



TRADITIONS

Do your best through truth and courage



WINTER 2011

Meet **JAKE BURNETT**,
new Principal of the
Middle School p. 8

GRADE 3 students
study black holes and
supernovae p. 18

Senior students **HELP**
FAMILIES in Mexico
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JOHN O'SHAUGHNESSY
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The **BOND MATCHING**
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Errata

In the article "Love from Limpopo" from *Traditions* Summer 2010, we incorrectly placed student Emma Hutchison in the Class of '12. She is from the Class of '11. Our apologies to Emma!

In the article "Mandarin for the Masses" from *Traditions* Winter 2010, we printed the incorrect Mandarin translation of the Confucius quote "Adhere to your beliefs, and be devoted to learning." Here is the correct translation: 笃信好学. Our apologies!

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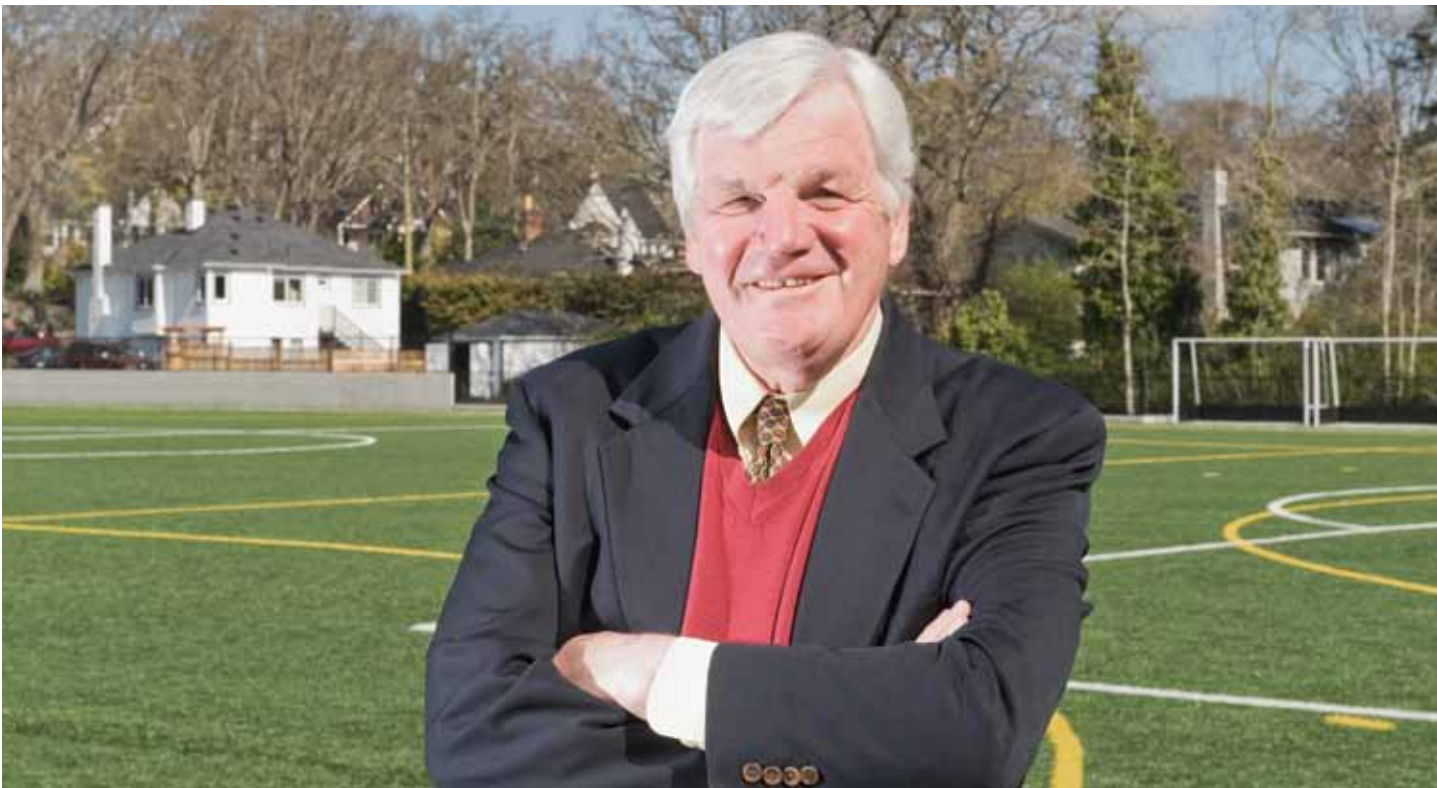
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Simon Bruce-Lockhart stands on the new field in April 2009.

The Hall: It's Time

Simon Bruce-Lockhart,
Head of School

I have always believed that the triumvirate of faculty, program and facilities exist in that order of importance. The truth that a master teacher is still a master teacher whether she is teaching under a tree or in a classroom with all the technology in the world is just that—the truth. Having said that, the master teacher in the well-equipped classroom will take advantage of everything at her disposal and can reach her students in ways her colleagues under the tree cannot. Give me the master teacher first, but facilities do make a difference!

Our two-year-old turf field is an outstanding example of what facilities can do. Since we opened it in the fall of 2008, our field hockey and soccer programs have gone through the roof. Before the field, field hockey was a phantom sport at GNS: we knew it existed, because occasionally we would see girls going off to UVic in their kit, but

we never actually saw it happen. The field brought the sport home, and our team continues to grow in strength. This year they were 4th in the 'A' provincials and were only one goal shy of a berth in the final!

Soccer is the other main beneficiary. We have long since had the coaching and the outstanding "grow your own talent" program that has been developed. Now, with the facility, we have the most astonishing record in both boys and girls soccer of any school in the province. In the last two years, the boys have won the Campbell River Invitational Tournament twice, the Islands twice, the ISAs once (coming second the other time), the Provincial 'A's twice, and the Colonist Cup for soccer supremacy in Victoria once, coming up just short in a shoot out this year. The boys' record in league play during that time has been 51 – 3. And—last season—the girls (35 – 2) won everything they entered,

Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it.

– Goethe


including the Ryan Cup and the Provincial 'A' Championship. It is a record they hope to emulate this spring!

How has the field helped? It provides a second to none surface for games; it has effectively doubled our practise time; and it has helped generate a sense of pride. Beyond that, because of its flawless surface, it makes specific skill acquisition much easier. There is simply no doubt that the provision of a first class facility in this case has put the first class program created by the first class coaches into the stratosphere.

Our next project is The Hall—and it is our expectation that it will do for Fine Arts what the field has done for sports. Music and drama will be the big beneficiaries. First of all, it will give drama a home, as the plans call for a drama classroom—stage sized—as part of the building, so drama will no longer be pushed aside every time some other aspect of the school needs the PAC. Second, it will bring music home—à la field

hockey. Currently 80% of our performances occur off-site. As a result, the band and choir are marginalized from the ebb and flow of daily life. To a large extent, they too are phantom presences, who only come alive on distant shores. The Hall will bring them home—to a first class facility.

The Hall will be much more than a first class performance venue, however. It will be our assembly hall, our lecture hall, our debating venue. It will be our centre, what the Greeks call the “agora”—our gathering place, where we come together as a community to share our victories and our defeats, to expound upon and institutionalize our values, to forge and develop and celebrate who we are.

That is only the beginning. The Master Plan calls for the remaking of the Beach Drive Campus next, then the Science Building, then the Senior School, followed by the Middle School. It will take time, effort, and money. But that is for tomorrow. Today, it is time for The Hall. 



Architect's rendering of The Hall.

Connection and Care

A former parent's perspective

Donja Blokker-Dalquist,

Vice-Chair, GNSS Board of Governors

Last month my husband Doug and I went to San Francisco to visit our daughter, **Chloe '03**, a recent graduate of the Academy of Art University. She lives near Nob Hill, and one of the things I love to do is to go up to Grace Cathedral and walk the labyrinth, a copy of the one at Chartres Cathedral in France. If you've ever had the chance to walk a labyrinth with a group of friends and family, then you know that the feeling of people going in and out of your life is mirrored by the way people walk past, with, around, and away from you on the labyrinth path. Unlike mazes, which have dead ends, a labyrinth has a way in, a centre, and then a way out. Everyone goes to the centre and then walks out the same way they walked in—but but all at her/his own time.

Lately, I've been having this sense of people I love walking in and out of my life, as in the labyrinth. Last week, Doug and I went to our first drama production at GNS where **Emily '10**, our youngest, wasn't performing. How familiar and yet so strange! It was lovely to see students who had had small roles when Emily acted now stepping into lead roles and acting with great panache. Music teacher **Audrey Bailey** and former drama teacher Judy Treloar were in the audience, and they couldn't wait to hear how Emily is dealing with school in Hollywood.

Shortly after the play, I was at Karen Eade's, another former GNS parent, having a cup of tea, when I walked her son **Kevin** with **Gabby Ciceri** and **Jeff Lee**, all from Emily's Class of 2010. All of them were flushed with the excitement of being

home from university for Christmas break. It is very satisfying to hear of their triumphs and disappointments, their hopes and the ways they've changed, and that blessed realization that their parents (just might) know one or two things!

When I attend committee meetings now, I love hearing about other members/parents who are facing the stress and wonder of Grade 12. I love that they are having that gut-level realization about how wonderful the IB program really is. My

unofficial role is to remind parents that there is life after Grade 12, and one can still have a role in the GNS community. Yes, I miss seeing Eileen at the front desk everyday, but she always has a smile for me on those rare times when I've gone into the Senior School office. I find myself saying a silent prayer of thanks for all of the truly amazing teachers and staff at GNS. I miss seeing them and feeling their genuine interest in my daughters. If I do see them, the first things out of their mouths will be questions about Emily or Chloe.

There is still connection and care. I acknowledge that GNS has become a new and different world, but, at the same time, it is still home.

GNS is one of the centres of my life's labyrinth, and I can choose to walk to that centre to rest and give thanks before I continue on my own journey. The very best part of the walk is when the paths of my GNS family converge with mine. Here's to seeing you along the path! 🦋



From the Finance Committee

John A. Kuehne, C.A.,

Chair, Finance Committee

The fiscal year, which ended June 30, 2010, was completed with our school in sound financial condition. Our revenues were \$12,598,326, which exceeded expenditures of \$12,178,137, a surprising margin as the budget was set at breakeven. This speaks well to the frugal and careful operation of our school by the entire management team and the teaching staff. The school remains very aware of the continuing shock waves from the global financial crisis and its effects to varying degrees on families in our school community.

It is with this awareness of these uncertain times that I am deeply grateful for the generosity of so many who continue to donate to the Annual Appeal and Campus Transformation. There are students who add to the vitality of our school community who would not be able to attend were it not for the assistance of bursaries and scholarships. Our new athletic field is a testament to the commitment of our community to the renewal and transformation of our school infrastructure. Our school fees are fully absorbed by wages and program delivery costs; it is only through the generosity of our many supporters that the scholarships and campus renewal are made possible.

A special thank you to **Marj Hewitt**, the school's Director of Finance, for her hard work and dedication. Thank you also to the finance committee members for their many hours of volunteer work. Finally, I wish to thank the Board for their commitment that GNS deliver the very best education in Victoria; that makes the decisions of this committee easier and focused. 🦋

Annual Report 2009/2010

Statements extracted from the Audited Financial Statements, which are available from the school upon request.

Statement of Financial Position

(Year ended June 30, 2010, with comparative figures for 2009.)

	2010	2009
ASSETS		
Current assets:		
Cash	\$ 4,859,504	\$ 3,890,647
Accounts receivable	3,435,872	3,931,375
Inventory	103,683	103,186
Prepaid expenses	59,386	91,506
	8,458,445	8,016,714
Capital assets	9,406,631	9,566,095
	\$ 17,865,076	\$ 17,582,809
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	\$ 1,335,951	\$ 1,519,834
Prepaid school fees	5,799,996	5,649,009
Deposits	297,559	257,042
Unearned revenue	3,619,956	3,852,465
Current portion of obligation under capital lease	100,509	98,816
Current portion employment commitments	45,084	-
Current portion of school bonds	498,000	590,000
	11,697,055	11,967,166
Long-term debt:		
Obligation under capital lease	-	99,644
Employment commitments	254,228	-
School bonds	2,929,710	2,952,105
	3,183,938	3,051,749
Net assets:		
Invested in property and equipment	5,878,412	5,825,530
Internally restricted	387,309	339,483
Unrestricted	(3,281,638)	(3,601,119)
	2,984,083	2,563,894
	\$ 17,865,076	\$ 17,582,809

Statement of Operations and Net Assets

(Year ended June 30, 2010, with comparative figures for 2009.)

