

GNS



100

1913-2013

TRADITIONS

Do your best through truth and courage



SUMMER 2012

GNS has lots to
CELEBRATE in
2012/2013 p. 1

GNS celebrates
**PASSION FOR THE
ARTS** p. 12, 14 & 16

GNS alumni follow
opportunity to the
WORLD STAGE
p. 20 & 22

ROBIN LATTIMER '07
connects NGOs in Central
America p. 24

CLASS OF 2012 reflect
on their years at GNS
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100
1913-2013

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12



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Front Cover: Transformation, from the inside out: an inside view of The Hall.

Back Cover: The Hall, July 26, 2012.

A publication for Glenlyon Norfolk School



Simon Bruce-Lockhart following his popular stint in the dunk tank at the Parents' Auxiliary Seaside Fair.

Time to Celebrate

*Where we've been, where we are,
and where we are heading*

Simon Bruce-Lockhart,
Head of School

In 2005, we created the GNS Middle School to focus on our Grade 6 to 8 students. A year later, we were fortunate enough to hire David Graham as the Middle School principal. One of his first initiatives was to create a theme of the year for the MS. The first one—which proved incredibly compelling despite some initial doubts—was “Caring is Catching.”

The MS continues this thematic tradition, and Jean Bigelow, when she migrated to the Junior School this year, carried it with her. Not surprisingly, the inaugural theme for the JS was “It’s cool to care.”

As they looked forward to 2012/2013, both schools pondered their theme for the year, and—with no consultation—landed on the same one: “Celebrate” is the Middle School theme for 2012/2013; “Let’s celebrate” is the Junior School theme. In hindsight, it is no surprise.

GNS always has a great deal to celebrate because we are in the business of helping children develop into caring, capable,

reflective, compassionate, responsible, effective (the list of adjectives could go on much further!) people who will “Do their best through truth and courage.” That mission in itself is certainly worthy of celebration. How much more so the literally countless individual and collective milestones along the way?

As a community, we have a great deal to celebrate together. Sometime next winter, we will open The Hall, a hugely exciting addition to our facilities that will quickly become the heart of the school. Home to drama, it will also host lectures, concerts, award ceremonies and assemblies, and become the gathering place of the community. As I sit at my desk and write this, I am thrilled to watch The Hall progress outside my window.

And, of course, we will be celebrating our one hundredth year as a school, our one hundredth year of providing outstanding education to young Victorians. The specifics of our celebrations are outlined both on our centenary website and in *Traditions*, and it is our hope that many past students, parents and staff will join the current school to celebrate a proud and worthy history.

As we look back, we also look forward, building on the essential elements that set GNS apart as a very special educational community. Those are: we are a day school; an International Baccalaureate school; a member of the Round Square; and a school that hits the sweet spot in terms of size.

We are a day school—not a boarding school or a day/boarding school. That seems obvious and almost insignificant, but it actually matters a great deal because it informs our personality. Being a day school means we are community and family oriented. Parents have a much more integral role in a day school—as volunteers, as supporters of student activities, and even as partners in their children’s education. The involvement of our parents is both a great boon to the school and one of the underpinnings of the oft-cited “family feel” of GNS.

We are an IB school, from JK to Grade 12, to the enormous benefit of our students. Cited as “the best preparation for university,” IB is international in its ends, proactive in its training of teachers and hugely successful in developing thinking skills, both creative and critical, and the habit of reflection in its students. IB offers a phenomenal opportunity for all students to develop academic skills and approaches that will give them a leg up in a world that is increasingly seeking the exceptional.

We are a global member of the Round Square, an organization of more than 80 schools in 34 countries that share a common philosophy built around the IDEALS (Internationalism,



While attending the Round Square Conference in April 2012, GNS student delegate Elizabeth Wells had the opportunity to speak with local children during a visit to a shanty town outside Nairobi, Kenya.

Democracy, Environment, Adventure, Leadership and Service). We send our students around the world to conferences, service projects and exchanges: experiences of enormous significance and impact.

When you combine the IB and Round Square, you begin to understand the conundrum that is GNS. As a day school in Victoria, one might expect us to be somewhat parochial. On the contrary, we are incredibly international in our outlook, both through curriculum and our approach to curriculum (IB), and by taking young Victorians to the international stage (RS).

Finally, GNS hits the sweet spot in terms of size. With 700 students from JK to Grade 12, we are large enough to provide both the breadth and depth of programs essential for outstanding education, within the intimate framework of three schools (Junior with 240 students; Middle with 180; Senior with 280). Despite having only 280 students, our Senior School is tremendously competitive in sports, debate, Model United Nations, was ranked the top coed high school academically in the province by the Fraser Institute, and has a full Fine Arts program. And the opportunity for students to do it all is paramount: we depend upon our students to be fully involved.

GNS, on the brink of its 100th year, looks proudly back on its heritage, and is eager to embrace its exciting future. Let’s celebrate! 🦁



Douglas Easton presents the Governor's Trophy to Patty Thomson and Conor Hannigan at the Senior Closing Ceremonies.

Creating a Legacy

Douglas Easton,

Chair, GNSS Board of Governors

With the creation of a new issue of *Traditions*, I once again have the opportunity on behalf of the Board to extend our best to the school community and to share some thoughts with regard to the past year and with regard to the future.

At this time of year, I always have the pleasure of attending the closing ceremonies of the three schools. In the Junior School, there is a sense of joy among the students and their families. Parents are amazed at their child's growth and the students are looking forward to summer vacation. In the Middle School, it is always about transitions—confirmation that they are no longer the “little kids” and the anticipation of the Grade 8s as they move on to their senior years. In the Senior School, the focus is naturally on the graduating class. Each year I am amazed at the creativity and accomplishments of our graduating students and the wonderful opportunities that they are pursuing. There is always a sense of excitement about the next steps they are taking, but also a little sadness that they are leaving and that we will no longer be seeing them on a daily basis.

This year, as I was on the UVic stage, I realized that not only was I witnessing the transitions our children are making, but I was also part of a transition of venue. This will possibly be the last time any of us see Senior School closing ceremonies take place at the University of Victoria. Next year, with the completion of The Hall, we will have a facility at the school that means we can celebrate the graduation of our children “at home.” I also realized as I looked around the UVic auditorium that with the opening of our centre, the arts opportunities that the school will be able to offer will expand tremendously. I remember my own daughter's performances in school plays and her debating and public speaking events. With the new facility, our children will have so many more options for pursuing their interests and achieving new personal bests, while the school will have a facility that makes the creation of new traditions possible. As the father of a graduated “lifer,” I also believe that every current and future parent will also benefit from the introduction of comfortable seating!

I can think of no better way for a school to acknowledge and celebrate the accomplishments of its students, staff and community than by creating a legacy of school improvements. Glenlyon Norfolk accomplished much in 2011/2012 and has much to look forward to as we enter our 2012/2013 Centenary year. On behalf of the Board, I would like to thank all of you for your ongoing support of the school and our new Hall, and wish everyone a happy, healthy and safe summer. 🦁



Junior School students enjoy the new playground climber financed by the fundraising efforts of the GNS Parents' Auxiliary.

Highlights from the GNS Parents' Auxiliary

Diana Life and Daune Roberts, Co-Presidents, Parents' Auxiliary

With the enthusiasm during the Fall Term providing momentum, the GNS Parents' Auxiliary approached the second half of the school year with sustained energy. Several events were held, volunteer efforts were outstanding, and our school community benefited enormously.

A wonderful Spring Soiree, held at the Victoria Golf Club in April, entertained parents with creative silent auction items, a QR code treasure hunt, delicious food and live Salsa music in an outstanding venue. GNS community spirit was celebrated beautifully in May, as the Beach Campus hosted a Seaside Fair with a Treasure Island theme. From the fishing game to the dunk tank, the bake sale to the cake walk, through the book sale in the gym to the food court in the back parking lot, families delighted in a day filled with sunshine and fun.

The Auxiliary's accomplishments this year can be attributed completely to the tremendous volunteers in our GNS community. Each event and area of support depended on involvement from students, parents and staff in order to realize success. The volunteer commitment was simply heartwarming. It is this coming together and offering up of one's time for the good of the school that truly strengthens the community spirit. The personal rewards are numerous

and, ultimately, the educational environment for our children is so positively affected.

While encouraging involvement at GNS, the Auxiliary's endeavors produced funds to present to the school. By supporting the campus lunch programs, shopping at businesses that give percentages back to the school, donating used uniforms and participating in Auxiliary-organized events, GNS families raised monies that were allocated towards specific areas within the school that would directly benefit our students. Fundraising became meaningful as the Auxiliary, with Simon's guidance, helped finance a new playground for the Junior Campus, and purchased equipment and supplies for various programs at the Pemberton Woods Campus. Analytical balances, an electrophoresis lab station, a vibraphone, a bass drum, tubular bells, spin bikes and two sport tent awnings: these were just some of many of the acquisitions made.

The GNS Parents' Auxiliary is grateful for all the support that it has experienced this school year; our children's education is what brings us together but the school community is what binds us. Through our involvement, we have made a difference in ourselves, in our children and in the school. 🐉

A look back; a glance forward

A vision for the future

Eva Riis-Culver, Director of Advancement

Sometimes when you are one step removed, you see things from a different perspective: you notice the ‘little’ things that are taken for granted, which can often be overlooked. My three adult sons attended six schools combined, including Montessori, public, independent day school, and boarding school. This frames my point of reference when I see the *little* things at GNS.

They are not so *little* actually; they speak mountains about both the learning experiences and the growth of self confidence that occur in each of our students. That, for me, is what sets GNS apart, and it is why you and your children are so fortunate to experience GNS.

What do I see?

I recall, one September morning, a little girl running to school, being told by her father that if she didn’t stop running, she wouldn’t be allowed to go to school—and she stopped running! I remember that morning as if it was yesterday; yet it was during my first week at GNS, six years ago! Can you imagine wanting to go to school so much that the disciplinary consequence of running too quickly to class would be to miss a day of school? Without question, that would have backfired on me with my three boys!

What do I see? I see a Junior School teacher refereeing a game, whistle in her mouth and smiling at the same time, thoroughly enjoying and encouraging the children!

I see a once very timid little boy, moving from the back of the group to the front, eagerly raising his hand to participate—all within a few months of moving to GNS.

I see Kevin Eade winning the Colonist Cup on a freezing night at the UVic Stadium, then—months later—playing the lead

role in GNS’s *Grease*. I found that to be amazing—a student strong in both the arts and athletics? And yet, this year, Hannah Komlodi was superb on the soccer field and had me in stitches in *The Gamester!* With our students being given such opportunities across such diverse disciplines, this is truly an example of ‘The greatness of small, at GNS.’

I see Grade 8 soccer girls eager and confident competing against Grade 11 and 12 students in the Ryan Cup. Amazing!

I see parents and staff cheering on and supporting our kids at a variety of competitions. We always have more supporters, at athletic events, than any other school! It does not matter where you go—there we are.

