



TRADITIONS

Do your best through truth and courage



WINTER 2012

**THE BEACH TURNS
CO-ED** in September
2012 p. 1

**GRADE 11 ART
STUDENTS** exhibit
work at Red Art
Gallery p. 11

Senior Boys Soccer
team **WINS AA
PROVINCIALS** p. 20

GNS welcomes **JEAN
BIGELOW** to The Beach
p. 26

STACEY CLARK '04
launches fashion label
Odilon p. 32

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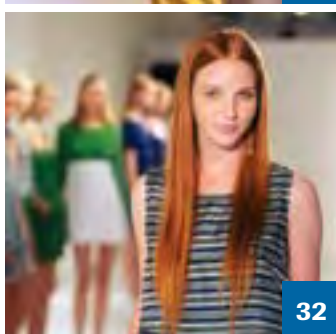
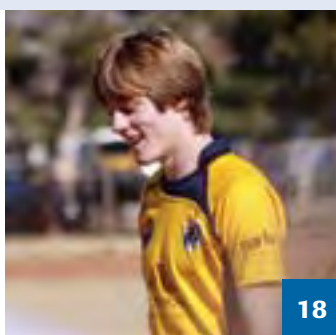
Jessica Woollard

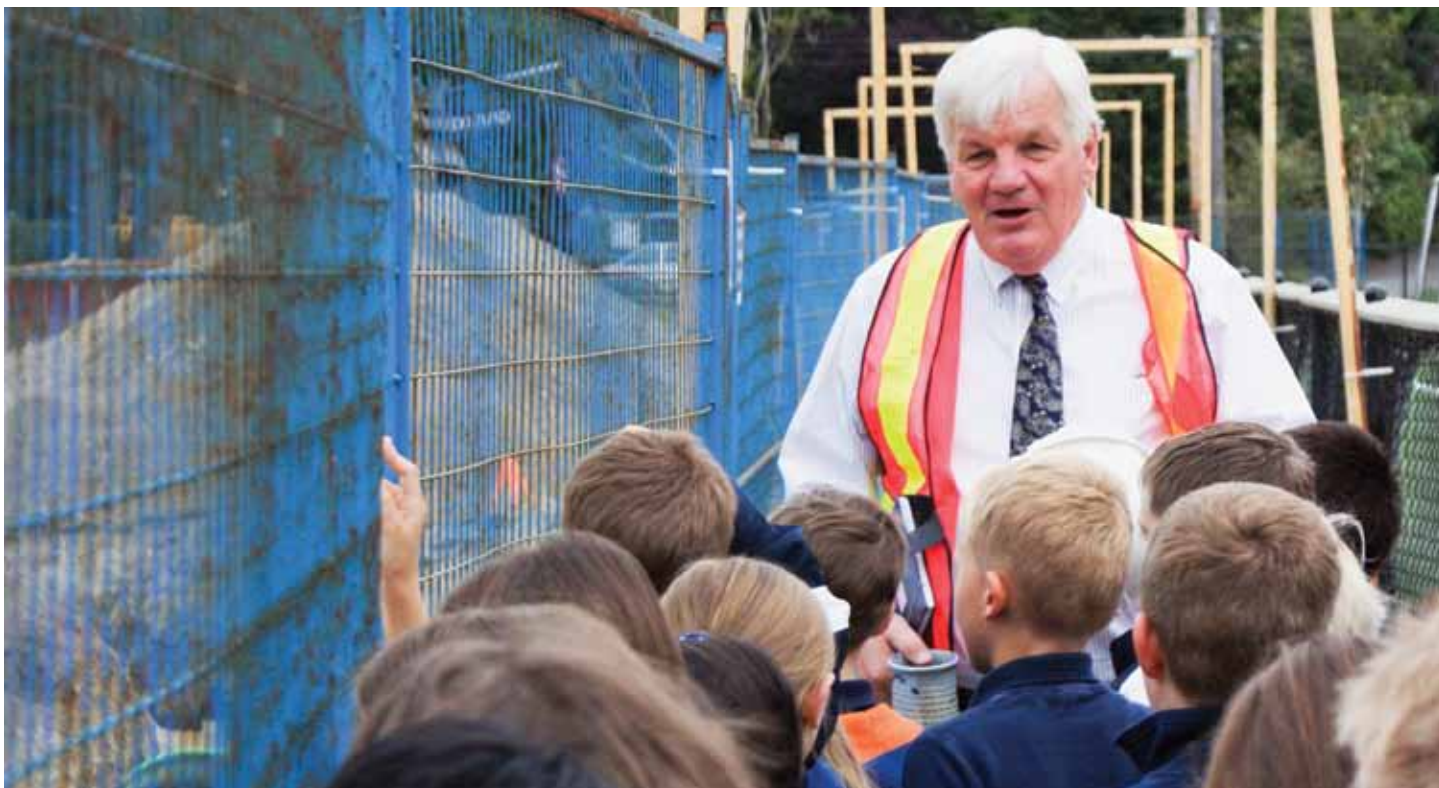
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Simon Bruce-Lockhart answers questions from Grade 3 students about The Hall construction.

Personalized Learning

Simon Bruce-Lockhart,
Head of School

In September, GNS will start its one hundredth year. Shortly thereafter, we will open The Hall with a gala concert—the first of many celebrations throughout 2012/2013. The big weekend will be Friday, May 17 to Sunday, May 19. Please mark it on your calendar and make every effort to come and help us celebrate this landmark for our extraordinary school.

September will also start something else. As of next year, our junior classes at The Beach will be co-educational for the first time in the school's history. That decision has been a long time in the making and will be disappointing to proponents of single sex education, but it is a move we have thought carefully about and are confident of.

When GNS was born in 1986 from the marriage of Glenlyon and Norfolk House, the decision was made to create a co-educational Senior School and to leave the junior schools intact. Thus, the girls in Grades 1 to 7 remained at the Pemberton Woods campus, and the boys stayed at The Beach. And so it remained until Reconfiguration occurred in 2003. At that time, all the girls in K to 5 and the boys in 6 to 7 moved. Classes at The Beach remained single gender in a co-ed environment; classes in the newly minted Middle School became co-educational within a couple of years.

There are certainly studies that support the advantages of single gender education, and studies that support co-education, but none of them is particularly germane to our

situation. We are a small, intimate academic school that enjoys small classes and a very favourable teacher/student ratio, supported by parents who care deeply about education. Pastoral care is at the heart of everything we do, a lynch pin that allows every child to be nurtured and supported in his or her schooling. That is a completely different learning environment than those generally involved in the studies.

One of the buzz words in education these days is “personalized learning”—being aware of the individual child’s temperament and learning style and teaching to them. Excellent teachers have always done exactly that, but it’s wonderful to see the practice being brought into the mainstream of education. Certainly, it fits in well with the IB PYP, where learning is inquiry-based, child-centred and collaborative, and the adult in the room is more facilitator than teacher, helping students become critical thinkers as they explore the world around themselves.

Co-education speaks to both personalized learning and the PYP strongly. With only two classes at every grade level at The Beach, to place children together simply on the basis of gender is to lose an opportunity to ally a child’s learning style with the teacher better suited for him. If there is no doubt that boys and girls on average have different approaches to learning, there is also no doubt that “average” is not

predictive for any individual child, and that the overlap in approaches is greater than the divergence. Accordingly, our faculty believes profoundly we can do a better job in differentiating for our students if their class placement is a matter of careful consideration, not merely gender.

As far as collaboration is concerned, again we see only increased richness in bringing boys and girls together academically. The world is increasingly about diversity rather than conformity, and having boys and girls together can only strengthen the appreciation for all of that truth.

The magic of The Beach remains. Wrecked boats on the shore (four this month!) will still be pirate ships in fired-up imaginations; the eagles will continue to fill us with awe; a rock overturned will still yield the delight of a tiny crab; older children will still be kind to and inclusive of younger children; and our inquiry-based approach to learning will be the enriching foundation for it all.

Ultimately, children are going to learn in either scenario and learn well when they are being led by caring professionals with whom they have a strong relationship. That is why the Junior School has been successful over the years with its single gender classrooms. And it is why the addition of careful, intentional matching will make us even better. 🦋



Grade 4 girls with their Kindergarten buddies during the Great Beach Clean-up, September 2011.



Douglas Easton addresses the GNS community during the groundbreaking ceremony for The Hall.

Strategic Priorities

Douglas Easton,

Chair, GNSS Board of Governors

Each time I'm asked to write an article for *Traditions* I struggle with what I'm going to write, not because there isn't anything to say, but because I have to condense the Board's activities into the limited space I'm allotted! In this edition I will limit my comments to three priority areas for the Board:

- Ensuring that the school is moving forward with its strategic plan;
- Ensuring that our children receive the best educational experience possible; and
- Ensuring that any decision made by the Board takes into account the financial realities and economic uncertainty that we all now face.

Ensuring that the school is moving forward with its strategic plan

The strategic plan for Glenlyon Norfolk School was set out in May 2006 and is reviewed annually to ensure it remains current and relevant. The overview of the plan is posted on the GNS website and I encourage you to review it if you have not had an opportunity to read it recently. You will find that the school is making progress on all aspects of the plan. Our job as Governors—and our promise to families—is to create the environment, modeling, programs and facilities, which will

“challenge and support our students to do their best through truth and courage in learning and in life”.

Ensuring that our children receive the best educational experience possible

One of the reasons I have been involved with the school over the last 15 years is that I believe our children should receive the best educational experience possible. This year the Board approved a change affecting our Junior School. I know this is more fully discussed in the Head's report, but I think you need to know your Board fully supported the recommendation from the Head and the experts who educate our children. Approval of co-education at the Junior School this September was an extremely difficult and extensively discussed decision. The Board decided to move forward with the recommendation because we were convinced that the change would allow teachers to focus more on our students, improve our students' educational experience, and allow more options with respect to classroom configurations. I also believe that the Board's decision regarding education at the Junior Campus is consistent with the school's strategic plan.

Ensuring that any decision made is assessed against the financial realities and economic uncertainty that we all now face

Governors have spent many hours ensuring that the school's financial and enrolment positions are as strong as possible. In our role as prudent fiscal stewards, we have accounted for inflation and a potential drop in enrolment due to the current economic turmoil, and we are cognizant that harsh economic realities will affect the support the school receives from foundations. The Finance Committee has developed a balanced budget and the school is in excellent financial health. The school's financial stability means we continue to have the ability to provide for the future and make strategic investments. The new hall is underway and on budget!

I want to end this *Traditions* article by thanking the two retiring Governors, **Hugh Ruthven** and **Bill Patterson**, for all of their work for the school. Both Hugh and Bill served on the Board for many years and will be hugely missed by their colleagues. Their leadership with respect to marketing and construction has been invaluable and is much appreciated. Many thanks Hugh and Bill. 🦁

New Board Members



Alex Dutton

Alex Dutton is currently a litigation associate, practising with the law firm of Cook Roberts LLP. She was a “lifer” at GNS, graduating with an International Baccalaureate Diploma in 1999. She attended Queen's University and graduated with an Honours Degree in Political Studies in 2003. After

returning to Victoria she worked as a Research Officer for the Government Caucus and was subsequently appointed as an Executive Assistant and then Ministerial Assistant to the Provincial Minister of Health. She served three Ministers of Health prior to returning to school to complete her law degree at the University of Calgary. She was called to the bar in September 2010 and currently sits on the Canadian Bar Association - BC Branch Government Relations Committee and the Vancouver Island Health Authority Ethics Committee.