	2010	2009
REVENUES:		
School fees	\$ 9,544,343	\$ 9,332,565
Government grants	1,724,262	1,645,886
Fundraising and donations	564,332	543,507
GNS Foundation donation	296,221	-
Ancillary programs	42,763	112,138
Investment income	66,006	73,484
Rent	73,215	67,381
Other	287,184	322,387
	12,598,326	12,097,348
EXPENDITURES:		
Wages and benefits	9,307,096	8,959,748
Programs	687,751	677,347
Amortization	565,051	522,249
Maintenance and operations	595,032	558,343
General and administrative	527,672	480,916
Bursaries and scholarships	375,716	353,205
Interest on long-term debt	3,984	8,027
Transfer of endowment funds to GNS Foundation	115,835	8,944
	12,178,137	11,568,779
Excess of revenues over expenditures	420,189	528,569
Net assets, beginning of year as previously reported	2,563,894	2,035,325
	\$ 2,984,083	\$ 2,563,894

Revisiting Our Strategic Plan

Simon Bruce-Lockhart, Head of School

About five years ago, the school embarked on a new strategic plan. It was a comprehensive job that resulted in a change of the Mission Statement and the Vision of the school. That does not imply that GNS suddenly took a 90 degree turn; the articulation of who we are changed much more dramatically than the substance!

Last year, the Strategic Plan was revisited. This time round, what changed was not the overall plan itself, but rather the strategic objectives—initiatives that form the link between the plan's broad philosophical goals and the concrete actions that make up the Operations Plan. I am most grateful to the members of the Strategic Planning Committee for the many hours of work they put in to craft the plan. They are: Deborah George, chair; Doug Easton; Donja Blokker-Dalquist; Shelagh Rinald; Dean Freeman; and Steve McKerrell.

The Strategic Plan 2010–2013

Our motto – our expectation of students: Do your best through truth and courage.

Our mission – our promise to families: To challenge and support our students to do their best through truth and courage in learning and in life.

Vision

By leading through truth and courage, Glenlyon Norfolk School prepares outstanding young men and women of character who will contribute to the world through their skills, their leadership, their commitment to service and their understanding that we are all responsible for the future of our communities.

Goal 1: To develop in our students the skills of critical and creative thinking, and the passion for life long learning and doing their best in body, mind and spirit.

It is not necessarily about knowing the right answer, but rather knowing how to find the right question; it is not about graduating students who are experts, but rather young people who have broad interests that they will continue to explore throughout their lives.

Objectives:

- Ensure that each student discovers his or her own talents and sense of purpose, sense of self, and inner strength.
- Ensure that our students are well prepared for the challenges of the future: environmental issues, the knowledge-based economy, international issues, and the role and impact of technology in today's society.

- Promote the overall quest and desire for wellbeing. Mental and physical wellness are critical in removing as many artificial constraints as possible for success.
- Recognize that creative thinking is as important as critical thinking and support that through commitment to the arts.
- Promote the importance of collaboration; working within individual skills and limitations to contribute as well as be supported.
- Reinforce the school's commitment to the International Baccalaureate Program (IB). We believe IB has something to offer everyone.
- Meet the needs of all learners. Every child has a different learning style; we recognize this and embrace it, and will continue and expand our commitment to enrichment and learning assistance.
- Support our continued commitment to individualized attention and a low student-teacher ratio.
- Encourage opportunities and experiences through extracurricular activities.

Goal 2: To cultivate a commitment to service.

A student's love of service grows in an environment where teachers, staff and parents daily demonstrate their own service commitments, and where students have a variety of opportunities to serve.

Objective:

- Instill in our students the *value* of service .

Goal 3: To develop in our students a sense of responsibility for the well-being of their communities, an understanding of global issues and the leadership skills to make a difference.

A key component of leadership training is the constant teaching of all students that it is the responsibility of everyone to create each day a community where all are supported and can flourish, no matter what their differences may be. Only by creating that understanding and practice within the school can we teach them to strive towards a similar sense of the individual's responsibility for society on the global stage.

Objectives:

- Expand the *actions* of service, beyond the school and into the community.
- Move our students beyond their local comfort zones to an understanding of, and participation in, global issues and needs.

- Grow our respect for diversity.
- Develop leadership skills.

Goal 4: To ensure that the school has the infrastructure and resources necessary to carry out its mission and vision, and realize the goals of this strategic plan.

At GNS fees are set to cover budgeted operating costs. Operating costs are budgeted for based on the prioritized educational objectives of the school. In this way, our fees reflect our commitment to providing the finest possible education at the best value. Fundraising is also key to achieving our educational priorities through its contribution to ensuring that our infrastructure is effectively provided for over time.

Objectives:

- Hire, retain and reward excellent educators and staff who have passion and vision.
- Improve communications and marketing: tell the story, recruit students and provide outreach.
- Move the Campus Transformation forward.
- Keep abreast of current technology and its applications to education.

GNS is a unique school. Our children have the enormous privilege of growing up in Victoria, surely the most attractive place in the country to live. On a world scale, that puts us right up there, with a combination of a level of beauty, security and lifestyle that few places can match. Therein lies our greatest strength—and our greatest weakness. We live in a rapidly shrinking world which more and more urgently requires the energy of bright, creative and confident young people—the kind of graduates we turn out. As a day school in Victoria, one of our greatest challenges is to prepare our students for “not Victoria” and for “not Canada”. I believe very strongly that our Vision statement (above)—our aspiration—is extraordinarily appropriate. Today, the communities the Vision talks about are global. Today, those communities need GNS graduates. That is a huge—and hugely worthy—challenge, a challenge the Strategic Plan confronts boldly. There is no lack of things to do! 🦋



Parents' Auxiliary Executive: back row, left to right, Vicky Timbers, Lindiann Hopkins, Liz Van Cleave, Sharon Chlysta and Daune Roberts. Front row, left to right, Lisa Maxwell, Mary Anne Marchildon and Diana Life.

Many Thanks!

*What is the Parents' Auxiliary up to these days?
A whole lot of fun!*

Mary Anne Marchildon, President, Parents' Auxiliary

We started the year off by meeting with all the Class Representatives, who were keen to give a Huge Welcome to all new and returning families to GNS. The Class Reps have been a great source of information for their classes as well as Party Planners, Detectives of Lost Clothing, and Super Duper Organizers!

The Welcome Back BBQ brought us together serving organic chickens, which were raised just for us! That night, the whole community saw the unveiling of the banner indicating our progress towards building The Hall. It was inspiring to see the excitement generated by the banner.

Our meetings, which are held the first Thursday of every month, have had a turnout of over 70 people—new and old faces alike! We even held a meeting at the Beach Drive Campus. We've added some fun segments like “FAQ” and “Who/What am I grateful for at GNS,” and we had a scavenger hunt to familiarize the Beach Drive parents with the Pemberton Woods Campus.

Our big focus in 2011 is on the Parent Event that is scheduled for early May. Our goal is to double our attendance to 400 people and raise funds to \$100,000! Lofty goals—you bet! Worth it—absolutely! It's about the kids after all. Even though we parents get to have a lot of fun and socializing while doing it!

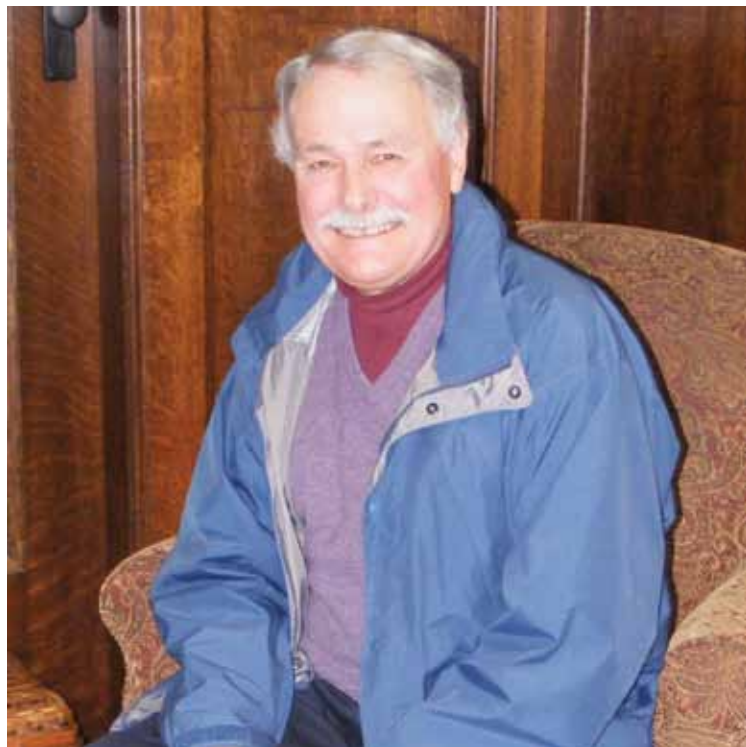
To those of you who show up for your volunteer shifts whether that be reading with the kids in the class, the lunch volunteers and the people who staff the cafeteria or the people who bring food when asked—you know who you are. Can you feel the pat on the back?! Many thanks!

Have you heard the expression “If you don't need the meeting—maybe the meeting needs you!” We look forward to seeing your smiling faces at a meeting in 2011! 🦋

Stuart Piets

succeeds as Chair of the Glenlyon Norfolk School Foundation

By *Jessica Woollard*



Twenty-six years after enrolling his first child at GNS, Stuart Piets clearly remembers why he and his wife Anthea chose GNS for their three children (**Adrian '92, Sara '94, and Hilary '04**). "We chose Glenlyon because of something Keith Walker, who was Head of School, said to us," Stuart remembers. "Keith said 'It's not just about what you learn, not just the art of learning, but the passion for what you learn, the passion for what you do.'"

Twenty-six years after hearing those words, Stuart, a retired architect, is proud to report on the successes of his children, who have gone on to study at Harvard, Queen's, and UBC, respectively. And indeed, all three are not only well-learned, but, as Keith Walker promised they would be, they are passionate about learning and are passionate about what they do. "Our first impressions of the school have proved to be correct!" Stuart says, justifiably proud of his children.

Though his time as a GNS parent came to an end seven years ago, he is still


actively involved in school life, most recently stepping into the role of Chair of the GNS Foundation.

He observes that when a student graduates from the school, the parents also graduate—but many don't want to! "[Former parents] miss the association with their colleagues," Stuart comments, which is one reason he has chosen to remain involved with the school. "Many of our friends came out of our association with Glenlyon Norfolk School."

As Chair of the Foundation, Stuart not only maintains many of the friendships he has fostered over the years, but he continues to help the school grow, which is something that is dear to him. Prior to stepping in as Chair of the Foundation, Stuart served as Chair of the Board of Governors, and he participated in the establishment of the Foundation many years ago. "I want to have the best outcome for the school," he says. "Many parents [are concerned with] the now. But for the institution of Glenlyon Norfolk School, we have to

think about the future as well. You have to have the whole picture. But you have to bear in mind what your plans mean to the parents who have selected GNS as the school of their choice."

Stuart's principal role as Chair is to protect the funds that have been donated to the school and make sure they are being used in accordance with the wishes of donors. "The larger the endowment, the better we can perform—there's no doubt about that," Stuart explains. "We try to live off the interest, but at the same time, we like to use some of the interest to maintain the value of the principal fund... Our endowment fund is not very high at this point in time, and we need to grow that."

After twenty-six years in the GNS community, Stuart is proud to promote and represent the school in his new role. "[Since the 1980s, GNS] has had a very good sense of its identity," he says. "I enjoy the spirit of the school and the people in it and the whole ethos." 