I see a student entering the World Public Speaking competition (see Kate Bruce Lockhart’s article on page 20), with no prior qualifying competitive experience, working hard to be the best she can be—and bringing home first place. That’s courage; that’s confidence; that’s commitment; that is simply remarkable!

I see parents and ‘past parents’ happy to contribute amazing volunteer hours to help GNS be the best it can be.

I see dedicated teachers and staff, supporting our students in whatever way is needed. In my six years at the school, I’ve never heard a negative comment about a student—only strategies to help them.

Finally, I see a school that needs improved facilities, so that our surface corresponds to our many outstanding realities. How can one not be compelled by this vision?

Our first capital project was the field and we know of its incredible impact on our Athletics program. Now we are building The Hall, and I simply cannot wait to see what it does for the Fine Arts and for the day-to-day life of GNS! 

Thank you for you donations!

It takes a village to raise a child—and it takes a village to provide an exceptional independent educational experience! Thank you to our GNS family members—parents, grandparents, alumni and parent alumni, faculty, staff and friends—who supported the school with a donation during our fiscal year July 1, 2011 to June 30, 2012.

Annual Appeal

(a request from the school for your support each school year)

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Terrie Anderson '76 AL

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BD GNS Society Board of Governors

FN GNS Foundation Board of Governors

FR Friend

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PA Parent Alumni

PC Current Parent

SF Former Staff

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Participation

	Given	Out Of	Percent
JK	2	26	8%
K	4	29	14%
Grade 1	7	39	18%
Grade 2	7	37	19%
Grade 3	5	41	12%
Grade 4	7	37	19%
Grade 5	8	38	21%
Grade 6	7	54	13%
Grade 7	8	65	12%
Grade 8	7	69	10%
Grade 9	10	82	12%
Grade 10	4	66	6%
Grade 11	5	59	8%
Grade 12	9	67	13%
Staff Participation	–	–	64%

Victoria Foundation –
Gudewill Bursary Fund
Victoria Foundation –
Hummingbird Fund
Victoria Foundation –
Whitewood Fund

In-kind

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Klaus & Cora Allerdissen
Azuma Sushi
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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.

Total Donations for 2011/2012

Annual Appeal:	Additional Donations:	Bequests:	Total Donations:	Parents' Auxiliary:	TOTAL:
\$134,542	\$1,279,956	\$2630.72	\$1,417,129	\$145,298	\$1,562,427

Sports Round-up

Senior Boys Basketball

The Senior Boys' Basketball team began preparations in October. A small group of athletes dutifully came to pre-season workouts and were soon joined by their Provincial Champion soccer-playing counterparts. As the "A" league in the city was very thin in numbers, we played in the "AA" city league. Our pre-Christmas break record was 4 wins and 0 losses against those AA teams—we were on a roll!



After Christmas, our tournament schedule was somewhat hampered by weather factors and travel, but we managed to come 3rd in the St. John's Jam (narrowly missing qualifying for the championship game by 3 points) and we hosted a wildly successful Island Showdown that showcased the best teams in the province—everyone loves coming to Victoria at the start of February.

Our Island tournament was hosted by St. Andrew's Regional High School. We were preparing for a semi-final and final matchup against both Duncan Christian and the streaky shooting team from Bella Bella. After having handily defeated DCS in two previous outings, we unfortunately lost to them in the semi-final and our season came to an early end. The high expectations of the boys and the coaches meant 3rd place was a difficult pill to swallow. The bright point is that since that time, there have been a number of athletes who have worked diligently on their game and come out to Spring League sessions after school. This certainly bodes well for our 2012/2013 line-up of Gryphons.

Coaches: Harvey Thorau, Steve King and Kyle Thorau

Senior and Junior Girls Basketball

After a strong showing of numbers at tryouts this year, GNS—for the first time in several years—fielded both a Junior and Senior Girls basketball team. The Junior team was coached by GNS alumna Fiona Mathieson, and was comprised mostly of Grade 9 students. There was a dedicated core group of girls who, with assistance from some quality Grade 8 pickups and Junior eligible players from the Senior team, kept this team going through injury and other adversities. Although their win/loss record was not in their favour,



their dedication, sportsmanship and enthusiasm all made their season a true success.

The Senior Girls' Basketball team was coached by Camosun College alumna, Jillian Proudfoot. The team was unique for the fact that more than half of the team was eligible to play Junior basketball this year! The leadership of the five Grade 12 players, and the enthusiasm and tenacity of the younger players, had a direct impact on the success of this team. Their league play was highlighted by an exciting home and home series against Edward Milne Community School in which both games had nail-biting finishes with the visiting team getting the win. The team finished a respectable 4th place in one of the strongest fields in recent history at the Island Championships. We wish the Senior players—Vicky, Patty, Kristina, Samantha, and Nicola—the best of luck in their post-secondary adventures and hope that they continue to make basketball a part of their lives for many years to come.

Coaches: Ali Doerksen, Jillian Proudfoot and Fiona Mathieson

Senior Girls Soccer

As with the boys' program, the last two years in our girls' program has seen our girls sweeping almost every major trophy in sight. Despite the fact that this season was blighted by the team's worst injury crisis ever, with fully seven starters



unavailable to play in Provincials, this group—nonetheless—managed to put together another first-class season. Here is the ledger of their success:

- AA/A League: 2nd place
- ISA Championships: Champions, for the 3rd consecutive year. No girls' soccer team has ever won the ISAs three years in a row
- Island Championships: Island Champions for the 11th consecutive year, with 29 goals scored and 0 conceded in this year's Championships
- A Provincials: 2nd place; a tough OT loss to Southridge.

Despite the loss in the Provincial Final, the entire tournament was easily one of the finest showings by a Senior Girls' Soccer team at any tournament they have ever attended.

Coaches: Hugh Williams, Justin Parish and Ian Mathieson

Senior Boys Rugby

Our rugby program received its due recognition this season as one of the top high school programs in the province.

Based on our excellent results over the past two years, Lower Vancouver Island league organizers placed us in Tier 1 with AAA powerhouses Oak Bay, SMUS, Claremont and Reynolds. We also played Tier 2 AA teams, as well as a provincial-rankings game against Vancouver's Southridge. We defeated every team, except Oak Bay and SMUS, with a team largely made up of first year players. The Rugby Gryphons won the Colonel Hodgkins Cup final and claimed their third consecutive AA league championship. Our results earned GNS its highest provincial AA ranking in over a decade—4th—and a berth in the Provincial Championships.

Our rugby program also fielded a seven-side team that finished 2nd in the Island 7s Championships and 4th in the Provincial Championships. Those results are outstanding, as both championships merge all teams into one competition stream that includes Shawnigan Lake, Oak Bay, Earl Marriot, SMUS, GP Vanier and other notable rugby programs.

Our fifteen and seven-side teams have again shown that our school's size does not define or limit its potential. Clearly, our Gryphons are champions by choice, not chance.

Coaches: Frank Stanley, Winston Stanley and Shane Muldrew



John Baty congratulates Jyotish Khanna, the inaugural winner of the John Baty Award for Excellence in Junior Debate.

“Baty”

Calvin Dorion, Senior English

Until this June, at any given break or lunchtime, a visitor to the classroom at the end of the hallway in Upper Gudewill would find a conference of students: girls and boys of all senior school ages. At turns, there would be arguments, agreements, and laughter. Chairing the fun, sitting behind his desk beneath the poster of an Alberta bison, John Baty would rest his hands on his generous belly like a latter-day Socrates and lead a critique of the issues of the day.

This regular, informal gathering had developed over the years into an academic salon in which the debaters were apprenticed into the craft of critical discourse, and developed a strong sense of camaraderie. It was the evolving hub of a community of peers and mentors whose intellectual training has an effect throughout the school.

Last year was John's 33rd year of involvement with debating, and 29th year of teaching. He arrived at GNS ten years ago to take over the reins of the already highly successful Debate program run by Val Chatterton. John shared Val's ethos (and that of its originator, Rosemary Penn) to build a club that focused on a breadth of student participation across the school, and with focused training for those students who wanted to push themselves. As he developed the program, John tailored his ethos towards a focus on courtesy and understatement about success—they should show “No tears when they lose, and no unseemly display of self-aggrandisement when they win.” Such a perspective reflected his adherence to the values of personal virtue and individual responsibility: Val observed that, “he believes that one of our prime educational goals is to help kids to become

independent and self-sufficient, so I think that he is really good at helping kids discover that they must make their own destinies, and rely on themselves for success.”

John’s particular alchemy has fuelled a powerhouse debate program. During an assembly earlier this spring, Simon Bruce-Lockhart called special attention to the debaters’ consistent annual successes in provincial competitions. Comparing it to the brilliant achievements of our single-A GNS teams in soccer against the double-A schools, Simon observed that every debate provincial win was against all competing single, double and triple-A schools in the province. Simon pointed out that our debaters had developed such consistency of success that larger and traditionally powerful debating schools like SMUS and West Point Grey were now the underdogs to the GNS contingent.

John’s debaters have numbered between 60 and 80 in any given year. Such a percentage of students trained to engage critically and with clarity of thought has benefitted regular school lessons. This is particularly the case in English, in which discussion and oral commentary are increasingly important. English is of course John’s other achievement at GNS; in which he modelled a particularly expert form of sage-on-the-stage teaching. Hugh Williams, in a speech for John’s retirement, described another common scene at the end of the Upper Gudewill Hallway. Hugh declared, “I might arrive at John’s door and expect to enter with a clever remark, and then I would be stopped by the sight of the students listening intently, indeed, who were rapt... A teacher can only aspire to teach like that, and then only once in awhile. John did it consistently.” As his students learned before him, they would do so under the gaze of Churchill, Hemingway, Olivier and thirty other famous Life magazine portraits taken by Alfred Eisenstaedt. John had pasted these around the room: a visual expression that we are continually in dialogue with great writers, politicians and artists from our past.

John taught and coached in his final year at a feverish pace, encompassing another win in the provincials this year, a trip to South Africa to adjudicate the World Debate Championships and a trip to Harvard University with GNS debaters. It would be acceptable for John to long for a restful retirement. However, he has hardly lessened his pace, now planning to travel abroad to consult and lead seminars on debate in Singapore and Mongolia, to attend the next World Debate Championships in Turkey, and to present a paper at an international conference in Doha, Qatar. If he does find a few vacant milliseconds in his schedule, he aims to start a consulting business website that will offer speech-training and debate strategies in order to support corporate business presentations.

John argues that his tenure has been only the prelude to further successes for GNS: “Our debaters are ready to go with a new coach. We have a large number of juniors (Grades 9 and 10) and expect new ones in Grades 7 and 8 this year.” John has left the program with a veteran debate coach, Mr. Geoff Buerger, who John was instrumental in recruiting to GNS. John said that his successor “has a breadth and depth of experience that should go well with our debaters’ experience, making for a smooth transition.”

