn out shows that youth are making a commitment to social change.

Madeleine herself made that commitment this year. Anticipating a challenging school year as she completed her IB Diploma, Madeleine knew she had to make choices in her co-curriculars, which include rowing, editing the *Gryphon*, the Change Conference, the Saanich Youth Council, and debating. She prioritized her activities and ensured there was time left for the Change Conference committee. “It’s an issue of time management,” she explains with a smile.

And that is her hope for the future of the Change Conference: that people will manage their priorities and put social change near the top of the list. “The Change Conference gets rave reviews every year,” she says. “Let’s get more people committed to making it bigger and better. Let’s make a difference.” 🌱



Reduce, Reuse, and UPcycle

Grade 7 students turn trash into treasure

You know that old soccer ball rolling around the back of your garage? Or that broken umbrella hiding in your entranceway closet? Can't bring yourself to throw them out, but don't know what to do with them?

Our Grade 7 students will show you the way, and it's not through the garbage. Or a recycling bin. Or a bonfire. It's far more creative, innovative, and practical: it's through UPCYCLING.

Coined by William McDonough and Michael Braungart in their book *Cradle to Cradle: Remaking the Way We Make Things*, upcycling describes the process of creating useful products out of, well, garbage. Essentially, one man's trash becomes the *same man's* treasure!

For the final project in the IB environmental science unit, teacher **Margaret McCullough** challenged students to upcycle, to think outside, inside, below, and behind shoeboxes, or any waste they could scrape up from home, and make something useful.

A broken umbrella and old shirts became **Madelynn Marchildon '16's** parasol; old clothes and plastic bags became **Rachel Sawchuk '16's** camping blanket, warm on one side, waterproof on the other. **Michael Cooper '16** snatched one of the school's outdated iMac computers and created a work of eco art: he removed the motherboard and

the insides, lined the shell, put in soil, and planted a host of colourful plants. "It's a terrarium," he says proudly, gesturing to his masterpiece.

"I thought this whole unit was a great way to learn," says **Nathan Kuehne '16**, whose upcycling project transformed six empty cans of chunky Campbell's soup into an elegant wine rack. "Throughout the project, we learned how consumerism is harming the environment and how we can stop it. I found that really moving."

"What they have come up with is amazing," says Mrs. McCullough, looking out at the colourful displays of the Environmental Science Fair set up in the Scott Gym. "The enthusiasm and creativity with which they have approached this challenge have blown me away!"

Significantly, the upcycling piece was only a small component of a much larger project. Like many IB units, the environmental science unit invited students to explore the concepts they learned in a variety of disciplines, not just science. They studied and analyzed films [*The Age of Stupid* (2009) and *The Story of Stuff* (2007)]; they researched and wrote essays on an environmental topic; and they prepared colourful displays, including charts and other graphics, with the help of **Lance Pimlott** in Information Technology (IT). The fair showcased how the students' work in environmental



Above: Michael Cooper's computer-turned-terrarium. Left: Madelynn Marchildon models her homemade parasol, made from a broken umbrella and old shirts.

science is applicable across a number of disciplines, which in turn helped students truly understand the challenging concepts they encountered in the unit.

Andrew Weaver, author, Canada Research Chair in climate science, and parent of **David Weaver** in Grade 7, was impressed with the students' creativity, knowledge, and enthusiasm for the fair. "I have spent almost 25 years working in the area of climate science," he explains. "During this time, I have visited many schools and attended numerous science fairs. Without a doubt, the environmental fair... was the most inspiring event I have ever attended.... Students came away from it knowing that they can make a difference. And they were so very proud of their accomplishments."

As we have grown accustomed to hearing, our children are the future. What Mrs. McCullough and Mr. Weaver observed in our very own Scott Gym shows promise that the future is in good hands—very good hands. Our students are informed and innovative, and perhaps most importantly, they *care*. "This unit made [my son] reflect deeply upon his role in society," Mr. Weaver says. "Mrs. McCullough's unit, culminating in the capstone [upcycling] activity, gives students a venue to use their creativity to make a difference." 🦋

"We learned how consumerism is harming the environment and how to stop it. I found that really moving."



Nathan Kuehne's elegant wine rack.

She Dreams of Dolphins

Thirteen-year-old Ella Van Cleave '15 fights to save cetaceans

Over 20,000 dolphins are killed each year in Japan.

This fact boils the blood of Grade 8 student Ella Van Cleave. You might say she is red with anger over it, red as the sea in Taiji, Japan, where 2000 dolphins are slaughtered each year. The water there is dense with the blood of dolphins, brutally stabbed to death for a few hundred dollars apiece.



Ella learned about the Taiji dolphin slaughter from the documentary *The Cove* (2009), and it has changed the course of her life. "After I watched *The Cove*, I got this terrible feeling," she explains, her usually bright voice getting quieter. "You learn things you never thought could be true."

From a young age, Ella dedicated her time to animal rights. After learning about the needs of abandoned tigers, she raised enough money to adopt one for a year, calling on friends and family and her classmates at GNS to help out. She also started her own campaign, "Toys and Treats," to bring joy to abandoned dogs. She canvassed door-to-door, raising awareness and collecting items; she even gave up birthday gifts for herself, asking that friends make a donation to her cause. "One time, we delivered a whole caravan full of toys and treats to a shelter," Ella recalls. "And one time, we came home with a dog," she laughs. "But that's a different story!"

After learning about the dolphin slaughter in Taiji, which operates legally in Japan, Ella was back to her old tricks. Her first action was to inform herself beyond the film. "She read anything she could find," says Ella's mom, Liz. "She wrote letters to President Obama, Prime Minister Harper, the Japanese Consulate, and groups like Save Japan Dolphins (SJD), [the organization featured in *The Cove*]."

At first, Ella received only a form letter back from SJD, but after she sent them a second letter outlining the petitions she'd started and her work spreading the word online and in the community, she received a personal email from Mark Palmer, one of the men at the forefront of the protest. "Mark has become her mentor," Liz says. "If Ella emails him, he gets back to her within three hours. But he never tells her what to think; he only sends her on the right direction to finding new information."

Ella is also in touch with activists at the scene in Taiji, who send her regular information on the work being done there.

She posts all the information she receives on her website, Save the Dolphin Smile (www.savethedolphinssmile.com). She chose the website's name strategically, to debunk the myth that dolphins in captivity are smiling as they perform their tricks. "The captive entertainment industry is built up to look so great," Ella says. "Because dolphins look like they are smiling, people think they must enjoy being part of shows."