GNS Welcomes Jake Burnett, Middle School Principal

Story by *Jessica Woollard*

As chance would have it, **Jake Burnett** found our job advertisement for a new Middle School Principal soon after he and his wife Vivienne had begun the immigration process to move to Canada from England. Having visited our beautiful country many times, they had decided that Canada, and specifically British Columbia, was the kind of place they wanted to settle for the rest of their lives.

More than appreciating the location, Jake recalls he knew instantly that GNS was the right fit for him. “The job and the school seemed to be doing all of the things that I had really wanted to be doing through all of my teaching career,” he says enthusiastically. “There was very much an emphasis on valuing the individual – no matter who you are, we value your place here.”

Restarting in a new country and building a new home was not new to Jake. After completing his Bachelor's Degree (with Honours) in English and Classics and his Post Graduate Certificate in Education and teaching in the British public school system, Jake's interest in international education led him to a teaching position at West Island School in Hong Kong. There, he taught middle years and diploma-level English and eventually became Head of Faculty. West

Island School became an IB World School during Jake's time there, and he was intimately involved in adapting the school's programs to meet the IB requirements.

After leaving Hong Kong, Jake and Vivienne temporarily returned to England as they waited for their Canadian immigration papers to go through. Jake served as Vice Principal at Cambridge Tutors College, a high-performing sixth form college in England that attracts students from around the world. Amongst his many duties, he was active in student recruitment and admissions.

Thinking back to his first impressions of GNS, it was clear that the school valued a well-rounded education, something he had supported throughout his career. "There was a great sense of understanding that the classroom is a good place to learn, but there are plenty of other places to learn as well," he explains. "Being on a sports team. Going on a certain experience. Being a member of the Round Square." Furthermore, Jake recalls that the warmth of our community stood out in every medium: our website, our publications, and in correspondence and conversation with Head of School **Simon Bruce-Lockhart**.

And now, having joined our community, he has experienced first-hand the warmth of our GNS family that he detected even before he stepped foot on our campuses. "I have never once felt isolated," he says incredulously of his time at GNS so far. "There is a sense of neighbourliness, a sense of caring for each other."

Jake was also amazed at how much GNS students love and look forward to school! "The number of students who I met [in September] who couldn't wait to come back to school! I'd say 'I just wanted you to be back two weeks ago,' and they'd say 'We did, too, we wanted to be back two weeks ago!' It was just brilliant to hear from students, their pride, their enthusiasm, their genuine love for being at GNS."

With new leadership, comes new initiatives, and Jake is particularly keen to develop the student's understanding of how they fit in the world. His experience living away from his homeland has made him attune to the ways in which we all fit into our various communities: "I'm looking for the students to feel more of a sense of their place, and what I mean by that is how they can be involved in what we call a community... Their place could be on their own, within the family, within the school, within Victoria, within Canada, within the world!"

The Middle School motto for the year, which comes to us from Jake, supports his desire to show the students about understanding their place. It was inspired by the United Nations' motto, "It's Your World," which, upon review, the Middle School teachers changed to "It's Our World."



Previous page: Jake Burnett jumps into life at GNS with both feet forward. *This page:* Jake juggling at Middle School assembly. The three balls are a metaphor for 'school', 'home' and 'student'—all in the air at the same time, working together in symmetry.

"Just changing 'your' to 'our' says a great deal about GNS," Jake observes. "It says we consider each other, and we respect our world."

More than understanding their place in the world, it's also important for Jake that the Middle School students recognize their unique place in the GNS community. "We are all a school, together," he comments passionately. "They're in the middle. They can reflect on what was and they can also look to the future. It's important that they not think 'I'm a Middle School student,' but 'I'm a GNS student.'"

Jake's dedication to making sure that every student and staff member feels like they belong has surely contributed to his smooth transition into his new role. One student's face lit up when asked about Mr. Burnett. "He's great with kids," she said instantly.

A teacher also shared her thoughts: "I feel a real sense of support and community with Jake as our leader... Having someone from the outside has proven to be very good for moving forward and allowing new windows of opportunity to open."

And our parents, too, have welcomed Jake with open arms, inviting him and Vivienne over for dinner.

Indeed, after only four months at GNS, Jake can sincerely say he is home—and not just because the West Coast rain and raucous GNS soccer (or "football") fans remind him of his homeland—but because GNS has lived up to its reputation of being a warm, welcoming community into which he and Vivienne have fit seamlessly.

There is no doubt that they made the right decision to move across the world to be at GNS. "I'm proud to be one small element within [the school community]," Jake says genuinely. "I often catch myself smiling when I think about it. That speaks volumes." 🦋

New Staff at GNS

Heather Breen, Grade 1 Girls

Heather brings to GNS extensive experience with the IB Primary Years Program (PYP). She taught Grade 1 PYP at Elmwood School in Ottawa before moving to Thailand and teaching Grade 3 PYP at the American Pacific International School as well as working as the PYP Coordinator.



Heather holds a Bachelor of Arts (Psychology) and a Bachelor of Commerce (Honours) from Queen's University as well as a Master's of Science in Teaching Elementary Education from the State University of New York.

Joanne Dunn, JK Instructor

Our former JK Assistant from 2005 to 2008, Joanne briefly moved to St. Christopher's Montessori School



as their Directress and now returns to JK as an instructor.

Joanne has diplomas in Early Childhood Education and Child Development and also received a diploma in Montessori Education from the Angela Martin Montessori Training Centre.

Tammy Edson, Middle School Art

We welcome Tammy from St. George's School of Montréal, where she worked as their Junior Visual Art Teacher and Senior Media (filmmaking) teacher. At GNS, she will be expanding the artistic creativity of our Middle School students as their Art teacher.



Tammy earned her Bachelor of Fine Arts degree from Concordia University and specialized in Art Education.

Danielle Gardner, MS French



Danielle is not entirely new to GNS; she has frequently walked our halls as a Teacher on Call (TOC).

In addition to holding a Bachelor of Arts in Social Science (Anthropology) from UVic, Danielle has a French Language Fluency Certificate from Université Sainte-Anne in Nova Scotia and a Bachelor of Education in Elementary Education with French as a Second Language Specialization from UBC. She also worked as an English Language Assistant for 8 to 12 year olds in France.

Nancy Fletcher, JS Art

Nancy was the Art Specialist at St. Christopher's Montessori School for five years before joining the staff at Beach Drive.



She holds a Bachelor of Fine Arts with a Design Arts major from Concordia University and a Graduate Diploma in Education from Bishop's University.

Rebecca Porter, Grade 2 Boys

Rebecca is also a familiar face around GNS, having graduated from the class of 1996!

Since leaving GNS, Rebecca received her Bachelor of Arts in English and French and her Bachelor of Education from UBC. She has been teaching overseas since 2002, first at the DSB International School in Mumbai, India; then at the Xiamen International School in China



(Grade 1 and PYP Coordinator); and finally at the New International School in Thailand (Grade 1).

Toby Rollo, Student Records

Toby gained extensive experience working in university admissions, student records, and scholarships and awards at various universities.



Toby holds a Bachelor of Arts (UBC) and a Master's (UVic) in political science with a focus in political theory and Canadian politics. He is currently working on his PhD dissertation through the University of Toronto.

Marie Specht, Senior Art and Graphic Design

Marie is a practising visual artist, poet, performer, and spoken-word artist. She most recently taught Art and English at Vincent Massey Junior High in Calgary.

Marie holds a Bachelor of Fine Arts major specializing in sculpture



with an English minor from the University of Calgary and a Bachelor of Education in Secondary Education from the University of Alberta.

Leah Stott, Grades 8 to 10 French and Community Education

Leah was an Education Assistant at GNS last year and now joins our full time faculty. In addition to working at various schools in the Kamloops area, she spent one year teaching at the BC Canadian International School in Cairo where she served as Athletic Director.



Leah is a graduate of the University of Victoria, holds a La Maison Française certificate, and has completed an FSL teaching certificate. She also holds a Bachelor of Education in Secondary Physical Education with a minor in History. 🦁

Sports Round-up



Elspeth McGillivray receives a pass.



Watching for the corner shot.



Sr. cross country team.

Sr. Girls Field Hockey

While several Norfolk House field hockey teams won provincial banners, it's been a while since GNS came close to winning one—until this year! The girls placed 4th at Provincials, the highest placing of any GNS field hockey team post-amalgamation!

After a disappointing third place finish at Regionals, the girls picked up the pace to finish third at the Islands, which won them a berth to Provincials. There, they kept up their winning streak, ultimately finishing in fourth, which was the highest placing of any Island team! “We caught on fire and played some great games,” said Coach **Andrew Jackson**. “The girls played their best hockey at the end of the year.”

One reason the girls gelled so late in the season is that many players had to miss games and training sessions due to other school commitments. In fact, the entire team was united for the first time at the Islands! Luckily by Provincials, everyone was working well together; the girls were distributing the ball across the field and scoring when it mattered most.

Maybe 2011 is the year for a GNS provincial banner!

Cross Country Running

Our small cross country team of 15 runners is the latest team to show the greatness of small at GNS!

After winning first place in every regional team race this season, our Grade 10 boys team won the Island Championships. As many other schools field teams much larger than the GNS squad, Coach **Paul O’Callaghan** made a last-minute change for the Islands and drafted Grade 9 student **Liam Shillington** up to the grade 10 race to add strength to the already successful team. The decision ultimately contributed to the GNS victory, as Liam counted as GNS’s fourth fastest runner, placing 13th overall, with **Ben Weir** in 2nd, **Mikey de Clare** in 7th, and **Evan Letkeman** in 10th.

To qualify for Provincials, runners must finish in the top 20 in a qualifying race that mixes Grades 9 to 12 in one massive competition. While last year Ben placed 32nd in this race, this year, he held on for 7th place!

Moving on to Provincials, Ben placed 20th in a field of 380 runners. To put Ben’s achievement in perspective, he finished as the 6th Vancouver Island athlete and the 2nd Grade 10!

Sr. Boys Soccer

Un-phased by the pressure of maintaining the team's spectacular 2009 season, this year's boys brought the GNS Sr. Boys Soccer record to 47 straight wins and nine trophies over two seasons. The team remained undefeated all season, winning gold medals at Regionals, Islands, and Provincials (for the second year in a row!) as well as a number of other tournaments, including the Independent School Association (ISA) tournament.

The season closed with the championship game of the Colonist Cup, the cherished local trophy won for the first time by an A school by our GNS boys last year. This year, the boys met AAA Claremont in the toughest game of the season. Playing in strong wind and rain, the score remained 2-2 after regular play and two 15-minute sets of sudden-death overtime. Thus, like so many high-level competitions, the contest was to be resolved in a shoot-out. After 14 intense penalty kicks, Claremont inched ahead, ultimately edging GNS 3-2.

In the words of GNS coach and Soccer Director **Hugh Williams**, "The boys were heroic; the GNS supporters were amazing; and we were, quite literally, inches from heaven." 🦁



Ming Lim at the BC Provincial Championships.

*"The boys were heroic; the GNS supporters were amazing;
and we were, quite literally, inches from heaven."*



Matias Wieland during the final game of the Colonist Cup.



The team celebrates their Provincial Championship win.



Audrey Bailey conducts the Senior Concert Band during the Spring Festival Band Concert at Alix Goolden Hall.

The Music (Wo)Man

*The story of how
one teacher built
our award-winning
band program*

Story by *Jessica Woollard*

The drop-off area of the Pemberton Woods campus is so frequently accompanied by the sounds of GNS's various jazz and concert bands that it's difficult to remember a time when that area was silent. One person remembers it distinctly.

Until **Audrey Bailey** arrived in 1989, there was no band program in the GNS curriculum.

With the foresight to recognize that instrumental music was soon going to be a staple in schools, Headmaster David Brooks hired Audrey to start a full band program.

"I thought [the band] would take off quickly," Audrey remembers. "But it didn't," she laughs, her face erupting with her characteristic smile and twinkling eyes.

None of her first students had played a band instrument before—the school didn't have any! There wasn't any sheet music, or any other band teachers to collaborate with and share resources. Audrey used the contacts she had from her few years in the public system, and from her own experience as a jazz and classical saxophonist and oboe player, to borrow music and rent

instruments. Soon, she had assembled GNS's first band of 25 students.