Tim McElvaine

Tim McElvaine is the founder and President of McElvaine Investment Management Ltd. Tim serves as Chairman of Rainmaker Entertainment Ltd, a publicly traded animation company based in Vancouver. Tim has also served on the board of directors of Sun-Rype Products

and Humpty Dumpty Snack Foods. Tim is both a CA and CFA. More importantly, Tim has five children and a step-daughter. The oldest two girls are both in university and previously attended St. Margaret's School where Tim served on the Board of Governors. Kate Jordan and Tim have four children at GNS: Chelsea (Grade 6), Breanna (Grade 5), Cameron (Grade 4), and Lyam (Kindergarten).



Blair Robertson

Blair Robertson is an owner of Totangi Properties Ltd., a property development and land management company based in Victoria. Through Totangi, Blair has gained broad experience in all facets of land development and forest management, including more recent experience incorporating green

technologies in construction and forest carbon trading. In 2010 Blair was elected to the Private Managed Forest Land Council, an independent provincial agency responsible for the overseeing of forest practices regulations on private Managed Forest land in BC. Previous experience includes seven years as an Executive Director of a BC forestry association, and several years as a commercial realtor in Vancouver. A student at Glenlyon from 1973 to 1981, he has a Bachelor of Commerce and Master's in Business Administration from the University of British Columbia. Blair and his wife, Nancy, have two children at GNS: Arran (Grade 2) and Callum (Grade 4). 🦁

From the Finance Committee

John A. Kuehne, C.A.,

Chair, Finance Committee

For the fiscal year which ended June 30, 2011, our revenues were \$13,119,237, exceeding expenditures of \$12,132,606. If we dig deeper, we find operations before donations also showed a small surplus, a sign of financial durability and a testament to the frugal and careful operation of our school. Our school fees and the government grants are fully absorbed by wages and program delivery costs. I would draw your attention to the continuing and sizable donations. It is only through the generosity of our many supporters that the scholarships and campus renewal are made possible. Many students who add to the vitality of our school community are able to attend only through the assistance of bursaries and scholarships.

I am deeply grateful for the generosity of so many in our community who continue to donate to the Annual Appeal and Campus Transformation. I believe we are very fortunate to live in a country that subsidizes charitable giving through tax credits. The donation of your typical \$4,500 school bond generates Federal and Provincial tax credits of 43.7% or \$1,966.50, leaving the donor with a net, out of pocket expense of only \$2,533.50. While generosity and a desire to help with The Hall was our main motivation to donate our bond, those who know me would correctly guess that I was also mentally comparing the tax credit today versus the value of a bond refund in four years when our son graduates. Thank you to all who give out of generosity and thank you to those who are swayed by the tax credits; in either case, you are helping to enhance the best education available in Victoria.

I would also like to thank the members of our GNS family who serve on the Finance Committee. Their many hours of volunteer work make our school stronger and more durable. A special thank you to **Marj Hewitt**, the school's Director of Finance, whose hard work and dedication is exceptional and essential to the smooth running of the school. 🦋

Annual Report 2010/2011

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

Statement of Financial Position

(Year ended June 30, 2011, with comparative figures for 2010.)

	2011	2010
ASSETS		
Current assets:		
Cash	\$ 5,535,443	\$ 4,859,504
Accounts receivable	4,747,650	3,435,872
Inventory	90,600	103,683
Prepaid expenses	98,670	59,386
	10,472,363	8,458,445
Capital assets	9,174,350	9,406,631
	\$ 19,646,713	\$ 17,865,076
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	\$ 1,377,170	\$ 1,335,951
Prepaid school fees	5,213,528	5,799,996
Deposits	349,582	297,559
Unearned revenue	5,298,770	3,619,956
Current portion of obligation under capital lease	–	100,509
Current portion employment commitments	33,048	45,084
Current portion of school bonds	507,000	498,000
	12,779,098	11,697,055
Long-term debt:		
Obligation under capital lease	–	–
Employment commitments	282,162	254,228
School bonds	2,614,739	2,929,710
	2,896,901	3,183,938
Net assets:		
Invested in property and equipment	6,052,611	5,878,412
Internally restricted	688,552	387,309
Unrestricted	(2,770,449)	(3,281,638)
	3,970,714	2,984,083
	\$ 19,646,713	\$ 17,865,076

Statement of Operations and Net Assets

(Year ended June 30, 2011, with comparative figures for 2010.)

	2011	2010
REVENUES:		
School fees	\$ 9,914,288	\$ 9,544,343
Government grants	1,774,646	1,724,262
Fundraising and donations	659,586	564,332
GNS Foundation donation	157,995	296,221
Ancillary programs	143,873	42,763
Investment income	52,354	66,006
Rent	76,594	73,215
Other	339,901	287,184
	13,119,237	12,598,326
EXPENDITURES:		
Wages and benefits	9,333,402	9,307,096
Programs	685,308	687,751
Amortization	562,280	565,051
Maintenance and operations	571,341	595,032
General and administrative	522,261	527,672
Bursaries and scholarships	430,447	375,716
Interest on long-term debt	1,414	3,984
Transfer of endowment funds to GNS Foundation	26,153	115,835
	12,132,606	12,178,137
Excess of revenues over expenditures	986,631	420,189
Net assets, beginning of year as previously reported	2,984,083	2,563,894
	\$ 3,970,714	\$ 2,984,083

Highlights from the GNS Parents' Auxiliary

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

GNS offers parents a wonderful opportunity to support their children's school experience through involvement in the Parents' Auxiliary. We typically meet the first Thursday of each month to foster fellowship among parents, share developments occurring across the campuses, and to coordinate activities that we believe will enhance the shared educational journey of student, parent, and school.

The GNS Parents' Auxiliary has approached the 2011/2012 school year with tremendous energy. Our Executive is comprised of an outstanding group of motivated, creative, and hardworking individuals who, without a doubt, have the best interests of GNS students at the forefront of their considerations.

The GNS community spirit continues to be nurtured through the wide-ranging support for families provided by the campus liaisons and class representatives as well as the Auxiliary-initiated activities that have been accomplished during the Fall term.

Our Welcome Back BBQ in September provided a wonderful opportunity for families and staff to usher in the new school year. The GNS community enjoyed BBQ fare, lovely weather, and the beautiful scenery of the Beach Drive Campus, making for a memorable start to the year.

The enthusiasm and creative juices continued to flow as the Junior School tackled a tea towel project thanks to the tremendous support of art teacher **Nancy Fletcher**. Each Junior School student drew a picture of him/herself to be printed on a tea towel. The end product was sold out twice!

While the tea towels were underway, the Auxiliary's Christmas Giving endeavour was launched in November. By way of supporting the Extreme Outreach Society, GNS students, parents, and staff threw themselves into the Warm-A-Soul program that provides Christmas stockings for the less fortunate in Victoria. Each GNS student was provided with a stocking and given the opportunity to stuff the stocking with gifts for a child his/her age. The collective effort of our GNS community was heartwarming; the number of stockings collected was beyond expectation. Some Senior students then helped Extreme Outreach serve a turkey dinner and give out some of the stockings, while another group travelled around the Victoria community handing out more stockings at the designated areas of need. From inception to completion, the Warm-A-Soul project touched many hearts and lives.

The GNS Parents' Auxiliary will continue to support and involve our families in order to make the 2011/2012 school year a memorable one. 🦋



Left: Junior School students hold up their contributions to the Warm-A-Soul initiative. Right: Middle and Senior School students help Extreme Outreach staff load all the stockings into their van.

The Magic of GNS

Eva Riis-Culver, Director of Advancement



On the mantel in my office is a digital rendering of The Hall, and beside it sits a shadow box framing 78 cents—a donation from a six-year-old student, to “help the school build The Hall.” The box brings a smile to everyone who visits my office.

The 78-cent gift has pride of place because it speaks to the very heart of philanthropy. No one asked her for a donation. She believed in the need, felt a responsibility and a desire to help her school, and she did. She gave what she could. (Actually—she gave all she had.)

The Hall, a 385-seat, multi-purpose facility, is the second project of Phase One of the Campus Transformation. The first project was the artificial turf field.

The need for a sports field was identified in 2002 and a fundraising campaign was initiated but was discontinued before sufficient funds were raised. Fast-forward six years to 2008 when I was excitedly sharing the plans for the artificial turf field with a former GNS parent. Imagine my surprise to learn that he and his wife had made a pledge to the field back in 2002—and wanted to complete it, years later. They still believed in the need, felt a responsibility and a desire to help the school, and they did.

A note from a Grade 6 student arrived on my desk in 2008: “I am very proud to give \$200 for the work being done on the big field. I am very happy that my parents have given me the opportunity to study in [sic] GNS.” That student believed in the need, felt a responsibility and a desire to help, and he did.

Thank you to the many, who from the very beginning of the fundraising for a new sports field, have supported the Campus Transformation as they were/are able.

While fundraising for Phase One continues, a wonderful opportunity has been developed for current parents to make a significant donation specific to The Hall, without any impact on their monthly household budget. The Bond Matching Program invites parents to consider donating their school bond for which they receive a tax credit. Their donated bond is then matched with additional donations from generous supporters in the GNS community. Thus, a \$5,000 Bond donated to the school could trigger a total donation of \$20,000!

The Bond Matching Program is truly an example of the GNS community coming together, each giving according to their ability for a common goal. This is the magic of GNS!

Thank you for participating in the Bond Matching Program! To date the GNS community has contributed \$1.6 million toward construction of The Hall.

Philanthropy is giving to something you believe in, and giving what you can. It is not about how much. “I’ve learned that every penny counts and that the smallest person can make a difference,” Jeneece Edroff, at the opening of Jeneece Place, January 27, 2012.

*If you would like to learn more about the Campus Transformation and various opportunities to support the school, please contact **Eva Riis-Culver** in the Advancement Office. 250.370.6855.* 

Thank you for supporting the Campus Transformation

Transformational Giving

\$500,000+

Gordon, Christopher & Anne Denford

The Gudewill Family

Pace-Setting Giving

\$250,000+

Alex Campbell Jr.