John leaves us with a legacy of awards and admiration. He has been president of both the Debate and Speech Association of BC and the Canadian Student Debating Federation, and this last year he was selected to be an executive of the World Council of Schools Debating Championships (WSDC) in a new role as Board of Membership Secretary. His work has been recognised at all levels of debate, with ‘John Baty’ awards for the top competitors at GNS and provincial competitions (in both BC and Alberta, respectively), and recently the Canadian National Debating Championships has declared a new ‘John Baty’ award to be given to the top delegation at the Nationals. If they did not before, everyone within the school debating world now knows the man our GNS students simply but fondly call, “Baty.” 🦁



Retirements: *Susan Quinn*

Mrs. Susan Quinn had retired from the Calgary School Board but had not heard about this lovely little IB school on the West Coast, and quickly found herself re-employed as a librarian and teacher. She is highly respected for her warmth, competence and professionalism and we are very sorry to be losing her.

Her career as a gifted teacher and administrator has spanned five decades. She has decided that it is time to say goodbye and live a life of leisure—a difficult decision, since teaching has been her vocation. Next year, Susan will be spending more time with her husband, Don, and enjoying family time with her grandson. Our students will miss her kind and inspired devotion.



Grade 5 students take advantage of a sunny spring day to practice their ukuleles on "the Beach."

Fine Arts at the Beach

The spectrum of arts opportunities at the Junior School

Jean Bigelow, Principal, Junior School

Visual arts, singing, theatre, learning to play an instrument—these experiences are all part of the life of a Junior School student.

Starting with the Monday morning singing assemblies, everyone sings traditional folk songs with the appropriate actions and even singing in the round. It is a hugely positive start to a week at school and every student from Kindergarten to Grade 5 sings with smiles on their faces and warmth in their hearts. On a recent bus trip with the Grade 5s to Vancouver for a basketball jamboree, GNS shared a bus with another school. The students from the other school were plugged into a variety of video games and other technologies, not talking to one another, immersed in their own activity while our GNS students sang all the songs they remembered from school! The shared joy was clear to see in the laughter, high spirits and obvious pleasure in singing for the simple fun of it!

Our choirs charm the residents of Berwick House and school families at the annual Carol Service at Christ Church Cathedral. They tackle challenging material and take pride in their accomplishments. And looking to the future, they are excited about displaying their voices in the new Hall at the Pemberton Woods campus.

In music classes, students learn to use a variety of percussion instruments, as well as playing the recorder and the ukulele. It was a treat, earlier this year, to hear the Grade 3 students practicing their own compositions on the xylophones. The music filtering throughout the Rattenbury House was beautiful, particularly because it was interspersed with giggles and exclamations of students who had created and performed something of which they were very proud!

In art, GNS Junior School students experiment with a huge variety of media. They experiment with sculpture, printmaking,

collage, painting, drawing and much more. Their art teacher inspires a love of the visual arts and leaves every student believing they are talented artists! Every spring, the visual arts are celebrated in the annual art show, with every student displaying one special piece. For the entire audience, it is easy to see that our students are challenged to be creative and that their work is inspirational!

Every spring, students may involve themselves in Musical Theatre. This wildly popular co-curricular activity allows students to get up on stage and show what a group can produce in

*I found I could say
things with color
and shapes that I
couldn't say any
other way—things
I had no words for.*

– Georgia O'Keefe

just a few short months! Our talented students shine in this wonderfully collaborative activity.

Other co-curricular arts activities include the strings program, ballet, hip-hop dance, speech arts and the art club. Such a diverse spectrum of the arts—combined with very full inquiry-based academic, athletic and technology programs—ensures that our students head to Pemberton Woods knowing that they have embraced all that this school has to offer. Our goal is to give every learner a wide range of opportunities, which hopefully allows each child to discover and then pursue his or her passions. 🦁



The Primary Choir performs at the annual Spring Choir Concert.



Artwork by Rohan (Kindergarten) on display at the Junior School art show.



Vivienne (Grade 8) works on a self-portrait during the Middle School art show.

Creating Artistic Confidence

Celebrating our Middle School visual arts program

Tammy Edson, Middle School Art Teacher

My high school art teacher largely inspired me to become who I am today. He taught me to be confident in my art making, which helped me to become more confident in myself. As the Middle School art teacher, I strive to influence my students, on a daily basis, in the same positive way that my art teacher affected me. This is what motivates me to teach a curriculum that helps me train artists to become strong autonomous thinkers who create—whether it is for expression, therapy, or simply the passion of producing art.

This year, for the first time in a very long time, the Middle School celebrated the hard work of our art students with an Art Show featuring the work of Grade 7 and 8 students. The planning stage was a very exciting one, where students were eager to take part in developing the idea and helping with the set-up and displays for the show. There was an incredible buzz in the hallways as the show went up—if only that energy could be explained in words!

As the evening began, I was overwhelmed by how many people attended the event; it was a huge success! Attendees were asked to reflect on what they saw and were asked

to leave comment cards for students to see how people felt about their work. The artists were proud and grateful to receive the feedback. We learned so much from it, and everyone is now quite inspired to make this art show an annual tradition within the Middle School.

Some of my most significant goals for the Middle School art program are to expand and make our work more visible to the community, as well as to have students creating collaborative work to incorporate more cross-grade creations. I really believe in what our kids are doing—they have incredible ideas and that is worth sharing! I know that students learn best through discovery and from one another, so this will be a priority in the future. Not only does collaborative work encourage students to learn and grow, but it is also teaches incredible life skills.

I am so lucky to witness my students evolving daily in technique-based skill and, above all, in their confidence. Stay tuned for all the amazing things that are to come in Middle School art! 🦁



Aidan (Grade 7) works on an independent project painting.



Grade 7 camouflage art.



Molly Hospers (Grade 10) with a self-portrait.

Elliot Lupini (Grade 12) and Conor Brown (Grade 11) in *The Gamester*.

Dancing Like a Butterfly

Building community through the arts in the Senior School

Ian Collett, Head of Fine Arts

GNS is a little school with punch. Typically we succeed in just about anything we set our minds to. Whether in debate, on the soccer field, in academics, or in the arts, our students perform extremely well. Whatever the challenge, we get in the ring and we box, and most often when you see us we are boxing above our weight.

In the performing arts at the Senior School, it is no different. Grades 9 and 10 continue on the trajectory set by the MYP curriculum. Students complete two years of rich arts education, filling their hours of daily instruction with drama, band, or visual arts. If they want, they can also audition to be in one of two plays that are fully produced at the Senior School, or play in the jazz band, sing in the choir, perform slam poetry, or design and paint sets for the productions.

Our students have travelled throughout Victoria, Vancouver Island and Hawaii with the band and choir, while poetry students have slammed at the regional and provincial level (see “Poetry is the Point,” page 18). Visual arts students regularly show their work in local galleries and all performing arts students tour locally to sing, act, and perform around Victoria.

At home in our Performing Arts Center, our students have recently presented three classic plays from the canon: Thornton Wilder’s *Our Town* gave us Americana; Anton Chekhov’s *Three Farces and a Funeral* presented turn-of-the-century Russia; and Freyda Thomas’ adaptation of Jean-

Francois’ *Le Joueur* grabbed our attention with *The Gamester*, a bawdy restoration comedy from 1696. Again and again, whether in the band or on stage, we see our students take up the challenge, get in the ring, and perform. This summer the theatre ensemble is off to New York for a week of dramatic inspiration on Broadway. Come September, we will be preparing to produce two plays: one in December and one in March. Filled with the New York buzz, we will choose a fun musical to produce in the autumn, and we hope to open the new Hall with Shakespeare’s *Hamlet*.

Arts programs at GNS flourish each year not only because we believe, as we do, with the *Harvard Art Report of 2008*, which considers the arts—as they are both experienced and practiced—to be irreplaceable instruments of knowledge. Our programs flourish because those who partake in them walk away inspired, also realizing that they are becoming more dynamic, expressive human beings. Arts at GNS nourish, and students finish each year wanting more. Students stand taller, feel better about themselves, and are more versatile, creative, and conscious of community—easily one of GNS’s most powerful features. Many graduates go on to pursue higher education in the arts. But it is never the only reason for getting in the ring: students get involved in the arts at GNS because the gains are understood, felt, and enjoyed. This year promises more exciting opportunities. Come see what we are doing and celebrate arts at GNS! 🦋



Ray Siluch (Grade 11) plays a solo during Wednesday Night Jazz.



GNS Slam Poetry Team at Provincials: Marie Specht, Farrah Newnham, Katrina Kelly, Amy Yvorchuk and Sam Ferraby.

Poetry is the Point

Celebrating a good year for GNS slam poets

by Marie Specht, Slam Poetry Coach

"The points aren't the point, the poetry is the point." You will hear this mantra at most poetry slam competitions in any city, usually a few minutes after the host has handed out score cards to five unsuspecting audience members. At a Poetry Slam, poets perform original poetry, adhering to a three-minute time limit, and are judged on their content, style, performance, and emotion. The spectators-come-judges are instructed to be steadfast and consistent in their judging, not allowing the audience to sway them. The audience, however, is instructed to do their best to sway the judges—loudly. This atmosphere creates an event that feels more like a rock concert than a poetry reading. But if it's not about the points, why bother assigning points at all?

Before Poetry Slams started popping up in cafés and bars across North America in the 1990s, most poetry readings were just that: a reading. The addition of a competitive element not only increased the drama but also enticed bigger, louder audiences to come out to poetry events—many of

whom may not be writers, themselves—a feat most standard poetry readings are unable to achieve.

Slam poetry has always been an art form that is open to all people, but it's only relatively recently that high schools across Western Canada have created teams to compete at youth slam competitions. It has become one of the fastest-growing forms of performance art. These students sign on not only to write very personal and emotional poetry, but also to perform it on stage, in front of strangers, opening themselves to judgment by the audience and the adjudicators. They walk on the stage armed only with their stories, but they leave with the empowerment that comes from sharing them. Courage is clearly a prerequisite for the live performance of writing!

Last year welcomed the first GNS Slam Team, which coincided with the awarding of the first Dogwood Scholarship for Slam Poetry. Our team came in second at the Victoria citywide high school slam competition, and **Amelia Hutchison '11** walked away with the Dogwood. This year, our team competed

in Victorious Voices, the newly named Victoria city competition, and Hullabaloo, the provincial competition in Vancouver. A number of our GNS poets have even ventured out and performed at local open mic poetry nights and competed at the monthly Vic Slam competitions against poets of all ages and levels of experience. Our own **Amy Yvorchuk '12** placed second in Vic Slam's February edition. At Hullabaloo, our students did very well, making it all the way to the top four. Amy's points total, as an individual poet, was sufficiently elevated that she beat out the majority of her peers for a spot in the Indy Finals. Back in Victoria, her talent and skill were recognized again; soon upon our return, she was awarded the Dogwood Scholarship for Slam, making GNS poets two for two for the 'Slam Dogwood'.