Unfortunately, the first bits of feedback she can remember were not the most flattering! Headmaster Brooks teased Audrey by suggesting they play "name that tune" because the band's melodies weren't *quite* distinguishable. Then, former Choir Director Madeleine Humer likened the band's sound to the BC Ferries foghorn!

A colleague from St. George's of Vancouver consoled her. "It's going to take five years, Audrey," she recalls him saying.

And it did.

Looking back, Audrey remembers the first time she knew she'd finally done it: it was at the Winter Wonderland concert in 1994. Afterward, English teacher **Val Chatterton** complimented her: "I never thought this would happen. They sound good!"

The GNS band program is now one of the strongest in Victoria. Where some of the biggest schools in town have Senior Bands of as few as 40 students, our Senior Band features 75 students. Incredibly, our entire band program includes almost 200 students! All our bands regularly receive gold standings at various band fests and have won the opportunities to perform at festivals, at Disneyland, and in Hawaii.

Part of the band's popularity and success is owing to the way Audrey has incorporated a unique master class format into the program. Since the very beginning, Audrey has brought in local professional groups and soloists to enrich the experience of our students, working with them in private tutorials, performing for them, and sometimes "jamming" with them. "To bring [these experts] to the school gives our students such an advantage," Audrey explains. "If they never hear a great sound, they can never really produce one."

GNS students have worked with Hugh Fraser and Ian McDougall, Louise Rose, Barbara Blair, the Cold Cut Combo, and the Don Leppard Big Band, in which Audrey plays saxophone. "We always have to have that idea of what is great music," Audrey says thoughtfully. "We bring people in to inspire [our students]. And to inspire me."

The program has grown so much that **Cheryl Tradewell** and **David Suomi Marttinen** have joined Audrey in the music department, and the three have collaborated on one of the most unique features of any band program in the



Audrey during a band trip.

city: at the Middle School level, band and choir classes are scheduled at the same time in the timetable, allowing the teachers to mix and match. Sometimes Audrey will work with the brass, or Cheryl will rehearse the vocal soloists, or David will practise with the winds. The flexibility of scheduling has allowed the teachers to spend time where it is needed most, helping our students develop their potential.

Audrey, Cheryl, and David are currently rehearsing for a band trip to Whistler this spring. Certainly the bands are working on playing their hundreds of

notes perfectly in tune and perfectly together, but of course, there is much more to music than the notes. "How does this piece touch you?" Audrey asks her students. "How are you going to portray that to the audience? What are you saying to the audience? Music is emotional. It feeds our soul."

When Audrey compares the level of playing in Grade 6 now to the level in Grade 6 when she started 20 years ago, she is amazed. "You set a precedent every year. The level of playing... is higher than it was even 10 years ago." And even for those students not continuing on with music after they leave school, Audrey is thrilled that they receive such an incredible musical education at GNS. "Even if you're the third clarinet player, you are part of a really good group," she says proudly. "As music educators, we understand that a lot of students will never pick up their instruments again, but they will be educated concert-goers. They will appreciate music in a way that people who have never studied or played music will never understand."

It is an unfortunate reality that when schools are forced to make cutbacks, the arts are often among the first programs to get short-changed. But not at GNS. Audrey feels fortunate that while her colleagues at other schools were dealing with cutbacks, the GNS music program was never threatened. "Every child has a different area they have strengths in," Audrey says, "and to not have a musical experience—a really excellent musical experience—they lose a lot in life." Music is part of a well-rounded education, she continues, and she is thankful to be at a school that supports the role music plays in preparing our students for the real world. "The rich musical education they receive at GNS will contribute to the entire community, here in Victoria, and wherever they move." 🦋

Spotlight on the IB MYP at GNS

Story by *Sarah Craig, MYP Co-ordinator*

Have you ever wanted to step into the shoes of someone famous? Or had a dream you wanted to accomplish? At GNS, our students have the opportunity to do both of these things through our thriving International Baccalaureate (IB) Middle Years Programme (MYP).

Since GNS was authorized in 2004 to offer the IB MYP, our programme has blossomed. Each IB unit centres around a guiding question, the purpose of which is to focus the students' inquiry into the topic, and our teachers are able to engage our Grade 6 to 10 students as never before.

Here is a closer look at two transdisciplinary IB initiatives that tap into the creativity and inquiry at the heart of our school: our students.

The Gallery of Fame

In Grade 8, the students participate in the Gallery of Fame project to answer the question, "Is the 'power of one' from within or without?"

In order to answer this question, the students choose a famous character to study and must decide which area of interaction their characters fit best. The five areas of interaction are environments, community and service, human ingenuity, approaches to learning, and health and social education. Students must first ask themselves what impact their character had on society through the lens of their chosen area of interaction. For example, would Al Capone have been as powerful without the social environment of Prohibition? From their investigation into these questions, the students are able to become deeply involved in the milieu of their character.

The Gallery of Fame has become a long-standing tradition in the Middle School. Led by our outstanding teachers, the students create informational brochures in Information Technology, write essays reflecting on the guiding question in English, and create dramatic monologues in Drama. For just under two months the students fully immerse themselves in the history and personality of the famous—or infamous!—character they have chosen.

The Gallery of Fame evening brings all of these elements together in a colourful and interactive display of knowledge. The students dress in elaborate costumes and take on the

persona of their chosen character to deliver their monologues and answer interview questions. Parents, teachers and guests are invited to interact with over 60 notable historical figures and meander among the informative displays.

Guests at this year's Gallery of Fame evening were able to ask Che Guevara why he chose to lead a revolution rather than be a medical doctor. Or what Jackie Kennedy truly felt about her life in the White House. Or what made Oscar Schindler decide to save the lives of so many Jews. Or how Harriet Tubman escaped from slavery and helped the Underground Railroad.

With a wide selection of characters from all areas of history, the evening is always highly educational and extremely entertaining.

The Personal Project

By the time the students reach their final year of the MYP in Grade 10, they are well accustomed to the process of asking guiding questions and choosing areas of interaction. In order to complete the programme, each student prepares a Personal Project. The project is completely self-directed and is linked to one of the areas of interaction. Students follow their passions and discover what it takes to turn their dreams into reality. In the past, they have chosen such goals as building a computer from scratch, running a half-marathon, learning a musical instrument, or constructing an architectural model.

After eleven months of planning, researching, and preparing, the students showcase their achievements in our annual Personal Project Exhibition evening. The Gudewill building is filled with the smells of culinary creations and the sounds of performers entertaining our guests. The air is alive with excitement as students breathlessly explain how they learned to sail, how they planned a bike trip from Banff to Jasper, or how they wrote a novel, all in under a year. The feeling of accomplishment is palpable.

The inquiries of the Gallery of Fame and the Personal Project Exhibition lead our students on grand adventures. They might journey into outer space as Neil Armstrong or stay closer to home, with feet firmly planted, and hike the West Coast Trail. But whatever the project and whoever the person, these are projects with heart, projects that speak to our students about who they are and show them everything they can be. 🦋



Katelyn Hart, who performed musical theatre.



Christian Taylor, who built a racing bike.



Sam Ferraby, who performed stand up comedy.



Kaelin Hickford, who learned to sail.



Jamie Poncia as Che Guevara.



Kadie Freeman as Harriet Tubman.



Austin Wild as Oscar Schindler.



Laura Norwood as Jackie Kennedy.

Deep Space Three

Grade 3 students learn about the universe and find that, like many astrophysicists, they have more questions than answers!

Story by Jessica Woollard



“How do black holes get formed?” an eager student asks, pencil ready to record the answer. “What about dark matter?” another chimes in. “What is it?”

These are not unusual questions for university astronomy students, or even for NASA physicists, but for Grade 3 students, these big questions are a little outside the academic calendar! Yet these are the kinds of questions perplexing teachers **Heather Crossley, Michelle Crow, and Leanne Giommi** as they tackle the IB space unit with the Grade 3s. “It’s great the students are asking questions,” says Leanne. “But the material is challenging! [As teachers,] we have to say ‘We’re not sure—even the experts have questions!’”

The space unit explores the central idea, “Our perspective of the Earth’s place in space changes over time.” Students study the ways our understanding of the world has changed throughout history; the impact of events in our solar system and their effect on the earth; our location in place and time; as well as different methods of space exploration. The unit is transdisciplinary, combining math, science, social science, language arts, and visual art in a topic that students find absolutely fascinating.

“I thought that earth was bigger than the sun but I was wrong. The earth is one of the smallest planets in our galaxy.”

– Jakob

To start the unit, the three teachers established what the students already understood about our world by inviting each student to draw a picture of their idea of the solar system. Some students drew the earth as the largest planet; a few others illustrated numerous stars in our solar system; and most showed the planets orbiting around the sun. Once the drawings were complete, the students delved enthusiastically into the unit, seeking to clarify any misconceptions and to illuminate their eager minds with greater understanding of our universe. They attended learning stations around campus that focused on the history of astronomy; they charted stages of the moon on an online website; and they followed news from the International Space Station.

The teachers also supplemented in-class learning with a visit to the Centre of the Universe observatory and planetarium. Students gazed in wide-eyed amazement as the ceiling just a few feet above them transformed into the night sky, uncountable light years away. They learned about constellations and tried to grasp the immensity of the universe by wrapping their young minds around mature concepts like light-years and black holes.

Students also travelled to the IMAX to see *Hubble*, which recounts an expedition to repair the Hubble Space Telescope and teaches about phenomena such as nebulae, the birth place of stars, and supernovae, stellar explosions that radiate

more energy in a few seconds than our sun will in its entire lifespan! The film illuminated our students by clarifying points about the life of stars, but it also introduced more burning questions that unfortunately Leanne, Heather, and Michelle simply could not answer!

“This is one of those units you get excited about but the topic is also overwhelming because there’s so much information over the students’ heads, information they really want to understand,” says Heather. This year, however, student **Ava Acomba’s** interest in Neptune helped the class arrive at a manageable way to approach space. She recognized that many of the concepts related to astronomy are beyond their understanding, but because research is readily available on

the planets in our solar system, studying the planets would be a good place for eight-year-olds to start!

Every student chose a different planet in the solar system to research with the help of books and on carefully chosen



Darius Vahabpour-Roudsari puts together a solar system.

“I liked going to the observatory and seeing the constellations. I liked seeing Orion’s Belt. His armpit is Betelgeuse, which is one of the biggest stars. It’s way bigger than the sun.”

– Katie

“I thought our moon shone down on every planet, but now I know it is only earth’s moon.”

– Megan



Maddie Harris paints Earth.



Michael Mamic and Erin Addison examine Saturn’s “rings.”

websites and computer programs. They studied their planet as we see it from earth, but also as it exists in space, its consistency, size, proximity to the other bodies, and environment. Then, students broke off into groups, joining one “expert” on each planet, and, with the help of art teacher **Nancy Fletcher**, built models of the solar system. The students worked intensely for six straight periods! The results were magnificent—check them out in the Coach House next time you’re at the Beach!

To finish the unit, students were asked to repeat the same drawing of the galaxy they had completed on the first day. This time, the diagrams were far more accurate: the earth orbited the sun in the third position; the asteroid belt was nestled between Mars and Jupiter; and even Betelgeuse, one of the biggest known stars, made an appearance. The students also reflected on the difference between their two drawings, recognizing all the things they had learned since the start of the unit.

But, astute as they are, the students also noted that many of their questions remained unanswered! Indeed, they learned another important lesson: grown-ups don’t know everything! Part of the learning process in the space unit is explaining that there are still things we don’t know about our world, and that every discovery starts with a great question, just like the ones they are asking. Michelle explains that one of the unit’s objectives is to teach the students how they go about finding information. “We certainly don’t know all the answers, but we can teach them how they begin to answer great questions.” 🦁

“I showed I was an inquirer by discovering that Saturn’s moon has freezing rain.”