Kristina Campbell

Leadership Giving

\$50,000+

Anonymous (2)
Bob & Dawna Bailey

Stephen Cushing & Deborah Gill
Doug Dalquist & Donja Blokker-Dalquist

Bill & Deborah Patterson
Playford Family

2002 Athletic Field Renewal Project

Nurul Lina Abdullah
Cynthia Bennett
Brian & Rose Blamey
Gavin & Janet Bowers
Debra Braithwaite
Ron & Heather Bright
William Brown
Janet Campbell '62
Kristina Campbell
Ian & Erin Chard
Terry & Kathleen Chettleburgh
Douglas & Constance Clarke
Rob & Cheryl Cooke
Ian & Lesley Courtice
Stephen Cushing & Deborah Gill
Doug Dalquist & Donja Blokker-Dalquist
Judith Dalsin
John Dennis & Renata Outerbridge
Ian & Tanya de Hoog
Larry Eade & Karen Miller
Doug & Joan Easton
Anne Edgington
Andy & Ann Evans
Jerry & Laurie Farley
Susan Findlay '68
Ron Friend & Lynda Champoux
Michel & Angela Girard
Aaron & Judy Gordon
Lavinia Greenwood
Anthony Grimston
James & Lorna Harris
Bruce Homer '69
Joan Homer '83
Douglas Homer-Dixon
Frank & Jackie Horton
Gary & Debbie Howell
Shaukat Husain & Gillian Ellis
Michael & Katy Hutchison
Andrew & Mully Jackson
Frank & Honor Jones
Kathie Koziol
Ticki MacKenzie '75

John & Joy MacNaughton
Sharon Manson-Singer
Alan McGillivray & Sarah Angus '71
Mericos Foundation
Kevin Mordaunt '88
Chris Nation
Laure Nation
Sara Neely '74
Edward Park & Kyung-Mi Kim
Vivian Percy
Ed & Beverly Pearson
Maris & Heather Plavins
Jonathon & Caroline Preston
Paul Reedman
Bradley & Shelagh Rinald
Blair Robertson '83 & Nancy Besharah
Alexander Roethel '84 & Susannah Roethel '89
John & Maureen Rogers
Susan Ross '61
Walter & Wanda Salmaniw
Roy Selkirk & Patricia Slegg
John & Pat Taylor
Telus Corporation
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The Ed and Mary Chwyl Charitable Foundation
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Guy & Sandra Windebank
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Connla & Anne Wood
Kelly & Dawn Wright
Yoshihide & Teruko Yamamoto
Kathryn Zakus

Campus Transformation Phase 1: The Field and The Hall

Anonymous (4)
Ann Allen
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James & Vicky Ballantyne

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John & Susan Bodnar
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Robin Ciceri
Ian & Siobhan Collett
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Ian & Lesley Courtice
Bruce & Carolyn Cousins
Rhona Crossley
Stephen Cushing & Deborah Gill
Mike & Jennifer Dalton
Jerome & Lucy Dansereau
James Darke & Anna Tieman
Anthony & Susheela Dason
Oliver Dason
Brian & Mia de Clare
Stamatios Dendes & Georgina Delimari
Chris Denford '82 & Anne Denford
Gordon Denford
Eric Denhoff & Karin MacMillan
Roberto & Marcelene di Frassineto
Stewart Dixon & Sandy Drever
Bob & Debra Drury
Richard Dzioba & Alison Hitesman
Larry Eade & Karen Miller
Doug & Joan Easton
Richard Eddy & Sue Taylor
David Egles & Jacqueline Spaens
Craig & Manon Elder

If we have made any errors or omissions, please accept our apology and kindly contact the Advancement Office at 250.370.6855 or advancement@mygns.ca.

Thank you for supporting the Campus Transformation

Bradley Erickson & Megan Stone
Al Ferraby & Rose Lopetrone
Brian Findlay & Susan Findlay '68
Sonia Furstenau
Garyali Architect Inc.
Michel & Angela Girard
GNS Parents' Auxiliary
Colin & Sherill Graham
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Marj Hewitt
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Tina Hospers
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Michael & Katy Hutchison
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David & Karen James
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Steven Kelliher & Diane Turner
Daisy King
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Valerie & John Kuehne
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Jan & Cheng Lim
Stacy Lin & Philip Weng
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Keith & Kathryn Losie
Dermot & Christine Loughnane
Andrew MacPherson & Vanessa Bernstein
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Rudy & Mary-Anne Marchildon
Mary Marcyniuk
M. A. Susan Marles '66
Lee-Anne Marshall
Richard & Anita Marie Martin
David & Lisa Maxwell
John McAllister
Alison McCallum '89
Stephen & Christina McDermott
Heidi McElvaine
Tim McElvaine & Kate Jordan
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Mericos Foundation
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Gillian Nelles
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Adam Orser & Daisy Leslie-Orser

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William & Deborah Patterson
Tassy Petteuzzo
Andre & Kathryn Pickersgill
Scott Poole & Laurie Kelley through the Victoria Foundation
Jayne Postuk
Paul & Barbara Radford
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Marilyn Rathwell
Sean Rhynas & Patricia Meredith
Valerie Rice
Eva Riis-Culver
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Craig Roberts
Blair Robertson '83 & Nancy Besharah
Hugh Ruthven '77 & Michelle Ruthven
Kurt Samer
Barry & Carrie Saxifrage
David Schneider
Judith Scott
Alan MacDonald & Vida Sernas
Paul & Sue Siluch
Stuart & Anne Silver
Greg & Darla Simmons
Beverley Skaggs
Robert & Elisa Slegg
Malcolm Smith & Tina Webber
Chris & Nadine Stead
Philip Swift & Cindy McInnis Swift
Harvey & Clare Tanner
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Quentin Verhaegen & Ingrid Holm
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Joe Kit Man Wan & Mei San Ko
Andrew Weaver & Helen Raptis
Whitewood Foundation through the Victoria Foundation
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Stephen & Jessica Woollard
Yasuo & Beatrix Yoshikawa
Dong Chan Yeo & Won Sun Park

Campus Transformation Phase 2: The Beach Campus

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Ava Audrey Acoma Trust

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*Denotes child no longer at GNS.

Art for the Ages

Grade 11 students team with seniors from Shannon Oaks retirement residence on exclusive art project

Story by *Jessica Woollard*

The scene at Oak Bay Avenue's Red Art Gallery on October 20 was electric. Like the Louvre's Salle des États, saturated with travellers frantic to catch a glimpse of *La Giacconda*, the small gallery overflowed with art admirers eager to get a closer look at "Across the Generations," a collaboration between artists from GNS's Grade 11 IB art class and models from Shannon Oaks retirement residence.

Inside, the models stood proudly, possessively, by their paintings, eagerly showing them off to family and friends; the artists were bombarded with questions, showered with compliments. Cameras flashed non-stop, adding to the red carpet experience, but failed to capture the electricity of opening night of this unique art exhibit.

Several years ago, Senior art teacher **Leonard Butt** had the idea to match Senior IB art students with residents of a senior's home for an art project collaboration. Last spring, the ball finally got rolling after Bob Hamilton offered to curate the show at his gallery.

"The first challenge was pairing up the students to the seniors," Leonard recalls. "I was working with students I'd never taught before, so I didn't know their personalities, and of course, I didn't know any of the seniors." In the end, he came up with a questionnaire for the students, then met with Linda Bartel from Shannon Oaks to pair the artists and models. The pairing, Leonard explains, was a key step because "the art wasn't as important as the relationship between the students and the residents."

Alex Hollohan agrees. Though she enjoyed the challenge of producing her piece, which she did digitally on a tablet instead of using conventional means, what made the project memorable for her was the relationship she formed with her models, husband and wife of 68 years, Russ and Bernie Manson. "[Getting to know them] made the experience much more real to me, instead of sketching some random person," Alex relates. "Russ was in the air force, and I learned about their lives, how they lived all over Canada, in Rome, in Texas, and all over the world." Likewise, Russ and Bernie adored



Top: Alex Hollohan works on her portrait. Bottom: The finished product.



Top: Kathleen Tucker studies her portrait. Bottom: Amy Murphy with the completed work.



Top: Alexander Koziol-Neumann works on his portrait. Bottom: Detail from his process journal.

getting to know Alex: "She's a lovely, cheerful young woman, and we became quite fond of her," Bernie says.

The couple was keen to participate in the portrait project because of a lifelong interest in painting. The walls of their sunny condominium are covered with original art they picked up while living all over the world. Alex even incorporated two of their blown-glass pieces, a green fish and a red bird, which they bought in Venice years ago. "When we visited Paris, Bernie almost had her portrait painted at Montmartre," Russ remembered. "But I became too shy," Bernie cut in, "so we bought a landscape instead." The opportunity to have her portrait done all these years later was welcomed and made more special because of the bond formed with Alex, she said. The final piece received the couple's approval: "I'd never heard of the [digital art] process Alex used. It's quite new, but she seemed to think it was the future," Russ comments. "The painting...is very good. She did a good job."

Though the project was set up as a portrait painting, Leonard's concept did not direct students to produce a photo-like copy of the models, but instead to express the artist's feeling toward the model through the painting. Even so, some of the models couldn't help but primp and preen before sketching sessions with the students; the women arrived wearing pearls, hair done, and dress attire on. Some asked the painters to de-emphasize wrinkles they felt self-conscious about, or to leave out a stubborn double chin!

Model Amy Murphy found her artist, **Kathleen Tucker**, did a terrific job with her painting, even though she found her hair was too long at the time of the sessions. She enjoyed how Kathleen's painting resembled her, but appreciated that Kathleen used her artistic license to change Amy's clothes, painting symbolic words in her blouse, which were inspired by psychedelic poster art of the 1960s. "I stood and looked at the painting [at the gallery], and I thought she had a good resemblance to me. I took pictures and sent them to my four children!"



Alexander Koziol-Neumann worked indefatigably to produce a piece that reflected the feel of his model, retired from the navy and the RCMP, and he continues to work on the piece still, even now the exhibit is closed. "When I started the painting, I used a lot of cool colours, like blues and greys, because I thought that reflected him," Alexander explains. "But when I look back at the painting now, I think it's too dark. He has a youthful vibe in him... but he looks stern in the painting." Alexander shared how much he enjoyed painting someone other than the typical, beautiful young woman. "It was very interesting to learn his story and incorporate it into the art...I tried to create a portrait that feels like him. It might not look exactly like him, but I wanted it to feel like him."

Overall, the project was an overwhelming success on all fronts. The students benefited from the experience of incorporating personality into their portraits, as well as the challenge of pricing their artwork and the excitement of a gallery show, made even more exciting when a few of the

portraits sold. The models, too, appreciated the experience, as was particularly evident the night of the gallery opening; some stood next to their portrait all night, others bustled around introducing their artist to all their friends, making sure to get pictures to remember the experience. "It was a really big deal for [the models]," Leonard says, "And it was really quite neat to see the natural rapport that developed between the students and seniors. The criteria for the success for the project was really the level of connection the students made with their models and...how they could express what they knew about the person through their art."

As for whether next year's IB art students can expect to do the project, Leonard says it is unlikely, though he would consider a different project, maybe one in which students and seniors paint together. "It was a very touching experience," he says. "Sometimes when it's something special like this, you can't reproduce it." 🦁

Performance Studio

By *Ian Collett*, Senior Drama



Background: Students paint the set for *The Gamester*. Front: Performance Studio Christmas Tour.

Performance Studio is a Senior School course of study designed to introduce students to the experience of building either a theatre ensemble or a choral/instrumental ensemble. The course is designed for serious students who are committed to either theatre or music. Students who take Performance Studio will train as actors, directors, designers, stage technicians, singers or instrumentalists. Each year, the course selects either a theatrical or musical work to produce, rehearse and develop towards a number of performances in front of a live audience. Value is given to both the process of developing performers and the performance product.

The students in Performance Studio have had a busy year so far. They began their season with a physical theatre

performance detailing the history of the Scottish regiment, the Black Watch, for GNS's Remembrance Day assembly. Throughout December, the group toured with great success a Christmas medley of songs and seasonal dramatic work to senior homes around Victoria. Currently, they are hard at work building the set, creating costumes, and rehearsing for this year's performance of *The Gamester*. Based on Jean-Francois Regnard's *Le Joueur* (1696), *The Gamester* is a restoration comedy. Full of witty verse, mistaken identity, gambling, gossip, and elaborate costumes and set, this production is backed by a string quartet. 🎭

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Born for This

Soccer player Liam Stanley '16 competes for Canada at international level

Story by *Jessica Woollard*

Imagine achieving your lifelong dream at age 14. Imagine watching the world open up in front of you, knowing nothing will ever look or be the same. Grade 8 student Liam Stanley is facing a whole new world after representing our country on the Canadian Men's Paralympic Soccer team. Liam, officially the youngest player to ever represent Canada in Paralympic sports, travelled to San Diego with the team for a training camp and three friendly games against the US Para National team. Invited back for another go, Liam will travel to Las Vegas in March, earning a few more caps for Canada, in what promises to be a long and successful soccer career.