Though the competitive slam season came to a close in April, our students continued to write and perform, notably at this year's Celebrate the Arts, where they received rave reviews from their peers. At the end of

May, our grade 12 poets visited the Victoria Youth Custody Centre to perform and work with young offenders on their own poetry, a therapeutic activity that both builds confidence and offers catharsis.

Clearly, it has been a good year for GNS slam poets when it comes to winning competitions and awards. But when I ask our poets, "What was the highlight of your slam poetry experience?", none of them say "points" or "competition." Rather, they excitedly speak about the new relationships they have built with fellow competitors; how inspired and empowered they are to write more; and the amazing poetry and performances they were exposed to, both by the featured adult poets and by their peers. Poetry Slam is thriving and growing because of the points and competitive element of the performance, but after spending a week in Vancouver with fifteen other high school teams, it is abundantly clear that the real point in all of this truly is the poetry. 🐾



An excerpt from, "No Place Like Home" by Amy Yvorchuk

start spreading the news, I'm leaving today, I want to get away from it.
city of neon and chrome,

they say you get brighter in the night when you light up,
but I miss my city that sleeps.

I sleep in misaligned doorways and dormitory bunks
and wake up to the dark turned off under the doorstep
and phantoms of men taunting behind the window...
sondheim and rogers and gershwin and hirschfeld, hissing:
why don't you just go home?

and up and over by west 54th street, they're saying:
so much happened before Dorothy dropped in!
(because who really cares about Dorothy anymore?)
so the Dorothy in me clicks her heels and chants:
there's no place like home
there's no place like home
there's no place like home—but she's stuck.
stuck in the yellow brick taxi bright as her shoes
as times square tick-tick-ticks off the seconds.



VIC
VICTORIA



Kate Bruce-Lockhart '08 speaks at a fundraiser for Victoria College.

From Victoria to Oxford (via Toronto and Namibia)

An interview with Kate Bruce-Lockhart '08

Kate Bruce-Lockhart '08 reflects on the benefits of her GNS and IB experience, as she contemplates the next exciting phase of her life, April 2012.

Hugh: Kate, I feel lucky that you have a minute to share a pot of Earl Grey Tea with me! I understand you are about to set off for Africa?

Kate: It's nice to sit! Yes, Namibia. I'll be volunteering for three months at the Namibian Woman's Health Network.

Hugh: Now, to be clear, you have just graduated from the University of Toronto with a BA Honours in African Studies...

Kate: And History. Double Major.

Hugh: Kate, I know you to be a modest woman, but what might you say would be your most significant achievements in just this academic year alone?

Kate: Hmm...I ran my first marathon! I didn't win.

Hugh: Not to mention winning several scholarships?

Kate: I was awarded the Clarendon Scholarship to Oxford University.

Hugh: And that includes?

I want to help people connect their education to the world beyond the classroom; that is the cornerstone of my life.

Kate: Full funding and a very generous living allowance! So, I can afford Earl Grey Tea.

Hugh: Kate, why undergraduate and postgraduate degrees in African Studies?

Kate: The catalyst was Craig Kielburger's speech, just before our Change Conference, when I was sixteen. In Grade 10, I went on a service project to Kenya, and it was so rich in its diversity; it was amazing. And so the seed was planted. One of my favourite African writers, Chinua Achebe, talks about how Africa is always the "farthest point of otherness;" I've always been interested in history and the construction of difference, and how we create otherness, and thus how we position ourselves in relation to it.

Hugh: When you think about the international focus that's inherent in the IB program, is it posing the right questions for students?

Kate: Yes. The IB encourages students to look beyond their own immediate communities. Combined with the Round Square and the Change Conference, the IB asks students to think critically in a global context about the most compelling challenges that humanity faces. GNS inaugurated these passions for me, and this focus is what has really defined me since I left.

Hugh: I'm curious to hear about how fellow students who did the IB program felt about their experience?

Kate: I've met many people at university who did IB, and they are always at the top of their class. They're less daunted by the academic challenges than other students. They are disciplined scholars, phenomenal thinkers, wonderful writers and speakers. Beyond that, you see a level of competency in the management of a varied academic and personal life that you don't always observe with other students.

Hugh: Speaking of management of those challenges, what are the survival skills you would recommend to a Grade 12 IB student at GNS?

Kate: I mean, certainly... Grade 12 was the busiest year of my life. You have to do it for yourself; my parents never, ever, had expectations that 'you will do this,' so it was very much a personal decision. Management is key. Be involved in the rich opportunities that GNS has to offer, but only choose co-curriculars that you love. Use your teachers as a resource because we have teachers at GNS who go not only the extra

mile, but an extra one hundred miles! And, finally, from April 1st, focus on sustained, consistent engagement in the material.

Hugh: What was the most challenging part of the IB Diploma for you?

Kate: Math and Science! But receiving the help and putting in the time created a sense of accomplishment because I did something that was outside my comfort zone.

Hugh: Kate, what is the essence of GNS? What is its heartbeat?

Kate: It is a very rare thing in this world that you get to explore who you are in a community that cares about you and constantly encourages you to take on new challenges. Community. It's a community I have never left, nor will I—ever.

Hugh: Kate, the last question: where do you see yourself in five to ten years? Where will you be?

Kate: I want to go as far as I can in academia, whether at Oxford or somewhere else—not just to focus upon my own work as an academic, but more so to enrich the educational experience of others. Above all, I want to help people connect their education to the world beyond the classroom; that is the cornerstone of my life. 🦋

Major Awards & Honours

Clarendon Scholarship, University of Oxford, 2012/2013 – Full tuition and living expenses. Awarded to students "based on their academic record and ability to contribute significantly to their field of study, both in the present and future."

Moss Scholarship, University of Toronto, 2011/2012 – Awarded to one graduating student at the University of Toronto, on the basis of "academic achievement and contributions to both the University and the community outside of the University." Also won by Craig Kielburger in his graduating year.

Prince of Wales Gold Medal, Victoria College, University of Toronto, 2011/2012 – Awarded to the top graduating student at Victoria College.



Michael with the Actuator in 2010.



Michael Peters: A Man in Motion

Hugh Williams, Director of Marketing & Communications

Were you to seek out the meaning of the verb ‘to actuate’, in the *Oxford English Dictionary*, two definitions would stand out: ‘1. Give motion to a machine’ and ‘2. Be the motive for a person’s action.’ In June of this year, Michael Peters was selected as one of *Canada’s Top 20 Under 20* because of his remarkable invention. Its name: the Actuator.

What began as a GNS Science Fair project has now evolved into a product that has touched the lives of over 80,000 people. The Actuator is a wheelchair adaptation designed for the specific prevention of Deep Vein Thrombosis (DVT), and its inspiration arose from a deeply personal source. Michael’s grandmother suffered a stroke in 2003 and, sadly, passed away in 2005; Michael believes that the unnecessarily rapid speed (and diminished quality) of his grandmother’s passing was hastened by general immobility.

“I recall, quite vividly, the first few times I visited my grandmother in her extended care facility,” Michael says. “I was quite shocked to see the degeneration that occurs with long-term immobility. My grandmother was very stoic, but the pain in her eyes was more than obvious.” Within that same year, Michael would start to invent, design, and create the Actuator. In short, according to Michael, “The Actuator is a passive/active adaptation from a wheelchair that moves the user’s legs, in a bicycle motion, in order to increase circulation and to help prevent circulation-related diseases.”

It goes without saying that Michael won his Grade 9 Science Fair! Yet, Michael fondly recalls the dilemma he

had beforehand: he was torn between working on a water purification project and building the Actuator. When he told his respected science teacher of his dilemma, Mr. Lidstone—thoroughly impressed by the Actuator—exclaimed, “Are you crazy? Of course you’re doing this project!” Michael’s decision was affirmed when Mr. Lidstone used one particularly compelling word to convince him to follow through on his invention: “*Opportunity*,” says Michael. “He pointed out how great an opportunity it would be to help people who found themselves in similar situations to my grandmother. And it would be an opportunity for me, as well, to test my creative and cognitive boundaries.”

Perhaps Michael’s greatest test occurred in Grades 11 and 12, when he was balancing three enormous challenges: all of them significant in completely different ways. The first, and most powerful of the three, was his mother’s passing away after a lengthy battle with cancer. And yet, despite this, Michael was even more motivated to perfect his invention; he would have the challenges inherent in some of our country’s—and the world’s—most prestigious science fairs to test how much the Actuator had evolved. And finally, Michael was balancing all of this with the challenges inherent in an IB Diploma course of studies.

But it was another family—his GNS family—that helped see Michael through those years. “Beyond Leslie, my wonderful guardian, I had an incredible support system, here,” he enthuses, “teachers, friends, other families. When I look back on those two or three years—Grades 10 to 12—I never cease



to be amazed at how much the GNS community provided me to ensure that I was always supported and cared for.” Indeed, just before a year-long run of enormous science fair victories—triumphs that would propel the Actuator onto a global stage—Michael recounts how, “I was so close to giving up. I was balancing so much, and was wondering how I was going to be able to do it all.”

His teachers, in particular, reminded him that all of this—despite the struggles often inherent in balancing such a busy life—was an opportunity and not a burden. “Every time I return here (to GNS), I am reminded of all the incredible people who simply ensured that it all worked, that I made it through,” says Michael. He more than made it through. In one calendar year, between May of 2009 and May of 2010, Michael’s brilliant Actuator would propel him to regional, provincial, and national science fair victories. The apex of all this: a Silver medal at the International Science Fair in Taiwan in February of his graduation year. Little did he know, then, that an even more prestigious title awaited.

For now, Michael’s membership in the rarefied air of *Canada’s Top 20 Under 20* is the capstone of all the awards relating to his Actuator. “Just to get through the judging process was an achievement!” says Michael. Anyone hoping to be considered for the award has to endure a lengthy application process, which includes a 2,600-word essay, and which takes approximately 800 applicants annually and whittles them down to a ‘Final 40.’ These forty are then submitted to a final judging process, which includes a twenty-minute phone call interview from an Order of Canada member. Michael had the privilege of being interviewed by the Hon. Jean Augustine,

the first African Canadian woman elected to the Parliament of Canada (1993).

“When I learned that I had been chosen for the award,” Michael recalls, “I was humbled and grateful. I saw the whole journey—going right back to that Grade 9 Science Fair—as an affirmation of purpose and of opportunity.” Fittingly, the *Top 20 Under 20* awards are presented by Youth in Motion, a Canadian Non-Profit Organization that seeks to celebrate extraordinary young Canadians. Michael recounts how suitably ‘youth in motion’ applies to him: “I am proud of the Actuator—definitely—but the memory of my mother is far more a part of me than my invention will ever be. I am also proud of the fact that I cycled across North America, last summer, to raise money for cancer research. And I am also grateful for the opportunity I will have this summer—as I did last summer—to travel to Ecuador to shadow doctors and help build houses in Quito.”