– Logan

Chacala 2010

Excerpts from the travel diaries of Patrick Graham '12 and Hannah Komlodi '12 written during the annual service trip to Mexico to build houses for families in need



just a two-minute walk from our house, to play soccer and volleyball with students from Cambiando Vidas and EBACH, two corporations/organizations dedicated to giving educational opportunities to students. Being a student in Spanish class back home certainly helped when interacting with our new amigos, but even the students who don't take Spanish were able to communicate and get to know those native to Chacala. Realizing that our differences weren't so immense after all was something that brought us together. [HK](#)



Day One: December 11, 2010

After thirteen hours of travel, we have finally arrived in Chacala. We settled in at "Casa Tortugas" (the house where we are staying) just in time for a beautiful sunset. I can feel the excitement from everyone after weeks of countdowns and anticipation. [PG](#)

Many of the students in the group have ventured south to Mexico previous to this trip, but this is my first time here. Just after our ride from the airport to Chacala, I can see differences between Canada and Mexico. Whether they are cultural differences or changes in landscape, the dichotomy between home and our new environment is a vast one. I cannot wait to experience everything that the trip has to offer. [HK](#)

Day Two: December 12, 2010

Despite the long day of travelling yesterday, most of us woke up before 7:30 this morning! After our amazing breakfast and some relaxing by the pool, **Señor Reeves and Ms. McKerlich** split us into groups for a scavenger hunt. My group quickly finished all the required tasks that enabled us to become acquainted with the town, but unfortunately, due to technical difficulties (our camera broke), we were unable to prove we had completed the challenge, so we finished last! [PG](#)

It was a wise choice to take today to get used to the climate, atmosphere, and people of Chacala. After the scavenger hunt, which had us running all over town, we went to the beach,

Day Three: December 13, 2010



Today was our first day of work. I had no idea what to expect and was excited to start work on the houses. The day began with the opening ceremonies, where we were treated to some fruit and drinks. We then listened to some of the families talk about how thankful they are that we are helping them build their houses. Hearing the families speak really made me want

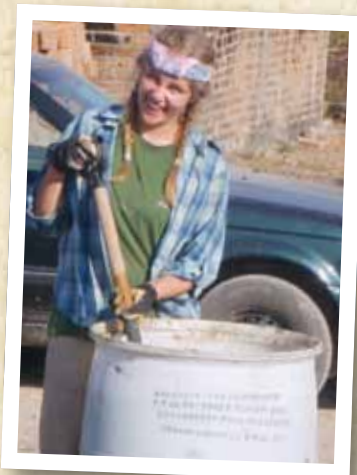
to get to work. At the work site, we quickly learned how to lay bricks and mix mesclera (cement), but the majority of the day was spent digging dirt, lots and lots of dirt! [PG](#)

Hearing the families speak at the opening ceremonies was incredibly moving. Although Señor Reeves translated their words of thankfulness as much as possible, I think the tearful thank-yous were understood completely by all of us. Their sincerity didn't need to be translated.

Being introduced to the kids in our house's family was one of the highlights of my trip. Jesús and Cynthia stayed with us for almost the whole workday, giving us a reason to take a break and get some shade. Jesús was one of the happiest kids I have ever met, and his smile was enough motivation for me to keep working until the day was done. [HK](#)

Day Four: December 14, 2010

Today was our first full 8-hour day, and we managed to get quite a lot of work done. We are still having fun working, although the saying "mas mescela" (more cement!) is starting to strike fear into us! After work, we had a "dance party" with the EBACH kids, where



they attempted to teach us some traditional Mexican dances. The guys struggled mightily with the dancing, and soon, we returned to our rightful place during dances: the corner! [PG](#)

Day Five: December 15, 2010

We have started to see some progress with our house. The dirt has mostly been moved into the right places, and the walls are getting a lot taller. Unfortunately, a couple of us of are starting to feel a little sick, myself included, so our night is ending earlier than normal. [PG](#)

Our third day of work in the heat took its toll on a few of us. We are determined to get better by the morning, so we can go to the market! We watched a beautiful sunset from our balcony, which helped to keep our bodies from crumbling. [HK](#)

Day Six: December 16, 2010

I was unable to go to the market due to illness. My classmates came back with some great buys, but easily the best buys were the five sombrero hats purchased by the *cinco hombres*. For the remainder of the trip, it was hard to find any of us men without the hats on! In the afternoon, we were back to work, and for the first time, the two groups came together to work on the same house. [PG](#)

This morning, those of us feeling better went to the market to get some Christmas shopping done. It was an opportunity for me to work on my bartering skills! In the afternoon, we





returned to the work site. With us all working together, the house is progressing quickly. [HK](#)

Day Seven: December 17, 2010

With the two GNS groups working together, we accomplished more than any other day. After we were done work, we attended the closing ceremonies. The opening and closing ceremonies were two of the most impactful events of my life. The different families spoke to us from the heart, and I will never forget the emotion they showed and how much they appreciated our work. The fact that we made it possible for them to have their own house was one of the coolest feelings I have ever had. [PG](#)

Our work is done, but it's impossible to feel sad when we know how influential our work has been this past week. Our last hours at work were spent laying the final bricks and moving the last couple hundred from the truck into a pile inside the house. Sweaty, tired and proud, we walked next door to say goodbye to the families and have our closing

ceremony, complete with balloons, a piñata, and tasty handmade tortillas.

Today was a day that we will all remember for a long time. I have never felt so fulfilled and proud of the work that I have done with my friends and teachers. Knowing that we have truly made a difference is a priceless feeling. [HK](#)

Final Word

What I took home from Mexico was just how lucky we are to live in Canada and attend GNS. At the beginning of the trip we were asked to bring toys down to Chacala to give to the children there, so I decided to bring a couple of soccer balls. As we got to know the kids in Chacala, I decided to give one soccer ball to a boy named Jesús, who was going to live in one of the houses we were building. When it came time to give Jesús the ball, I actually saw his eyes light up, and he ran into the street and started playing with his friends. I never expected a ball could have this reaction on someone. It made me see just how amazing it was that such a simple gift could impact someone so much. I will never forget the expression in his eyes for the rest of my life. [PG](#)

Although many of us have travelled with one another before, our group has grown stronger over the course of the trip. I speak for everyone when I say that our experiences together were enjoyed so much because of how much we depended on each other. I've known everyone on the trip for a long time, but the opportunity to spend time with old friends in a new environment is perhaps something I won't get to experience again for a long while. Everyone taught me that changing lives can be really, really, ridiculously fun as well as rewarding, and that's a pretty important thing to learn at a young age. If you go on one trip with the school in your years at GNS, this is the one to choose. You will change the lives of others in ways that are incomprehensible, and your lives will be changed in turn. [HK](#) 🦁



The GNS Performing Arts Camp

prepares students for the challenges of the Senior School play, Three Farces and a Funeral

Story by *Jessica Woollard*

To prepare our students for a year of challenging artistic repertoire, the music and theatre departments joined together to offer a Performing Arts Camp in September. Students participated in band, choral, drama, and dance workshops tied together with an Eastern European flavour to correlate with this year's Senior School main stage production, Robert Brustein's *Three Farces and a Funeral*, which features three of renowned Russian playwright Anton Chekhov's farces, linked together by excerpts from Chekhov's personal letters, and concluding with a fictionalization of his death.

Because *Three Farces* is rich with over-the-top characters, Head of Fine Arts and Director **Ian Collett** led students through an improvisation of a wedding scene at the camp, assigning each student a specific character to explore amidst the chaos of a wedding dinner. This turned out to be a scene in *Three Farces*, but the students didn't know it! In the improvised scene, Grade 10 student **Philip Bohlman** was assigned a conniving insurance salesman-type character. His talent for improvising comedy landed him a very different role in *Three Farces*, but

one that required an actor who was fearless to experiment with different characterizations, a talent Philip exhibited at the camp. Philip played Lomov, an eccentric, slightly obsessive-compulsive man with a strong sense of honour. "It was a challenge for me to play Lomov," he reflects. "It was a bigger role than anything I'd ever done before, but it was a great role to improve my skill set."



Graham Morrison, Annabel Thornton and Oliver Dason at the performing arts camp.

Classmate **Conor Brown** attended the camp as well, where he was assigned the part of a military general. In the end, he didn't audition for the play, but when there was a last-minute need to fill a role, Conor was a shoe-in, having already started the process of inventing a character at the camp.

For those students more inclined to playing an instrument, Mr. Collett and music teacher **Audrey Bailey** devised a way to include them in the play, though there was no music written in the script. Seven students and alumna **Becky (Fischer) Hissen '99** formed a traditional Klezmer band that opened the play and provided an interlude between scenes. The students were first exposed to the style of music at the

Performing Arts Camp, but those who got the opportunity to perform in the play added the Klezmer movements and costumes for the production! Grade 9 student and clarinet player **Oliver Dason** says learning the music was surprisingly challenging, though he studies clarinet privately. The style posed the most challenges, he explains, trying to get the articulation and musical embellishments just right.

Grade 11 student and accordion player **Scott Cousins** says his

biggest challenge was learning to play musically while walking around! Scott is a relatively new accordion player, having only started the instrument in Grade 9—he taught himself to play for his IB Personal Project! (Turn to page 16 for more information on the IB Personal Projects.)



Julian Butterfield as Anton Chekhov and Candace Rissley as Olga Knipper during *Three Farces and a Funeral*.

The Performing Arts Camp served not only as a unique opportunity for students to experience music, dance, singing, and drama, but it also started the bonding process among students involved in the play, which is integral to building trust among actors on stage. Grade 9 student **Olivia Hannigan** comments that the play helped the cast and musicians warm up to each other and get comfortable. “The play is a really good way to get to know people, especially if you’re in Grade 9. The play becomes a second family; everyone gets so close,” she says.

The camp was also a way for Mr. Collett to start the process of teaching about farce for those who eventually would be cast in the play. Audiences have traditionally viewed farce as a low-brow style of comedy, characterized by over-the-top scenarios and caricatured personages mixed in with a whole lot of horseplay; however, farcical playwrights and actors have often commented that it is much more difficult to be funny. Grade 10 student **Sam Ferraby** agrees: “Being funny is one of the most challenging things in the world. Improvisation [at the camp] helped us find our characters, find our purpose, and hone our abilities to play off a whim.”

There is a fine line between farce and tragedy, which must be played to perfection in order to transfer the humour to the audience. While the action on the GNS stage seemed quite ridiculous, Mr. Collett reassures us that acting silly is quite a lot of hard work. “Chekhov... writes that ‘Farce is serious, it is an explosion of pain in

“Being funny is one of the most challenging things in the world.”

comic form,” he explains. “In rehearsal actors have had a lot of fun wrestling with the difficulties of being totally serious and not serious at the same time. Figuring out where lies the Eastern European or Russian funny-bone—how to be impassioned, big and bold—has been equally exciting. The characters in

this play literally bark, cluck, and gloat. Insults are never just cold. The actors have played with a myriad of actions to see what plays best.”

Mr. Collett, who has performed and studied in Russia, chose *Three Farces* because it provides a difficult but manageable introduction to Russian theatre as well as the balance between comedy and tragedy. “This year, we have a new vibrancy on campus,” he commented just after opening night. “I’d like the show to excite the imagination of our audience, to entertain, and to encourage the actors to love performing. If the actors work hard, learn their lines, stay truthful and open, the play will take care of itself. The rest is, well, really just magic.”

With the help of the Performing Arts Camp, the GNS production of *Three Farces* found a perfect balance between the hilarious chaos and the more serious side of farce. Also serving as an education piece for the audience, it taught us to see the tragic in the humorous, and likewise, see the humour in the tragic. Overall, GNS put together a smart, funny play that made audiences think as much as it made them laugh. 🦁

We Walk Together

Five students and two teachers travel to Thailand for a service project and the 2010 International Round Square Conference

Story by *Jamie Thornton '11*



"Team GNS Thailand" (Sarah McKerlich, Jamie Thornton, Jon Maxwell, Kim Waugh, Leah Kuzmuk, Emily Coulter, and Nicola Main) on first arrival in Chiang Mai, taking a walk before our bus to the service project village, Ban Mae Lid.

When you think about what makes a trip great, what do you think off? Is it *what* you experienced? Is it *who* you experienced it with? Is it *how* it changes you? In the case of the Thailand service project and the 2010 International Round Square Conference, the trip was a life-changing adventure for all of us involved, and we will carry with us the experiences, the memories, the lessons, and the friendships we made on the other side of the world wherever we go in this world.