From day one, Liam had an affinity for sports, and ball sports in particular. Liam's mother Shannon and father Frank, a Senior socials teacher at GNS, recall observing an innate athleticism in Liam even as a toddler. "His first word was ball," recalls Shannon, smiling at Liam. "He always had a ball between his hands or his feet."

At age four, Liam joined a soccer team in the Bays United Association and soon after became intimately involved in GNS's soccer program, attending the Soccer School and playing for the Middle School teams. He is looking forward to playing for our Senior Boys team, currently on a three-year provincial championship-winning streak (see page 20).

When he's not on the field, Liam follows soccer both in the community and on TV. He attends the Senior Boys games, noting how inspiring it was to watch the team win the regional championship, the Colonist Cup, in 2009, and he follows the European and American professional leagues, even getting up early and staying up late to watch important games, like during the World Cup Soccer in South Africa. "We can't keep track of all the teams and the players," Frank says, "But Liam, he knows them all."

Liam made it clear from a young age that he was determined to play soccer professionally like his heroes in the big leagues. When Frank and Shannon learned about Canada's Paralympic Soccer team several years ago, they realized Liam's dream could come true, but they only imagined it as a possibility much later down the road, never thinking he would be asked to play for Canada at just 14. When Head Coach Drew Ferguson visited Liam in October, he recognized in Liam a young player who was not only skilled at the sport, but also extremely focused. "I saw right away Liam could fit into our program and that he had the potential to be a large impact player in a very short period of time."

Under the Canadian Soccer Program, Coach Ferguson, a former professional soccer player, travels around Canada scouting soccer players who also meet the requirements to play on the Para Soccer team, either because they are recovering from a brain injury or they have suffered a stroke, like Liam. He follows players across the country, keeping up with their progress in soccer, until they are skilled enough to compete on the international stage. Forget working his way up through the program; Liam was selected to compete for Canada internationally after just 15 minutes of observation!

"I was pretty nervous when I knew he was there watching," Liam remembers, smiling now at the memory, the nerves all dissolved into the wonderful dream of representing his country. "But I played my own style."

If Liam was nervous for his initial try-out, he brought out his nerves of steel for the three games he played against the American Para team, a team that qualified for the London 2012 Paralympics after Worlds in Holland, while the Canadian team did not. How exciting, then, to have won two of three games against the London-bound US team.

"When I got there, I wasn't sure I'd even play," Liam recalls. "I had just learned the formation [Para soccer is 7 a side, instead of 11, and is played on a slightly smaller field], and it was my first time. I didn't know until right before the first game that I'd be playing—but I started all three games," he says enthusiastically. "I am very excited and proud."

What was both exciting and worrisome for Shannon and Frank is that Liam is so young; some of the players on the US and Canadian teams are in their 30s. "We weren't sure if Liam was up to handling the physical part of it," Shannon says. "There was a lot of training, twice a day, plus the three friendlies against the US. Most of these players are adults; they're lawyers, physicians. They are men." Frank adds: "Some of the players have played [able-bodied] professional soccer but, because of concussions or other types of head injuries, qualify for the Paralympic team."

While on the sidelines his parents were worried about age, size, and ability, Liam on the field was cool as a cucumber. He laughs, saying that he only noticed the age difference when he saw his check for the first game: the US captain, who was about 6'2" and 220 pounds to his 5'6", 110-pound frame. But Liam's focus and faith in his own ability won over; the US captain had nothing on his determination and passion for the sport, and Liam played a terrific game, even getting an assist.

Since returning from San Diego, Liam has been invited to attend the next soccer camp in Las Vegas in March. "I knew that once Liam stepped on that field, he would zero in," Frank says. "He's got amazing focus, and he puts everything into everything. He embodies truth and courage."

Liam is thrilled about the opportunity to represent Canada again and is feeling confident about taking on the US in Las Vegas. The second time around will be less stressful for his parents, too. "[His teammates] took him under their wing, like a little brother type," Frank says. "But a little brother who's playing at a high level of sport and who played every minute of every game."

Coach Ferguson's accolades have also helped reassure the Stanleys that Liam is exactly where he should be. "Liam did outstanding [in San Diego]," he says. "He's only 14 years old! Once he's bigger, stronger, Liam is going to be very, very good."

And as for Liam, he is in heaven, still in awe that his dream has come true, still trying to grasp that for years to come he can travel the world playing soccer, like the professionals he idolizes on TV. Coach Ferguson looks forward to helping him on his journey: "Liam has the potential to be one of our best players ever. He has a very exciting future ahead of him." 🦿



Fergus playing for Canada against Belgium, April 2011.

Fergus Hall '12

Grade 12 rugby star makes the grade on and off the field

Story by *Jessica Woollard*

A typical day in Fergus Hall's Grade 12 year has been anything but typical. After a full day of rigorous classes, the tall, quiet IB Diploma candidate heads out to our turf field for soccer practice with the Senior Boys team from 3:30 to 5 p.m. After an invigorating work out, he packs up his gear and heads down the road to Windsor Park to play rugby with the Castaway Wanderers, a local team, for an hour-long practice.

Before heading home to tackle his homework, he detours to the gym, diligently works at building his size. Size and strength are important for his continued success on the various provincial and national rugby teams he plays for. And all the while juggling soccer and sometimes three or four rugby teams at once, Fergus has maintained his standing on the GNS Honour Roll with Distinction, even while completing the challenging IB Diploma Programme.

No, a day in the life of Fergus Hall is certainly not typical!

Fergus came to GNS in Grade 7, attracted to the IB model and the strength of our sports programs. Immediately, he engaged with the IB Middle Years Programme's (MYP) focus on deeper thinking and inquiry-based learning. "The MYP showed me a different way of looking at learning," Fergus remembers. "It was interesting, different from what I had experienced."

A strong science student, Fergus says that before IB, he did not enjoy studying English. "Now," he says, "the focus is more literary, and I'm finding analyzing works interesting. I enjoy reading famous poems and books and learning, for example, about what Pablo Neruda thinks about South America and the Spanish conquest."

Ironically, though most of Fergus's IB Diploma classes are Sciences and Maths, he wrote his major research paper, the IB extended essay, on two science fiction novels, John Wyndham's *The Chrysalids* (1955) and Kazuo Ishiguro's *Never*

Let Me Go (2005), and fused his propensity for science with his new interest in literature by comparing the representations of scientific development and technology's impact on themes in the novels. Fergus grins when discussing his essay: "If someone had asked me four years ago about what I thought I'd write my extended essay on, it would definitely not have been English."

Fergus's commitment to excelling at whatever catches his interest has served him equally well in sports. When Fergus arrived at GNS, he got "swept up by the soccer program," and has been a key player in it, playing as a starter on the stellar Senior Boys team that has won several championships in recent years, including the 2011 AA Provincial Championships (see page 20). But Fergus's heart really belongs on the rugby field, where he has seen tremendous national and international success.

Fergus began his rugby career at age 10 with the Castaway Wanderers Rugby Club, and a few years later joined the GNS Middle School team. Timing is everything, and Fergus and GNS rugby benefited hugely when the school snagged one of Canada's most celebrated rugby stars as our new Middle School coach, **Winston Stanley**. Winston earned 66 caps for Canada on the national rugby team and played professionally with the Leicester Tigers (the "Detroit Red Wings of English rugby," he says), wearing the signature red, green, and white jersey when the Tigers won the European Heineken Cup, Zurich Premiership, and the Championship play-off in 2001.

Winston, now our Senior Boys Rugby coach, remembers Fergus from his first year at GNS. "Fergus stood out with his ability to listen and comprehend... What's impressive about Fergus is not only his natural ability, which is substantial, but his work ethic and desire to improve." In his Grade 9 year, Fergus showed him just how determined he was to succeed. When an injury took **Robert de Clare '09**, the team's stand-off (the quarterback of rugby), out for the season, Fergus stepped in, young as he was, and led the team to victory over long-time rivals, Esquimalt High. The following year, he led the team to a 5th place finish at the AA BC Provincial Championship, an unprecedented success for single A

GNS. "It was a huge burden to put a Grade 9 player in that position," Winston remembers, "but Fergus thrived in it and held his own in senior competition. It was a sign of what his future would hold."

Fergus has since represented BC and Canada on several rugby 7s and 15s teams, travelling within Canada for national competitions (his U18 BC 15s team defeated Ontario to win nationals last summer in Calgary) and abroad to international tournaments, including last September's Junior Commonwealth games on the Isle of Man with the Canadian U18 7s team. Considering the team was competing with some of the world's top-ranked rugby countries—England, South Africa, Australia—Fergus and the team were thrilled with their 5th place finish.



For the rest of his Grade 12 year, Fergus will be busy as ever with rugby, once again playing stand-off for the GNS senior squad and at the same time training with the Canadian U19 15s team, which will compete in England in February. He will continue to try out for provincial and national teams as opportunities come up, with his eye on the 2016 Summer Olympics in Rio de Janeiro.

Also keen to play rugby at the university level, Fergus is undecided between studying sciences or engineering at the University of British Columbia or the University of Victoria. Fergus is happy

with his decision to challenge himself in Grades 11 and 12 with the IB Diploma Programme, not only because he has made himself eligible for extra IB academic scholarships but also because, thanks to IB, he has already earned first-year university credits, which allows him to carry a lighter course load, and thus devote time to varsity rugby without interfering with his studies.

Whichever school or program he chooses, Winston has no doubt Fergus is headed for a successful career. "I don't think there's a better high school rugby player in the country. He's got a drive and work ethic that will serve him well whatever he does."

Whatever Fergus decides to do, anyone who has ever met him will agree: his life will certainly not be a typical one. 🦁

Sports Round-up

Senior Boys Soccer

Hugh Williams, Coach

How, exactly, do you top a record of two single-A Provincial Championships, two single-A Island Championships, one Independent Schools Association (ISA) trophy, and one Colonist Cup trophy in two calendar years? The answer is obvious, of course. You go to AA, and you repeat these feats even more magnificently!

This past November, our Senior Boys Soccer team did the unthinkable: by virtue of being two boys over the 80-boy limit in grades 11 and 12, they were asked to play AA soccer instead of single-A, where they have been utterly dominant for the last half-decade. Four Provincial titles in that period is ample testimony to that dominance. And in their first incarnation as an AA Soccer program, they won the AA Islands in style, sweeping past SMUS on SMUS's own field, and followed this with a brilliant AA Provincial Championship victory in their first appearance at this event.

And yet, this accomplishment was not quite so unthinkable as one might think. After all, this group of boys—particularly our massive, incredible, Grade 12 class—had experienced unprecedented levels of success on the soccer field for two

consecutive years, demolishing all previously-held records in the Boys Soccer Program at GNS. So when faced with the impressive challenge of playing in a Provincials against teams



with potentially 225 boys in grades 11 and 12 from which to select, our boys displayed the same bravery, tenacity, faith, skill, and unrelenting desire to succeed against all odds that they had displayed for so long together.

With the exception of their first game, an 8-0 demolition of Golden, the remainder of their games were played on a knife's edge. Nothing more emblematic of this than their semi-final



Senior Boys Soccer team with 2011 AA Provincial Championship banner.

victory over Windsor, where drama opened up into deeper drama at every kick of the ball. With one minute remaining in the game, our boys conceded a heart-breaking goal after leading for much of the game. Yet they remained undaunted: with 30 seconds to go in overtime, our boys scored on a brilliant header after a cleverly-worked free-kick to win the game and to book a place in the AA Provincial Final.