Gathering with his fellow recipients at Arcadian Court, Toronto, this past June, Michael pointed out, “I have learned that the value of one’s work does not lie in accolades, but in the hearts of others.” The most touching moment of the whole ceremony occurred at the Breakfast Gala attached to the event. Leslie Cook—Michael’s long-time guardian while he was at GNS—surprised him by inviting many of his extended family members (from Ontario) as surprise guests.

As our interview concluded, Michael ran into a former IB science teacher. She congratulated Michael on his many achievements, and Michael said “I’m lucky.” His teacher was very quick to correct him, saying, “You’re not lucky; you have simply taken advantage of your opportunities.” And so he has. 🇨🇦



A World of Opportunities

Travels and work through Central America

Robin Lattimer '07

What are some of the things you imagine yourself doing during a two-year adventure through Central and South America? If you had all the time and opportunities in the world, what would you do and where would you go? I imagine you can think of a few exciting activities with wonderful and new friends, but I doubt that data crunching and institutional meetings top any of your lists! They certainly didn't top mine; yet, this is what I have been doing during most of my trip, so far.

Now don't get me wrong: I have gone scuba diving and volcano boarding with the best of them (see photo); I have spent my New Year's with thousands of tropical phosphorescents and a few great new friends; I even couchsurfed (www.couchsurfing.com) and chicken bussed my way through a series of amazing experiences and a few close calls. And yet coordinating and conducting meetings with NGO representatives, writing program



Braving the Guatemala bus system (but in good company!).



Volcano boarding with new friends in Leon, Nicaragua.

evaluation reports, and sifting through reels of data codes seems to take up much of my time. Why, you ask?

Because the experiences that I have had during my time as a student (first at GNS and then at university) have instilled in me a deep curiosity for the world around me and the recognition that we, the 'next generation' in our globalized world, can do anything we put our minds to—as long as we put in the time and the energy.

Having just graduated from Queen's with a degree in Human Geography, I would be the first to recognize that this degree won't lead me where I wish to go unless I supplement it with some serious initiative. Travelling through Central and South America was my way of adding to the theoretical with some practical. Thus it has provided me with the opportunity to learn about the strengths and needs of communities, above all, in Central America.

"Two years is a long time," people told me. "Aren't you going to get homesick? Aren't you going to get tired of moving from place to place? Aren't you going to go back to school?" Perhaps, but what I have here is an opportunity to do anything I want to do, to learn as much as I can, and to meet as many people as possible. My vision for the trip was to learn about the places I visited, about the people who lived there, and a little about myself. All of this learning has simply exceeded any of my original expectations!

I left Victoria with the position of Latin American Research Coordinator for an international community development organization called Innovative Communities.org (www.innovativecommunities.org). ICO works by encouraging

small grassroots community groups with development initiatives by providing a framework within which to structure program planning and funding sources. It offers institutional and operational support to budding initiatives to empower local communities to affect their own sustainable development. As the Research Coordinator, it has become my job to both visit the exciting partner initiatives that are currently underway throughout the Latin America region and to look for new opportunities for partnership and initiative development. Thus, I moved from organization to organization, learning about and evaluating their program efficiency, writing reports about their operations, and facilitating communication between them, the ICO and other similar organizations operating in their region.

Through this work with ICO, I realized that the sheer volume of NGOs operating in Guatemala alone is daunting and the limited communication amongst them creates an atmosphere of chaos, service redundancy, and resource inefficiency. In the hyper-connected world that we live in today, it seemed absurd that such a large-scale movement for development among organizations with similar visions and values could be occurring with such impoverished communication across regions. And while we live in a time when Open Source Movements and online tools such as Trip Advisor, Facebook, and Wikipedia are increasing this participatory information-sharing between various actors, there isn't an adequate structure to support and encourage this sort of communication among NGOs around the world.

Thus, I added another project to my travel regime: the creation of a Latin American NGO database and online



ICO-affiliated women's group in a small village near San Antonio, Guatemala: Health and Nutrition Workshop as part of a stove distribution program.



A member of Pop Atz'iaq's women's group for the support of women widowed during the civil war in San Cristóbal Totonicopán, Guatemala.

collaboration and resource sharing tool. Its purpose? To gather and to standardize information about NGOs and community groups operating in the Central American region. With my backpack and a non-existent professional wardrobe, I have set up meetings with NGO Directors in each of the cities I visit, learning about their services, their strengths and their needs so that I can create comprehensive entries on the growing database.

Through this, not only have I learned about the current developmental foci and challenges being faced throughout Central America, but I have also learned that NGOs are thirsty for this kind of connection. I rarely have to ask twice for an interview and when I ask “What can I do for you?”, the response is always a resounding “Connect us!” They all seek to be connected with financial resources, as well as with skilled and unskilled volunteers. They also seek to identify a mechanism by which to communicate and learn from the other organizations in the region so that we can work together to foster effective and sustainable change and community development.

To date, I have met with 60 individual NGOs and have accumulated a database of 678 NGOs, primarily concentrated in Guatemala. However, I am always meeting with new people and organizations that are passionate about the communication movement and who want to increase exposure of NGOs in other countries in the region. I have met with women’s groups and children’s organizations. I have learned about education programs, capacity training

programs that act to train leaders how to more efficiently affect change in their communities, and industry creation programs that act to strengthen local industry in order to improve economic markets for both rural and urban communities. There are programs for animals, for the protection of the environment, for cultural preservation and development, for senior citizens, and for people with disabilities. So many programs and so much innovation! But these organizations struggle forward with little support from each other.

My vision is to create a platform that creates a space for international and local support—one that allows organizations to discuss their strengths and challenges with each other, while sharing resources such as program plans or financial record-keeping mechanisms, in order to communicate ideas and passions over a larger scale. I want to offer a place where volunteers and funders can access a list of organizations to communicate with, so that they can match their own interests and skills with the services and visions of the countless organizations similar to themselves.

Community development is far from easy. But while these challenges are inherent to the pursuit of development, the opening of communication to foster a more streamlined circulation of fiscal and human capital resources may help to remove at least some of these challenges. If this can occur, the main actors—both at local and at global levels—can work together to focus on the big question at hand: ‘How do we foster sustainable development in our communities?’ 🦋



Lessons from Eduardo, Program Coordinator at Ak'Tenamit, about the organization’s sustainable agriculture capacity training program in Rio Dulce, Guatemala.



Children lining up at Helping Honduras Kids’ Jungle School in La Ceiba, Honduras.



Sofie Campbell '12 delivers her speech during the Senior Closing Ceremonies on June 19, 2012.

Aloha

Sofie Campbell '12, Head Girl 2011/2012

Good evening, parents, students, friends and graduates. I would like to begin this speech with a look into what life was like in 1994, the year that most of our grads were born. 1994 began on a fateful Saturday. This year brought us Bill Clinton's first State of the Union address, calling for health care reform and a ban on assault weapons. We had a criminal of the civil rights era convicted for racial crimes. *Schindler's List* won seven Oscars. Nelson Mandela took office in South Africa as the country's first black president. The first version of the web browser Netscape Navigator was released. But far more important than any of that, we were born! The world that we were born into was not easy or simple, but perhaps that was the job of GNS: to make it comprehensible.

When I was young, I had a certain degree of difficulty in wearing one outfit more than one day in a row. This meant a sometimes-messy room, and a few times the confiscation of

my entire wardrobe by my parents. So one can imagine that when I began at GNS I was in for quite a lesson. I put on my uniform for my first day of Kindergarten with my little navy knee socks and my tunic, and went off to school. The next morning I woke up for school and my mum came in with my uniform again. I looked at her, I suppose, with a little shock (and certainly confusion!) and said: "Mum, you don't think I'm wearing that thing again!" Well, it appears I've worn it for a little longer than I could have imagined at that point in my life. But I must say, it has served me very well.

GNS has truly been a home for me for the last thirteen years. It has been the home to my memories and friendships, as well as to my learning and growing. So when I think of having to leave, the nostalgia I feel is overwhelming. What was once a "Hotdog and Doughnut Thursday" became a Calzone Tuesday—that was a home. What was once signing in on the

GNS fosters in each student such a strong sense of self-belief. It rewards excellence, cultivates creativity and encourages honesty in every facet of life.

door of our Kindergarten classroom with those smelly markers transformed into getting rice crispy squares and jujubes in Mrs. Drever's homeroom—that was a home. And what was once Crafts was now Socials 10 and what was my 'nap time' was now calculus.

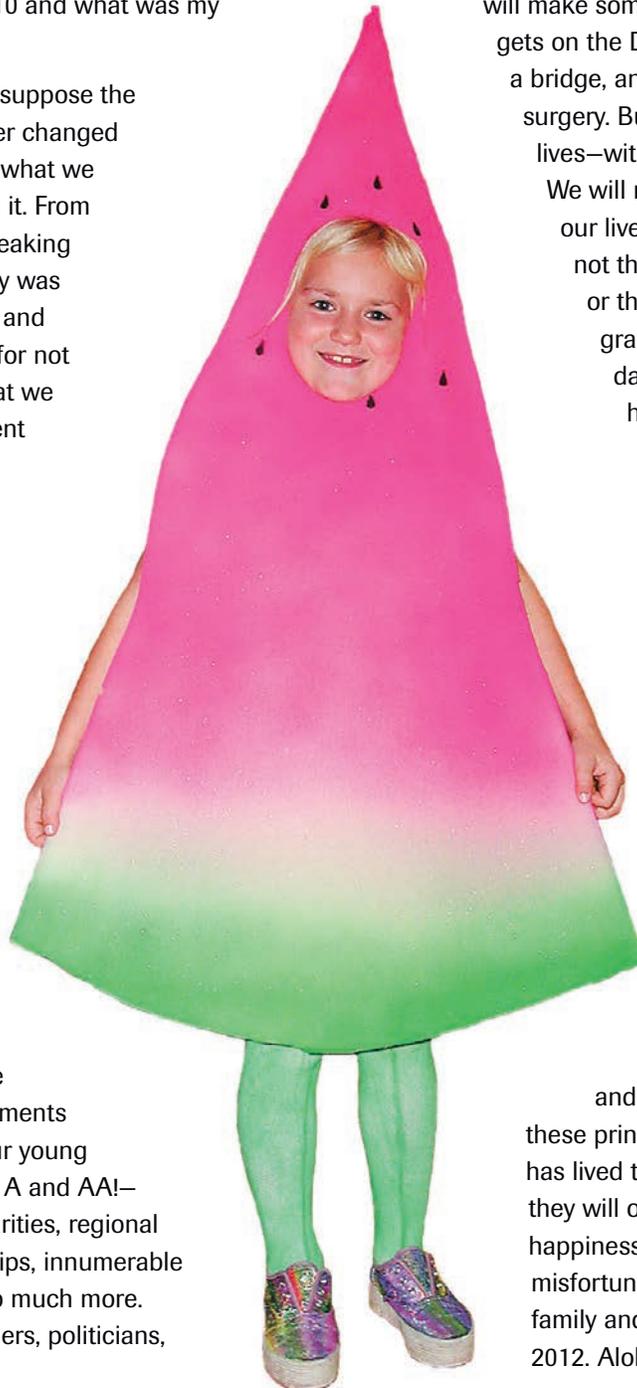
But really, over my years at GNS, I suppose the most important thing that has never changed is our school's ability to be exactly what we needed precisely when we needed it. From seeing Mr. Baty in the halls and breaking into a huge grin just when your day was looking grey, to going to the office and being lovingly chastised by Eileen for not signing in again: it was always what we needed. GNS fosters in each student such a strong sense of self-belief. It rewards excellence, cultivates creativity and encourages honesty in every facet of life. There's no better testament to our school's success and heart than there is in the fact that leaving it is so very difficult.