More than the abomination of putting self-aware mammals in captivity, there is an even darker side to the captive entertainment industry: a dolphin slaughtered for its meat sells for around \$600, but one sold into captivity can sell for between \$150,000 and \$300,000! The Japanese fishermen might be the ones doing the killing, but they aren't the only ones at fault, Ella says. Dolphins hunted in Japan are shipped to aquariums and water shows all over the world. Even Canada.

"And dolphin trainers take part in the slaughter," Ella explains, shaking her head in disgust. "They go into the cove [where the dolphins are penned up] and pick the dolphins they want for their aquariums. The ones they choose are taken out of the water, and the rest are killed."

Ella's youth and passion for the cetacean cause has provided her with a number of opportunities to spread the word about the slaughter. In April 2011, she was invited to appear as a keynote speaker at the Change Conference hosted by GNS (see page 20). Ella spoke to over 100 high school students, not only providing information about the slaughter, but also teaching about conservation and what kids can do, despite their youth, to make a difference.

Following the Change Conference, Ella spoke to her sister **Carrie's** Grade 5 class, which, at the time, was preparing for the Grade 5 IB PYP Exhibition. "After she spoke to our class, my group came up with the idea to study animals in captivity for our project," Carrie relates. "I have always absolutely adored animals, but Ella inspires me to want to take action."

Beyond GNS, Ella spoke at the Canadian Network for Environmental Education and Communication Conference at the University of Regina in June. Conference Chair Peta White said Ella was a highlight of the conference. "People were very impressed with Ella. She is very articulate, very confident, and she was extremely well prepared... The people [in her session] placed a value on her having a voice."

Ella's activism has also caught the attention of Wildlife Warriors (formerly the Steve Irwin Conservation Foundation), and she has been made a Joey Ambassador, a title given to youth fighting for animal rights. The only Joey Ambassador in Canada, Ella is given a goal every month, for example, to give a talk about a specific endangered animal or to collect items for a cause.



Taiji's Red Tide: the water is red with the blood of slaughtered dolphins.

Protecting cetaceans, however, remains Ella's focus. "She has chosen her career," says Liz. "Everything she does is career-driven, and whatever needs doing, she'll do it. She switched her second-language studies to Spanish instead of French because she sees her life spent with marine animals in southern countries. She also got her scuba diving certification."

The scuba diving concerns Liz, who worries about the dangers of the sport. "But Ella debated her case," Liz laughs. "She's a strong member of the school debating team—just ask Mr. Baty! She convinced me."

The next topic up for debate in the Van Cleave household is whether Ella can go to Taiji as a Cove Guardian. While she is younger than the 18-year age restriction, there have been a few exceptions made in the past, and Ella hopes to be another one. "She'd like to do it for her IB Personal Project in Grade 10," Liz explains, a hint of uneasiness in her voice. "But it has not been decided. It's dangerous over there! If she doesn't do it by 16, I have no doubt she'll do it when she's 18."

Until she is old enough to be a Cove Guardian, Ella concentrates on getting signatures on her petition. Her aim is 23,000, the approximate number of dolphins killed in Japan each year. She currently sits around the 2000 mark. "You never know how many signatures you'll need," she says determinedly. "The Save Japan Dolphins petitions have over two million names. But every single one puts more pressure on the people allowing this slaughter."

Awareness is key, she continues, the passion in her voice not even slightly diminished after an hour-long interview. "The more people who feel strongly about it, the more people will be willing to go out and do something." 🐬

GNS is a Family Business

Joan Homer '38 and Bruce Homer '69 share what draws them to GNS, decades after graduation

Enjoying a coffee and chocolate croissant on the front patio of Ottavio Italian Deli on Oak Bay Avenue, **Bruce Homer '69** spots a girl in a GNS uniform approaching with her mother and a puppy. Seeing them brings a smile to his face, reminds him of the days when he wore a Glenlyon uniform. When they walk by, Bruce introduces himself. "I went to your school when I was little," he says kindly. The girl and her mother pause at this friendly introduction, and within minutes, they are talking like old friends, sharing stories of days spent digging holes on the Beach and holding races on the front lawn.

Shortly after that pleasant afternoon, Bruce's mother **Joan Homer '38** experienced a similar encounter. While walking along Willows Beach, she noticed a girl in a GNS uniform walking with her family. Joan approached them, explaining that she attended Norfolk House, and the group exchanged

pleasantries and a few laughs, largely about the dark green Norfolk House uniform Joan loathed.

Naturally, the school has undergone many changes since Joan and Bruce's days, most significantly, the amalgamation of the two schools. And yet, Joan reflects, much has stayed the same. "Norfolk House and Glenlyon have carried on the same traditions and values they've always had," she observes. Bruce agrees, commenting that the sense of family he felt when he was a boy at the school persists.

Since their time at GNS, both Joan and Bruce have stayed involved with the school. Joan was a regular at the Norfolk House luncheons, and even at 90 years old, she is still in touch with some of her friends from school. Part of the appeal of staying in touch is not just her own time at Norfolk House, but also the fact that her three sons and two grandchildren attended the school.

Bruce has been a force behind the scenes at GNS for nearly 20 years. He joined the GNS Society (GNSS) Board of Governors in the mid '90s, first serving as a Governor and later as Chair of the Board for several years. After over a decade on the GNSS Board of Governors, he switched to the Board of the GNS Foundation in 2006. He recently stepped down as Chair of the Foundation, but continues to serve as a Trustee (Stuart Piets, featured in *Traditions* Winter 2011, now sits as Chair of the GNS Foundation). On top of these huge commitments to the school, Bruce also sat on the Executive of the Alumni Association for many years.

"When you make ties at a school like GNS," Bruce explains, "they last forever." Though he left the school after Grade 9 (at the time, Glenlyon didn't go past Grade 9), he met up with former classmates while studying at the University of Toronto, and later, while living in London, England. And he continues to make connections, he says, whether it's meeting a GNS family at Ottavio's or making friends with alumni at GNS events.

Joan recounts a similar experience. She left Norfolk House in 1935 when her family moved to England, but when she moved back to Victoria after the war, a young wife with a family, she reconnected with a few Old Girls (with the help of the *Times Colonist's* social column—the 1940s' Facebook), and they stayed friends for the rest of their lives!



