



TRADITIONS

Do your best through truth and courage



WINTER 2015

In memory of
DOUGAL FRASER
p. 15

FAMILY BOARDING
at GNS
p. 16

ANNUAL REPORT
2013/2014
p. 20

Interview with
"LIDDY"
p. 26

The Round Square
IDEALS
p. 29

Contents

Features

- 12** Being the Change
- 15** In Memory of Dougal Fraser
- 16** A look at Family Boarding at GNS
- 20** Annual Report 2013/2014
- 26** An interview with "Liddy"
- 29** Student examples of the Round Square IDEALS
- 32** Head's speech from Closing 2014
- 38** Reunion report Class of 1964
- 39** Lessons learned at Glenlyon

In This Issue

- 1** From the Head
- 2** From the Board
- 4** New Staff
- 6** Advancement
- 7** Retiring Staff Tributes
- 11** Round Square report
- 35** Class Notes

TRADITIONS



Published by
Glenlyon Norfolk School
801 Bank Street
Victoria, BC V8S 4A8

Phone: 250.370.6800
Fax: 250.370.6811

Email address:
traditions@mygns.ca

www.mygns.ca



The information herein may not be reproduced without permission.

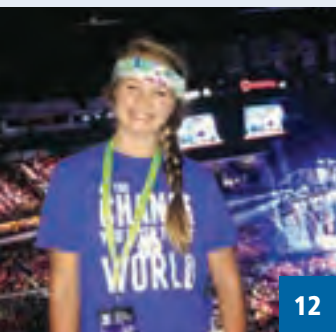
Ideas and opinions expressed in this issue do not necessarily reflect those of the school.

DEPUTY HEAD, ADVANCEMENT
Chad Holtum

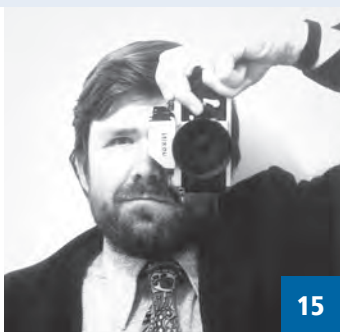
DESIGN & PRODUCTION EDITOR
Cheryl Alexander

CONTRIBUTORS
Heather Atkinson, Amy Blandford, Simon Bruce-Lockhart, Jake Burnett, Claire Butterfield, Kiki Cekota, John Crawford, Chris Denford, Jill Graham, Gerald Haddon, Cheryl Hadley, Cachelin Hall, John Kuehne, Trish Dunn Lortie, Francis Mbroh, Lori Muñoz Malcolm, Natalie Salomon, Annabel Thornton, May Yoshikawa

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



12



15



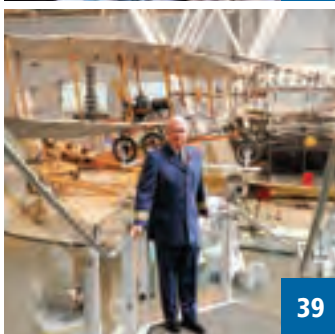
16



25



26



39

Front Cover: The face of internationalism at GNS

Back Cover: 5-Day Family Boarding at GNS

A publication for Glenlyon Norfolk School



And the greatest of these...

A teacher's most precious resource

Simon Bruce-Lockhart, Head of School

Every morning I open my email to find a slew—or perhaps I should say a slough—of opportunities for conferences, videos, speakers and workshops, most of which are disposed of quite quickly. Many of them are standouts—IB pro-d, IB conferences, NAIS opportunities, leadership courses, curriculum workshops—but generally, they share the same fate. If I took all the opportunities on offer, I would never be at the school. If I took advantage of all that I would like to, I would be away too often and too long.

Therein lies one of the conundrums of teaching in today's world. The need to get “best practice” into place, the call for accountability and accreditation, the opportunities for professional development, the desire for individualization, and the thirst for collaboration all make the teacher's day full from morning to night.

Today, one does not teach a class of 20; one teaches 20 individuals in a common time and space. Depending on the subject, I believe outstanding teachers spend two hours outside the class for every hour in it—approximately one hour with individual students and an hour prepping and evaluating. That doesn't touch any of the on-calls, the supervisions, the co-curriculars, the sponsorship of MYP projects or the like, the conferencing with parents, the writing of reports.

Some years ago, frustrated by the degree of distraction the world was wishing to place in our way, I wrote this:

In my opinion, education at its best comes down simply to this:

Putting students into an environment that helps them discover who they are and develop who they will become by engagement with caring professionals who will treat them as individuals on that journey.

In my 41st year in independent schools, I believe that more than ever. When one thinks about it, that's precisely what we do as parents for our children. We can give our offspring three important gifts: love, a good education and time. And the greatest of these is time.

So too for teachers. Caring professionals treating young people as individuals along the journey of self-realization and self-actualization can only be successful if they have the gift of time, free from too many enticing distractions that—though worthwhile in themselves—diminish the teacher's most precious resource.

GNS is the outstanding school it is because the faculty somehow, somewhere, despite the distractions, create the time to give to our students. I am most grateful. 🦁

Steady values in changing times, and why GNS is important for our future

Chris Denford, Chair, GNSS Board of Governors



Chris Denford, in 1980, with Sandy Walker on his shoulders.

I can vividly recall my first day as a student at Glenlyon Preparatory School for boys. I got up early and donned my Grey Friar's purchased school uniform with care and a titch of pride. My black shoes were so highly polished that they were like mirrors. My grey socks were neatly folded below the knee to reveal perfectly parallel blue and off-white stripes. My blazer's breast pocket school crest was pristine; there was not a smudge of dirt nor food stains sullyng the Rampant Lion. My grey school cap was delicately balanced on the top of my head. I wondered how I would be able to keep it on my head if I was running around at recess. Even walking, I had to be careful not to move my head too quickly as it fell off quite easily. As I left the house, mom took photos to commemorate the occasion. Gosh, I looked sharp.

Even though I held my dad's hand for support, I felt confident as I entered the school grounds. I was ready to embrace the adventure of a new school. My new classmates stared at me with curiosity and with a hint of incredulity. Unfortunately, no one had told my mom that the cap was no longer part of the school uniform. It was not the kind of start of school that I had hoped for.

1972 to 1980 was an interesting time to be a student at Glenlyon. Societal attitudes experienced a shift away from strict conservatism towards a more liberal approach to our institutions and daily ways of life. School in the early 70s was fairly strict: military-style parade inspections were scheduled to examine student deportment. Heaven help those boys with disheveled uniforms or unpolished shoes! Interactions with teachers were guided by a respect for hierarchy and a healthy dose of fear. As we approached the 80's, students continued to treat teachers with the respect they deserved; however interactions became less rigid and formal. I was fortunate to be in Rick Calderwood's first class in 1979. Mr. Calderwood was not that much older than us; it was not lost on us that he treated us with the kind of respect that was usually only shared among adults. He treated us as equals.

Even rules regarding the school uniform became more relaxed. During particularly extreme hot weather spells, the students kept a watchful eye on the school notice board. When a notice was posted declaring that it was "Officially Hot," students were granted permission to remove the tie and fold up the shirtsleeves. Of course, this was accompanied by a morning assembly demonstration by Mr. Keith Walker on the proper technique for folding up one's sleeves. The thoroughness of his instruction, with a step-by-step demonstration utilizing his own sleeves, was an impressive display



From left to right,
Mr. Richard Calderwood,
Mr. Keith Walker and
Mr. John Crawford.

of respect for our institution. If such concessions were to be granted to the students, one still had to maintain a neat and tidy dress at the risk of lowering one's standards to unacceptable levels.

The cane, as an instrument of punishment, was gradually and thankfully slipping out of vogue. In the classroom, lessons were becoming less structured and, as a result, delivered in more unconventional ways. One day in History class in 1980, my classmates and I were shocked to see the cane make a sudden re-appearance. One of my favorite teachers—Mr. John Crawford—stormed into class in a very irritable mood. He proceeded to yell at us, quite irrationally, picking on various students for what appeared to be minor transgressions in deportment. All students were ordered to place their heads face down on their desks. Mr. Crawford summoned several students, one at a time, to approach his desk at the front of the class. Unable to see what was unfolding, we nonetheless heard the sickening sound of the cane making some serious contact. Paralyzed with fear, we all sat silently dreading the possibility of being the next victim. Eventually, we were ordered to raise our heads. We were relieved to see the smiling faces of those we believed had been caned. With a twinkle in his eyes, Mr. Crawford explained that no one had been punished; his tirade was a performance and formed part of our history lesson that day. Throughout history, intimidation and fear have been a recurring theme and means to control the masses. Our rather small, quirky, independent school attracted wonderful teachers like John Crawford. Discarding tired presentations of facts, they dared to be creative as they truly understood what works with students. It's why the concepts they helped us understand—as well as their dynamic personalities—are still remembered by us to this day.