In the final, our boys controlled the play and, above all, controlled their nerves, and won convincingly—2-0, over the local school, Cariboo—to achieve an historic and simply quite remarkable AA title. For the Boys Soccer Program, this was the fifth Provincial title in seven years; and that, coupled with the four Provincials our Girls Soccer teams have won, suggests that GNS is the place to be, in BC, if you want your son or daughter to experience the true magic of high school soccer.

Senior Cross Country Running

Paul O'Callaghan, Coach

This year's Cross Country team had another fantastic season; the team of **Mikey de Clare, Jimmy Jeong, Evan Letkeman, Ben Life, John Sharpe, Liam Shillington, Ben Weir**, and **Matthew Zava** did extraordinarily well. The all-boys team consistently placed in the top three in league meets, placed second at the Lower Island Championship, and finished in sixth out of 30 teams at the provincial qualifiers, all while competing against much larger schools. Ben W. had another standout season, ultimately placing fourth in a large and deep pool at provincials.



Ben Weir, centre front.

With such a small squad, there is little room for error, and each boy fought brilliantly in race after race. While our small GNS team has the quality, we need the depth to go all the way against schools that can field 25 or more runners. An extra three or four team members would go a long way! If you are fit, or want to get fit, and want to join a club that is moving into the ascendancy, come out for the next season of cross country. You will be in excellent company.

Senior Girls Volleyball

Ellie Sercombe '11, Coach

The start of the 2011 Senior Girls volleyball season was looked upon as a rebuilding year, with seven returning players and seven rookies—including the coach! Throughout the season, the determination and will to improve allowed these young athletes to place third in the city for A, AA, and AAA! This feat was a huge boost for the new squad and allowed the girls to go into the Island Championship feeling confident. Competing with some of the best schools from the north, the team placed fifth overall, a hefty improvement from last year. The girls were not only driven to improve, which they did phenomenally, but they were determined to be a team, and not an average team, but a family.

Senior Swimming

Jessica Woollard

Our 2011 Swim team was the school's smallest team of all with only one competitor! But our solo swimmer, **Evan Letkeman**, is a testament to the greatness of small at GNS. Training with Pacific Coast Swimming but swimming under the GNS banner, Evan qualified for Provincials in four races.

Determined to come home with a provincial medal, he chose to race in only two finals, the 200 m individual medley and the 100 m back, in order to keep his body and mind in top form to swim his best. Evan's strategy and sound preparation paid off: he won a silver medal in the individual medley and achieved a personal best time and 7th place in the 100 m back!



Evan Letkeman, far left.

Evan managed to single-handedly earn the school 36th place out of 66 participating schools in the boy's category, a tremendous showing for our sole swimmer. 🦁

The Awesome Teacher Algorithm:

Enrolment soars above the curve in Jim Irvine's Physics classes

Story by *Jessica Woollard*

Physics gets a bad rap. Rumour has it, it's the most challenging of the sciences; only the gifted students "get it." One would think enrolment in physics classes would drop as malicious murmurings defame this awesome science. But it hasn't. In fact, enrolment in physics classes at GNS is at an all time high, with more students selecting the enriched IB Physics curriculum over the provincial curriculum.

The math doesn't quite work out, does it? More students are choosing the more challenging option for studying the most challenging science?

Let's see if Physics teacher Jim Irvine can help us solve the Physics Enrolment Enigma.

Like particles in quantum mechanics, Jim's path to a career in physics was a wavy one. He joined the military after graduating from high school in Ottawa and began his studies in mechanical engineering at the Royal Military College. After four years of service, Jim left the forces and went back to school, first at Camosun College and then the University of Victoria. He intended to finish his engineering degree but enjoyed his physics classes so much, he kept taking more and more. "I never thought physics was something I would study,"

he reflects. "I just kept taking courses that interested me and before I knew it, I had a physics degree."

Newly graduated, he accepted a position with Tactex Controls, a high tech firm in Victoria, where he came up with new applications for a smart fabric that was being used on the Canada Arm. Difficult financial times forced Tactex to lay Jim off, and the company later dissolved, falling victim to the global financial crisis.

Jim had a different idea for his career anyway; he wanted to spread his love of physics to the masses! He returned to UVic to receive his teaching certificate and secured his first job, a teaching assignment at GNS in Grades 8 and 9 science. Lucky for us, here he has stayed and now teaches Grades 11 and 12 physics.

Naturally, Jim has heard the rumours about his beloved subject and regularly scours the Internet, YouTube, and science blogs looking for ways to make the mind-boggling physics concepts as friendly as possible. "I try to present a concept in two or three ways," Jim says. He also diligently updates his physics blog (mygns.ca/users/jirvine/), where he posts lecture notes and online resources for his students to consult. When

Three Streams of Physics at GNS

IB Curriculum – Higher Level	IB Curriculum – Standard Level	Provincial Curriculum
<i>What is it?</i> IB Higher Level Physics is the top level of enrichment in physics; it has 55 hours of additional lecture time and 20 additional hours of lab work. Higher Level offers the best preparation for university, to the point that many universities will allow students with Higher Level Physics to skip first-year physics.	<i>What is it?</i> The Standard Level IB curriculum is not as in depth as the IB Higher Level or the provincial curriculum; however, similar to the IB Higher Level, it offers more intensive lab work. Students also write the challenging IB exams, which, like the enriched lab work, offer excellent preparation for university.	<i>What is it?</i> The provincial curriculum studies a broad range of topics; however, the lab work in this course is not as intensive as both the IB Higher and Standard level classes.
5/35 Gr. 12 students in IB Physics 12 HL	18/35 Gr. 12 students in IB Physics 12 SL	12/35 Gr. 12 students in Physics 12
Which stream is right for you? See Jim Irvine or Jane Hicks, IB Diploma Coordinator, to discuss which option is best for you.		



Jim Irvine and Katie Robertson demonstrate the static-producing qualities of a Van de Graaff generator during a discussion about electrostatics as part of a Physics 12 class.

students have access to lecture notes in advance, Jim finds students take greater ownership of their learning and can fully engage with the material during class time.

Another way Jim appeals to his students is by showing them the practical—and fun—applications of physics in the real world. “I start with the concept I want students to learn, and then I think, ‘What can we do that’s more fun?’... I choose activities that are interesting to me, too, because if I’m interested, the students will be,” he explained. In the past, he has livened up lessons with guest speakers, like the collision reconstructionists from the Victoria Police Department. They captivated the students with their demonstrations of how Newton’s Second Law (“Acceleration of any body is directly proportional to the force acting on the body and inversely proportional to the mass of the body”) helps determine the speed of vehicles involved in car accidents.

Jim also engages students with unique labs and experiments, some of which even put him in danger—all for the greater good of a sound physics education—like the time his Grade 12 provincial physics class launched

water balloons at him! The class was studying projectile motion, and Jim knew there had to be a way to make the required math calculations more fun. So, he had the class build slingshots with surgical tubing and then calculate the expected landing location of the water balloons. Once everyone had their locations pinpointed, Jim put on his blue raincoat and a hockey helmet, and stood out in Pemberton Park as the students launched balloons at him. He even promised the students extra marks if they hit him!

“One balloon went sizzling past my head and only missed by a foot or two,” Jim remembers, laughing. “I thought to myself ‘If one of these hits me, it’s actually going to hurt.’” Thankfully for Jim—but sadly for science—no one hit him. But we won’t lose faith; the students can’t wait to try again next year!

After the lab, the halls were buzzing about how awesome physics class was instead of how scary it can be. “The students loved the lab,” Jim says. “And the Grade 11s who heard about it will expect to do it next year; they’ll want to do it next year. I try to make the students excited about what’s coming up to build a nice program here.” *(Continued on next page.)*

*Enrolment in physics classes at GNS is at an all time high,
with more students selecting the enriched IB Physics curriculum
over the provincial curriculum.*

Continued from page 23...

His enthusiasm for physics has caught on and trickled down, as he hoped it would when he started teaching. Certainly, a sense of humour is always a good way to endear students to you, especially when your subject is known to be the hardest one around. "He makes jokes about physics and does demonstrations in class all the time," comments Grade 12 student **Nick Grundmann**. "He's able to connect with the students on a personal level, too," he adds, saying he goes in to chat with Mr. Irvine on lunch breaks and after school. "He's well liked by everybody." He laughs: "But there's a split in the school community about whether or not the beard was a good decision!"

Fully bearded or otherwise, Jim's style makes physics more approachable. "I think what people find most difficult [about physics] is the problem solving, and what they love are the concepts, the explanation of how the world works," Jim reflects. "I mark the physics and not the math, so if you show me the problem solving steps, that's where the physics is, and you will get most of the marks." Ultimately, Jim adds, if students buy into the notion that he marks the physics and not the math, they ultimately do better at both.

As long as his students learn the physics, Jim is happy, and he is thrilled to see more students enrolling in his classes. "We have fun in class," he says. "But we work hard, too, because you have to understand the physics. The fun comes, but it's always Physics first."

There you have it; Jim has solved the Physics Enrolment Enigma using Irvine's First Law:

Challenging Course Material +
Approachable, Fun Teaching Method
= Higher Enrolment + Greater Results

Apply the formula as needed. Don't forget to show your work for full marks. 🦁

New Staff at GNS



**Darren Brown,
Co-head of SS
Math**

Darren completed his Bachelor of Science in Mathematics

at Thompson Rivers University, followed by a Bachelor of Education from the University of British Columbia. Currently, he is working on a Master's for Mathematics teachers through the University of Waterloo. Darren spent 11 years at the Dalian Maple Leaf International School in Dalian, China where he taught Senior Math, including Advanced Placement Statistics, Calculus, Physics, and Information Technology. Prior to moving to China, he taught at Sentinel Secondary in West Vancouver as well as two semesters of Computer Science at Douglas College.



**Luz María Cabrera,
SS Spanish**

Born and raised in Santiago, Chile, Luz María came to Edmonton in 1991

to pursue a Master's degree in Instructional Studies at the University of Alberta. She is happily married with two teenage children, Kaisa and Matti. Prior to coming to GNS, she worked for Athabasca University as an instructor of web-based Spanish courses for 15 years. She also worked as a Grade 1 bilingual teacher at Grandin School for the Edmonton Catholic Board. When she and her family moved to Victoria in 2010, she taught a session at the University of Victoria. She enjoys reading, gardening, biking, and cooking.



**Michele Catalano,
Co-head of SS
Math**

Michele completed her Bachelor of Mathematics at the

University of Waterloo, followed by a Diploma in Education at McGill University. She then completed a post-graduate certificate in Education at the University of Manitoba, and she is currently working on her Master's in Education, also through the University of Manitoba. She taught in Québec for seven years, followed by 14 years of teaching in Winnipeg. She looks forward to experiencing life in Victoria.



**Erin Dallin, SS
Chemistry**

Erin grew up in Victoria and attended UVic, where she received her Bachelor

of Science in Chemistry, Master of Science in Organic Photochemistry, and Education Certificate. She is thrilled to be part of the GNS teaching staff and brings with her many years of experience teaching chemistry lab classes at UVic and Vancouver Island University. Science is a passion for Erin, and she is particularly excited to mentor students for this year's Science Fair. Erin has also worked as a rowing coach and hopes to take part in the GNS rowing team once her two young boys (1 and 4 years old) are a bit older.