Above: Bruce Homer.

Next page: Garth, Keith, Bruce, and Joan Homer circa 1960.

*“The motto is the core value.
It’s a very high standard
to meet, but it’s something
alumni will remember
throughout their lives.”*

Sitting in the Homers’ solarium, surrounded by flowers and plants, and listening to them reflect on GNS, feels more like listening to a family history than the history of a school. Bruce and Joan speak lovingly, proudly, of the past, and paint a colourful portrait of bygone days at Glenlyon and Norfolk House.

They explain that the sense of family the school engenders is a tradition that has been passed on since they were students at the school. “Glenlyon had a huge family atmosphere,” Bruce says, “partially because Rattenbury House was the Simpson’s family home. The campus is a family, home-type experience. It’s intimate; it’s unique.” Joan agrees that the family values associated with a small school also prevailed on the Norfolk House campus. There were no houses around the campus at the time, just acres of forests with a stream and little bridge nearby. The way Joan describes it, Norfolk House sounds like an intimate, fairy-tale cottage in a vast Eden.

Just five minutes down the road, Glenlyon was on its own piece of paradise. “You can’t be on that location without looking out and having it stick with you for the rest of your life,” Bruce says. He remembers walking all the way to Jimmy Chicken Island (formally, Mary Tod Island) when the tide was out, before the Turkey Head Breakwater [by Oak Bay Marina] was installed and changed the currents. Bruce laughs “I remember once we found a crab and took it to Audrey, the school cook, who prepared it for Ian and Florence Simpson, who made a meal of it!”

Of course, a school requires more than a picturesque location to grow. Bruce has a theory about how GNS has achieved this: “It’s in the relationship between teachers and students. That relationship is really special at GNS, and it’s critical—not only for passing on education but for passing on values, like the motto, *Do your best through truth and courage.*”

“The motto is still relevant,” Bruce continues enthusiastically. “The mottos of the two schools were good (*Truth and Courage* for Glenlyon and *Do thy best and rejoice with those that do better* for



Norfolk House), but the combined motto is even stronger—much like the school itself. The motto is the core value. It’s a very high standard to meet, but it’s something alumni will remember and bring to the forefront throughout their lives.”

Despite the years that have passed, Joan and Bruce have remained attached to the motto and the school, no matter how different the campuses look, no matter how the organization has changed. “Things change and things have to change,” Joan says. “But the traditions and values remain. They are good traditions and a good sense of values. The students who graduate from GNS are very lucky.” 🌿



Vicarious HEROISM

*Jennifer (Smerdon) Freeman '97
Spreads Peace through the Women
PeaceMakers Program*

"In eastern Congo, wars came like the rains," writes Jennifer Freeman from her home in San Diego. "Sometimes you could hear their rumble in the distance. Sometimes, there was a sudden quiet in the air, a stillness that told you they were near. Sometimes, there was no warning at all. But when the rumble of war echoed amongst Congo's hills, even the rainclouds hid."

A writer with the Women PeaceMakers Program, Jennifer's narrative recounts the peacekeeping efforts of Sylvie Maunga Mbanga, a lawyer and activist against sexual violence from the Democratic Republic of the Congo. For two months, she listened to Mbanga's stories of war and violence, murder and corruption, and then sat down to write the heroic tale the world would otherwise never have heard.

The Women PeaceMakers Program (WPM) was established at the Joan B. Krock Institute for Peace & Justice (IPJ) at the University of San Diego to share the stories of remarkable women leaders around the world who have developed effective strategies for peace building in violent, war-torn communities. Every year, the WPM program matches four women peacemakers with four writers, who bravely listen to the peacemakers' heart wrenching stories and write a narrative of the women's lives and peacemaking efforts. To date, the institute has documented the stories of 32 peacemakers from 27 countries. Like so many unsung heroes, these women's tales are left out of the media and out of history books; without the WPM program, the world would never learn of the bravery of these incredible women.

After graduating from GNS in 1997, Jennifer entered the University of Victoria in the marine biology program. Realizing it wasn't the right program for her, she transferred to a university in Germany, where she had spent three months on exchange through GNS. While there, she took on a nannying position with a Foreign Service family, who fascinated her with their stories as foreign diplomats. Jennifer was reminded of how moved she had been when she heard Peter Dalglish, founder of Street Kids International, speak at GNS, and started thinking about a career in peace and justice. "Everything fell into place," Jennifer remembers. "I came back to Canada, joined the model United Nations, switched my major to political science, and started becoming much more involved in international peace and conflict issues."

Between finishing her undergraduate degree and her Master's in peace and conflict studies at the University of Northern Ireland, Jennifer travelled to Uganda and Ghana (where she met her husband, who was working for the UN) on internships involving refugees and women's and children's rights. When her husband accepted a position in San Diego at the International Rescue Committee, Jennifer found the



Jennifer in rural Nepal after a workshop. Standing with a colleague (left) and two leaders of a local women's peacebuilding Non-governmental Organization.

WPM program and started there as a writer, first documenting Sylvie's inspiring story in "Healing the Wounds of War," and next writing about Zeinab Mohamed Blandia, a Muslim peacemaker from Sudan, in "A View through the Mountains." (All WPM narratives are available to the public on the IPJ website: <http://peace.sandiego.edu>.)

Jennifer's passion for the program grew over her two years there, and she now serves as the WPM program officer. She was recently in Vancouver receiving the prestigious Paul Simon Award for Comprehensive Internationalization for the program.

"I think one of the reasons I decided to pursue international peace and justice was because of the safe, secure childhood I enjoyed at GNS," Jennifer explains in her calm, gentle way. "I think my career had its genesis in the simple, naïve, but genuine wish that other/all children could grow up with the same innocent joys and security I had."

But in order to help children—and all humanity—lead better lives, Jennifer had to delve deeply into the world's violent conflicts; she had to get to know the experiences of the women peacekeepers intimately, and that meant listening to story after story of unimaginable horror.

"Experiencing even a hundredth of what these women have lived through could leave you traumatized," Jennifer says. "It had a life-changing impact on me, to see their indescribable

courage in the face of the horrific things they endured and the impact they were able to make on everyone, and the courage it took to face those odds."