I learned so much during my eight years at the Beach. Every year brought countless events, experiences and lessons that were enjoyable and now form part of my vast collection of happy school memories. I consider myself lucky to have been in an amazing place where I felt welcomed, accepted, and part of a family. Like me, most of my classmates were lifers—or as much a lifer as was possible in the Grade 3-10 era. We were a diverse group of boys with different interests and

abilities, whether those divergences were academic or athletic. Some of us were from families with substantial financial means; some of us were from families that had to make considerable sacrifices in order to attend the school. Despite this, we felt a solidarity and acceptance of one another. There were no cliques or groups at odds with each other. We celebrated our victories together, shared jokes widely and generally felt content to be in each other's company.

When I look back at my own experience as a student of GNS, I realize that the most important things I learned don't really have anything to do with academics or sport. I learned to be guided by honesty, to consider the wellbeing of others first, and to value family. I also learned to appreciate life's advantages and to be grateful for them without a sense of entitlement. These values weren't necessarily learned in the classroom, but—rather—by simply being a member of the Glenlyon community. It's our unique school culture—so often difficult to put into words—that attracted my parents to Glenlyon in 1972. It's why my wife and I decided to enroll our children at GNS many years later.

Glenlyon was a fantastic school in its day. Then the amalgamation with Norfolk House, a wonderful school with its own distinct culture and traditions, created something quite extraordinary. The sharing of stories and histories means that we are all connected to a much more complex and rich past. As an 'old boy', I am proud to stand alongside the alumnae of Norfolk House. With the implementation of IB and Round Square membership, GNS today is a remarkable community. My three daughters and son are inquisitive and questioning in their learning. They are tackling issues and presenting ideas in a manner that, as a father, I find amazing. Allowing themselves to be challenged and taking risks (in a positive way!) are providing them the necessary training and tools to succeed in their future. When I was asked to consider the role of Board Chair, I initially declined as I thought others would be better suited. When I was asked again a few days later, I thought of my kids who are being risk takers on a daily basis at school. If they have the courage to welcome challenges and push beyond their own comfort zones, why shouldn't I do the same? 🦋

New Staff for the 2014/2015 School Year



Meera Bandechha, a well trained Montessori teacher from Maria Montessori Academy, is joining us as a full-time assistant in JK. Her three children have also joined us in Junior Kindergarten, Grade 1 and Grade 4.



Amad Benga is from France and has a BA in Political Science (University of Montreal), a Masters degree in Environment and Sustainable Development (University of Montreal), and a BEd in Geography from the University of Ottawa. After spending the past two winters teaching French in rural Saskatchewan and frigid Winnipeg, he is looking forward to coming to Victoria. Amad will teach French in both the Middle and Senior schools and assist with our rugby program.



Craig Cleator is joining GNS to teach Grade 2. Recently, he was a PYP teacher in Belgium but is looking forward to coming back to his native Victoria with his family.



Jamie Elbert is no stranger to us having completed one of her teaching practicums at GNS in 2011/2012. Now she is returning to join the English Department. Ms. Elbert has a BA in English from the University of Victoria and is working towards a MA in Education. She is a self-employed photographer, enjoys travel, and volunteers as a ballroom dance instructor.



Paul Fisher returns to GNS in a new role as the Teacher-Librarian at the Gudewill Library. He holds a BA in Psychology from the University of Alberta and a BEd from the University of Victoria, specializing in Spanish and History. Mr. Fisher has had a regular presence at GNS for the past five years as a chaperone, a tutor, and a teacher-on-call. Outside of school, Mr. Fisher enjoys photography, hiking, and attempting to train his cat.



Sarah Harvey joins us as Family Boarding Coordinator. She holds a BA in International Development Studies from Dalhousie University, as well as a Master's Degree in Human Security & Peacebuilding from Royal Roads. For the past four years, Sarah worked as Enrolment Coordinator at Big Brothers Big Sisters of Victoria, screening potential volunteers and matching them with children in the community. Sarah has studied, worked, and travelled in many countries, including time as an international homestay student herself. She speaks English, French and Spanish. Sarah is delighted to be joining GNS and welcoming new international students to our community.



Jacqueline Howey was with us last year as an Educational Assistant, but joins us this year as the MS Library Technician. As well, she will be teaching ELL and some Socials, and joining Tassy Davidson as a homeform teacher in Grade 6.



Rebekah Johnson joins GNS as our Theatre Manager. She holds a MFA (Visual Arts) and a BFA (Theatre with distinction) from UVic as well as a Diploma of FA from the Vancouver Island School of Art, and two years of Labour Studies at Cornell. Rebekah has worked as a theatre technician at various venues, including GNS and has won a number of awards in theatre lighting design. She will be working closely with our Fine Arts Dept and our tech team in overseeing the technical aspects of The Hall.



Robert Marthaller joins us to teach English and Social Studies and will work with Leah Stott to create 7S/M. He has a range of experience across the MYP—in independent schools here in BC and internationally—and he has just (re)located to Victoria with his wife.



After an extensive search, **Dr. Teale Phelps Bondaroff** joins GNS as our new debate coach. He holds dual BA degrees from the University of Calgary in Political Science and International Relations and recently completed his PhD in Politics and International Studies at Clare College at the University of Cambridge. His interests include hockey, cartooning, sculpture and sailing.



Karen Pickard joins GNS as the Library Technician for the Senior Campus. She holds a BA in English from VIU as well as a diploma in Library and Information Technology. She has worked for the past three years at the Provincial Resource Centre for the Visually Impaired and is delighted to come to GNS and return to Victoria.



Serena Polt holds a BA in Spanish and German and a BSc in Pure Mathematics from the University of Calgary. She has successfully taught mathematics in our summer program for the past few years and taught mathematics at the university level. Ms. Polt will teach mathematics and Spanish at GNS. Her interests include hiking, painting, and computer programming.



Morgan Shearer is an experienced PYP teacher who comes to us after working on her Masters in Leadership at UVic. She will be teaching Grade 1.

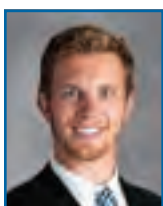


Gina Sicotte will teach art this year in the Middle School and joins Damon Henry in 6H/G. Gina lives with her husband and two daughters in the Cowichan Valley, and she has experience with the MYP and DP.



Adrienne Smook holds a BA in Acting with distinction from the University of Alberta and a MA with distinction in Voice Studies from the Royal Central School of Speech and Drama, London, UK. She is a popular and well-respected teacher at the Canadian College of Performing

Arts and is already known by a number of our students, having helped out with Shakespeare Day. Ms. Smook will teach drama and assist with Performance Studio.



Bart van Tine is a recent graduate from the University of Victoria with a BSc in Physics and Astronomy. He will teach physics and science and is delighted to be starting his career at GNS.



Kevin White is our new Director of Student Recruitment. He has worked in education for 23 years as an IB Economics teacher; Vice-Principal; Advanced Placement Coordinator; Curriculum Support Manager for the IBO in Cardiff, Wales; and, most recently as Principal of the South

Island Distance Education School (SIDES) here in Victoria. Kevin's daughter Hannah will also be joining us in Grade 6.

Director in Residence

GNS has created a new position in the Senior School called "Director in Residence." The purpose of the position is to expose our students on a regular basis to professional theatre instructors so that they may learn from the best available theatre teachers in the country. Each director will be contracted to produce one of the annual Senior School theatre productions.



Christopher Weddell has agreed to be our first Director in Residence and he was responsible for *The Tempest*. Christopher is one of the founding members of "Bard on the Beach" and played a key role in the maturation of the festival now celebrating its 25th year. He is a former Head of Acting at the Canadian College of Performing Arts (CCPA) and has

trained over 400 Canadian performers. Over the length of his career, he has either directed or assisted with directing 28 productions. Christopher has lectured and taught acting and Shakespearean technique in numerous cities across Canada and has gained a reputation for his strong communication skills and ability to establish an excellent rapport with young performers.



Jessica Hickman is our second Director in Residence. She is a multi-disciplinary artist, who works as an independent choreographer, director, teacher, puppeteer, and producer. While living in Victoria, Jessica has been lucky to have worked with companies such as The

Belfry Theatre, Chemainus Theatre Festival, Theatre SKAM, Gotta Getta Gimmick, Victoria Operatic Society, Theatre Inconnu, and Blue Bridge Repertory Theatre. She currently teaches movement to pre-professional performers at the Canadian College of Performing Arts, and the Victoria Academy of Dramatic Arts. In addition to her work here, Jessica often travels to the Yukon where she is the Co-Artistic Director of a Yukon based company called Open Pit Theatre. In the fall, Jessica was the choreographer for *The Tempest* and she was thrilled when GNS approached her to direct and choreograph *Bye Bye Birdie*. 🦋



Eva Riis-Culver (right) with Mia and Brian de Clare at the grand opening of The Hall.