**Kirk Dorion,
SS English**

A Canadian citizen, Kirk moved to the UK 17 years ago, where he and his wife worked

as houseparents in independent boarding schools. During that time, Kirk completed a Master's in Modern Literature from the University of Kent and a Master's in Education from the University of Cambridge. He is currently completing his PhD in Education, also at Cambridge. Over the course of his career, Kirk has taught English, Chemistry, and Drama, the latter for which he took professional development at the Royal National Theatre and the Royal Shakespeare Company. In the UK, Kirk also worked as a freelance writer of educational articles for national teacher magazines. Kirk and his wife have two children, Maddy (11) and Jacob (13). They moved to Victoria to be with Kirk's family and to experience the west coast lifestyle in what his British-born son calls, "utopia."

Shelley Drew, Database

Coordinator, Executive Assistant to the Director of Advancement

Shelley joined the GNS Advancement Office in April 2011. Prior to, Shelley was with the BC Children's Hospital Foundation and coordinated the Victoria Festival of Trees and other fundraising events. Shelley has a sales and marketing background and is enjoying the independent education field. Off hours, Shelley spends her time up island with family and friends. She loves music, fashion, and food—in that order!



**Myki Engelland, Lunch
Program Coordinator**

Myki is a foodie with interests in health and wellness. She gained extensive experience with food by owning and operating two

food-based businesses that focused on supporting sustainability, local farms, and companies. Myki believes in strong communities and is very happy to be a part of the GNS community.



**Bunny Hughes, MS
Physical Education
and Educational
Assistant**

Bunny grew up in Victoria and moved to

Edmonton to complete her Bachelor of Physical Education and Bachelor of Education in Special Education at the University of Alberta. While attending U of A, she played field hockey for the university team. Prior to joining our staff as a PE teacher, Bunny worked as an Educational Assistant in the Middle School and also taught the ESL Setagaya Program last summer. In addition to teaching PE, Bunny continues to work as an EA in the Middle School.



**Lenore Kennedy,
Manager, Annual
Giving**

Lenore comes to GNS from the Victoria Women's

Sexual Assault Centre where she coordinated Walk a Mile in Her Shoes, the international men's march to end violence against women. She brings ten years experience in fundraising and development, having worked in both the arts and social services, and she is passionate about creating a positive atmosphere that inspires philanthropy and creates lasting change. Lenore is a graduate of UVic and holds a Bachelor's in Women's Studies and Anthropology, as well as a graduate certificate in Creative Writing from the Humber School for Creative and Performing Arts. She recently completed her first novel under the guidance of Governor General Award nominee Sandra Birdsell. Lenore shares her home with

two spoiled whippets and is happiest in the outdoors, camping and travelling with her family in their Volkswagen van.



**Jackie Maycock,
MS French**

Jackie feels very lucky to have been part of the GNS family for quite a few years now. In the

spring of 2000, her very first teaching practicum was in Ann Raffo's Grade 1 Girls class! After graduating from UVic in 2002 with a Bachelor of Education, she returned to GNS for one year as an Educational Assistant in the Middle School. This is her eighth year as a Teacher on Call for the Pemberton Woods Campus, and she is very excited to complement that with French 8 and ELL 10.



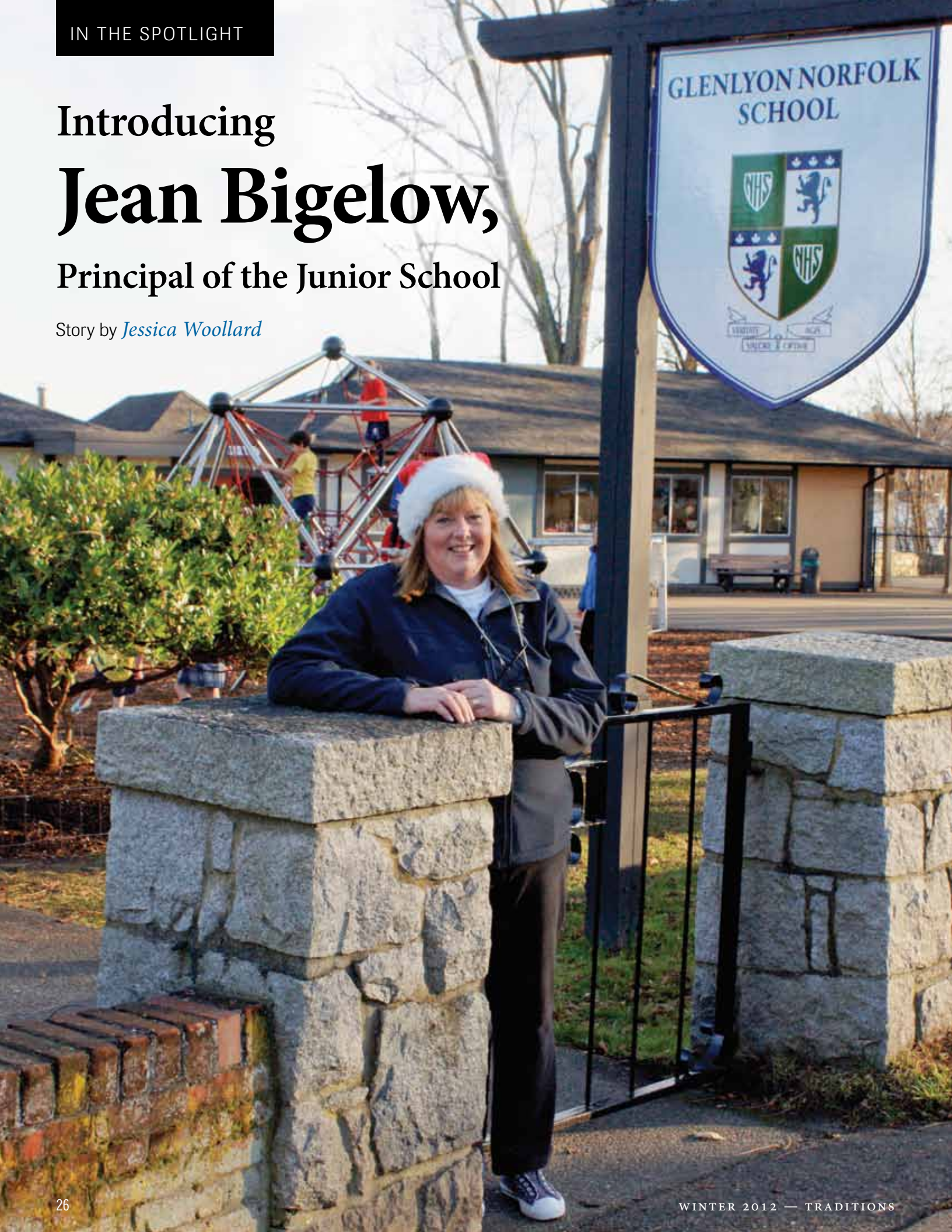
**Steve Thompson, MS
and SS Band**

Steve is joining GNS after several years in the Okanagan. He is originally from Victoria

and taught briefly at our Junior School in 2002. Steve holds a Bachelor of Music degree from the University of Victoria, where he studied saxophone. He established a music program at The Glenfir School in Summerland, BC in 2003, and joined School District #53 (Okanagan/Similkameen) in 2004, where he taught Band and Music to students in Grades 2 through 12 at five schools until June 2011. Steve is excited about his return to Victoria and GNS and is looking forward to continuing the GNS band program's tradition of excellence. 🦁

Introducing Jean Bigelow, Principal of the Junior School

Story by *Jessica Woollard*



Not since Hamish Simpson took over the role of Headmaster at Glenlyon has an alumnus from our school taken on a Senior Management position at GNS; and while several Norfolk House alumnae have joined the Board, no alumna has ever served on the school's senior administrative team—until **Jean Bigelow '71**, our new Junior School Principal, whom we welcome to the Beach Campus with open arms.

Jean attended Norfolk House from 1966 to 1971 along with her three sisters. She adored her time at the school and immersed herself in campus life, joining sports team and participating in clubs and house activities. After graduating, Jean earned her degree in elementary education from the University of Victoria, and then launched her career in Cache Creek, remaining there for 17 years, teaching various grades at three elementary schools.

When her three children approached their high school years, Jean and her husband decided it was time to move them into an independent school. Naturally, her *alma mater* was a top contender, and after re-familiarizing herself with the school, the amalgamated Glenlyon Norfolk School, Jean was pleased to discover the school upheld the values she appreciated as a student and offered a rich educational program with myriad opportunities for her children. And so it came to be that **Annie, Peter, and David** followed in the footsteps of their mother and aunts and graduated from GNS in 1997, 2000, and 2002, respectively.

Once settled back in Victoria in 1991, Jean began substitute teaching at local schools, including GNS. Gradually, her course load at GNS expanded to a few permanent classes, and after a few years, she was given the opportunity to create the learning support program in the Senior School.

Jean is one of the only teachers at GNS to have worked on all three campuses, and she is certainly the only one who has held such a wide range of positions: from classroom teacher to learning support teacher, Director of Student Life to Acting Middle School Principal, and now, in the role she describes as “spectacular” and “a dream come true,” Principal of the Junior School.

After working with our Middle and Senior students for 18 years, Jean is delighted to be back with the younger children, working with the age group that initially attracted her to a



Jean working with a Grade 4 student.

career in education—not to mention the upgrade to an office with an ocean view! A proponent of the pastoral educational philosophy, her values-based approach to educating follows the belief that the relationship between adult and student is paramount; essentially, students must have a strong relationship with the adults in their lives in order for them to learn their best and do their best. A dedicated follower of Dr. Gordon Neufeld, a celebrated developmental psychologist and co-author of *Hold On to Your Kids*, Jean has undertaken studies with the Neufeld Institute and is certified as a parent educator, a certification that has called on Jean to deliver workshops and seminars to teach parents and teachers techniques to strengthen the relationship between adult and child.

Jean's approach to education has fit in seamlessly at the Beach; teachers trust that she will do what is best for the students; parents appreciate her open door accessibility; and the students are blossoming under her pastoral care, responding well to this year's motto “It's Cool to Care.” The

community senses Jean's warmth and trusts that she will meet every student, teacher, and parent with sincere kindness, respect, and above all, care, qualities that are certain to keep GNS and the Beach thriving. 🐼





Tanis Masson watches as Grade 4 students put their robot through a mission.

Robotics Hits the Beach!

Junior School students are over the moon as they learn to build and program robots

Story by *Tanis Masson*, Learning Resources teacher

Since September 2010, a few students and I have been dabbling with Mindstorms® NXT (MNXT), a robotics kit licensed by LEGO. We attended the 2010 Vancouver Island Championship of the First Lego League, where we saw teams of children in Grades 4 to 7 compete in the Body Forward Challenge. This challenge consisted of 14 missions with a two and a half minute time limit!



Robotics camp students work on their mission program.

The championship gave me a glimpse into the potential of MNXT. In the spring of 2011, I decided to design and run an after school camp for Grades 4 and 5 students. The camp, called GNS Space Odyssey, involved five missions: building the basic robot, programming the Intelligent Brick to move the space shuttle down the tarmac, greeting an alien, taking a picture of the far side of the moon, and retrieving a rock from Saturn. The MNXT kit comes with child-friendly software that allows the user to design programs and then upload them to the robot using a USB cable. The camp was an overwhelming hit and was offered again in the fall of 2011.