For our first week, our group of five delegates and two teachers was part of a service trip that went to the north of Thailand to a small village called Ban Mae Lid. Ban Mae Lid was, in all respects, a perfect pre-conference trip; it introduced us first-hand to the people that we would be talking about during the conference, and it brought a human face to the discussions later on. We had the eye-opening experience of teaching kids who would be considered by many to be some of the poorest people alive. And yet we found them not sad or miserable, but happy, energetic, and ready to play.

We built water tanks from little more than sand, stone, water, and cement mix. This work leaves one more than a little proud of what one has achieved at the end of the day, the same with hauling up rock from a stream for the next phase of renovations. Ban Mae Lid brought us together, making us a tightly knit group that got along well, and it was in its own right a brilliant adventure.

One set of memories that will never leave me is when we got to take the kids home from school. Twice we walked home the kids that lived in Ban Mae Lid, and once the children who come from further afield. They hike an hour uphill to go to school every day. Their homes are nothing that can be compared to the luxurious lifestyle of Canada. Small houses stand raised off the ground and consist of one interior room, which housed the entire family. Under the house lives the family's livestock, pigs and chickens usually. It was another world to kids who have grown up in a comfort unheard of in this part of Thailand.



The service project group with all of the village school children in front of their school. It was hard to say goodbye as we then left the village for Pattaya, in southern Thailand, for the International Round Square Conference at the Regent's School.

Eventually our time in Ban Mae Lid came to an end, and for many of us it was a heart-wrenching ordeal to say goodbye to the children, who, in a matter of days, had gone from being unsure and awkward around us, to crying as they said goodbye. I know that many of the girls from our group wanted to smuggle several of the littler children home with them. Before we left, we stood in a ring, and the community sang us a song about a celebration of the love they have for everybody and everything. As we drove out of the school in our trucks, kids lined up on either side, laughing and crying, waving and giving us high fives as we drove by.

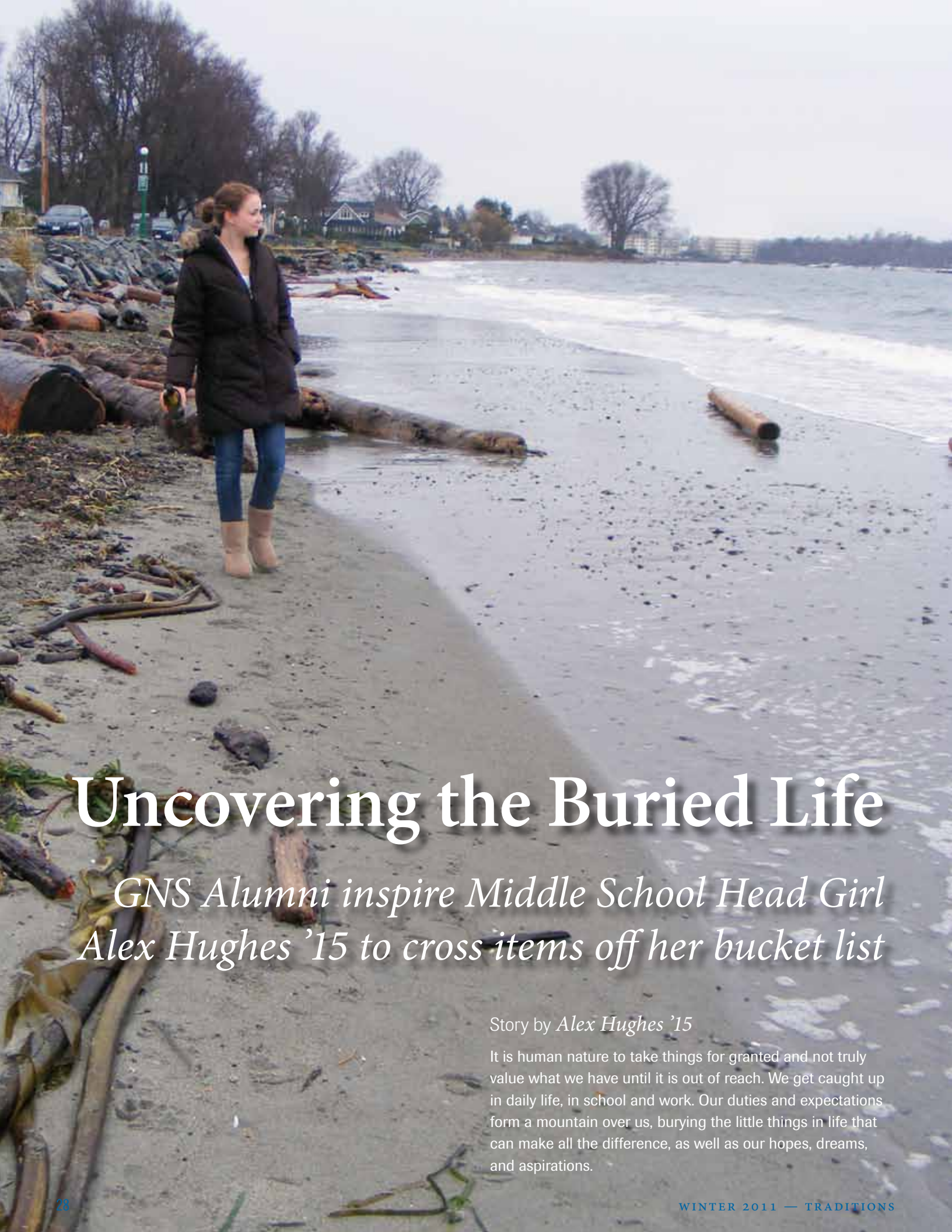
The next day we flew south to Pattaya, the Regent's School, and the Conference. The Round Square

Conference itself was another amazing experience for which the topic was "We Walk Together." We heard many keynote and guest speakers on the various issues that impact our world today and learned about topics ranging from the need for universal education, to the protection of animals, as well as the constant fight against AIDS and other diseases.

We took part in service days in and around Pattaya, working at local schools, volunteering at AIDS clinics, and even picking up garbage from the sea floor. After listening to keynote and guest speakers and visiting the local communities, we would meet in our Barazza groups to tackle the problems introduced to us by speakers and talk about what we had experienced, what we thought we could do, and what

should be done, in order to help these people we had met.

Words like amazing, incredible, and unbelievable are overused now, spoken in an every day fashion. They no longer have the impact they used to. But used in their core essence, the Thailand trip was absolutely amazing. It was more than a Conference and more than a service project. What we've seen has changed our perspective. It's hard for everyone who stayed behind to believe what we experienced while we were gone. In two weeks, they had a few homework assignments, ten days of classes, a few weekends. Maybe they watched a football game, went to a party. After two weeks in Thailand, there is no other way to put it than to say I'm not exactly the same person I was when I left. 🐉



Uncovering the Buried Life

GNS Alumni inspire Middle School Head Girl Alex Hughes '15 to cross items off her bucket list

Story by *Alex Hughes '15*

It is human nature to take things for granted and not truly value what we have until it is out of reach. We get caught up in daily life, in school and work. Our duties and expectations form a mountain over us, burying the little things in life that can make all the difference, as well as our hopes, dreams, and aspirations.

Four years ago, after reading the poem “Buried Life” by Mathew Arnold, Dave Lingwood, Ben Nemtin, and GNS alumni **Duncan Penn '01 and Jonnie Penn '04** realized that a mountain of responsibilities was burying all of the things they wanted in life.

Determined to dig their way out, the boys wrote a list of 100 things they want to do before they die, coming up with the most impossible feats they could think of. They listed # 95) playing basketball with President Obama, #6) crashing a celebrity party, and #74) helping deliver a baby—all things they’ve now achieved!

The four also wanted to start a television series, which they’ve crossed off their list. Their reality show, appropriately called *The Buried Life*, runs on MTV. In every episode, they document their attempt to complete an item on their bucket list. The boys also added another element to every episode: they help strangers complete a goal of their own. They have reconciled a father and daughter after 12 years, raised awareness about depression, and reunited four childhood best friends.

The Buried Life has inspired thousands of youth who watch the show, including my brother, **Dale '12**, my cousins Ariel and Olivia, and me. After seeing the show one night in May, we got to wondering, “what do we want to do before we die?” We came up with a list of about 30 items, number one being to send a message in a bottle.

The next day we cleaned out a wine bottle and wrote a message to be put inside. We explained that we were four cousins, who had been inspired by a show called *The Buried Life* and had decided to write a list of our own, which we included in the bottle. Much to our mother’s shock, we included our address.

After some fighting over who got to do the honours, Dale threw the bottle in, and we all watched it travel further away from shore at Willows Beach, eventually turning into a tiny dot in the water.

For the next week we eagerly waited, wondering if anyone would find our bottle, dreaming about how far it would travel, if it would even make it past the rocks in the water. We heard nothing.

My brother turned 16 in June. When the phone rang for him, much to his surprise, it was Ben Nemtin from *The Buried Life*! They talked for a few minutes, Dale bewildered by the phone call, but excited to be talking to his hero, and at the same time, realizing we’d achieved another number on our list—talking to a member of *The Buried Life*. Our mom said she’d arranged the call through a friend of a friend. None of us associated the call with the bottle we had tossed into the ocean.

A few weeks later, my brother, cousins, and I were sitting around the table at one of our family dinners, when we heard a knock at the door. We ran to answer it and found a young woman standing on our porch.

No one said anything for a second, and then she said, “Are you the four cousins? I found your message in a bottle.”



Confused, excited, and dumbfounded, we looked around with disbelief as my mum invited her in. The woman introduced herself as Micqualyn. She explained that she had found our bottle while out rowing in her brand new rowboat one day. She had been in contact with my mum for a few weeks, to reassure her she wasn’t anyone creepy! She wanted to help us complete the items on our list, so she had put us in touch with someone from *The Buried Life*. Micqualyn had connections!

She told us about how she had been in the hospital for 15 years, where she realized how fragile life is and that you have to make the best out of every day, much like the realization of *The Buried Life* boys. She’d had her own list for years, and she showed us her scrapbook documenting it. She had started a scrapbook for us, too, for us to record each of our items!

Since then we have been meeting with Micqualyn regularly, watching *The Buried Life* together and talking about our lists. Currently, we are organizing a “Kindness Day” in Oak Bay to celebrate random acts of kindness. Another of Micqualyn’s contacts, Oak Bay Mayor [and father of **Sarah (Hirsch) Causton '00 and Jen Causton '03**], Christopher Causton, has offered to help us any way he can. With Micqualyn’s help, we are achieving the items on our list.

Anyone could have found our bottle. Anyone could have been in that exact spot at that exact time and seen it—or no one. Anyone could have found it and not done anything about it. But not just anyone found it, Micqualyn did, and if we hadn’t seen *The Buried Life*, or if the boys hadn’t read that poem, perhaps we never would have made a bucket list or sent that message in a bottle, perhaps we never would have realized that the busyness of life doesn’t need to bury all of the things we aspire to do.

Thank you Jonnie, Duncan, Dave and Ben, and mostly, Micqualyn. You have truly changed our lives. 🐾

No Guts Know Glory

John O'Shaughnessy '93 goes to Everest

Story by *Jessica Woollard*

At Everest Base Camp, a quiet tension pervades. It's the middle of the night, but **John O'Shaughnessy**, blogger, photographer, videographer, and Base Camp manager for the No Guts Know Glory (NGKG) expedition, can't sleep. He hasn't heard from his team in over six hours. The three NGKG climbers and three Nepalese climbing sherpas are up there, somewhere, in the darkness, over 28,000 feet above sea level, fighting through wind and several feet of snow after last night's storm, pushing for the summit of the highest peak on earth. Somewhere up there, Rob Hill, the man who started this expedition to climb the highest mountain on each continent, is nearing the seventh and final summit on his checklist. And John can only wait.

In the silence and solitude, his imagination drifts. Rob has been in the Death Zone for more than 65 hours now, far longer than most summiteers. Up there, even with bottled oxygen, your body starts breaking down. Your lungs fill with water. Your brain swells...

He thinks back to fragments of conversations he heard yesterday through the radio. Something about people caught in storms, suffering from oxygen depletion.

Something about rescue missions. “We’re not losing guys this way anymore,” John heard. And now, this loaded silence.