A Tribute to Eva Riis-Culver

Simon Bruce-Lockhart, Head of School

Eva arrived at Glenlyon Norfolk School in the fall of 2006, having led a highly successful new parents' campaign at Crofton House School in Vancouver for several years. She inherited an Advancement Program at GNS that had been episodic in the past: sometimes it had been firing on all cylinders, and then it had periods of little activity. Against this backdrop, Eva set out to build a culture of philanthropy at the school. Her timing was impeccable, as the Board of Governors undertook an extensive campus master planning exercise at about that same time—and came up with the Campus Transformation plan, which spanned the whole school and was ambitious in its scope.

The first project was the artificial turf field—quickly accomplished and ample proof of the aptness of the Campus Transformation name.

That single project opened up the school to Richmond Road for the first time, and the field literally transformed our athletic program. Then came The Hall—after a hiatus caused by the economic woes of 2008. The Hall is the iconic centre of the school, and has had a profound impact on our performing arts, our pride as a school and our sense of community.

Eva's tireless work in support of these two projects allowed them to happen. Moreover, it laid the groundwork for future projects at both the Beach and the Pemberton Woods campuses as the school community grew confident in its ability to take on large projects and see them through to great success.

Eva's success as a fundraiser sprung from a number of different characteristics: her professionalism, her determination, her willingness to work late into the evenings, and her ability to connect with people. But her greatest strength sprang from her absolute belief in the value of what she was doing and her passionate love of GNS. She had a long history with independent schools, as her husband and three sons all attended Ridley College in St. Catharines, ON, as boarding students, and Eva worked there in Advancement prior to going to Crofton House. Perhaps it was the placement of her office in Rattenbury House, overlooking the Oak Bay Marina, or the unending joyful noises of children—GNS students—at recess, or the gift of 78 cents from a young girl who wanted to do her part for Campus Transformation. Whatever it was, Eva fell in love with GNS, and it was that which drove her forward.

During Eva's 8 years at the helm, our Advancement Office raised over \$6.4 million, enabled the field and The Hall and set the school up for future fundraising success—an enormous achievement. Thank you, Eva, for making that possible.

Eva left the school in June to return to her home in Ontario. However, she and her husband Larry continue to love Victoria and have a house at Big White, so it is our hope that we will see them often. 🦁

Tributes to Retiring Staff

Jane Hicks – 33 years

Lori Muñoz Malcolm, Marketing Associate

GNS is proud to call itself one of only twelve schools in Canada offering all three International Baccalaureate (IB) Programmes. The IB World School status has taken a number of years and much planning to achieve—a process that few schools dare to undertake. Twenty years ago, it would have taken great foresight and innovative thought to predict that IB would become the fastest growing enriched educational programme in the world. We have educators such as Jane Hicks to thank for starting GNS on the journey of IB that would move us to the forefront of education.

Jane first came to the school from Scarborough, Ontario in 1981. At that time, 801 Bank Street was Norfolk House—a small girls' school. Jane taught Math to Grades 8 through 12 and Computers. She taught the girls programming with only two Apple computers, long before the rise of the Internet. After the amalgamation of Glenlyon and Norfolk, Jane continued to enjoy teaching Math to the end of her 40 year career.

In the mid 1990s—post-amalgamation of Norfolk House and Glenlyon—GNS formed a staff committee with Jane Hicks at the helm to explore the possibility of offering the IB Diploma. At a

"I came to Norfolk House the year before Glenlyon and Norfolk became GNS and I remember meeting Jane because she was a force! A tireless believer in education who always put the students first and foremost, Jane never hesitated in speaking her mind and advocating for the very best education she knew the students deserved. I have always admired Jane for her steadfastness and her ability to keep that laser sharp focus on issues, trends and most of all the students in her care."

– Deryn Levell, Head of School, The Bishop Strachan School

time when AP (Advanced Placement) was so widely popular and prominent, straying away from the pack was a risk. When Jane attended an IB Conference in Montreal in 1995, she came back to GNS completely confident that the IB was a far more rigorous and enriching programme. Despite the scary set of exams, IB would stretch the limits of students and teachers. Jane knew that this 'stretch' would grow GNS and raise the standard of teaching and learning. In 1996, the school became an IB school authorized to offer the Diploma Programme and Jane became the Diploma



"The very first time I met Jane was for my job interview, and quite frankly, I felt a little intimidated by this small but very obviously powerful woman. However, it was not long before I grew to be very fond of Jane and came to recognize the incredible warmth and kindness that she extended to our entire community. Jane was like a mother and friend to all staff members in times of trouble, and everyone could depend on her for true professionalism, discretion and compassion. I feel very fortunate to be able to call Jane a true friend."

– Andrea Harris, French Teacher, GNS

Coordinator overseeing teacher training, and Diploma courses and exams. This transition was not without challenges. Like all change or great ideas, it met with some resistance, but Jane, with her whole-hearted faith in the programme's potential, met any reservations with both patience and perseverance.



In 1998, the students, staff, and parents held their breath as they waited for the exam results of GNS's first IB candidates. This was uncharted territory for GNS, and with very few schools to look to for guidance, the school was unsure of what to expect. That summer the results came in and the students' marks were high. The significance of the marks was not only a reflection of the hard work of the students, but it also ranked the competency of GNS as an IB school. There was no turning back after that; in 2002 GNS began to offer the Middle Years Programme, followed by the Primary Years Programme in 2007.

Despite her busy days at GNS both as a faculty member and as a parent, (Graham '98 and Marianne '03) Jane never let the academic work get in the way of her connecting with students and staff. She always had time to offer some kind words to a struggling student or colleague. If you were lucky enough to have her as your homeform teacher, you would remember the thoughtful attention she paid to her students, always remembering their birthdays. New teachers to GNS could count on Jane's mentorship as they navigated their way through their first few years at the school. Jane was quick to volunteer her time to other teachers and to school events.

Thank you Jane for your leadership at the school for the last 33 years, and for your commitment to your vision that GNS become "a leader in academics." 🦋



Marlene Guillemette – 20 years

Jake Burnett, Middle School Principal

We all smiled when Marlene Guillemette received her twenty-year GNS pin at the end of the year. She received a huge round of applause and cheers from the staff when this happened. Likewise, we were all dismayed when Marlene told us that this year would be her last. Of course, this was entirely selfish of us, based (ironically) on the total selflessness that Marlene always shows. 'I can do it!' is something she would always say with a smile—whether this was catching a student with a message, sewing costumes for a school production, counting out change after a charitable collection, covering Drop Everything and Read time, or whatever or whenever. Marlene was always happy to oblige.

It would be wrong to call Marlene our Library Technician because the scope and depth of what she did every day was simply enormous. When Marlene was asked to re-write her job description one year she politely asked, with her wonderful smile, 'Do you want my official role or what I actually do?' The 'actually do' list was longer than anyone else's here in the Middle School!

We are enormously proud of everything that Marlene has done in her twenty years here at GNS. She has seen a great deal of change but has always been willing to be part of this—and always with a smile and a sparkle in her eyes. We smile too, knowing that Marlene has chosen to now spend time with many generations of her family: from those a little senior to her, to those who are many years her junior. We wish her many happy RV trips, some pleasant time in the Prairies, time to enjoy her grandchildren and most importantly, time to smile at home with her husband, Claude, as they enjoy each other's company here in Victoria. 🦋

Sandy Drever – 26 years

Lori Muñoz Malcolm, Marketing Associate

It is said that you either need to be of royal descent or deceased to appear on a Canadian postage stamp. When Sandy Drever appeared on a Canadian stamp in 1979 she was neither of those two things; she was, however, an athlete worthy of such recognition.



Many know Sandy as the dedicated coach who was always ready with words of encouragement and a positive attitude. Or as the athletic director always willing to help out with any task, no matter how small or last minute, all to ensure that the games and tournaments ran smoothly. Many have seen Sandy on the sidelines: a loyal fan of all the Gryphon teams standing in the cold, rain or sunshine cheering on GNS with her dog Kiri at her side.

What you may not know about Sandy is that before coming to GNS, she was an accomplished athlete. Growing up in Calgary, Sandy was a natural athlete who competed on numerous teams during high school golf, swimming, basketball, volleyball, and field hockey to name a few. At the University of Calgary (1968 to 1971) she played

"I had the privilege of working under the direction of Sandy Drever as Athletics Prefect of Glenlyon Norfolk for 2010 to 2011. Work, however, is not a word that accurately conveys my experiences with Sandy Drever. With Sandy, everything from organizing intramural athletics to managing at-home games and tournaments become an opportunity for learning and enjoyment of a kind you can't find in the classroom. Mrs. Drever found the perfect balance between treating students as equal partners, and sowing her shreds of wisdom at the exact moment when they were needed most. This, I think, is the true mark of a great educator. I wish her all the best in her retirement!"