In December 2011, robotics was introduced into the Grade 3 classrooms and spans four IB units of inquiry at the Grade 3 level: building, space, signs and symbols, and technology. In

January, the Grade 4 boys piloted a different robotics project focused on their unit of inquiry, *Weather or Not*, called Climate Connections, which was the First Lego League challenge

in 2008. The kit consists of 17 challenges related to climate such as burying carbon dioxide, constructing levées, studying wildlife, and finding agreement. The boys, in teams of six, had five weeks to build a robot, design and build strategic objects to assist their robot, and program their robot to complete as many missions as possible. The boys also spent classroom time researching the connections between the missions and the climate and presented their findings to their classmates.

Robotics provides our students with a hands-on opportunity to solve problems, demonstrate teamwork, and overcome obstacles in a playful and meaningful way. It engages our students in the designing, building, and experimenting process through the use of LEGO and computer programming software. 🦿



Grade 3 students build their robot.

Reaching Beyond Our Limits

Round Square International Conference 2011

Story by Jean Strong '12

In October, six students from Grades 10 to 12 travelled to Europe with **Ms. Sarah McKerlich** and **Mr. Simon Bruce-Lockhart** to represent GNS at the International Round Square Conference at Wellington College in England. Before the conference, we stayed at another Round Square and IB school, the Salem International School, in southern Germany. While there, we visited the school and the local towns with other delegations from India, Australia, and South Africa.

Before travelling to Wellington for the conference, our group went on an overnight hiking trip in the Swiss Alps. Although the hike was more difficult than expected, it was worth it for the alpine hut that was our overnight accommodation and the breathtaking views on our skyline walk.

When we arrived at the conference, both nervous and excited, we were quickly whisked into the fast-paced environment. Her Majesty Queen Elizabeth II honoured us by opening the conference. **Elsbeth McGillivray '12** even got to meet her! Over the course of the conference, we listened to keynote speakers ranging from Jasmine Whitbread, CEO of Save the

Children, to Colin Jackson, three-time world champion and Olympic track athlete. We participated in both service and adventure days, both aspects of the Round Square IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership, Service).

As the trip neared its end, we shared our ideas in small groups and participated in the "Wellington Race," a race around the school's fields, up "killer hill," and through the school's "Swan Lake." The last night we were awed by the school's string orchestra, then danced to the live band, before tearfully saying goodbye to all of our new friends under a fireworks display.

Our delegation has come back from the conference driven to do more. We have ideas for raising money for the charities that inspire us most and are planning our own version of the Wellington Race to encourage even more GNS school spirit. All of us agree that the conference is one of the best things we have done, and we are so thankful to GNS and our parents for providing us with this life-changing opportunity. 🦁

Elspeth McGillivray '12 on Meeting Her Majesty, the Queen

The Queen was going to be speaking at the conference Opening Ceremonies, and each school was allowed to send one delegate to meet her. Before we left for the conference, Ms. McKerlich put all the GNS delegates' names into a hat. She drew my name! I was surprised and really excited. I could not believe I was going to meet the Queen of England.

Even once we were there and I was waiting to meet her, I could hardly believe it. The delegates who were going to meet her were in a separate room, called the Great Hall, waiting for Her Majesty to finish speaking at the opening ceremonies. Everyone was really nervous; we all had butterflies; we didn't want to say the wrong thing. We were scared she'd ask us difficult questions that we didn't know how to answer.

When she came in, we were all lined up around the room, and the Queen, Prince Philip, and King Constantine walked around meeting us. The Queen talked to some people, asking what school or country they were from. When she got to me, she asked if I'd ever visited England before. I said, "Yes, Your Majesty, I have." We were told that as soon as she makes eye contact with you, you have to curtsy or bow. We were told to address her as Your Majesty the first time, and then afterward, to call her "ma'am."

She's very small and petite and perfectly done up, and she was very friendly and smiled at everyone. The energy was amazing.



Three models are featured in a studio setting, showcasing a monochromatic white fashion collection. The model on the left is a blonde woman wearing a white halter-neck, sleeveless dress with a flared skirt and white lace-up boots. The model in the center is a woman with dark hair wearing a white button-down jacket over a white top and white trousers. The model on the right is a woman with dark hair wearing a white long-sleeved top with a deep V-neckline and white trousers. The background is a plain, light-colored wall.

A 21st Century Impressionist

*Designer Stacey Clark '04 impresses
with her fashion label, Odilon*

Story by *Jessica Woollard*



Stacey Clark '04.

Stacey Clark remembers sitting in her university art history class, feeling trapped in a pastel purgatory of Impressionist landscapes. She was studying painting and art history, hoping one day to curate her own gallery, but was struggling to make it through lesson after lesson of lavender water lilies, saffron sunflowers, and periwinkle peonies.

Enter Odilon Redon. An Impressionist only by technique, not subject, Redon's paintings are dark, gruesome even. His style is almost surrealist; his subjects, the stuff of Monet's nightmares—spiders, Cyclopes, and monsters—which was to Stacey, something worth paying attention to.

When Stacey left her studies in visual art to pursue a career in fashion design, she paid Redon the highest honour and named her fashion label Odilon, in celebration of the way the painter broke out of the mold and redefined Impressionism.

Now, as Odilon's fourth collection, Spring 2012, makes its way into stores across America, Stacey, too, is breaking out of the mold, attracting the attention of Vogue magazine and celebrities like Kate Hudson, and emerging as a leader in the contemporary market.

Stacey's apprenticeship as a fashion designer began at age 8, when her mother taught her to sew. She remembers being allowed to pick out new fabric every week to complete

a piece of her choice. Throughout her youth, if ever she envisioned herself in an outfit she couldn't find in stores, she simply designed it and made it herself. One can imagine that wearing the GNS uniform from Kindergarten to Grade 12 must have been torture for her! **Jean Bigelow**, now Principal of the Junior School but then Director of Student Life, fondly remembers nagging at Stacey to button her blouse, put on her blazer, wear appropriate shoes. "She cheerfully obliged," Jean laughs, "and as soon as my back was turned, back [her uniform] went to the way she thought it looked best."

And the way it looked best according to Stacey was with army print Chuck Taylor Converse shoes and a Sid Vicious t-shirt under her blouse! It came as no surprise at all to Jean that Stacey became a fashion designer.

While Stacey struggled to reign in her creativity when it came to her GNS uniform, she found an outlet in the school's visual arts program and cites art teacher **Star Wyatt** (1952–2011) as one of her most influential teachers. "I spent so much time with Ms. Wyatt in the art room. She was always wearing crazy clothes with lots of colours and cool textiles. She was very encouraging of my artwork."

Though teacher and student shared a passion for sewing and clothing design, the pair focused on Stacey's future in painting and pottery; only when she found herself



The Odilon presentation at Fashion Week 2011.

disheartened with her university art program did a career in fashion become a serious consideration. “I never thought I’d end up in the fashion industry,” Stacey reflects. “It happened all of a sudden. I started looking at fashion design programs and realized it was something I could be quite good at.”

In 2006, her portfolio earned her acceptance into the Product Development program at the Fashion Institute of Design and Merchandising (FIDM) in Los Angeles. She enrolled, and “everything fell into place.”

The young designer’s first, small collection sold quickly, encouraging her to launch Odilon. She has since designed three other collections, including her most recent one, the Spring 2012 collection that premiered at Fashion Week in New York City in September. Since then, her seamstresses have been busy producing an order of over 600 garments to be sold in boutiques and department stores across the USA. Her Fall 2012 collection will launch in February.

Stacey’s minimalist designs have been compared to the likes of Céline, a line designed by one of her all-time favourite designers, Phoebe Philo. “That was a huge compliment,” Stacey says. “A pair of Céline pants will sell for \$1600, whereas a pair of mine will sell for \$400. I feel like the contemporary market so desperately needs a brand that is as sophisticated, classic, and wearable as Céline... It’s a goal of mine to give the contemporary market an affordable version of...that high fashion aesthetic.”

Part of the challenge of fashion design, Stacey explains, is balancing your personal art with the trends that filter down from the top designers. “I’m at a really interesting place in the middle, because I can watch the high end couture artists and designers, and I get a lot of influence from them.” At the same time, Stacey says her Spring 2012 collection, characterized by a clean, symmetrical look enlivened with arresting details and

exquisite fabrics, is true to herself. “I feel like I’ve found my niche and my aesthetic.”

When she first started designing, Stacey says she preferred all-black collections, more in the vein of Odilon Redon. “[Spring 2012] is the first collection I have really lightened up,” she continues. “I lightened up and changed my approach to colour... I’ve been in denial I’m Californian, but I’m starting to embrace the sun and culture down here, and it’s having a positive effect on my work.”

In addition to the influence of the California sunshine, Stacey’s background in painting and art informs her designs. “When I’m designing a whole collection, it’s not about each garment being compositionally correct,” she explains. “It’s about the whole collection being one piece of artwork. The whole collection needs to be balanced, cohesive.” Being a fashion designer also affords Stacey the chance to be a kind of curator, too. At Fashion Week, Stacey displayed her Spring 2012 collection in a presentation, an alternative to a runway show, where designers show a select number of looks from the collection on models, who pose for an hour at a time, while fashion editors and reporters study the pieces. “It’s like a gallery,” she says, “a small curation of the whole collection, which has been chosen to show the vibe and the feeling.”

Life is certainly busy for the young designer/artist/curator/businesswoman, who has been heralded by Women’s Wear Daily as “one of the top 12 designers to watch globally,” but not a day goes by that Stacey isn’t confident she is exactly where she should be. “I feel really good about Odilon... and the more people I meet in the industry, the more I feel reassured that this is the right place for me... But there’s a lot more I want... I’m anxious for success and acceptance into the industry.” And how does Stacey describe success? “When I’m walking down the street and I see people in my clothes, and I open Vogue magazine and I see Odilon.” 🇬🇧

Class of 1991

What better way to celebrate a 20th reunion than a school bus ride with classmates! On August 20, the class of '91 met in the Gudewill Library for a late afternoon cocktail reception, followed by a school tour, and a bus ride downtown for dinner. Organized by **Jennifer Bendl**, **Piers Henwood**, **Beth Mullin** and **Beth Petcher**, more than thirty grads and former and current staff attended. 🦋



Class of 1996

On August 20, the graduates of '96 and their young families enjoyed an afternoon of sunshine, BBQ, and reminiscences at The Beach to celebrate their 16-year reunion. Thanks to **Scott Emerson** and **Shawn Steele** for helping fifteen graduates and their families reconnect. 🦋



Duffers' Delight Golf Tournament

A raucous group of alumni and staff teed off in the sunshine at Prospect Lake Golf Course for the 8th Annual GNS Alumni Duffers' Delight Golf Tournament on August 21. Organized by **Shawn Steele '96**, golfers of all abilities enjoyed fabulous weather while playing nine fun holes of golf followed by great food and prizes. Like the Christmas Pub Party, Duffers' Delight is a favourite, annual, alumni tradition.

Don't miss next summer's tournament! Watch facebook.com/mygns and your email for more details in summer 2012. 🦋



Alumni Christmas Pub Party 2011

What do you get when you mix a warm atmosphere, old friends, and holiday spirit? The 4th Annual GNS Alumni Pub Party!

The popular December 23 reunion drew a vibrant cross section of over 100 people from the GNS family including graduates from the 1970s through to the 2000s, along with current and former teachers. Jokes, stories, and business cards were

exchanged. Special thanks to the Bard and Banker Public House for providing complimentary pub fare.