While Jennifer is able to see the silver lining, she explains that the writers are led through a week-long orientation session to diminish the impact of vicarious trauma that can occur while listening to the women's earth-shattering experiences. This is where she feels the media sells us all short: "The news shows us all these images of atrocity, but doesn't tell us how to be constructive. There needs to be a buffer to the vicarious trauma, so we can be effective."

A town elder in Ghana helped her create her buffer. After witnessing an act of violence in the streets, Jennifer was shocked, distressed. She wanted to take action immediately, but the town elder stopped her, telling her she needed to let that moment of violence go and work at the root of the problem in the community. "With every fibre of my being, I wanted [that] pain to stop," Jennifer says, her eyes filled with hurt. "But the answer wasn't as simple as I wanted it to be."

In response to the violence she had witnessed, she and the team planned an intensive training session for policemen, social workers, and hospital staff to teach them about gender issues and show them how the local culture supported ending domestic violence and sexual abuse. "I was a cynic," Jennifer recalls. "I didn't believe [the workshop attendees] would

change after one week.” But she was proven wrong! Within three months, the region created Ghana’s first women and juvenile unit within the police, and within six months, a man was sentenced to jail time for sexual assault—for the very first time in the region.

Looking back, Jennifer is thankful for the lesson the elder woman taught her. “I could easily have shut down there. . . . But [the elder woman] said, ‘You shutting down and going home and crying for days is not constructive. There are ways to be constructive.’” This lesson came in handy when Jennifer started working with the women peacemakers at the IJP. “I learned to stay open enough to empathize and really hear what these women are saying, but also protect myself.”

What is more, the stories are ultimately stories of hope. “They all have a positive ending,” she says. “We wouldn’t direct anyone to read them without a positive message.”

The WPM program not only provides a safe space for the women peacekeepers to share their stories, but it also enables them to learn from each other, even after their time in San Diego ends. Jennifer recently travelled to Nepal and the Philippines for regional summits that facilitate communication between the alumnae. Some are experts in disarmament, some in child soldiers, others in negotiating ceasefires. With the help of the WPM program, they continue to learn from each other. The institute also has observer status in the UN, and once a year, WPM presents to the UN. Specifically, the WPM program is hoping to influence UN Security Council Resolution 1325, to get more women involved in peace negotiations.

In the meantime, Jennifer and the WPM program continue to study the stories of the peacemakers, searching for ways to bring peace to troubled nations. “Dealing with people and conflict is complex,” she says. “A lot of those issues are circumstantial—the motivation it takes to create heinous acts, and the motivation it takes to create a woman peacemaker—or any peacemaker... We really need to think about who these people are and what causes them to do both positive and negative actions to allow us to influence more positive.”

Jennifer remembers a day in San Diego when Sylvie Maunga Mbanga started crying while walking down the street: a stranger had smiled at her. It was the first time she had ever walked down the street and had a stranger smile at her. “The peacemakers have endured horrific things,” Jennifer says. “Yet so many of these women have hope and light and are happy, bubbly people, who have this shining optimism from their communities, family, and religions. I find it incredibly inspiring that they have the motivation to do the work that they do.”

And in turn, Jennifer inspires others with the work she does—helping women change the course of history. 🦋



Jennifer with the 2010 Women PeaceMakers.



Jennifer speaking at the “Bearing Exquisite Witness” conference in 2009.



Jennifer with Grace, the daughter of a friend, in the Democratic Republic of the Congo.

In Memorium

Star Estraletta Wyatt

January 9, 1952–March 19, 2011

Star, beloved Middle and Senior School art teacher, from 1995–2011, will be remembered for her enthusiasm for life, her love of her family and her students, and her fascination with the art of colour and light.



A bowl Star crafted and bequeathed to the school.



"At my old school, art was one of my least favourite subjects. But Ms. Wyatt changed that the first day I stepped into her classroom. She engaged me with the class, made it fun and easy to understand. Ms. Wyatt has influenced my morals, my beliefs. She changed how I look at everything in the world, including my own art."

–**Thomas Cochrane '13**

"At the end of the year, we award one Grade 12 student an award for 'daring to be different in a very positive way.' If there was ever such an award for staff, I would nominate Star. The courage, love, and positive spirit that she showed in these last years as she dealt with the aftermath of a car accident followed by cancer was an inspiration. It has been my privilege and honour to count Star as my friend. I will miss her, but I will hold her in my heart and remember her for the remarkable woman she was." –**Jean Bigelow**, Director of Student Life

"Star was always looking for ways to contribute. She made the runners we still use at the grad ceremony and the Gryphon costume. The Gryphon was challenging for her, to have it decorated appropriately but have it be functional. But she loved doing it! Star loved teaching. She always saw her health challenges as short term; she was always looking forward to getting back to teaching, even in the months before her death." –**Leonard Butt**, Senior Art Teacher and Counsellor

Obituaries

Alumni

1930

Patricia (Porter) Hedley, 1913–2011.
Passed away April 29, 2011.

1942

Patricia Ann Margaret van der Esch-Mitchell, 1925–2011. Passed away April 8, 2011.

1948

Vice-Admiral **Daniel Mainguy** passed away August 17, 2010.

1965

Christopher Denny passed away
June 3, 2011.

1971

Gillian (Parsons) Narang, 1943–
2011. Passed away May 2011.

1978

Gina Wilkinson, 1960–2011. Passed away December 30, 2010.

1982

Chris Stamford, 1964–2011. Passed away April 8, 2011.



Former Staff

Roger Doney, a Senior History teacher at Norfolk House and GNS from 1982–88, passed away in June 2011. 🦁

1952

Cptn. Douglas Clarke sings in the chorus for the Vashon Island Opera Company and recently played the registrar in the company's production of *Madame Butterfly*.

1959/60



Barbara Emery '59, Lisa (Husband) Lloyd '60, Ann (MacDougall) Piercy '60, and Heather (Bridgman) Robertson '60 held an Old Girls reunion in France in the fall of 2010. The four took a walking tour in the south of France. The friends have kept in touch since their Norfolk House days, but this is the first trip they have taken together.

1965

Colin Bonneau will be helping to officiate the bench press and push/pull events at the World Police and Fireman Games held in New York City from August 26 to September 4. His world record in Bench press still stands.

1973

Carolyn Gebbie writes that her husband, Bob Gebbie, has joined her at Victoria's TriStar Training.