After some crackling, the radio sputters to life, and John hangs on to every word, trying to piece together where his friends are, what is happening. It becomes clear that Rob is struggling. He is only 300 vertical feet, 100 metres, from the summit of the earth. It’s amazing that at sea level, the fastest men in the world can cover that distance in under 10 seconds, but up there, in a space with a third of the oxygen, 100 metres could be a three-hour journey. “Legs burn, lungs ache,” John types on the blog. “Step, breath, breath, breath, step, breath, breath...”

The climbers are trying to decide what to do, trying to gauge their exhaustion versus the distance to the summit. And, of course, the distance to get back down. The team has agreed summing will only count if everyone comes back safely.

“What do you think?” Rob asks John. It’s hard to think clearly when you’re 100 metres from the top of the world. Does he go on? Does he stop? He might never get back here; climbing Everest is often a once-in-a-lifetime shot. John, frequently the voice of reason on this expedition, gives Rob the perspective he is looking for: “Whatever you do you have to live with for the rest of your life,” he says. “I can’t tell you to go, and I’m not going to tell you to turn around.” He pauses. “But just remember what’s important.”



Climbing the highest mountain on each of the seven continents has become a trendy mountaineering venture since Richard Bass completed the challenge in 1985. Many climbers have since summited the seven, and of course, Everest, the tallest and therefore most attractive peak, remains a pinnacle of achievement both for dedicated mountaineers and wealthy adrenaline-junkies who can afford the + 40,000 USD price tag to climb the giant. But unlike many alpinists, for Rob Hill, the desire to climb the Seven Summits didn’t come from a personal need to prove anything to himself about man’s ability to tackle mountains. It didn’t come “because they’re there,” as many famous mountaineers have intimated in the past. It didn’t even come from a particularly profound passion for mountaineering, though he’s enjoyed the sport for years. Rob, who developed Crohn’s Disease as an adult, had his colon and parts of his intestine removed. His objective in summing the Seven was to prove that people with intestinal illnesses and who require the use of ostomy products can live ordinary—and even extraordinary—lives.

Sponsored by ConvaTec, a company that produces medical devices and whose ostomy products Rob uses, Rob began ascending the Seven Summits in 2002, knocking one



John (on right) with Rob Hill.

mountain off the list every year. Europe’s Elbrus in 2002; Africa’s Kilimanjaro in 2003; South America’s Aconcagua in 2004; North America’s Denali in 2005; Antarctica’s Vinson Massif in 2006; and Australasia’s Carstenz Pyramid in 2007.

Everest was the only peak left when John joined the NGKG team in 2008 after meeting Rob through mutual friends. “It’s like we were brothers,” John says, of his initial meeting with Rob. But more than matching in personality, John shared Rob’s history with a type of ostomy surgery, the result of damage to his bladder caused by infant cancer. When Rob approached his pharmaceutical sponsors about hiring a communications expert to promote their last climb with an online presence, hiring John and his newly founded communications company, JDO Communications, was a no-brainer. John became the public face of the campaign, documenting the NGKG cause through videos, photos, and blog entries, and given the exorbitant cost of satellite internet on Everest, he would be one of the first people to blog live from Base Camp!

In March 2008, the NGKG team arrived in Nepal and began their ascent. The trek from Lukla, Nepal to Base Camp was difficult, John remembers, even though he had been training for an Ironman and was in excellent physical form. “I suffered the whole way up,” he recalls. “It doesn’t matter how hard you train; the altitude is difficult... It’s almost like you can taste blood in the back of your throat.” John wasn’t the only one suffering, and when Rob’s health took a dangerous turn for the worse, he was flown off the mountain back to Vancouver to recover in hospital.

Once recovered, Rob restarted his training regiment and prepared to try again in 2011. Meanwhile a new sponsor,



Rob crosses a crevasse. Don't look down...!



Ascending the Yellow Band, between Camp 3 and the South Col.

Abbott Laboratories, a pharmaceutical company, stepped on board, and the campaign regained momentum. Three years started feeling like an awfully long time to wait to return to Everest—the peak now loomed over them psychologically as well as geographically—and finally, the team moved the trip up to March 2010. This time, everyone made it to Base Camp safely and in good health.

The climbing team spent several weeks acclimatizing to the altitude on Everest, and then the waiting began. John relates that for most of the experience, the biggest emotions he fought were boredom and frustration! Every day, the team would check the five-day weather report, and every day, the climb to the summit was post-poned. But finally, on May 18, a favourable weather report came in and the NGKG ascent began, leaving John to work with the material of a lifetime.

The team started the climb to the summit strongly and energetically. The paths to Camps 1 and 2 were familiar now, having been undertaken many times during acclimatization; however, when the group reached the challenging Lhotse Face, a 3700-foot wall of glacial blue ice, a few climbers declared they were too tired to make it. Rob was already more than halfway up at this point, and the group decided that he should continue to Camp 4 with two sherpas, and the rest would follow when it was appropriate.

This posed the team's first major challenge on the road to the summit. Camp 4 is the beginning of the so-called Death Zone—heights over 26,246 feet, where the amount of oxygen in the air is not enough to sustain human life. The Everest Death Zone has claimed more than 150 lives. The human body is pushed to the limit even when using bottled oxygen like Rob; and the higher up you are, the more oxygen you need to breathe, and the supply isn't infinite. Taking all this

into consideration, the sherpas with Rob at Camp 4 wanted to push for the summit that night, May 22, leaving the rest of the team behind.

For over an hour, the group deliberated: should Rob go ahead on his own? John listened from below, offering his opinion as a neutral party, the voice of reason. Ultimately, the team decided Rob should wait, even if that meant another opportunity to summit might not come.

That night, while Rob waited for his teammates to join him, other groups successfully reached the summit. This was worrisome. "When you hear about another team summiting," John explains, "you think 'Did we miss it? We might not get another opportunity!'" While the team worried they had missed their chance, an unpredictable storm blew in, similar to the one that claimed 15 lives in the 1996 disaster. John listened helplessly to teams coordinating rescue missions and worried about the safety of his friends high up on the frequently unforgiving mountain.

Thankfully, no lives were lost that night. The next day, the NGKG team reunited at Camp 4 and waited once again for the weather to co-operate. Rob had now been in the Death Zone for more than 36 hours, and oxygen was running low. On May 23, John posted on the blog: "If the weather does not clear in time for a summit attempt tonight, the team will be forced to descend tomorrow." One reader commented on John's post: "Well, of course the weather had to add another element of suspense to this summit attempt! I am glued to your blog and hope that the team can stick it out long enough to realize the summit dream."

The weather cleared overnight, and at 7:30 p.m. on May 24, the team set off on their summit bid. Rob was feeling strong,



Climbing the dangerous Khumbu Ice Fall.



Rob and a sherpa reach the South Summit. Victory!

following behind the lead Sherpa, breaking the trail through the blanket of fresh snow. However, breaking trail at that altitude was exhausting, and right before John's radio blanked out, he heard that Rob was falling behind...



"Whatever you do you have to live with for the rest of your life," John told Rob once the radio connection had been re-established. "I can't tell you to go, and I'm not going to tell you to turn around. But just remember what's important."

Despite the altitude and the indescribable physical and mental exhaustion, and despite being a stone's throw from the summit, Rob saw clearly: "The only thing that's important is my three kids at home," he told John. "They're all that really matters in this world."

Rob pushed through the exhaustion just long enough to join his teammates on the South Summit, arms up in celebration at having climbed the final of the Seven Summits. To extreme mountaineers, the South Summit isn't quite the top of the world, but to the Nepalese, Rob is an Everest summiteer, and as he said in a later interview with John, "This was never about me standing on the very top... This is to change the perception of people living with ostomy surgery, not about me getting on the front of a climbing magazine."

John had the immense pleasure of sharing the good news with the expedition's many fans on the live blog, and comments from around the world poured in, praising Rob and the team for all they had accomplished. They were called "inspiring," "amazing," "awesome."

Being part of the NGKG team has made John re-think his own relationship with his ostomy. Recalling his childhood

after surgery, John remembers that he kept it a secret. "I thought I was better off not talking about it; there was nothing to be gained by telling anyone," he says. But now, John sees things differently. Whereas before he thought no one would understand what it was like to live with an ostomy, his perception has changed. "Nothing can be further from the truth. There are tons of kids out there [living with an ostomy], and it's tragic, especially once you see how much suffering they endure."

While the Seven Summits campaign has been successfully completed, John's partnership with Rob is not over. Rob started the Intestinal Disease Education and Awareness Society (IDEAS) for which John provides communications support, particularly as they try to raise \$29,053 dollars—one dollar for every foot the NGKG team climbed on Everest—to help research initiatives, to provide support for families affected by intestinal illnesses, and to send children to camps and on other adventures.

"It's really important to get the kids growing up with inflammatory bowel diseases (IBD) and ostomies out into their communities advocating," John says. "That's why we brought two youths, Carly and Clinton, to Everest Base Camp with us. Both have IBD and both live with ostomies. They walked the walk, and now they're out and active in their communities giving talks about their experiences and showing the people around them that IBD doesn't stop them. For the ones who will unfortunately be diagnosed with IBD in their 20s, hopefully they'll remember Carly and Clinton, and they'll not let their illness prevent them from getting on with their lives." 🦋

Green Behind the Ears

GNS IB Grad Ben Rankin '05 runs in a federal election, starts an NGO, and saves a life in Ghana—all before age 22!

Story by *Jessica Woollard*

Armed with his GNS IB diploma, **Ben Rankin** arrived at McGill University in Montréal in the fall of 2006 with the first year of his international development/political science/economics degree under his belt—even before his first day of university! McGill is one of numerous universities around the world that rewards the rigors of achieving an IB diploma by giving students first-year credits. The IB advantage was immediately palpable to Ben, who was able to completely skip his first year. Knowing his Bachelor's degree would now take three years instead of the traditional four, Ben customized his university experience with unique classes, a year in Ghana, and involvement in world-changing extracurricular opportunities, experiences that validate for Ben, and for everyone, that you can make a difference at any age.

Within the first few months of university, Ben stumbled into something quite unexpected—a federal political campaign! He learned that there was no Green Party candidate in his Montréal riding, La Pointe-de-l'Île, and, with the help of new friends, decided it would be “fun” to run!

“People were really excited about a bunch of youths getting involved in the political process,” said Ben, who at that time was just 18 years old and is the youngest candidate to ever run in a Federal election.

Ben had first become interested in the Green Party's initiatives after helping to organize the 2005 Change Conference at GNS. He and the organizing committee invited Stephen

Lewis, Canadian politician, activist, and diplomat, whose keynote address inspired Ben to think more carefully about environmental policy and climate change.

Though Ben didn't win the election, he succeeded in raising the number of votes for the Green Party in his riding as compared with those cast in the 2004 General Election. He

later served as President of the Green Party of McGill and worked as External Communications Director of the Young Greens of Canada.

With the federal campaign behind him, Ben globalized his perspective. He set about to change the lives of people around the world, a passion instilled in him once again at the Change Conference. For his first venture, he and another enthusiastic group of friends formed an NGO, *Labrar La Tierra*, whose mission is to raise the socio-economic standards of the Indigenous peoples through organic farming at a medicinal plant cooperative in

the Chimborazo region of Ecuador.

The group of McGill students travelled to Ecuador and established community gardens for the locals, teaching them about farming and sustainable techniques such as crop rotation. The collective now exports their crops and herbal teas all over the world, which has greatly improved the lifestyle of those involved.

After helping people in Ecuador, Ben looked across the Atlantic, shifting his view to Africa, where he had decided



he would like to study for a year. His eyes settled on Ghana. "I've always had a fascination with Ghana," Ben explained. "It was one of the first African countries to gain independence in the '50s; it's an English-speaking country, and it has ties to Canada, which I wanted to explore."

With his heart set on Ghana, Ben learned that, alas, McGill didn't offer an exchange option there! But, since he was, thankfully, a year ahead of his peers at McGill, he chose a more complicated route, but one that would ultimately get him where he wanted to go. He transferred to Trent University, which offered a year-long study abroad program at the University of Ghana, was accepted into the program, and set off for Ghana to study and work for a year!