Stay tuned for next year's pub party! To get reunion notices from the Advancement Office, find us at [facebook.com/mygns](https://www.facebook.com/mygns) or email advancement@mygns.ca. 🦊



Simon Rocheleau '03, Jen Causton '03 and Tom Harrison '03.



Emily Skey '06, Ryan Say '04 and Alexandra Skey '04.



Benjamin Kerr '96, John Watts, Lindsey Grover '96, Amy Wing '96, Savannah Taylor-Lee '96 and Scott Emerson '96.



Noelle Rocheleau '07, Lauren Courtice '07, Arianna Mavrikos '07 and Emily Watson '07.



Claire Taggesell '07 and Kyla Mackenize '08.



Elizabeth Davis '10 and friend.



Eric Lowe '08 and Claire Butterfield '09.

1960



After retiring last year from the Vancouver Public Library, **Olivia (Greenwood) Craster** decided it was time to experience a different culture and has accordingly relocated to Fiji! She will spend the next few years there volunteering in the library of the Pacific Theological College in Suva. She writes that she is enjoying learning about both Fijian and Hindi cultures as well as experiencing a tropical climate and the realities of supply and demand in a remote place. She was formally introduced to the community with a special service in which she was blessed in the chapel.

1962



For the past 35 years, **Barbara Garnett Wilson** has bred, shown, and judged Cavalier King Charles Spaniels. She has written three books about the dogs, with another "in works." Visit her website, laughingcavaliers.com. She promises it will make you smile!

1973

Lisa (Potter) Martens is pleased to announce her marriage to Douglas Franklin on November 26, 2011. The union has expanded her family significantly. The pair share three children, two stepchildren, and seven grandchildren with two more on the way! She is dedicated to raising money in support of the 22 Shriners Hospitals for Children. She welcomes emails from Old Girls: fillie@shaw.ca.

1978



Darshan Bains graduated with a degree in nursing from the University of British Columbia in 1989. She worked in acute care at the Royal Jubilee Hospital for several years and 17 years ago became a District Home Care Nurse for VIHA. She works closely with Victoria Hospice, and her specialty is palliative care nursing. Her daughter, Jivan, is in Grade 10 at GNS and, like her mom, enjoys the school.

1979

Ross Meredith is enjoying the wonders of Palm Springs, California, in his new role as

General Manager of the Westin Mission Hills Resort and Spa.

A 512-guest room resort with 300 time share units is located immediately adjacent to the property. The facilities include two world class golf courses, full service spa and tennis centre, and wonderful banquet and meeting space. Recent visitors to the resort include **Tom Watson '80** and former GNS staff **David Bennett**. All GNS alumni are welcome! westinmissionhills.com

1981

Christiane Hile is taking a mini-sabbatical to do some travelling and art while she explores her next career phase. She tends to work in 10-year cycles: after graduating, she worked for 10 years as an attorney in Vancouver, then moved to Silicon Valley, where she worked the next 10 years for a leading online software marketing company. Now, she is training to be a market research moderator and is partnering with a boutique technology marketing firm to provide research and innovation facilitation, while at the same time continuing to explore out-of-the-box ideas, such as shoe design. She recently revisited sailing in Greece, enjoyed some wine tasting in Tuscany, and then took a photography workshop to capture the changing foliage in New England.

1986

Rasma Bertz and her spouse, Ari Meyers, are building their dream home on Salt Spring



Island and hope to move in early next year. Working as the general contractor has been a novel experience for the daughter of a serial renovator, while the commute to work is one of the shortest ever, thanks to kind neighbours who made their house available to them for the year. Meanwhile, Rasma had a busy musical season in December, having performed in her annual recital, a Christmas pops concert, plus various craft fairs where she sold her Christmas album, *Winter's Light*. The CD is also available at rasmabertzvoice.com and on CDBaby.

1987

Wendy Newell has joined Athlone Travel-Carlson Wagonlit on Oak Bay Avenue as a corporate and leisure travel agent. She loves being back in the community, reconnecting with old friends and seeing familiar faces in the Village. Her daughter, Charlotte, turned 9 this year. She joined the 1st Victoria Guides and currently attends St. Margaret's School.

1989

Dally Dhillon completed her Certificate of Business Administration at the University of Victoria through their Continuing Studies program in July 2011. She began working with a mentor in January to

help put her newly acquired skills to use. She writes that she enjoyed convocation more this time around than when she received her Bachelor's—somehow she lucked out and got to sit on stage!

1990



In December, **Stephanie Papik** received a BC Aboriginal Achievement Award for Business of the Year for her store, Knotty By Nature Fibre Arts, a retail store devoted to fibre arts, such as knitting, spinning, weaving, and felting, that also offers classes. The store, which she co-owns with her husband, Ryan Davis, sources local materials and supports the community through unique initiatives including Fibrations, a fibre arts festival. In January, Knotty By Nature moved to the GNS neighbourhood; their new location is 1704 Lillian Street, off Fairfield Road. kbnfibres.ca

1991

After leaving GNS, **John Baker** travelled Europe for a year before heading to UVic to complete an English degree. He completed an education degree in 2002 in Alberta. John, his wife, and children relocated to Valemount, AB, a small town west of Jasper, where he built log houses for a few years

before getting hired on at the local high school, where he has taught various subjects for the last seven years. He currently teaches shop and senior Math—which he says is quite an unexpected teaching load, considering his first degree is in English and his education degree is in elementary! His wife is a writer, and they have two daughters, aged 11 and 9.

After graduating from GNS, **Rich Pearson** spent many years at UVic and on his bike. For about four years, he raced bikes in BC and the Pacific Northwest to varying degrees of success, including winning a silver medal at the BC Games! After finishing his degree in Computer Science, he accepted a position with Telecom in Vancouver, before joining his father's company, Pearson Coal Petrography, in 2004. Together, father and son have expanded the company from a home basement office in Victoria to the US and Australia. He and wife Jen have two young boys, Max and Ross, aged 5 and 3.

1994



Catherine Dorazio was recently married to Mark Van Dop in Cabo San Lucas, Mexico, on May 27, 2011.

1995

Nicola Holdsworth, husband Nathan Dyck, and Baker



(3 years old) welcomed darling little Mary into the world on September 25, 2011. The whole family is doing well and enjoying the new addition.

1997

Charlotte Northeast and her husband Damon Bonetti are pleased to announce the birth of their first child, Julian Donato Bonetti, born on July 9, 2011. Julian is already spending a fair amount of time in and around the theatres of Philadelphia, where Charlotte works as a writer and actor. charlottenortheast.net

2002

Lindsay (Wallace) Mealing and husband David have two daughters, Aurie and Jamie, and are expecting their third child at the end of April. They live in the Seattle area.

2003



Maria Cardona Madero is still living in Mexico City, working for President Calderon as his Agenda Director. She is looking forward to next year's elections in Mexico. She married Carlos Orvananos on October 9, 2010, at a beautiful convent in the middle of a forest. Several GNS friends joined the celebration: **Robbie Cushing '05, Althea Feil '03, David Hamilton '03, Deb Martel '03, Julia Mathieson '03, Hilary Piets '04, Eddie Yang '99**, and her sister and brother, **Lucila '05 and Ignacio '07**.

2004

Brendan Harris '04, Aaran Jackson '06, and Janusz Urban '04 travelled the Inner

KEEP IN TOUCH

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alumni@mygns.ca

Passage last summer on Tiki, a 29-foot, Martin sailboat, exploring the region by way of its local and wild foods. On the voyage, named the Foragers Galley, the trio hunted, fished, and visited local farms, amassing foodstuff with which to cook delicious meals. Follow their adventures at foragersgalley.com.

2005



Khyll Orser is back to speed skating with Esquimalt Speed Skating, after a few injuries kept him out of the sport for over a year. He races on the long track, specializing in the sprint distances: 500 m, 1000 m, and occasionally, the 1500 m. In the last few months, he has attended several competitions, including an international event, and achieved a new personal best in the 1000 m. He qualified for the North American Championships, which take place in Calgary in February. Follow his progress on Twitter, @KhyllOrser.

2011

In her first few months at the Maryland Institute College of Art, **Emma Hutchison** has become involved in a community arts partnership program. She recently completed a mural project at a local elementary school and has been teaching art to inmates at the Baltimore City Detention Center. In the coming months, Emma will

complete a mural project with the inmates and hopes to be part of a small publication of inmate art and writing. Follow the project at artbehindbars.tumblr.com.

Staff Notes



Middle and Senior drama teacher **Ian Collett** and his wife Siobhan were married on July 25, 2010 at Starling Lane Winery in Victoria.



Senior art teacher **Marie Specht** and Paul Fisher were married on July 9, 2011 under a big, old, cherry tree in the Kootenays. They celebrated with family and friends in the summer sunshine, and then enjoyed a journey to an arts festival where they met in 2004.

Obituaries


1932

Betty Parsons, 1915–2012. Passed away on February 1, 2012, in England.

1940

John F. Averill. Passed away in Maple Ridge.

1969

Katherine Ann Quinn, 1950–2011. Passed away on September 14, 2011, in Vancouver. 

SAVE the DATE

2012 Vancouver GNS Alumni Reunion

Contact Lenore Kennedy in the
Advancement Office for more information.
250.370.6793 alumni@mygns.ca

April 18 →

5:30 - 8:30
p.m. ↘

Arbutus Club ↑
2001 Nanton Ave



100 for 100 – A Celebration to Remember

In 2013, Glenlyon Norfolk School will celebrate its 100th Birthday! A Centenary Committee is already hard at work planning special events to mark this important birthday – watch for more information coming soon. Among the many wonderful things in store is a commemorative book that will record in photos and stories the history of the school. We need your help! Please share a GNS memory with us – a funny story, a special moment, an unforgettable colleague, a good friend, a great game – we would be happy to receive whatever you can send us. Please send your story or memory (approximately 100 words) to Duncan Brice at dbrice@mygns.ca.

We are looking to collect 100 stories, written in 100 words or less, spanning 100 years of history. We would like to collect submissions from our whole community: JK to Grade 12 students, alumni, parents and staff.

With each submission please include:

- Students: full name and current grade
- Alumni: full name (maiden name and married name if applicable), graduated year/last year at Norfolk House/Glenlyon Preparatory School/GNS
- Parents: names of children and their current grades or their graduated year/last year at Norfolk House/Glenlyon Preparatory School/GNS
- Staff/Faculty: full name and current/past job title

GNS



100

1913–2013

*Do your best through
truth and courage*



Impres. Kar. R. Reg. Paul. Reg. Treche

GB-121

Save the Date!

Friday, May 17, 2013:

Special Centenary Celebrate the Arts
Afternoon and Evening performances

Saturday, May 18, 2013:

Morning: Athletic event

1:30: Alumni, staff & former staff
tea in Gudewill Library

Evening: Centenary Black Tie Gala

Sunday, May 19, 2013:

Morning: Brunch at the Beach
Drive Campus

Evening: Casual Alumni 'gathering'
at the Royal Victoria Yacht Club

The IB Advantage

Recently, UBC analyzed how well IB Diploma students from British Columbia performed in their first-year UBC classes compared with their counterparts who had traditional secondary school diplomas. IB students who entered UBC with a final IB Diploma score of 27 points performed at the same level as BC secondary school diploma students who entered UBC with an 86% admission average.

*– UBC IB Coordinator Update
2009-1010, Fall 2009*

At Glenlyon Norfolk School, the 14-year average diploma score is 33.2.



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