Established in 2004, TriStar Training provides a fun and supportive environment to develop and improve swim, cycle and run skills for both novice or seasoned triathletes. Both Carolyn and Bob are nationally certified triathlon coaches.

1989

Dally Dhillon writes: "After a ten year hiatus, I became a student again and am now nearing the home stretch to complete a Certificate in Business Administration. In between the business courses, I recently completed three business analysis courses."

1994



Sarah Wilmot and her husband James are delighted to announce the arrival of their son, Miles Gerald James Wright. Miles (above) was born in Vancouver on December 24, 2010, weighing, 7 lbs, 7 oz.

1998

Amelia (Smith) Norrie and her husband Charles Norrie are pleased to announce the birth

of their son, Thomas Norrie (below), on October 21, 2010.



1999

Jon Benskin was recently awarded his PhD in Lab Medicine and Pathology from the University of Alberta.

2003

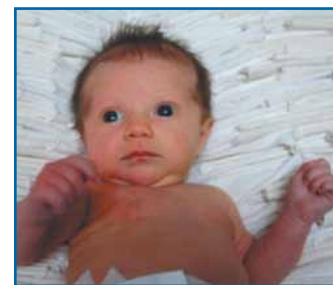
Madrona, a Seattle-based capital investment group, has helped raise \$4 million in financing for the men's clothing company, Indochino, co-founded in 2007 by **Kyle Vucko**.

Staff Notes



Director of Finance **Marj Hewitt** (now "Grammy") welcomed her first grandchild, Mason James Spencer (above), born February 3, 2011 in Edmonton to her daughter

and son-in-law, Brady and Peter Spencer. He was born at 9 lbs.



Spanish teacher **Dylan Reeves** and wife Beth Anne welcomed Chloe Eloise Reeves (above) on March 27, 2011. She was born at 7 lbs, 11 oz.



Chemistry teacher **Wendy Topic** and partner James Wiggington welcomed Milo John Wiggington-Topic (above) on June 6, 2011. He was born at 7 lbs, 12 oz.

Middle School Drama teacher **Kate Pagett** and husband Mark welcomed their second daughter, Ainsley Ella Pagett, on July 6, 2011. 🦁

Alumni Reunions

Class of 1981

The sun shone for the afternoon when the Class of '81 reunited to enjoy lunch, reminisce, and celebrate more than 30 years of friendship. Friends travelled from as far as Australia, Québec, and Ontario to gather for the event. Although for some it had been 30 years since last meeting, it was wonderful to be together, to share stories, and to see how little everyone had changed. We concluded that the next reunion would be held long before 2041!



Norfolk House Class of 1981.



Frank Stanley (left) with the GNS Class of 2001.

Class of 2001

On a lovely day in May, 11 members of the Class of '01 got together at Sauce restaurant in downtown Victoria to celebrate the 10th anniversary of their graduation. The GNS mascot, the Gryphon, even made an appearance! 🦖

8th Annual GNS Alumni Duffers' Delight Golf Tournament



Sunday, August 21
Prospect Lake Golf Course
2 p.m. Shot Gun Start
Dinner: 6 p.m.

Nine Holes & Dinner: \$40
Golf Only: \$20
Dinner Only: \$20

Register with Shelly Drew:
sdrew@mygns.ca
or 250.370.6855



Michael Hou '01 shows his school spirit.

Where Have They Gone?

For the past four years, a handful of graduates have been profiled in the summer edition of Traditions. Check out how far they've gone!

2008

Michael Abby

Then

- will study business at the University of British Columbia (UBC) and play soccer

Now

After my first year of university, I transferred from UBC to the University of Victoria (UVic). I am now in my third year, majoring in economics with a minor in business. I am also playing for the Men's Varsity Vikes soccer team.

Kate Bruce-Lockhart

Then

- will study peace and conflict studies at the University of Toronto (U of T)

Now

I'm going into my fourth year of history and African studies at U of T. This summer, I researched civil society activities at the G8 Summit in France. In the fall, I'll be embarking on a fellowship with the Jackman Humanities Institute, where I will have the chance to pursue independent research on the Brazilian abolition of slavery in the nineteenth century. After graduating, I'm planning to take a year abroad to consolidate my Swahili and Portuguese skills and will then apply to graduate school.

Pelle Campbell

Then

- will earn his European ski certificate before studying engineering at UBC

Now

I'm currently studying civil engineering at Queen's University. I'm in my second year and am really enjoying it. After I graduate, I will eventually pursue architecture, while keeping up my on-going passion for skiing.



Sarah Elwood

Then

- will study international studies at the University of Washington with the hopes of pursuing a law degree

Now

- I just graduated *cum laude* from the University of Washington with my Bachelor of Arts in Geography with Honors. I am attending UVic law school this September, aiming to specialize in international maritime environmental remediation law.

Cassie Lyall

Then

- will study sports therapy at the London Metropolitan University and play soccer

Now

I recently finished my BSc in Sports Therapy. I have also been playing soccer for West Ham United. This fall, I'll be working as a Sports Therapist on Harley Street in London, England, and I may change to a therapist

role for West Ham. I hope to start a Master's in Physiotherapy at UBC in September 2012.

Georgia McGillivray

Then

- will attend Harvard University and play varsity field hockey

Now

I'm finishing third year at Harvard. My younger sister **Bridget '10** is a freshman here with me, which has been great! I'm the captain of the varsity field hockey team and am studying government and global health/health policy. Last year, I spent an amazing few months in Tanzania working on an HIV/AIDS campaign.

Katie Morrison

Then

- will attend the Canadian College of Performing Arts

Now

I graduated from CCPA in December with a diploma in Performing Arts. In June, I played Amy March in Black Box Productions' staging of *Little Women: The Musical*. I am now in Vancouver appearing in Fighting Chance Productions' staging of *Bare: a pop opera*.

May Yoshikawa

Then

- will travel to Switzerland to study German before studying medicine at the University of Zurich

Now

This September, I will enter the last year of my Bachelor's in biology at the University of Zurich. I am planning to participate on an exchange semester to Barcelona to improve my Spanish and to experience another culture.

2009

Sophie Benello

Then

- will study languages at Royal Holloway in London, England

Now

I am currently working at the top luxury lifestyle magazine in the world called *Luxure Magazine* as Events Coordinator and specialised liaison for all the non-fashion related things (yachts, cars, real estate). I will be working there until October when I head off on my year abroad to Barcelona and Milan where I will be doing internships until June 2012.