– Madeline Silver, '11

varsity basketball, volleyball and field hockey and represented Canada at the University Games in Turin, Italy (volleyball) and the World Field Hockey Championships in Auckland, New Zealand. In January 1979 Sandy left her teaching job in Calgary to centralize with the national field hockey team in Vancouver in preparation for the World Championships. It was in honour of these championships that the infamous stamp was launched. After 10 years (four as Captain) Sandy retired from the national team and moved to Victoria. She became the Field Hockey coach at the University of Victoria and a faculty supervisor for student teachers. Still a competitive athlete, Sandy claimed national squash championships in the over 35 category in '84 and '88 and worked a little more seriously on her golf game.

She came to GNS in 1988, after a recommendation from Brian Dyer (Board member at GNS). With her experience as a teacher, coach and athlete, David Brooks hired her on the spot without a resume.

When Sandy became the Athletic Director at GNS, she made it her mission to allow the coaches as much time to concentrate on what was really important—coaching the students and teams. If there was any paperwork or organizing that Sandy could take on to allow her coaches more time on the field with the players, then she would do it.

In 2012, Sandy was named Provincial Coach of the Year (High School, Female category). Upon receiving the award, Sandy stated, "Coaching allows me to stay connected to young aspiring athletes. The relationship that athletes have with their coach goes much further than skill development. A positive relationship with a coach can influence an athlete's self-confidence, character and even their careers."

Sandy, after 26 years with GNS, we know that your unfailing dedication to the school will not end with your retirement. We look forward to seeing one of our most supportive spectators at GNS games and tournaments. 🦋



"When Dad put a blackboard up on the kitchen wall, my fate was sealed. Playing school became one of my favourite games. I would line up my dolls on little chairs and subject them to hours of schoolwork—they never complained. They weren't particularly good inquirers, they didn't ask those deep thinking questions, but they did keep their eyes focused on the board and they didn't talk. For a girl attending elementary school in the late 50s and early 60s, this was a teacher's dream. On a good day, I would corner my mom or dad or even a neighbourhood friend to replace the dolls—and then it became really fun."



Clare Tanner – 24 years

Lori Muñoz Malcolm, Marketing Associate

After living her childhood dream of becoming a teacher, Clare Tanner closed the door to her classroom for the last time this past June. She first came to GNS as a substitute teacher. Peggy Wilmot, then Head of School, saw the bright potential in this young teacher and hired her as a full time member of the staff.

As Clare celebrates 24 years as a teacher, she feels extremely lucky to have spent the majority of her teaching career at GNS, and also feels fortunate to have had her children experience the school. Her son Ross graduated in 2001, and her daughter Jenn graduated in 1998 from GNS and is now a Learning Strategies teacher at the Junior School. Jenn is currently on maternity leave at the moment, as she and her husband Ed had a baby earlier this fall: perfect timing for Clare to be a grandmother.

The best move she ever made was moving down to the Beach Campus to teach Grade 5. For 13 years, the classroom with an ocean view was her second home. When asked what she will miss the most, Clare replied, "I will miss the kids, my colleagues, and the fun and energy that is here at the Beach."

We wish you well as you enter an exciting new phase of life, and as a new grandparent too. 🐣



"Mrs. Tanner is one of the teachers I will tell stories about to my children. In the phase that I considered pursuing teaching as a profession, I reflected upon teachers that impacted my life, and Mrs. Tanner really stood out. In Grade 5, with a class of all girls, social drama is not unexpected, and though there were rough patches for all of us, Mrs. Tanner led by example. Her kind and empathetic nature impacted us unknowingly, teaching us what it means to be thoughtful of others and the importance of compassion. It was her ability to make anything exceptional and enjoyable that made the biggest impression on me at the Beach."

– Alex Hughes, Head Girl '15



Reporting In: Peru Exchange

Cachelin Hall, Class of 2015

In February, Alejandro—my exchange student from Markham College in Peru—came to stay with my family for five weeks. We met in Whistler, visited Pender Island, toured Victoria and he also got to go on one of the winter camps in our Outdoor Education class.

In late June, the day after my exams, I flew to Lima, Peru to attend Markham College School. There were initially a lot of things that were overwhelming: the language barrier; the large school; the mass of traffic; the constantly overcast sky; and even having maids. But within a week I was comfortable in my new home, attempting to speak Spanish with Alejandro's younger brother and sister.

My second weekend in Peru, I travelled to Chinchá for a work project. Chinchá is about a five-hour drive from Lima; it is a region affected by the earthquake that struck Peru in 2007. The area was extremely arid and desert-like. The buildings were made of thin aluminum or cardboard walls, with no roofs (it never rained). The project was two full days of construction of a pre-fabricated house. The house had two bedrooms (for a brother and sister) and one main living room. The house we built was Markham's 100th since these service trips started after the earthquake. The service was fun and very rewarding, and a great way to meet a lot of people. I have to say, though, that my favorite part occurred during my breaks playing soccer with about six of the local children, in the dirt road, using my limited Spanish. It was both humbling and touching to see the limited resources they had, and half-flat ancient soccer ball, yet they had big grins the entire time. We also happened to be

building during the Brazil vs. Chile game of the World Cup Soccer tournament, which ended up going to shoot outs. The family rushed all the workers 'inside' the cardboard walls with patches of straw as the roof, to watch the shoot outs on their flatscreen TV while sitting on the dirt floor. It was genuinely eye-opening and it increased my appreciation of what I have at home.

My host family generously took me to visit Cuzco and Machu Picchu. This had to be the most stunning part of my trip. In Lima, the sky was overcast all the time with a muggy kind of heat, whereas in Cuzco the skies were clear and there was a nice breeze up in the mountains. I saw many Inca ruins and traditional dances and ate *lomo saltado*, a traditional Peruvian stir-fry dish. Visiting Machu Picchu was one of the most surreal moments in my life: after five hours on a train, unsure of my surroundings, I arrived to see llamas, massive stone ruins, and—a Starbucks. What made it even more surreal was coincidentally bumping into (quite literally) the Mullins, another GNS family, and watching the World Cup Final in a restaurant at the base of this World Heritage site.

There were parts of my trip when I felt overwhelmed and tired, missing pancakes, rain and wildlife, but the experiences I had and the friends I met were definitely worth it. I would enthusiastically encourage any students who have this opportunity to go for it! And dive right in, meet everyone you can, join any club you can, immerse yourself as much as possible. You get out of an exchange exactly what you put in. I am very grateful for the opportunity. 🦋



Being the Change

Amy Blandford '15, Student Marketing Committee

Those fortunate enough to have attended WE day, an annual conference aiming to empower and educate youth on global issues, will know that it is an experience which has the potential to inspire personal action. Caitlin Steves, a vivacious Middle School student at GNS, is one person I recently met who has been inspired by her WE day experience, and in the process has shown a knack for philanthropy. When I was asked to interview Caitlin, her story caught my attention immediately—however, all I would know until I actually met Caitlin was that she had raised a substantial sum of money for Free the Children. It would only be after I had actually met Caitlin that I would understand the significance of her story.

Even before I spoke with Caitlin, her maturity was evident. It was evident in the way she sat poised with her chin held high and her hands clasped neatly on the table in front of her. She didn't fidget; instead a serene smile graced her lips. I felt as though I was in the presence of someone much older—only the occasional giggle reminded me that Caitlin is indeed a Grade 7 student. I start off by congratulating her for her achievements, which she accepts modestly. I glance at the questions I have prepared, feeling as though they are inadequate somehow: how can you even begin to understand a person's passion in a very limited period of time? I ignore my apprehension and start with the first, most basic question.

AB: How much money did you raise for Free the Children?

CS: I raised \$10,005.

With that statement, I can't help but express my awe at her achievement. My mind races, and I deviate slightly from the meticulously ordered set of questions I had prepared before the interview.

AB: What inspired you to raise money for Free the Children? Where did you find the motivation?

CS: Well I was first inspired when I listened to the speakers talking at WE day; then when I researched the foundation a bit more, I found out that they have lots of projects in Kenya. The project of the year was building schools in Kenya, and I thought that was really cool. I decided to do that, and the reason I chose Kenya was because my Grandma grew up there. I also believe that where you are born should not determine whether you have access to clean water, education, food and health care. I realize how lucky I am, and want to help other people feel the same.

AB: What is it specifically about Free the Children that moved you so much?

CS: Our family was sent a Change Hero video asking to donate to building a school in India. I helped research the Change Hero campaigns that build schools through Free the Children. The thing I liked about it was the fact that the money went to the charity, and that the people who donated to my Change Hero campaign would be able to see the school being built. They would even be able to visit the school in the future. Also, I had been part of past Free the Children projects—things like water chains, for example—and they were really fun; I felt like they were easy ways for me to raise money.