After an interesting semester of school (where Ben learned to appreciate North American libraries—"It's difficult to be a student when there's no library, or there's a library but there's no books, or there's books, but there's no pages in the books!"), Ben called up the Commissioner of Human Rights directly and arranged a placement in his office. Soon, Ben was in Tamale, a remote region of Ghana, looking after some serious human rights issues, some of which involved life or death situations.

One case in particular stands out in Ben's memory. People in a nearby village wanted to execute a man who was accused of practising witchcraft. In order to save the man's life, Ben and the local police met with the villagers who wanted the man executed and educated them about civil rights, which served as the basis for negotiating an alternative to the death penalty. "Through constructive engagement, we resolved the issue," Ben said. "It was a very tense situation."

It's hard to believe Ben ran for federal government, started an NGO, and helped save a life, all before the age of 22. When asked where he gets the courage and confidence to take on such daunting projects at such a young age, Ben modestly replied: "I appreciate your compliment about what you perceive as 'courage and confidence' on my part. I am not sure that I would characterize myself in that way. I try to follow the old saying 'don't sweat the small stuff' and ask myself, 'what's the worst that can happen' if I fail. These two adages seem to have worked for me!"

And likely, Ben's adages will continue to work for him! He is currently continuing his formal education at Harvard University, where is working toward his Master's Degree in Public Policy, with a concentration in international and environmental affairs. After his schooling, Ben plans on returning to Canada where, no doubt, he will remain open to new kinds of challenges. 🌿



Previous page: Ben with local children during his time working in Ecuador.
This page: Ben in Ghana.

Bond Matching

An explanation of our new initiative

Simon Bruce-Lockhart, Head of School

Last spring, the school initiated a “Bond Matching Program.” Its immediate purpose is to raise the funds necessary to build The Hall (see Head’s column at the beginning of this issue). It is a rather complex program, but is based on several fundamental facts and premises.

Fact: the school receives no funding for capital expenses (including buildings) from the government.

Premise #1: Parents would prefer that buildings were built with donated money (for which donors receive income tax relief) rather than through fees (which would have to increase significantly in order to cover building costs, and for which there is no income tax relief.)

Premise #2: It takes a village to raise a building.

Premise #3: Not everyone in the village can contribute in the same way or to the same extent.

Premise #4: Those who can give a lot want to know that everyone is doing their part, and those who can give a little want to know that their contributions are important.

The Bond Matching Program was developed to work with these premises. Parents of new students post a bond when their child enters the school, which is returned to them

(without interest) when the child leaves. For the sake of this article, I will assume that all bonds are \$5,000, although in fact some are less. The goal of the Bond Matching Program is to encourage parents to donate those bonds to the school by finding other donors who will match each donation.

There are three layers in the pyramid. Like any structure, a pyramid relies on having a solid foundation—in this case, the bond donors. On the next level are a number of individuals or families who have committed between \$50,000 and \$100,000 to match each bond donated. And at the top of the pyramid are several donors who are prepared to contribute \$1,000,000 or more to match the donations from the base and second tier. That means that each bond given (\$5,000) becomes \$10,000 when matched from the middle, and that \$10,000 becomes \$20,000 when matched from the top!

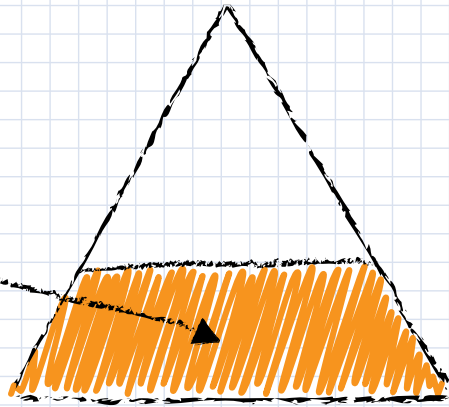
Going back to **Premise #4**, then, the parent giving the \$5,000 bond has been responsible for triggering \$20,000 in funding for The Hall, and the donor of the \$1,000,000 has encouraged 100 bond gifts.

There is a **Premise #5** which most people hold. It is that making a significant contribution cuts into cash flow. Actually, in this case, it doesn’t! The cut in cash flow came when



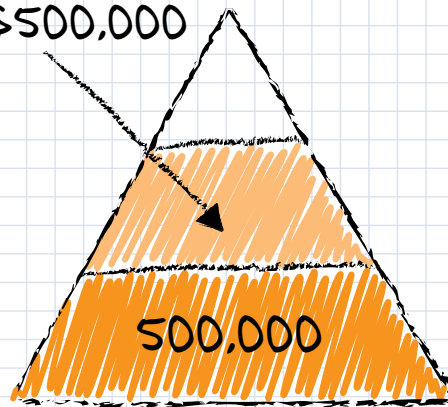
Bonds

$$100 \times \$5,000 = \$500,000$$



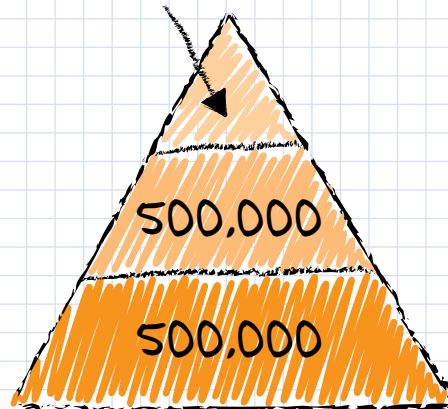
Major Gifts

$$\text{matched by } 5 \times \$100,000 = \$500,000$$




"Super Donors"

$$\text{total matched by } 1 \times \$1,000,000 = \$1,000,000$$



the parent initially put up the \$5,000 bond (when the child entered the school.) Donating the bond means that one is giving up the income expected when the child leaves the school at some point in the future, and so has no impact on cash flow when the donation is made. In fact, if anything, it improves it because of the income tax deduction. In my case, that amounted to \$2,300 on a \$5,000 bond.

I have oversimplified the program somewhat for the sake of making it comprehensible in a brief article, but it does work effectively! Sixty families have donated their bonds since we started, for which we are most grateful. If you would like to learn more about this program, please contact Eva Riis-Culver at the Advancement Office. 

Class of 1995

On a warm, summer evening in early August, a small group from the Class of 1995 got together to celebrate their 15-year reunion at the Canoe Brew Pub. The get-together was spearheaded by **Nicola Holdsworth** and **Helena Takhar**. The group had such a great time that they have already started planning an even bigger and better celebration for their 20th reunion in five years! If you're from the Class of 1995 and want to get involved, contact Frank Stanley in the Advancement Office at fstanley@mygns.ca or 250.370.6793.



Left to right: Jennifer Hunt, Catherine Black and Nicola Holdsworth.



Left to right: John Wolfe, Catherine Black, Jeff Lingwood, Julie Findlay, Danielle Greene, Andrew Grover, Nicola Holdsworth, Jennifer Hunt, Helena Takhar and Frank Stanley.



Group of alumni and current students.

Alumni Soccer 2010

The 3rd Annual Alumni Soccer Game was held on Friday, October 8, on the school's artificial turf field. Previous matches had seen a lean but determined Alumni team defeat the Gryphons. This year, however, the alumni were going to need all hands on deck to take on a confident and formidable Senior Boys Soccer team. The call to bolster the ranks was well received as alumni from as far back as the Class of '81 showed up to support the cause! An early goal by the Gryphons had many thinking that this might be the first year the Alumni would go down in defeat. But that proved not to be the case as the experience and speed of the Alumni players paid off in the end. Final score: Alumni 2, Gryphons 1! Be sure to mark your calendars for next year's game, Friday, October 7, 2011. It's sure to be another epic contest!



Mattias Murray-Hemphill '13 (in blue) and Colin Lippert '10.



Left to right: Duncan Wright '02, Robby Cushing '05 and Judy Treloar (former staff).

Alumni Christmas Pub Party 2010

The 3rd Annual GNS Alumni Christmas Pub Party took place on December 23 at the Bard and Banker Public House. Once again, alumni turnout was fantastic! Over 100 alumni from the 80s, 90s and 00s dropped by the pub to tip a pint, share stories, and network with old friends and former classmates. This event has quickly become a popular pre-Christmas alumni tradition. Be sure to mark your calendars for next year's party: same place; same time; same date. We hope you can make it! 🍷



Left to right: Scott Emerson '96, Amy Wing '96, Savannah Taylor-Lee '96, Leigh Kjekstad '96, Shawn Steele '96, Rebecca Porter '96, Cam Fraser '96, Ben Kerr '96 and Shealand Keais '08.

1962

Jane (White) Wood and her husband, Martin, divide their time between Nanoose Bay, BC in the summer and Newport Beach, California in the winter. They have one son living on Lasqueti Island, BC, a daughter in Washington, DC, and another son in southern Maryland.

1996



Benji Brooks and Meaghan O'Brien were married on August 1, 2010 in an intimate wedding on Rebecca Spit, Quadra Island. It was a casual affair with everybody staying on the island. The weather was perfect and everybody enjoyed themselves. Alumni in attendance included: **Matthew Brooks '90, Jeremy Brooks '95, Douglas Sauer '96, Andrew Grover '95, Chris Newsome '95, Shawn Steele '96, Scott Emerson '96 and Ben Kerr '96.** Former GNS Headmaster, David Brooks, and Junior School Principal, Rob Kiddell, were also in attendance. The happy couple is expecting their first child in April 2011.

2002



Duncan Wright tied the knot this year with his long-time girlfriend Marie Komori. In fact he did it three times (with the same bride, albeit!). With family on both sides of the Pacific, Duncan and Marie had the luxury of having weddings in both Canada and Japan. Their first was in Stanley Park this July (and for once Vancouver actually came through with spectacular weather!), followed by a small ceremony in October between Duncan and Marie's families at the Komori Family Buddhist temple in Tokyo, and finally a western-style reception for friends and co-workers in Tokyo. GNS alumnus **Philip Barrage '02** made the trek to Vancouver from his home in Zurich, Switzerland, and a number of Duncan's friends from GNS's sister school in Tokyo, Setagaya Gakuen attended the Tokyo reception.

2005

Andrew Capacci graduated from the University of Toronto with an Honours Degree in Chemistry in June 2009. Andrew then spent a year as an intern doing research at the pharmaceutical company Boehringer Ingelheim in Danbury, Connecticut. In September 2010, Andrew started a PhD program in Organic Chemistry at Princeton University.

2007

Liam Sarsfield recently published his first book of poems, entitled *Friend*.

2009



Cameron Poncia was recently accepted into the Columbia School Hollywood BFA program in Los Angeles after an intensive year in the Writing for Film and Television program at Vancouver Film School. Transferring to this acclaimed Hollywood program was an easy decision for Cameron because of its focus on industry embedded internship opportunities for students combined with industry professional and academic faculty. Cameron is currently living in residence at California State University.

2010

Hudson McIntosh is enjoying life in Switzerland at the Swiss Hotel Management School, which



he says is the "best place you could possibly hope to study."

Former Staff



Jenny John, a.k.a. "the face of field hockey," was inducted into the BC Sports Hall of Fame for her contribution to the sport of field hockey as a "Builder." She was honoured at the 42nd Annual Banquet of Champions in Vancouver. *Pictured above with former NHLer Joe Sakic, also inducted.*

Peter Savage welcomed his first grandchild on July 19 in the Royal Columbian Hospital in Westminister. Rhys Kai Leggett Savage weighed a healthy 9 lbs, 21 ounces.



Obituaries

Glenlyon School Alumni

Colin Anthony (Tony) Bull, 1928 to 2009. Passed away on July 11, 2009.

Norfolk House Staff

Ruth (Reynolds) Williams, 1922 to 2010. Passed away on December 5, 2010. 🦋

LEARNING TO ASK *the Right Questions*



At Glenlyon Norfolk School, Alexa and her classmates are developing a love of learning through acquiring the ability to ask meaningful questions. These questions include: *What is it like? How does it work? Why is it like it is? How is it connected to other things? What are the points of view? What is our responsibility?* They are key to the framework of the International Baccalaureate (IB) Primary Years Programme. Alexa and her friends will continue to ask questions through the Middle and Diploma IB programmes, thereby gaining a deep, broad understanding of the curriculum. They will become critical and creative thinkers—habits of mind that will stand them in good stead both for the future and for their ability to make significant contributions to their world.



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