Jennifer Losie

Then

- will study science at UBC

Now

I recently completed my second year of science at UBC and have decided to major in biology. In addition to my classes, I work in a research lab on campus studying the role of a protein in the immune response. I have also become involved with a team of students who are establishing an Emergency Medical Assistance Team, which will provide emergency medical care to students at events on campus.

Heather MacLeod

Then

- will study opera at Louisiana State

Now

I've been enjoying living in Louisiana. I've completed two years here in the opera program. I've also added a theatre minor to pursue some acting, which will be helpful in pursuing musical theatre as well. I've been involved with two opera productions, *The Marriage of Figaro* and a series of scenes from the works of Gilbert and Sullivan. I've also performed with the Baton Rouge Symphony. This fall, I'll be auditioning for Opera Louisiane's production of *The Magic Flute* as well as LSU's *La Bohème*.



Sam Watson

Then

- will do a GAP year in Thailand

Now

After completing my GAP year in Thailand, I moved home for a few months before accepting a position as the Assistant Pro at the Moore Tennis Academy in Palm Springs, California. I can see myself working in this industry in the future. This summer, I took a two-month holiday in Thailand to see old friends and visit some of my favourite places.

Sally Yu

Then

- will study chemical engineering at the University of Illinois at Urbana-Champaign

Now

These past two years have been a heck of a ride! I am still pursuing my major in chemical and biomolecular engineering, and it's getting more and more exciting as I take courses more closely related to my major. I spent most of the summer taking classes, but I also took a trip to Victoria!

2010

Mika Choi

Then

- will study hotel administration at Cornell University in Ithaca, New York

Now

My freshmen year at Cornell has been both exciting and challenging. The coursework in the hotel administration program is difficult, but a lot of fun. I am spending the summer in Korea, where I am interning at the Hilton Hotel for a month.

Elspeth Easton

Then

- will enter the Foundation Year Programme at the University of King's College

Now

I finished the Foundation Year at King's, which means that over the course of the year I read over 80 books ranging from the Bible to Freud. I also helped coach the Sacred Heart high school debate team and met up with **Mr. Baty**, **Jamie Thornton '11**, and **Jackson Gao '12** when they came out to Halifax for the National Debating Championships. I am transferring to UVic this fall for the rest of my degree.

Brendan Kelliher

Then

- will attend UVic and play varsity rugby

Now

Up until August of last year, I was planning to go to UVic to play for their rugby team, but over the summer I was offered a place at the Leicester Tigers Rugby Academy in England. I decided to accept that position and have been playing for them since September. I plan to start university in January but haven't decided where.

Bridget McGillivray

Then

- will study general arts at Harvard University and play varsity field hockey

Now

My first semester of school at Harvard was very busy because of the field hockey season. We played games every weekend and practised almost every day! Students here don't declare their major until second year, so after trying many classes in different areas, I've decided to major in economics. It's nice to have finally figured it out. Earlier this summer, I

travelled through Italy and Greece with **Fiona Mathieson '10**. For the rest of the summer, I played field hockey for Team BC.

Riley Nicholson

Then

- will study industrial design at Emily Carr University

Now

I have been accepted into the industrial design program at Emily Carr, and I am really looking forward to it. I've settled into Vancouver very quickly, and I have found a good group of friends. This year has been a fun introduction to the art school life, and it has really got me stoked for the next few years.



Michael Peters

Then

- will study engineering at UBC

Now

In the fall, I was privileged to be the student guest speaker at both the Connect 2010 event held at the Vancouver Conference Centre and at the British Columbia Innovation Council gala dinner. Following this, I helped promote many of the Year of Science launch events. Currently, I have finished my first year at UBC in pre-medical engineering and was accepted into the first Canada-Wide Science Fair ambassador program. After the Science Fair, I cycled across the US to raise money for cancer research, and then travelled to Ecuador to shadow doctors and help build houses in impoverished areas around Quito.

Jessica Pickersgill

Then

- will study viola at Mercer University

Now

Immediately after arriving at the Robert McDuffie Center for Strings, I was engulfed in the world of serious musicians. I have performed at multiple public events like the Governor of Georgia's inauguration, the opening of an art gallery, and by selection with Robert McDuffie himself in front of a sold out audience. This summer, I went to Russia with the University Auditioned Choir; participated in the Rome Summer Chamber Festival in Italy, to which I was awarded a full scholarship; and studied at Domain Forget Music Festival in Québec.

Carys Pinches

Then

- will study social sciences at UVic and run cross-country

Now

I have decided to do an Honours Geography degree with concentrations in Resource Management and Global Development Studies, with a Spanish minor. Ultimately, I'd like to be an environmental or human rights lawyer. I have been volunteering with Global Village, an independent, non-profit, fair trade store in Victoria. I also joined the UVic Triathlon Club, where I can train and compete with a fantastic group of people. I will be the Club president for 2011/2012. I also recently began assistant coaching the Special Olympics Track and Field Team—an amazing experience! This summer, I went to Spain for one month to learn Spanish and to work on an Organic Farm. After working on the farm, I backpacked around Eastern Europe.

See pg. 38 for this year's profiles. 🦋

Retirements



Audrey Bailey

Over the last 21 years, Audrey transformed a non-existent band program into one of the highlights of the school, attracting almost 200 students every year. As she embarks on her retirement, music will continue to play an important role in her life; she plans to play in various bands as well as open her own music studio in her home. Before she begins teaching privately, she will enjoy the arrival of her first grandchild. Keep in touch: audreyabailey@gmail.com.



Bruce Melville

Bruce is embarking on the second retirement of his life, but this one will look much different than his first! He retired for the first time after 25 years as a naval officer, but almost immediately began a 20-year career as a Math teacher at GNS.

This time around, Bruce is not making any solid plans and will enjoy the spontaneity of seeing what comes up. 🦋

...Head's Closing Address continued from pg. 2

each successive year. School A is the operating school.

School B is the school ongoing. It is made up of the physical assets of the school, and does nothing but provide space and facilities to School A year by year. By the way, this is true for all independent schools, not just GNS.

School A is doing very well—extremely well. It is staffed by wonderful and effective people; it provides outstanding teaching and extraordinary opportunities for students; and it is financially very well run. It derives its income from fees, government grants, and some donations, the latter mainly from the good works of the Parents' Auxiliary and contributions to the Annual Fund. And it lives within its means. So School A is in great shape, and I would suggest to you, it can more than hold its own against any other School A in the province.