In addition to her work with Free the Children, Caitlin is also an active participant in the Middle School Fin Free group.



In October 2014, Caitlin again attended WE Day as an honoured guest of Free the Children and has come back with the goal of creating a group of kids called WeKids that get together once a month to either fundraise or do service both locally and internationally.

AB: So how did you start raising money for the foundation? What was your process?

CS: I started by making personalized videos for people I knew, and then I emailed these videos to them. Half of the people I sent the videos to didn't get them because the videos went straight to their junk box, so then I had to send out a ton of emails instead to let people know what I was doing!

She laughs as she says this, and I can't help but laugh along with her, finding humor in the fact that one of the first of her many challenges was sending a large number of emails.

CS: Once I sent the emails, I did a couple of things. One of the things I did was sell poinsettias leading up to Christmas—I had an order form that people could fill out and the money went to the foundation. That took a long time though, and it was cold! I also did a lot of babysitting with my friends.

I can't help but be impressed with Caitlin's work ethic: as anyone who has put effort into raising money for a foundation or event would know, there are many challenges to be faced along the way. Caitlin's enthusiastic tone never wavers, leading me to believe that she must have had plenty of support along the way.

AB: So who supported you through this process?

CS: Well, my parents, grandparents, and even my grandparents' friends helped! All of my friends helped—they all wanted to take poinsettia forms.

AB: Are there any school clubs that you're involved with?

CS: Right now I'm in Fin Free and Round Square.

AB: Through your involvement with those clubs, have you been involved with any other initiatives?

CS: In Grade 5, for Exhibition, I did a big project on food security in the Inuit, so I like it when we do projects around that.

When I ask Caitlin about where she sees herself in the future, she is quick to outline her plans.

AB: Do you plan to continue with these initiatives in high school?

CS: Well, the thing about WE day is you go and when you come back you do one international service project and one local. Seeing as I've already done an international service project, I think I'll work on the local one. I think I'm going to do something on local food security.

Caitlin's answers surprise me: her tone poses no hint of hesitation whatsoever; her certainty is something you would not expect from a Grade 7 student. Only one question seems to faze her:

AB: So what are your ambitions for the future?

CS: Um, I don't know!

She laughs and I laugh along with her for the second time. I decide to frame my question in a different manner.

AB: You're obviously a very talented philanthropist; do you plan to continue with these endeavors?

CS: Definitely!

Caitlin's passion, while complex in its realization, is simple and profound in its origin. She cares deeply for those around her, and realizes that while injustices exist in the world, individual motivation and action can make a difference, especially when you engage others in your plan. Indeed, my short time with Caitlin helped me to see that this young person not only has the passion but more importantly the talent for making the world a better place. As we part and I walk to my next class, I'm left with the impression that this is just the beginning for Caitlin, and that we will hear about more of her endeavors in the future. 🦋

“Dougal was an extraordinary teacher and mentor to me. I am so blessed that our paths crossed at such a formative point in my life. He was committed to bringing out the very best in his students, and would do this in an often fearless way. He stretched the possibilities of what could be imagined, and, for anyone passionate about the arts, this was such essential training. I will miss him terribly, as we stayed in touch in the years after I graduated from Glenlyon. He became a friend, and I loved sharing my dreams and plans with this kind soul, much as I had decades before.”

– Atom Egoyan '76

Dougal Fraser – *you will be missed*

February 17, 1944 – November 18, 2014

John Crawford, Glenlyon School teacher 1975 to 1988, on behalf of Dougal's friends and colleagues

You had a heart of gold and your dedication to education was exceptional. But, oh my goodness you could get us riled up in five minutes flat!

It took a while to warm up to you Dougal, but it wasn't long before your true character began to emerge. We were a close-knit staff; like a family, and when we sat around the staff room on a Friday afternoon, you waxed eloquent about teaching young men how to think for themselves and the joy of acting and your passion for music. Your stories were humorous, touching, jolly and animated. Your love of teaching and commitment to your students was as obvious as the smile on your broad face. We believe that those were the happiest years of your life. The schools you inhabited and the students with whom you engaged were lucky to have had you as a teacher. You went about your duties with gusto and enthusiasm and you approached your responsibilities with "Truth and Courage."

You said no service; and we honour your decision. But a few of the 'old guard' gathered at an Oak Bay watering hole to toast your memory. When I got home, I went into my study and admired the gift you gave me many years ago—the picture of Napoleon's tomb!

Rest in Peace dear friend. We'll miss you Dougal.

Dougal attended Glenlyon from 1952 to 1960 and taught at the school from 1975 to 1978. He was a long-term donor, supporting the school through 26 years of giving. 🦁



Family Boarding at GNS

For over 20 years, GNS has been providing a rich and rewarding Family Boarding experience for both students and their host families. Each student is placed with a family that is part of the GNS community.

For International Students, we offer a 10-month Family Boarding program. The goal of this program is to provide a safe, supportive, English-speaking family environment for international students attending GNS. In addition to offering them the chance to explore the city and Canadian culture, living with a Canadian family provides our international students with the opportunity to speak English regularly, which is a critical element in how quickly their language skills progress. GNS now also offers a 5-day Family Boarding program. Students live with a GNS family during the week, but return home for the weekends. This unique structure provides students with access to a top-notch IB education and rich co-curricular program while allowing them to maintain strong ties to their family and hometown community.

What follows are testimonials from students and families who have enjoyed the Family Boarding experience at GNS.

Claire Butterfield '09, Family Boarding Sibling

I still remember the day in Grade 8 when I first met May. At the young age of 15, she was about to go to Nanaimo to study English at Malaspina College for a few months before coming to live with my family and attend GNS for the next three years. She and her mum came to visit, and then came to the spring band concert. Afterwards we went to Starbucks for a hot chocolate before heading home, and it was over this warm drink that May and I began what I know will be a lifelong friendship. When she moved in during the first week of the following September, it didn't take long for her to become one of my dearest friends, and for me to consider myself so lucky that we were able to live under the same roof.

Although our families had many cultural differences, we quickly discovered that they were remarkably similar: our fathers were both wacky artists, while our mothers worked with words and language; we both had little brothers, who were three years younger than us; and we had similar interests, being musicians with a liberal sentimentality, focusing much of our time on social change of one kind or another. May promptly became the older sister I never had and a member of both my nuclear and extended families. Her parents also visited a number of times over those three years, and our families became very close.

When May left Victoria, we had no idea when we would see her again. But it wasn't long before she reappeared. In April of my Grade 12 year, and nine months after her graduation, she returned to visit. She had just finished an intensive training course in Salamanca, Spain. When she showed up at school in the mid-afternoon, I was completely ecstatic. She stayed with us for three weeks, and it was wonderful. This would become the first among many cross-continental visits.

In the summer of 2009, my dad and my brother went to Japan to stay with May's family. In January 2011, I visited May in Switzerland.

We had a phenomenal time, catching up on the last few years of our lives. She showed me around Zürich, where she was attending university. We had tea with her Swiss grandparents in their beautiful centuries-old house, and toured the city on a sort of culinary journey involving copious amounts of cheese and chocolate. Our most recent visit was in the spring of last year. May spent ten days here, as a stopover on her way from Switzerland to San Francisco to Colombia. I plan to visit May in Europe before next summer, and my mum and I are looking forward to visiting Japan sometime in the coming years.

I treasure the time May and I got to spend together during high school, but the most wonderful thing is that now, when we get together, it's as though nothing has changed. These are the best friends in life: the ones with whom you can pick up right where you left off, even if you haven't seen one another for years. Because of the GNS Family Boarding program, the Yoshikawa and Butterfield families now have a lifelong international friendship that would not have begun without the school bringing us together.

After graduating from GNS in 2009, Claire Butterfield attended UBC for one year before taking some time off to explore the world. Upon her return, she changed gears and began second-year studies at the University of Victoria. She recently finished her degree in Women's Studies and Business, and graduated in December 2014. When she is not spending her time working through the opposing worlds of feminist theory and marketing, you can find her in her band Fox Glove, which just released their first album, or at Christ Church Cathedral where she furthers her love for Baroque and Tudor music. Claire can also be found exploring her love for the sea, as she is the Public Relations Coordinator and a Marine Mammal Naturalist for Prince of Whales Whale Watching. After graduating, she plans to go travelling again before pursuing an MBA with the hope of one day acting as a consultant for social and environmental justice organizations.

May Yoshikawa '08, Family Boarding Student

Arriving in a new country alone, at a young age and away from my family, was more exciting than worrisome for me. When my soon-to-be host dad Christopher picked me up at the Victoria Bus Station, any nervousness to start a new life here with a new family was overshadowed by my excitement.

There were indeed a lot of exciting moments that followed in the next three years. Becoming part of a new family is not an ordinary thing. Both sides—the host and the student—have to work out the best way to live together.