And now, the grads. The people who sit behind me, before you, are truly amazing. This class possesses so much already: an authentic and caring nature; a true sense of justice; an understanding of what it means to work hard; and subsequently, what it feels like to achieve. Among the accomplishments we have collectively acquired in our young years are provincial banners—both A and AA!—thousands of dollars raised for charities, regional and provincial debate championships, innumerable hours of community service and so much more. Behind me sit your future researchers, politicians,

teachers, and entrepreneurs: yes; but perhaps more than that, here sit your future neighbors, friends, husbands, and wives.

Surely we will excel in our work endeavors. Todd will make something that saves a life, or at least gets on the Discovery Channel, Thomas will build a bridge, and Leah will perform open-heart surgery. But we will also excel in our personal lives—with our families, and with our friends. We will never forget that it is the people in our lives who will determine its success, not the amount of money in our pockets or the size of the house we live in. So graduates, dare to do what you fear, dare to feel more deeply, and dare to have belief in yourself.

To close, I have a word to give you: "Aloha." It means, of course, "Hello" and "Goodbye," and is a way of expressing love in Hawaiian. But it also has a deeper meaning: that I am part of all and all is part of me. That we experience sadness not alone, but collectively, that we feel joy not alone but together. Aloha represents a way of life, and that way is guided by a series of words, each of which is represented by one letter in the word Aloha: A represents alertness; L represents unity; O, honesty and truth; H, humility; and A, patient perseverance. So, it is by these principles that I know the class of 2012 has lived thus far, and it is my assurance that they will only continue. So, may each of us find happiness in spades, and may our falters or misfortunes only serve to unite us. Students, family and friends, your graduating class of 2012. Aloha. 🦄



Sofie, Hallowe'en 2001.

Wow

Head's speech from the Senior Closing Ceremonies, June 19, 2012

Before speaking about this year, let me speak briefly about 2012/2013. It is our centennial year, and I very much hope that those of you who are graduating tonight—and your parents—will be as much a part of our celebrations as the rest of us. In January—if our schedule remains on the rails—we will be opening the new hall, and, on the long weekend in May, we will have our major program: alumni and school sports, a dinner, dance and auction, Celebrate the Arts with school and alumni performers, and receptions at The Bard and Banker and the yacht club. There will be something for all ages. Please mark the date on your calendars and plan to attend.

Now, let me turn my attention to the class of 2012. I am perhaps somewhat biased, as I have known you from more perspectives than is normal, but I consider you an outstanding class. Your leadership has been felt in every aspect of the school: in the extraordinary impact you have had on our athletic program as players and coaches and mentors and the heights you have achieved in provincial competition; in your glorious work in the arts as dramatists, artists, musicians, dancers and slam poets; in your strong ethos of service—at Chacala; the Change Conference, the stocking stuffer and in many other venues; for putting your heads on the line—or, more exactly, under the shears—to raise money for cancer research; for your sense of adventure in the outdoors, at international conferences and on exchange—and to your sense of school community. There are all sorts of numbers associated with you: the number in the class, the number of scholarships offered, the IB cumulative average that we will discover in July, but my proudest number associated with you is 5, as 5 of you stepped forward to play rugby this season for the first time in your high school careers, because YOUR team needed you to do so. That exemplifies your sense of responsibility as an entire class to the school and to one another, and your very positive sense of ownership. I thank you for all you have given the school.

Thank you too to your parents, as they have been extraordinarily supportive of you, of everything you have done at the school, and of the school itself. May I emphasize to you all that the odd term of ours, “Past Parents,” does not mean that you are no longer members of this community any more than it means you are no longer parents. It is simply one of



those quaint terms that schools like ours live with! We very much hope you will continue to be close to us.

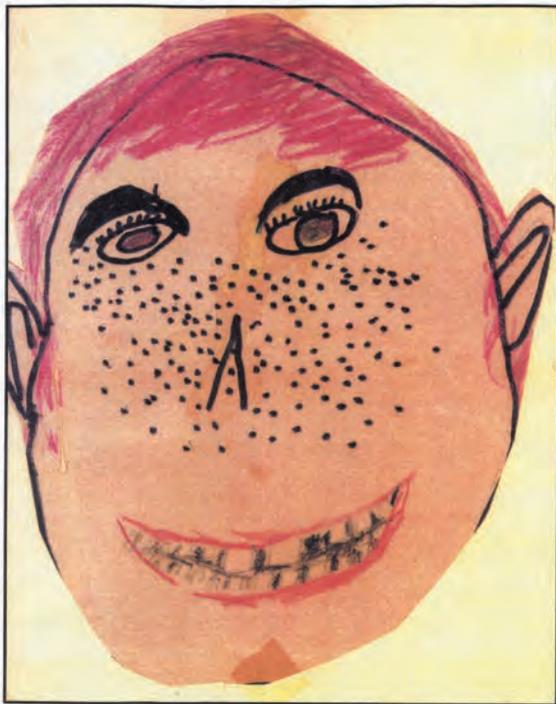
Grads, when you entered Grade 6, you did so under the extraordinary leadership of a new Principal, and you were the only class to enjoy that privilege throughout your entire Middle School years. You were—and are—Mr. Graham's class, and that distinction belongs to you even if you entered the school in Grade 9 or beyond. So I want to speak to you all tonight as he might.

Before beginning to do that, let me stress that this is not to make you sad, but to uplift you by reminding you of the spirit of the most extraordinary man I have ever known, a spirit that touched you and that I hope will remain with you always.

When you were in Grade 8, I spoke to you about Mr. Graham at your Middle School Closing. I said, quote: “Mr. Graham's presence somehow infuses us all with energy and good will. My challenge to the students—particularly the Grade 8s—is to think about how you might become a person of similar extraordinary influence on those around you.” End quote. And that is my challenge to you again as you move beyond Grade 12.

Some people divide the world up by the metaphor of how they describe an eight ounce glass which contains four ounces of

TEAM DAVID



water. If you say the glass is half full, you are an optimist, half empty, a pessimist. Mr. Graham would not see it either way. He would see that glass—with four ounces of water and eight ounces of capacity—as an opportunity to put six more ounces of living into it! As Jack Knox said in the *Times Colonist*, David Graham constantly tried to stuff 10 pounds of living into a 5 pound bag—and he generally managed to do so successfully.

As Mr. Graham's cancer progressed, his ability with words became more and more restricted, until he was left with only five phrases. They were: "Yummy;" "I love you;" "Thank you;" "We're so lucky;" and "Wow," and those are his very powerful message to you tonight. Allow me to interpret.

Yummy. Enjoy the ordinary things in life—a doughnut, an apple, a moment in the sun, a good run. Develop your capacity for enjoyment and your sense of fun so that every day is full of positive experiences and every person you meet enriches your life. Try everything; throw yourself into every opportunity; understand that the only real failure is to sit on the sidelines.

I love you. Mr. Graham had an unbelievable ability to do two things: make people feel better about themselves, and make them want to be better people. I love you. Find that which is to love in everybody unconditionally; be non-judgmental in your

relationships. When you meet new people, remember they are human beings with their own views, experiences, concerns and beliefs, and as such are worthy of your respect and love.

Thank you. Never take people for granted. Recognize what they have done, and tell them that you recognize it and are grateful for it. Develop the ability to be a cheerleader and be sincere about it. As you make people feel good about what they are doing, they will do even better.

We're so lucky. Cherish what you have. There is no such thing as a grey day: they are silver days—and that distinction makes all the difference in the world. Revel in your experience, rather than pining after the experience that someone else is having. Envy is the biggest, most destructive, ridiculous waste of time and energy. Enjoy what you have in front of you!

And, finally, *Wow.* Celebrate the beauty and splendour of the world around you, and never, EVER, EVER, lose your sense of wonder.

"Yummy." "I love you." "Thank you." "We're so lucky." "Wow." What binds them together? The common element? Extreme positive appreciation. Appreciation of the ordinary things in life and the extraordinary things, of people, of people's accomplishments, and of your own experience. Always look for the best in every person and every situation, and you will bring out the best in every person and every situation. Be the conduit for positive energy. Make people feel good about themselves. Be the constantly cheerful and supportive person who always puts others before yourself.

I believe those to be the messages of Mr. Graham's life and his example. What I expect he would actually say to you is "Awesome Grade 12s, I am so proud of you. You are amazing; you've done great things here, and I know you're going to do great things wherever you go!"

I agree. Graduates of 2012, you are awesome and amazing, and will do great things. We are proud of you, and look forward to hearing of your ongoing success. As you leave here, remember the example of Mr. Graham, and let him sit softly on your shoulder. You will find him excellent company—always.

I normally finish with the words "haste ye back!"—which I say to you now, but the final word belongs to Mr. Graham's favorite Calvin and Hobbes' cartoon:

"It's a magical world, Hobbes, ol' buddy . . . let's go exploring!"

Awesome!

SCBL 



“The Trip”

Hamish Ballantyne '12

It has long been common for high school graduates to punctuate their graduation with a symbolic trip or journey. These are manifest in a wide range of forms—from voyages around the world, to road-trips, to a week spent at some friend or relation's house in a different city—but they are united in their general aim: namely to celebrate an overwhelming sense of freedom before the imminent entry into the “real world.” These occasions give graduates an opportunity to prolong the best parts of high school with a few friends and explore their independence in a forum outside of their familiar surroundings.

After my graduation this past June, two friends and I hiked the West Coast Trail from Bamfield to Port Renfrew. We conceived of the hike as a “grad trip” after completing the Juan de Fuca Trail in the summer following Grade 11, but our planning—however informal it may have been—began

long before; we had all heard stories of the trail from family or friends who had done it and, in varying degrees, it made a profound impression on us. I, for one, heard of the trail through a friend of my parents' who, as part of some deeply masochistic training scheme had run the 75 km trail in two days with a fifty-pound pack; his account of knee-deep mud, rotting ladders and boardwalk, disappearing paths and the bears that lived there so captivated me, that somewhere in my eight year-old mind the West Coast Trail was isolated as the pinnacle of Canadian wilderness.