Even School A, however, is heavily dependent upon our larger community understanding that they share the responsibility for our well-being. A huge number of your parents support the school with their time and expertise—as volunteers with the Parents' Auxiliary, and the entire range of everything they do from the cafeteria to the friend-raising events and the fund-raising events; as participants in Career Day; helping out with Middle School Greek Day and the Grade 8 graduation dinner; serving on the Board of Governors of the school. And many also support School A with financial contributions, either through the Parents' Auxiliary or the Annual Fund for a specific program, or to my favourite—"the area of greatest need." So, as prosperous as School A is, it is greatly enhanced by parents and alumni taking responsibility for the well-being of our community through their efforts and resources.

Let me turn now to School B. As I said a minute ago, School B is the school ongoing—the physical assets. Whereas School A is a business, School B is a charity. It has no source of income apart from a very modest contribution from School A for minor capital projects such as repairing the sea wall at the Beach last year. That is to say, it provides the facilities for School A at virtually no cost—rent free. As a result, any major improvement to School B needs to come from donations. I don't have time to explain why today, except to say that every independent school I know—and that's a great many—do it that way because of the tax incentives for donations and to keep fees at a reasonable level.

Supporting School B is about the future; it takes longer to accomplish; the positive feedback is slower; and the amount of money it requires is much greater. But to stay competitive in the marketplace, a marketplace that includes both independent and public schools, it needs support. If we fall behind, we will eventually lose market share. And good facilities do make a difference. You only have to look at the dramatic difference the turf field has made to our—your—athletic program in the last two years. That success is the result of the increased practise time, infinitely better practise and playing facility and—let us not forget—pride that comes with being able to host tournaments and championships that we could never do before. It is our expectation that The Hall will do the same for Fine Arts. In addition, as the gathering place of the school, home to our twice weekly assemblies, the Change Conference, visiting speakers, the simple coming together of the school communities—students, parents, staff, and alumni—on a whole host of occasions, it will become the space that

embodies all that is important about, and unique to, the school—in other words, the heart and soul of GNS. That is the reason it became our highest priority in an extensive building program.

So, grads, you all have a number of communities in your lives and that number is going to increase in the near future. If GNS—a prosperous independent school—is hugely dependent upon support of its community for both its well-being (School A) and its future (School B), as I have spoken about tonight, just think of other communities that have much less in the way of resources. Think Africa. Think childhood poverty in Canada, let alone the rest of the world. Think environmentalism. Think homelessness in Victoria. You cannot take on responsibility for all the communities of the world, but you can help some of them. My advice is "get involved" with what matters to you, and support what matters to you with time—and, when you can—with money. You will need to make choices; not even Bill Gates can support every cause that comes knocking on his door! I hope one day GNS will be amongst your choices, but that is for you to decide. What is important is that you make those choices now and on an on-going basis. Your communities need your intelligence, energy, talent, passion, and everything I know about you tells me you have all those in abundance. And—I promise you—your involvement with your communities will enrich your lives immeasurably.

Graduates of 2011, thank you for all you have done for this community. Good luck with the communities in your future—they await you; and—as always—haste ye back! 🦁

What Comes Next

Our Class of 2011 will embark on new adventures this fall, whether at university, in the work force, or in their travels around the world. Here is a peek at what's in store.



Julia Drury

After 13 years at GNS, this lifer feels bittersweet about hanging up her GNS uniform and moving to Montreal to study Arts and Sciences at McGill University. "The prospect of something different and new is very exciting," Julia says. "But I'll miss knowing there's always someone around who will remember that ice cream day in Kindergarten."

The joint BA/BSc program at McGill will serve as excellent preparation for Julia, who hopes to specialize in neuroscience. With a heavy course load ahead, there's no doubt Julia can handle it, after completing her IB Diploma at GNS. She feels ready to tackle the challenge of higher education in the great city of Montreal: "I look forward to putting down roots in a new city and new school community and getting a taste of the culture."

Emma Hutchison

After a summer of whitewashing walls with a local painting company, Emma will pursue a more creative kind of painting at the Maryland Institute College of Art (MICA). More specifically, Emma will undertake an "integrated double major in humanistic studies and painting with a minor in creative writing." Wow—it's amazing such a program exists! But it couldn't be more perfect for Emma, a talented artist, writer, and humanitarian (read more about Emma in *Traditions* Summer 2010).

Emma's search for an art school spanned Rome, Dubai, Canada, and California. Certainly, the \$82,000 scholarship she was awarded at MICA helped make up her mind, but Emma was also given a significant scholarship to the California College of Arts. "California was lovely," she recalls. "I think I would have been very happy there. But it was too cozy. Baltimore kind of scares me. In a good way," she adds hastily. "Baltimore's got soul."



Sam Hutchison

Like many graduates of our soccer program, Sam will pursue the sport at the varsity level next year while studying at St. Francis Xavier University (StFX), currently one of the top-ranked soccer schools in the nation. "The coach has a really good philosophy," says Sam, who had the chance to meet the team when the school flew him out for a visit. "It felt like the right fit."

Torn between studying international development and human kinetics, Sam is waiting to meet with his academic advisor before choosing a major. Either way, he's certain to have a busy year: athletes at StFX are expected to be Academic All-Canadians, which means they must maintain an academic average of 80% or better. "I'm not worried," Sam says confidently. "I feel prepared leaving GNS. I'm ready."



Anna Juchau

Anna had a tough time choosing between studying at the University of California, Berkeley (her father and brother's *alma mater*) and McGill University. Ultimately, McGill's International Development program won out because it combines international studies with an environmental focus, two interests Anna explored through the Round Square and Green Team at GNS.

"Plus, McGill is giving me a whole year's credits because of my IB Diploma," she says. "I'll be able to work abroad on one of their international internships."

Before leaving for Montreal, Anna and **Temily McCutcheon '11** will host a youth summit in Squamish through the Natural Leaders Alliance, the NGO they co-founded. The NGO has been excellent preparation for the career Anna hopes to pursue: "One day," she says, "I want to work for an NGO and travel around the world helping countries become environmentally sustainable."