For instance, it was my first time living in a household with a dog. I had to get used to that, and made the compromise that she could not come into my room. But throughout the years I grew to like her very much, and understood why people liked having a dog as a family member!

Weekday early mornings were always very intense and interesting, because they consisted of the following events: everyone attempting to awake properly, having a cup of tea, biting into some toast, making your lunch and getting into the car before my host mom Merrie-Ellen drove us off. It was similar to what I had been used to in Japan though, so I adapted very well. But on weekends, my host family members were sometimes surprised by how long I could sleep in; my host sister Claire once came to check just to make sure I was still breathing.

Perhaps there were some small things that one had to adapt to in a new environment—particularly the language—but for me, most of that process was more of a discovery than a hassle. All the conversations we had at the dinner table not only made my English improve at high speed, but also made me learn how to state one's opinion and defend it. The dinner table was never quiet (I think sometimes Christopher wished it was a little quieter), and my little host brother Julian never ran out of topics to raise and discuss. Having such a vibrant dinner table was important for me to feel at home, as it was very similar to how things were back in my Japanese home.

One big discovery I made while I was in Victoria was the vibrant arts scene. Since the Butterfields were very much into the music scene, I was constantly exposed to concerts, operas, galleries, and all sorts of artists. Having an artist as a father, myself, some things were very familiar to me, such as having artists around and talking about art in general; however growing up in the countryside I was not exposed to operas and concerts as much in my childhood. What was part of the daily life of my host family finally also became daily life for me. I still cherish that discovery now, and I immensely enjoy experiencing a symphony or an opera whenever I have the chance.

I became very close to Claire, as we were also close in age, and she would often spend some time chatting in my room before we went to bed. We were partly sisters and partly best friends. Still, after we first met, for quite a while there had been a feeling that I was not as much of a sibling as Claire and Julian were (well—of course—since they were actual siblings). There was a sort of politeness between us that doesn't exist between brothers and sisters. I remember clearly



Claire Butterfield and May Yoshikawa in 2011.

the day when I stopped feeling that way. Claire and I had a big fight. We were both really upset at each other like never before. I don't remember why we fought: it was probably something very stupid, just the way siblings fight. But after that, I felt that I had really become her sister.

When I first arrived, I thought that when I graduated high school, I would also 'graduate' from my host family. Though three years have passed, and I successfully graduated high school, I definitely did not graduate away from my host family! My whole family in Japan and my host family are great friends now, and we see one other in Japan or Victoria or wherever we are when we have a chance. We all live our own lives now, separate from one other, but when we meet it's just as it used to be: somewhat like old friends, but just a bit more like actual family.

While the intercultural experience through living with a host family is great, that is not the most precious aspect of that experience. A place you can truly call your second home, and people who care for you and love you are some of the biggest assets that I gained from my time in Victoria and from my life with the Butterfields.

After graduating GNS, May finished her undergraduate degree in Biology with a focus on human biology at the University of Zürich in Switzerland. Motivated by her passion for languages, she also improved her German and learned Spanish during that time. After graduating, she went to Colombia for an internship in a social enterprise delivering rural tourism to support families in poverty. There, she could use her Spanish and her basic knowledge of health issues, as well as the organizational skills she had learned as a member of the student organization AIESEC during her undergraduate studies. Currently, she is doing her Masters in Public Health in the London School of Hygiene and Tropical Medicine. After May finishes her postgraduate degree, she would like to work in health promotion.



Left to right, back: Cameron Graham '15, Jill Graham and Patrick Graham '12. Front: Francis Mbroh '15 and Christopher Graham '19.

Jill Graham, Junior School Teacher, Family Boarding Parent

Sometimes the best gifts are not the ones for which you go seeking but the ones that land in your lap, completely unbeknown to you. That is the gift of Francis Mbroh, who hails to GNS from Cairo, Egypt.

Towards the end of his Grade 9 year—his first time in Canada and at GNS—Francis approached my middle son, Cam, and asked him if he could live with us for the next year. One boy of three was leaving the nest, so, 'Hey, why not?' Never did we imagine this gift, Francis, would still be with us three years later, and about to graduate.

It is times like the recent head shave at the Senior School for the BC Cancer Society where I stop and reflect and realize the profound and life-changing impact that this fine young man has had on our life. Francis was one of four Grade 12s who had their heads shaved that day. When I asked him what motivated him to do it, as he has more at stake (he hates the cold!) he replied, "Because I felt it was the rite of passage for every Grade 12 boy. It is just what you do." That is Francis: loyal, determined and driven. It was Francis who initiated he and Cam soliciting money from person to person for five nights to raise money for the BC Cancer Agency. Again, this speaks volumes

to his loyalty, drive and determination, which are his mantras on the soccer field: another gift to behold!

In his first year as our homestay, we treated Francis as a guest; now he is just another member of the household who carries out chores just as the others do; who has a stocking that hangs on our mantle each Christmas; who has a daily check-in and laugh about school events with Cam, as brothers do, before bed on the top floor of our house. These are the rituals of just another boy in the house.

December 25th marked Francis's second Christmas with us, and it is during these holidays that he really gets to experience the beauty of BC. On these holidays he experienced many firsts: first snowshoe, first tubing ride (which he absolutely loved), first cross country skiing lesson, first hockey game and skate—and I think last! His next first will be downhill skiing.

The gifts that Francis will leave us with are so very many: the beauty and calm of his old soul; many countless hours spent working on puzzles; never in a rush to get anywhere; his interest in what YOU are doing, his honesty, his sense of humor—and his hugs. When Francis gives you a hug, there is true meaning in that hug—and that I will miss most of all.

Francis Mbroh '15, Family Boarding Student

The twelve years of my life that I spent in Cairo essentially resulted in Egypt being more of a home to me than my native Ghana. Thus, the civil unrest that erupted in Egypt—prompted by the Arab Spring that originated in Tunisia—was hard to swallow. It turned what I knew to be home into something unrecognizable. By February 2011, the Risk Management department at the bank that my father works at deemed the situation in Egypt to be deteriorating exponentially, and so evacuated all personnel to their countries of citizenship. When things had settled down a bit, we returned to Cairo, I completed my grade 8 academic year, and said goodbye to my lifelong friends; I was to move schools, likely somewhere in the UK or Canada. My parents gave me the final say, and I ended up selecting GNS, which in retrospect is one of the best decisions I have ever made.

Initially I lived with the Sheppard family on quiet Roslyn Road. I say 'quiet' because I had been accustomed to the perpetual noise pollution of Cairo—a staple of a city that never sleeps. That was one of the first things I noticed about Oak Bay: it was so peaceful. Another thing that hit me right away was the air quality, which seemed far too refined to be natural. A myriad of other observations followed, slowly making the move to Canada less of a fantasy and more of a reality. I had travelled to Canada with my dad; while his mind was on the logistical aspects of my moving schools, mine was on the social aspect of my move. I, like every fifteen year old in my position, simply wanted to fit in. At an intellectual level, I appreciated that GNS was a world-class independent school and thus I wouldn't be picked on, though I couldn't evade the feeling that that didn't necessarily mean that I would be accepted. My uncertain social status caused me to develop a bad case of the "what ifs." *What if...people found my accent weird?* (I had attended a British International School in Cairo, and had been exclusively taught by British teachers.) *What if...I don't dress acceptably?* (I am a simple t-shirt and shorts kind of guy all year round.) *What if...I am a little too slow to grasp a foreign idiom and end up embarrassing myself?* The list appeared to be endless, though—happily—my fears were unwarranted.

I remember writing to my mum a short while after my arrival that there must be something in the water in Victoria, because everyone I had come into contact with had been incredibly friendly. Everyone greeted me with massive warm smiles and was genuinely intrigued by my story. What I hadn't expected was for people to be interested in me *because* I was an international student. I had believed that my being different could be a hindrance, but being different is exactly the kind of thing that is embraced at GNS. Being unique is celebrated as a core part of the school's community. And in my second year there, I was to move in with the Grahams—a family that is famous for encapsulating that very spirit.

The Grahams are, simply, a family in motion: there is never a dull, sedentary moment within the household. We have played tennis,

football, soccer and basketball together as well as having gone biking, tubing, and paddle boarding ... all of which were new experiences that weren't available to me, living in Cairo. Jill Graham (my host mum) has instilled in me the importance of getting outside and staying active, which will surely allow me to lead a long, healthy life. Though, I still enjoy a gamer's day in with Christopher Graham (my host brother) when I allow him to think that he's beaten me, when we play FIFA Soccer on the Xbox. I was lucky enough to be taken in by the Grahams because I became pretty good friends with Cameron Graham (my host brother) during my first year at GNS. His older brother Patrick was about to start his first year at Queen's University, so they had a spare room that he asked if I could have. I was elated; I viewed my stay as an extended sleepover. Though, all that changed after a few months.