Consequently, when my friend suggested that we attempt the trail nine years later, it was an easy choice to make. Not only was it something to which we had all aspired for several years, but it also constituted our ideal punctuation mark. This is because, for me, camping is the ultimate celebration of freedom and independence, the two qualities I earlier

identified as central to the grad trip phenomenon. And while the West Coast Trail has become increasingly tame over the years with improved maintenance, each new day forced the three of us to consider and overcome numerous problems. Some examples would be timing our hike so as to pass certain stretches of coastline at the correct tide, rationing our water for long stretches of the trail with no creeks or streams, adapting our schedule to campsite closures, and storing our food safely from bears; these may be small challenges, but every action required far more thought than the routine, comfortable tasks that comprise a typical day at home.

Similarly, the sense of freedom experienced in the outdoors, and that we experienced on the trail, is one that I could never attain within

the confines of an urban setting; the sheer vastness and diversity of our surroundings—encompassing kilometres of sandy beaches, stretches of ancient forest and gnarled, wind-stunted trees, waterfalls, cliffs, rivers, sea stacks, boggy swamps and caves—gave the impression that we were in a timeless landscape.

As cities and the world at large undergo such quick and drastic changes, becoming almost unrecognizable from how they looked a mere fifty years ago, it is greatly comforting to visit a place that looks much the same as it would have a thousand years ago.

I have felt this way for as long as I can remember. I always enjoyed the outdoors as a kid living near the Rocky Mountains,

and maintained this passion after moving to Victoria. Since moving to the West Coast, however, my approach to the wilderness in general has changed. Living in Alberta, I would frequently go to Banff, Jasper, or other parks closer to Calgary, but I now find the outdoors much more accessible.

I attribute this partly to Vancouver Island's uniqueness in the proximity between its main "living spaces" and its completely remote, untouched wilderness, partly to the simple fact of my growing older and more able, but importantly to the learning I have done at GNS in the Outdoor Education program. For all three of us who went on the West Coast Trail, Outdoor Ed was a key factor in our enjoyment of high school. While many schools have programs with a similar intention of equipping

students with skills to exist in the outdoors, from what I've learned through my involvement in GNS's program and discussions with students and graduates of other Victoria schools, ours is unique in several aspects: the quality of instruction, equipment, and even food; the range of activities offered (telemark skiing, snowshoeing,



hiking, canoeing, kayaking, rock climbing); and finally the level of our students' enjoyment. The excellence of this program is characteristic of so much about GNS; the fact that our small school can foster such wide-ranging passions in its students is something I am immensely grateful for, and the trip that celebrated it is one that I'll never forget. 🌿

For all three of us that went on the West Coast Trail, Outdoor Ed was a key factor in our enjoyment of high school.

1985

Olympic medalist, **Derek Porter**, will be a busy man this October. He will be inducted into Canada's Sports Hall of Fame in Calgary on October 18th and is hoping to re-unite the Gold medal crew from Barcelona so they can celebrate their 20 year (wow) reunion at the same time. In addition, he and his wife (Helen) and are also expecting their first child in early October.

1990

Joel Spicer is currently the Senior Strategist and Team Leader for Strategic Planning and Advocacy at the Stop TB Partnership in Geneva, Switzerland. For the last 10 years he has worked on global health issues ranging from emergency health and nutrition programming, to child survival, TB control, health systems, and health financing. He began working with the Canadian International Development Agency (CIDA) as a Program Manager for Child Survival and Tuberculosis and subsequently with UNICEF Regional Office working on HIV/AIDS in Senegal, with WHO Headquarters on TB Control, and most recently with the World Bank in the Africa Region. Joel and his wife Petra recently welcomed a daughter, Kate Spicer to join brothers Luke (4) and Nikolai (2)

1994

Catherine Dorazio has become a partner of the CC&L Private Capital Partnership in Vancouver. She joined the firm in 2008 as a wealth manager working with private clients and foundations, and she has quickly made a significant contribution to the success of the business. Congratulations!

2000

Sarah Causton and her husband, Michael Hirsch, are thrilled to announce the arrival of Benjamin Christopher Albert Hirsch at home in Toronto on July 7th, 2011. He

was born weighing 6lbs 9oz. Excited aunt Jennifer Causton '03 likes to visit often!



2001

High school sweethearts **Laura Melling** and **Quinn Kerkham** will marry Sunday September 2, 2012 at Poet's Cove Resort, Pender Island, BC. Yipppeee!

Matthew Ward is currently living in Calgary with his wife Melissa. The couple welcomed their first baby, a little girl, in July. Matthew will finish medical school at the University of Calgary in two years and the young family hopes to return back to the Island where Matthew will either practice family and/or emergency medicine.

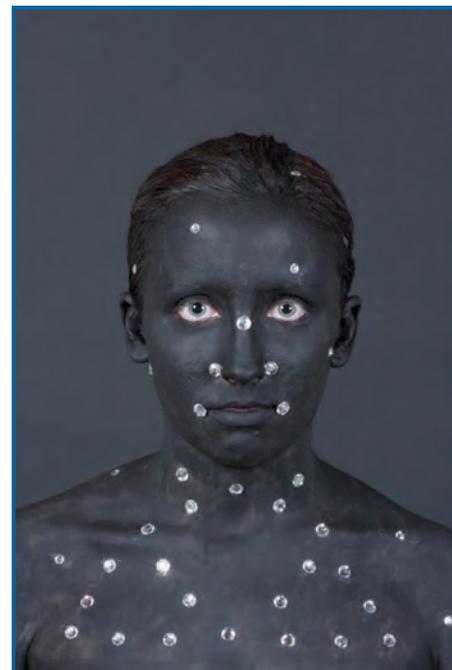
2008

This year, **Kristina Lidstone** served as president of one Canada's largest chapters of Engineers Without Borders. She juggled the role along with full-time studies in Engineering at the University of British Columbia. She will continue her education at UVic in the fall.

2011

After a successful semester at Emily Carr University, **Heather Keighan** felt her artistic

passion pulling her in a different direction. She has enrolled in Vancouver Film School for their 3D Animation and Visual Effects program, which she will begin in October. She enjoyed her time at Emily Carr and is proud to have some of her work featured in advertisements on the university website.



Caroline Klimczuk is "reading" English literature, Modern History, and History of Art at the University of St Andrews in Scotland. Over the course of her first year of studies, she has enjoyed taking trips with fellow students to Berlin, Prague and other fabulous destinations in the Old World. She hopes to get a summer job in Europe, perhaps even at Disneyland Paris.

Staff Notes

Grade 1 Girls teacher **Heather Breen** and partner Kieran are pleased to announce the birth of their first daughter, Adelaide (Addie), born April 11. The family is happy



and healthy (if not a little sleepy!) and are enjoying life as a family.

MS and SS Drama teacher **Ian Collett** and wife Siobhan proudly announce the birth of their first son, Avery Fye Atticus Collett, who arrived into the world on April 23, weighing 8lbs, 5oz. The family is thrilled and having a great time together.



Bob Eagle married Rose Mariano on June 29, at the Beach Drive Campus.



Senior School Librarian **Rebecca Nielson** and her husband Jeff welcomed their baby daughter, Sophie Grace, into the world on May 28, 2012. 🦁



In Memoriam

1945

Rosemary Penn, 1926–2012. Passed away on July 4, 2012. In addition to be a student, Rosemary also taught at Norfolk House and was also vice-principal for nine years.

John Robertson, 1928–2012. Passed away on March 2, 2012.

1958

Douglas George Randal, 1940–2011. Passed away on July 5, 2011.

Former Staff

Anne Spicer, 1913–2012, passed away in April 2012 at the age of 99. She is a recipient of the Order of Canada, an honour she received for her key role in the opening of the first Canadian Abbeyfield House, a non-profit residence for seniors. She also started a hot meal program and Adult Daycare Centre in the area, which attracts professionals from around the world. Anne taught German and Scripture at Norfolk House from 1960 to 1969. Her children and one grandchild also attended the school. 🦁

Vancouver GNS Alumni Reunion

The 2012 Vancouver Reunion took place at the Arbutus Club on April 18, the same night as the exciting Game 4 of the Canucks/Kings series. Between cheering for the Canucks during their first playoff win and enjoying delicious food and drinks, the group of GNS alumni got reacquainted with each other, took a stroll down memory lane sharing anecdotes from 'younger' years, and chatted about developments at the school. Everyone is particularly excited to celebrate GNS's 100th Anniversary next year on the May holiday weekend, and for more opportunities to reunite in the future. 🦁



A small group of Old Boys chat with Head of School, Simon Bruce-Lockhart. (L to r: Robert Mayhew, Tim Mercer, William McNeel-Caird, Michael Kennaugh and Simon Bruce-Lockhart, Head of School.)



Class of 2012: Grad Profiles

Editor's introduction

This section of the magazine always provides an exciting glimpse at the stories of a select number of graduating students. Typically, six to eight students are profiled. This year, it has been particularly difficult to decide who might be profiled; this difficulty arises from a very happy source, however. In three separate areas—the arts, athletics, and academics—our students have won unprecedented amounts of scholarship dollars. Would we break from tradition and focus on scholarships, in this section? Where to turn?

Would we profile the four students who won athletic scholarships? This was quite a wonderful achievement, given that Canadian universities are not notorious for handing out significant athletic scholarships. Or what about the three graduates who have won incredibly impressive arts scholarships to some of North America's finest institutions? And then there are the many academic scholarships that bespeak the years of dedication and intellectual brilliance that we always see from our students.

In the end, seeking to retain the grad profile diversity (of opportunity, destination, and individual talents) that makes this section so enjoyable to read, a perfect solution presented itself. Five of our students were chosen for Dogwood Awards this year. The Dogwood Awards Program recognizes graduating BC students for excellence in their chosen non-academic fields. Not only is it an excellence-based process, but each student must also prove their worthiness for the awards in one-on-one interviews.

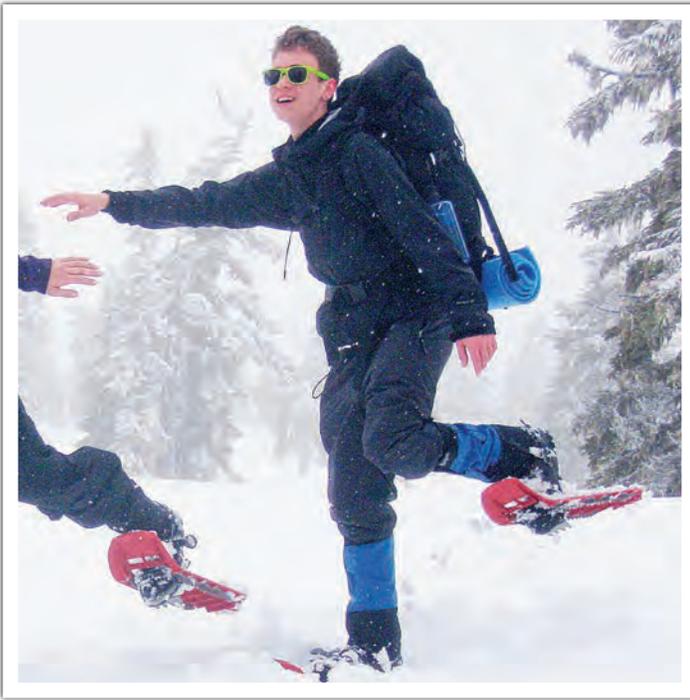
This year, five GNS graduates have received Dogwood Awards for excellence in their chosen areas:

- **Julian Butterfield** – Creative Writing
- **Fergus Hall** – Rugby
- **Stefan Higgins** – Leadership
- **Jean Strong** – Public Speaking
- **Amy Yvorchuk** – Slam Poetry

Instead of a third-person description of each student, we asked each student to write their own profile. To that end, each student was asked the same four questions to help shape their narratives. Two questions asked them to look back and two asked them to look into the future:

1. Given your 'Dogwood area of expertise', what role did GNS play in helping to shape that passion?
2. What have been the 'unexpected bonuses' of your GNS experience?
3. Where will you be headed after GNS? Why there and why that pursuit?
4. Where will you 'be' (your choice how to interpret this) in 4 to 6 years?