Caroline Klimczuk

When Caroline's family relocated to New Mexico last year, Caroline found a homestay family to live with in Victoria. "I have attended no less than 13 schools all over the States as well as in Canada," she explains. Given how happy she was over her three years at GNS (the longest she has stayed at any school), she wanted to graduate with her class, which her friends were thrilled about!

Now that it's time to move on, Caroline has found a new home in Scotland. After attending the University of St Andrews Creative Writing Programme last summer, Caroline decided to return there to continue her education in writing and the arts. "[Last summer] I was surrounded by people from all over the world who were as passionate about writing as me," she says enthusiastically. "I knew: This is where I want to be. This is what I want to do."



Luqi Liu

Originally from the Yunnan province in China, Luqi achieved an extraordinary feat: he completed his IB Diploma in his second language! When looking at schools in Victoria, Luqi conducted his own research and found GNS. "I liked that the IB program was internationally recognized," he remembers. "[The Diploma Programme] was quite a challenge because of my English. I had to read everything twice to understand it." But he did it—and also managed to learn Korean and German in his spare time.

Luqi's aptitude for languages encouraged him to pursue German next year at the Goethe-Institut in Berlin. While there, he hopes to practice his multilingualism in the hotel industry, in which he would ultimately like to work. After his year in Berlin, Luqi will attend the University of Toronto and study commerce.

Temily McCutcheon



Years after she pledged to travel the world in her Grade 3 journal, Temily is embarking on a nine month trip around Europe, South East Asia, New Zealand, and her homeland, Australia. She will cross Europe with a friend from her Grade 3 class, and after that, she hopes to meet travelling partners along the way.

Before leaving on her grand adventure, Temily will continue to motivate people to get

outside and play through the NGO she co-founded with **Anna Juchau '11**, the Natural Leaders Alliance. After the NGO's youth leadership summit in Squamish, Temily will have recruited 40 new members to move the organization forward while she is abroad. Next fall, Temily will study Environmental Studies and Creative Writing at UVic, though her career aspirations remain undecided. "I love education, leadership, the environment, and being outside. Who knows what career those could lead to?"

Madeline Silver

A GNS Lifer, Madeline is the proud recipient of the Queen's University's Chancellor's Scholarship, a \$36,000 prize given out to only 50 students across Canada. Despite receiving the award, which recognizes superior academics, creative thinking, and strong leadership, Madeline hasn't



decided whether she'll attend Queen's or McGill. One of her sisters went to McGill, and the other to Queen's, and Madeline is caught in the middle!

Regardless of where she chooses to go, Madeline is excited about the opportunities that await her. "I was Athletics Prefect this year, and I loved organizing intramural sports and speaking at assemblies. I hope to be involved in everything I can and use my leadership skills." Much like her difficulty choosing a school, Madeline hasn't settled on an area of study. "I love literature, but I also like drama and science," she laughs. "I'll decide soon. I want to do what I'm best at and what I really love." 🦁

Schools that offered admission to our 2011 graduating students:

Acadia University	Trinity Western University
Bishop's University	University of British Columbia
Brown University	University of British Columbia, Okanagan
California College of the Arts	University of Calgary
Camosun College	University of California, Berkeley
Carleton University	University of California, Los Angeles
Concordia University	University of California, San Diego
Dalhousie University	University of California, Santa Cruz
Emily Carr University of Art and Design	University of Edinburgh
Goethe-Institut (Berlin)	University of Guelph
John Cabot University (Rome)	University of King's College
London School of Economics	University of Ottawa
Maryland Institute College of Art	University of St. Andrews (Scotland)
McGill University	University of Toronto
McMaster University	University of Victoria
Mount Allison University	University of Waterloo
Queen's University	University of Western Ontario
Ryerson University	Vancouver Island University
Simon Fraser University	Vanderbilt University
St. Francis Xavier University	York University
Saint Mary's University	
Thompson Rivers University	

Total Scholarships
offered to our
58 graduates:

\$556,000



Class of 2011: Where are they going?

Will Anderson – Dalhousie University
 Tian Bai – University of Toronto
 Arden Baker – work and travel
 Deanna Blasingame – University of Victoria
 Hamish Bodnar – Dalhousie University
 Taylor Brown – University of Guelph
 Michael Carter – Carleton University
 Max Cekota – University of British Columbia
 Lianne Chiang – Dalhousie University
 Lucas Christopher – travelling then Ryerson University
 Ryland Connell – Dalhousie or University of Victoria
 Michael Dick – Dalhousie University
 Julia Drury – McGill University
 Lyndon Duke – working
 Luke Dumonceaux – University of Western Ontario
 Barbara Eby – University of Victoria
 Linden Ehrenberg-Smith – GAP Year
 Peter Faint – University of Guelph
 Adrian Ferguson – University of Victoria
 Jordan Fletcher-Berna – University of Victoria
 Marysia Grzybowski – McGill University
 Britta Gustavson – McGill University
 David Haynes – Camosun College
 Emma Hutchison – Maryland Institute College of Art
 Sam Hutchison – St. Francis Xavier University
 Brian Jang – University of Western Ontario
 Anna Juchau – McGill University
 Heather Keighan – Emily Carr University of Art and Design
 Ji Young Kim – Queen's University

Caroline Klimczuk – St Andrew's University, Scotland
 Ming Lim – University of Victoria or Queen's University
 Luqi Liu – Goethe-Institut, Berlin
 Amy Lowe – Concordia University
 Jonathan Maxwell – University of Victoria
 Temily McCutcheon – travelling
 Laura Miller – undecided
 Gabriel Mullin – Camosun College
 Haley Parkhill – work and travel
 Hillary Pearson – McGill University
 Devon Pratt – Concordia University
 Christina Pullen – McGill University
 Andrew Rinald – University of Guelph
 Alwyn Rutherford – McGill University
 Prabh Sahota – University of Victoria or Camosun College
 Ellie Sercombe – University of Victoria
 Elora Sheres – GAP Year, Thailand
 Madeline Silver – McGill or Queen's University
 Gavin Simmons – University of Victoria
 Madeleine Taylor – University of Toronto
 Jamie Thornton – Dalhousie University
 Betsy Timbers – Vanderbilt University
 Emilie Tranter – University of Victoria
 Cleo Valentine – surfing in Hawaii, then Brown University
 Nathalie Watson – Concordia University
 Joanne Weng – University of Toronto
 Jordan Williams-Yuen – work and travel
 Maeve Winchester – University of British Columbia
 Lauren Wylie – McGill University