My parents have always raised me to be respectful and to value family, and as such I knew that I needed to do my part within the household. I wanted to avoid stepping on anyone's toes, so made sure to always clean up after myself, to help out when the dishwasher is being loaded, and to try to help around the house in any way I could. That is when I realized that I was a part of the family rather than a guest. Not to mention the fact that I had also picked up great living habits, which will certainly come in handy for the rest of my life. An exceptionally memorable time I had with the Grahams was when they invited me to come to Whistler with them during Spring break. I was able to try skiing for the first time; even though I realized that I was atrocious at it, I loved the experience. I was introduced to some of the Grahams' friends from Ontario, and I got to hear some pretty wild family stories that were just hilarious.

I often joke to my friends back in Cairo that I'm now an islander and they automatically picture a tropical island with palm trees and polar bears (because it's Canada), but that's exactly the reaction I would expect. You aren't able to imagine exactly what Glenlyon Norfolk School has to offer without having experienced it first hand; nothing else does it justice. I can't guarantee that you won't miss the family and friends that you leave behind, though I can assure you that your sense of family will grow, because each GNS host family is unique and there will definitely be a great fit for you. 🦁

Interested in becoming a host for the Family Boarding Program?

Please contact our Family Boarding Coordinator, Sarah Harvey, via email (sharvey@mygns.ca) or phone (250.370.6838). The Family Boarding Coordinator will be able to answer any questions and can send you our Family Boarding Host Application forms. The application process is, understandably, very thorough: it is of the utmost importance that the match between family and student is as thoughtful and complementary as possible.

Service Provider or Community?

Glenlyon Norfolk School Society is either the Service Provider that contracts on an annual basis to educate your children or the Community you have entrusted for the mutual nurturing and education of our collective children. From these two viewpoints, our Financial Statements can be viewed as statements of the soundness and viability of the vendor, or they can be viewed as testaments to shared values and commitment to a mutual purpose.

In the exhibited Statement of Operations you will see that for the year ended June 30, 2014 our Revenues were \$14.9 million of which 77.4% was School fees totaling \$11.5 million. Government Grants were \$2.0 million and represented 13.3% of our Revenues. We are a Group 2 independent school and accordingly we receive 30% of the per student funding that would be allocated to the school district if our BC children attended those schools. Our Expenditures totaled \$14.9 million of which 75.3% was Salaries and benefits. In the end through frugal spending we broke even, with a Net surplus of \$26.7 thousand. Additionally, I would like to highlight the Bursaries of \$527.2 thousand; this marks the second year we have exceeded half a million dollars put toward assisting those in our community who require assistance in covering tuition.

To understand our Statement of Financial Position it is important to remember that all tuition for the coming school year is collected or setup as receivable as of the June 30 year-end. Therefore, the Cash of \$9.1 million when combined with the Accounts Receivable of \$5.0 million adequately covers the offsetting liability for Unearned Revenue of \$13.2 million. This is important as the combined Cash and Receivables are expended

throughout the school year and the liability for the Unearned Revenue is extinguished through the provision of education to our students. In a single financial snapshot, you can see that at the beginning of the school year we have the ability to fulfill our obligation for the entire year.



One other line item I would explain in the liabilities is the Deferred Capital Contributions. As presently allowed by Canadian accounting standards, GNS does not recognize into income, donations received for major new capital assets. Instead we set up a liability to ourselves and recognize into income the donation at the same rate as we depreciate the new capital asset. In this way the donation income matches the depreciation expense. The most significant of these new capital assets are the Field and the Hall.

Finally, I would invite any members of our school community who have any questions regarding our Financial Statements to seek me out and I would be more than happy to speak with you.

I do subscribe to the proverb that it takes a village to raise a child; and am grateful to the Teachers, Administrators, and Parents who have been our Village for my son's 12 years at GNS.

*John A. Kuehne, CA,
Chair, Finance Committee*

Financial Statements

Statements extracted from the Audited Financial Statements.

Statement of Financial Position

Year ended June 30, 2014.

	2014	2013
ASSETS		
Current assets:		
Cash	\$ 9,140,230	7,444,938
Accounts receivable	4,983,711	4,709,968
Inventory	101,988	82,865
Prepaid expenses	119,656	74,991
	14,345,585	12,312,762
Capital assets	14,548,383	14,800,819
	\$ 28,893,968	27,113,581
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	\$ 1,730,477	1,667,194
Construction payable	—	221,236
Deposits	385,014	363,178
Unearned revenue	13,202,251	11,154,729
Current portion employment commitments	17,955	35,484
Current portion of school bonds	458,500	639,000
Current portion of long-term debt	815,388	1,368,975
	16,609,555	15,449,796
Employment commitments	374,522	337,206
School bonds	2,593,025	2,405,125
Long-term debt	1,838,541	1,902,617
Deferred capital contributions	3,758,294	3,325,511
	8,564,382	7,970,459
Net assets:		
Invested in property and equipment	5,084,635	5,159,591
Internally restricted	293,154	1,055,186
Unrestricted	(1,657,758)	(2,521,451)
	3,720,031	3,693,326
	\$ 28,893,968	27,113,581

Statement of Operations and Net Assets

Year ended June 30, 2014.

	2014	2013
REVENUES:		
School fees	\$ 11,517,724	10,866,521
Government grants	1,980,549	1,850,321
Fundraising and donations	305,719	200,135
Amortization of deferred capital contributions	214,514	121,679
GNS Foundation donation	20,000	76,609
Ancillary programs	275,106	249,827
Investment income	103,135	90,357
Rent	78,975	66,945
Other	386,643	334,635
	14,882,365	13,785,100
EXPENDITURES:		
Wages and benefits	11,187,824	10,379,605
Programs	837,090	686,736
Amortization	793,666	738,531
Maintenance and operations	626,206	599,842
General and administrative	789,249	633,006
Bursaries and scholarships	527,151	512,374
Interest on long-term debt	94,474	26,574
Transfer to GNS Foundation	—	11,215
	14,855,660	13,587,883
Excess of revenues over expenditures	26,705	197,217
Net assets, beginning of year as previously reported	3,693,326	3,496,109
	\$ 3,720,031	3,693,326

In Grateful Recognition of Our Annual Donors

We met our 2013/2014
Annual Appeal Goal!
Target: \$200,000
Actual: \$213,000

Alumni

Glenlyon

William Cupples
Chris Denford ✨
Eric Donald
Atom Egoyan ✨ ✨
Graham Fawcett ✨ ✨ ✨
Michael Food
D.A. Fraser ✨ ✨ ✨ ✨
Ian Gardiner ✨ ✨ ✨
John Godfrey ✨ ✨
Geoffrey Groff-Smith
Nicholas Gudewill ✨ ✨ ✨
Tybring Hemphill ✨ ✨
Douglas Homer-Dixon ✨ ✨ ✨ ✨
Michael Knowles
Fergus Macdowall ✨ ✨ ✨
Gordon McGee ✨ ✨
Timothy McGee ✨ ✨ ✨
Michael McGoldrick ✨
Neil Mellor ✨ ✨
Timothy Mercer ✨
Ian Reid ✨
Blair Robertson ✨ ✨
Warren Robertson
Roger Ryland
Hamish Simpson ✨ ✨ ✨
Timothy Slaney
Philip Spencer ✨ ✨ ✨ ✨
Steven Titus ✨ ✨ ✨ ✨
Nicholas Waterfield
Alan Wilson ✨ ✨ ✨ ✨

Norfolk House

Anonymous ✨ ✨ ✨
Terrie Anderson '76 ✨
Heather Atkinson '64
Rasma Bertz '86
Jean Bigelow '71 ✨ ✨
Carolyn Bird '65 ✨ ✨
Janet Campbell '62 ✨ ✨
Leslie LeFebvre '74 ✨ ✨ ✨
Valerie Chatterton ✨ ✨
Cecilie Davidson '64

Susan Dunn '64
Laura Ferreira '69 ✨ ✨ ✨ ✨
Susan Findlay '68 ✨ ✨ ✨
Robin Forrest '64
Tasma Hinch '59 ✨
Ursula Kasting '39 ✨ ✨ ✨ ✨
Margaret Kunater '43 ✨
Josephine Lavallee '64
Diana Life '76 ✨ ✨ ✨
Lise-Lotte Loomer '85
Patricia Lortie '64 ✨
Joanne McLeod '64
Nancy McMillin '64
Elissa McMurtrie '66 ✨ ✨ ✨ ✨
Beth Murray '81 ✨
Mary Murray '57 ✨ ✨ ✨ ✨
Sara Neely '74 ✨ ✨ ✨
Tyea Niblock '75 ✨ ✨
Joan O'Meara '64
Barbara Jean Watkins '55 ✨ ✨ ✨
Janet Wilson '64
Dianne Winter '64
Sally Wood '54 ✨