In case one spots patterns—or, similarities—in these five profiles, it comes from the nature of the questions and not from the hand of the authors!



Julian Butterfield:

Looking back as far as Grade 3—my first year at GNS—it’s difficult for me to remember a pursuit or passion of mine that hasn’t been supported fully by some facet of the school. It strikes me as extremely impressive for this to be true of a student whose pastimes have ranged from the visual arts and theatre to leadership and outdoor adventure, and I’m constantly grateful for it.

Much of this support comes from surprising places: the collection of poems for which I was recently awarded the Dogwood Scholarship for Creative Writing, for example, draws just as much inspiration from experiences with GNS’ Outdoor Recreational Leadership Program as it does from my IB English and Literature 12 courses.

This holistic, widely varied support system is what I’m looking forward to next year at Trinity College in the University of Toronto. I chose Trinity for its diverse yet comparatively small student population—qualities that I learned to love at GNS.

Starting this September, I hope to take as wide a range of courses as possible, so it’s difficult to say exactly where I’ll be or what I’ll be doing in four years. Nor would I want to: the most valuable lessons I’ve learned at school is that it’s important to accept the unexpected, and to see where it takes you.



Fergus Hall:

Since the first day that I arrived at GNS, I was supported in every activity I undertook and was also provided with opportunities I would have never been involved with elsewhere—whether on the field or in the classroom, as I pursued an IB Diploma. The Dogwood area that I applied for was excellence in team sport, and through the athletic program at GNS I was able to excel in this area. I was lucky to work with coaches who are not only incredibly skilled but who also care about each player and the school as a whole.

There is a real ‘power of the small’ at GNS: all of our teams rely on younger players to complete each squad. In rugby, through a series of unfortunate injuries to our senior players, I found myself as starting standoff in Grade 9. This would simply not have happened elsewhere, yet these significant opportunities that I had as a Junior player on Senior teams largely contributed to much of the success I enjoy today.

Next year I will be at UVic studying engineering and, hopefully, I will play rugby for the Vikes. I’m not completely certain what I see for myself in the future but ideally it includes a few national 7s or 15s caps. I also want to stay involved with GNS’ developing rugby program and wish to give back by sharing my experiences of playing at a high level with the next generation of GNS athletes.



**University
of Victoria**



Stefan Higgins:

I will admit that, upon arriving at GNS in Grade 8, I would not have expected the Change Conference to have played so seminal a role in my life. The inspiration behind the Change Conference—a non-profit, youth empowerment initiative that brings high school students together to discuss making positive change in their local communities—has always moved me tremendously.

To that end, I was involved with it in all four of my Senior School years, most prominently in 2011, as Chair of the organizing committee, and in 2012, as Director of Service. I am so grateful to Mrs. Simpson and to Mrs. Bruce-Lockhart for their guidance and mentoring, which allowed me to achieve the twin goals of bringing *The Buried Life* (Duncan Penn '01 and Jonnie Penn '04) to speak in 2011, as well as effectuating positive initiatives with the Out of the Rain youth shelter.

In the fall, I will be heading to Victoria College at the University of Toronto, where I plan to study Economics and Philosophy. These two subjects are at the intersection of our world's greatest problems, currently; hopefully, if we understand their relationship a little more astutely, they will eventually be the nexus of change in the world!



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Jean Strong:

GNS created a great support network for me in every conceivable way—not the least in my two greatest areas of interest: debating and outdoor education.

Not only did the school do a good job of celebrating our debate successes, but the teachers always found a way to get me caught up after a long voyage or tournament; beyond this, GNS is the type of place where it is 'cool' to debate. That is not always the case in every school!

I owe much thanks to Mr. Baty, whose passion, intellect and considerable experience elevated the entire debate club. He also conceived of the debate trip to New York and Boston, this past spring, which was an incredible highlight in my GNS experience. We trained with one of the top teams in the US; we made wonderful connections; and we learned so much about both debate and ourselves!

This fall, I will be attending Thompson Rivers University, in Kamloops, as I pursue a Bachelors degree in Tourism Management. It is one of the top schools for tourism and adventure in North America, and—given my passions for the outdoors—Kamloops is ideally placed. After that, I also hope to acquire my Adventure Guide Diploma. Immediately after graduation from Thompson Rivers, I want to guide helicopter skiing or whitewater rafting in a variety of countries. In the long term, I would like to be the owner of an adventure tourism company in BC!



Amy Yvorchuk:

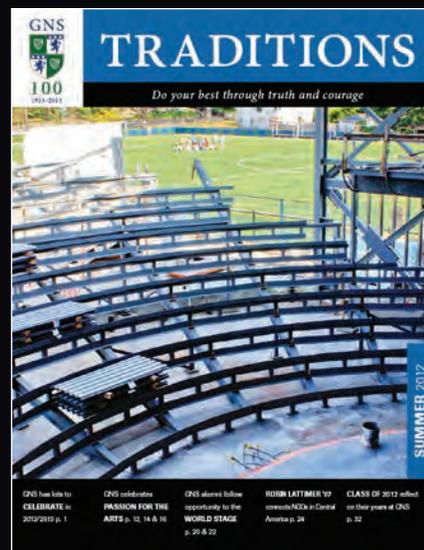
As a 'lifer' at GNS, I am so grateful for every opportunity this school has provided for me. When I try to answer the question, "Where do you see yourself in 4 to 6 years?", I think of medicine, academia, teaching—the list could go on. A big part of this indecisiveness comes from a very positive place: I love learning, and it's difficult to envision restricting myself to just one area.

The most unexpected surprise in my time here came in the form of slam poetry. It was a decision that was, quite literally, life-changing. Even though I wasn't involved in it for as long as some of the other co-curriculars I pursued here, participating in slam poetry allowed me to discover things about myself that, otherwise, I might not have learned. I am so thankful for all the support I have received from both Mrs. Specht and from our GNS community.

In the fall, I will be at the University of Toronto pursuing a double major in human biology and psychology, because I am very interested in how humans function and think. But I also want to tackle some subject areas which GNS kindled as passions within me; although I have never taken a political science or philosophy course in school, I enjoyed both IB History and Theory of Knowledge so much that I would like to continue learning from these academic branches in some shape. 🦋



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“All the world’s a stage”

The stage of so many GNS athletic triumphs—our turf field—sits in the background while the foreground displays the seats, under construction, in our new Hall.

Many of our Giving appeals use the interesting word ‘transformational.’ Its etymology might be tricky to pin down, but it could be argued that it is an amalgamation of ‘transform’ and ‘inspirational.’ If so, how fitting: in the same way that our turf field inspired a remarkable transformation in our athletics program, then so too will The Hall help place our arts program on the centre stage once again.

With the completion of The Hall just around the corner, the parents in the GNS community have a unique opportunity to name a chair in The Hall. Each chair will be labelled with a brass nameplate, a permanent feature that will commemorate your child/ren’s experience at GNS.

To leave this legacy gift, please contact Eva Riis-Culver, Director of Advancement, at 250.370.6855 or eriis-culver@mygns.ca.

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Hamish Ballantyne – University of Salamanca
 Macbryan Bos – University of Victoria
 Sam Boyd – work and travel around Europe
 Rab Bruce-Lockhart – University of Toronto
 Julian Butterfield – University of Toronto
 Sofie Campbell – Neuchatel Junior College
 Philip Chkipov – University of Victoria
 Ji-Hyun Chung – McGill University
 Brendan Connell – Queen’s or University
 of Victoria
 Emily Coulter – University of Victoria
 Scott Cousins – University of Alberta
 Todd Darcie – University of British Columbia
 Sarah Douglas – University of Victoria
 Kelsye Egner – University of Toronto
 Alec Fraumeni – Vancouver Island University
 Jackson Gao – University of Toronto
 Thomas Gilmour – University of Victoria
 Daniel Gooda – work and travel
 David Gorham – University of Victoria
 Patrick Graham – Queen’s University
 Nick Grundmann – University of Victoria
 Fergus Hall – University of Victoria
 Conor Hannigan – Queen’s University
 Nathan Hanousek – University of Victoria

Stefan Higgins – University of Toronto
 Evan Hildebrandt – University of Victoria
 Lauren Hogan – Carleton University
 Kristina Holm – University of Victoria
 Dale Hughes – University of Victoria
 Chris Hullick – Mount Allison University
 Carly James – Acadia University Class Afloat
 Eimrin Kaloti – Camosun College
 Hannah Komlodi – Queen’s University
 Alex Koziol-Neumann – Emily Carr University
 Leah Kuzmuk – University of British Columbia
 Carina Li – University of Toronto
 Ben Life – University of British Columbia
 Elliot Lupini – University of Victoria
 Nicola Main – University of British Columbia
 Elspeth McGillivray – University of Connecticut
 Katie McGoldrick – Durham University
 Caleb Meyer – University of British Columbia
 or University of Victoria
 Nelson Moneo – New England Conservatory of
 Music
 Colten Newnham – University of Victoria
 Chris Oh – Western University
 Sean Pickersgill – University of Victoria
 Jim Pommelet – Brock University

Samantha Radford – Swiss Hotel
 Management School
 Robbie Rhynas – working
 Cameron Rice-Gural – Queen’s University
 Candace Rissley – University of Victoria
 Katie Robertson – Dalhousie University
 Evan Ruffell – University of Victoria
 Chadi Saad-Roy – University of Victoria
 John Sharp – University of British Columbia
 Clara Shim – University of Southern California
 Vicky Slegg – University of Waterloo
 Jean Strong – Thompson Rivers University
 Patty Thomson – University of Victoria
 Miranda Treloar – Thompson Rivers University
 Alexander Utley – Camosun College
 Mitchell Wheaton – Camosun College
 Matias Wieland – Peninsula College
 Will Wild – University of Victoria or the
 University of Alberta
 Jane Wright – L’Ermitage School
 Amy Yvorchuk – University of Toronto
 Bohang Zhang – University of British Columbia



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