GNS

Benjamin Brooks '96
Michelle Crow '00 ✨
Robert Cushing '05
Alex Dutton '99
Julie Findlay '95
Patrick Graham '12
Jae Pil (Jeff) Lee '10
Anne-Lise Loomer '89
Krista Louie '95 ✨
Stefanos Mavrikos '07
Jennifer Mora '98 ✨
Geoffrey Smith '96
Annie Vallance '97 ✨ ✨
GNS Class of 2013

Current Parents

Jr Kindergarten – Class of 2027

Erik Beiderwieden & Annie Vallance ✨ ✨

Kindergarten – Class of 2026

Chad & Erica Holtum
Harold Hunt & Jennifer Balfour
Johnson Yu & Amelia Gao

Grade 1 – Class of 2025

Frank Wright & Bonnie Campbell
David & Erin Dallin
Christopher & Lorian Delorme
Elizabeth MacMillan
Danny Myers & Anita Gadzinska-Myers
Arne Peltz & Marva Smith
David Peterson & Adriana Condello
Malcolm Smith & Tina Webber
Daniel So & Keri Wilson

Grade 2 – Class of 2024

Christopher & Lorian Delorme
Karen DeMeo
Christian Gosselin & Isabelle Vallieres
Harold Hunt & Jennifer Balfour
Clint Lundgren & Carmen Ross ✨
Stewart Muir & Athana Mentzelopoulos

Grade 3 – Class of 2023

Bernard & Charlene Beck
Hannes & Claudia Blum
Alfred & Stella Chew ✨
Steven & Lisa Dagg ✨
Chris & Anne Denford ✨
Pat & Leanne Giommi ✨
Danny Myers & Anita Gadzinska-Myers
Duncan O'Brien & Marita Buscombe
John & Alison Shillington
Robert Somogyi-Csizmazia & Catherine Ferguson
Glenn Vroom & Kim Waugh ✨

Grade 4 – Class of 2022

Paul & Joanna Betts ✨
Hannes & Claudia Blum
Michael Butterfield & Jayne Embree ✨
Harold Hunt & Jennifer Balfour
Xijun Li & Lichun Wang
Blair Robertson & Nancy Besharah ✨ ✨
Dan & Kathleen Sawchuk ✨
Mark & Jillian Serfas
Malcolm Smith & Tina Webber
Darren Stanger & Diane Lloyd ✨
Qiang Sun & Tiehua Zheng

Grade 5 – Class of 2021

Kevin Brown & Eimer McGrath ✨
Chris & Anne Denford ✨
Roberto & Marcelene di Frassineto ✨
Mike & Gisele Ferguson
Pat & Leanne Giommi ✨
Kevin Glatiotis & Marie-Terese Little
Duncan O'Brien & Marita Buscombe
Scott Poole & Laurie Kelley
Wesley & Lori Shoemaker ✨
Frank & Shannon Stanley ✨
Eric & Janet Wiecek ✨

Grade 6 – Class of 2020

Brad & Cheryl Alexander ✨ ✨
Susan Edwards ✨
Christian Granegger & Deborah Thomas
Tim McElvaine & Kate Jordan
Blair Robertson & Nancy Besharah ✨ ✨
Robert Somogyi-Csizmazia & Catherine Ferguson
Glenn Vroom & Kim Waugh ✨
Gail Windle ✨

Grade 7 – Class of 2019

Matthew Barr & Carolyn Tees ✨
Paul & Joanna Betts ✨
Kevin Brown & Eimer McGrath ✨
Chris & Anne Denford ✨
Roberto & Marcelene di Frassineto ✨
Michel & Angela Girard ✨ ✨
Jill Graham ✨
Carl & Sabina Guildford
Bradley Jarvis ✨
Tim McElvaine & Kate Jordan
Darren Stanger & Diane Lloyd ✨
Jinkun Sun & Hui Guan
Marty Thompson & Cheryl Handley
Tom & April Vesey
Keith & Patricia Wells

Grade 8 – Class of 2018

Richard & Karen Allan
Thomas Brown & Jennifer Fraser
Zhiqiang & Mandy Chen
Peter Ciceri & Nancy Powell
James Darke & Anna Tieman ✨ ✨
Chris & Anne Denford ✨
Susan Edwards ✨
Grant & April Glowicki
Tim McElvaine & Kate Jordan
Larry & Victoria Neilson ✨
Craig Roberts
Michael & Shauna Salomon
Jennifer Sheldon
Stuart & Anne Silver ✨
Christopher & Nadine Stead ✨
Bruce & Liz Van Cleave
Eric & Janet Wiecek ✨
Gail Windle ✨
Johnson Yu & Amelia Gao

Grade 9 – Class of 2017

Peter Ciceri & Nancy Powell
Eric Denhoff & Karin MacMillan ✨
David Egles & Jacqueline Spaens ✨
Dean & Shannon Freeman ✨
Gordon & Andra Hahn
Bradley Halliwell & Kathleen Goodall
Tereus Scott & Lise-Lotte Loomer
Frank & Shannon Stanley ✨
Donald Sutherland & Colleen Smith
Rod & Carolyn Thoms
Greg & Kathryn Wild ✨ ✨
Min Xu & Jian Zhang
Jason Zhou & Debbie Wei

Years of giving: 5–9 years = ✨ 10–14 years = ✨ ✨ 15–19 years = ✨ ✨ ✨ 20–24 years = ✨ ✨ ✨ ✨ 25–30 years = ✨ ✨ ✨ ✨ ✨

In Grateful Recognition of Our Annual Donors

Grade 10 – Class of 2016

James & Victoria Ballantyne ✨
 Zhigang & Mandy Chen ✨
 Steven & Lisa Dagg ✨
 Robert Eagle & Rose Mariano ✨ ✨ ✨
 Mike & Gisele Ferguson ✨
 Christopher Graham & Joan Yates ✨
 Tybring Hemphill & Beth Murray ✨
 James & Lindiann Hopkins ✨ ✨
 John & Valerie Kuehne ✨ ✨
 Angus & Stephanie Macpherson ✨
 Rudy & Mary Anne Marchildon ✨
 Randy & Nancy Ollech ✨ ✨
 Dan & Kathleen Sawchuk ✨
 David Schneider ✨
 John & Alison Shillington ✨
 Frank & Shannon Stanley ✨
 Christopher & Nadine Stead ✨
 Marty Thompson & Cheryl Handley ✨
 Rod & Carolyn Thoms ✨
 Tom & April Vesey ✨
 Iain & Sarah Wallace ✨
 Frances Whysker ✨

Grade 11 – Class of 2015

Anonymous ✨
 Quentin & Susan Bourjeaurd ✨
 Alfred & Stella Chew ✨
 James Darke & Anna Tieman ✨ ✨
 Brian & Mia de Clare ✨
 Dean & Shannon Freeman ✨
 Gary & Sandra Gilmour ✨
 Jill Graham ✨
 Noel Hall & Sandra MacPherson ✨
 Bradley Halliwell & Kathleen Goodall ✨
 Andrea Hughes ✨
 Graham Lamb & Joan Wiggins ✨
 Tereus Scott & Lise-Lotte Loomer ✨
 Lee Mizzen & Caroline Farmer ✨ ✨
 Qiang Sun & Tiehua Zheng ✨
 Ian & Carolyn Taylor ✨
 Keith & Patricia Wells ✨
 Eric & Janet Wiczorek ✨
 Greg & Kathryn Wild ✨ ✨

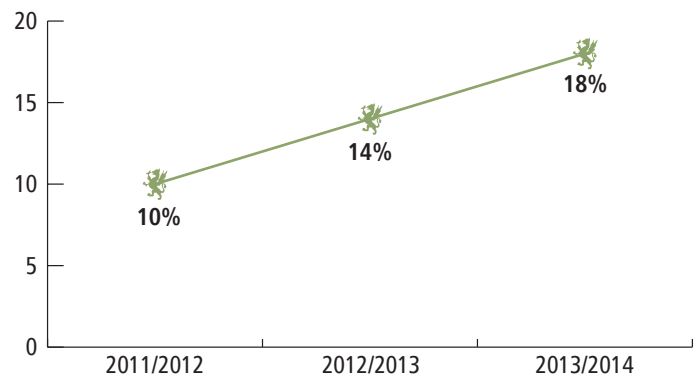
Grade 12 – Class of 2014

Anonymous ✨
 Robin Boodle ✨
 Anthony & Susheela Dason ✨
 Christian Granegger & Deborah Thomas ✨
 Michael & Patricia Hannigan ✨
 James & Lindiann Hopkins ✨ ✨
 David & Karen James ✨
 David & Lisa Maxwell ✨
 Juergen & Julie Puetter ✨
 Bradley & Shelagh Rinald ✨ ✨
 Michael & Shauna Salomon ✨
 John & Alison Shillington ✨
 Matthew & Sara Watson ✨
 Vern Wood ✨

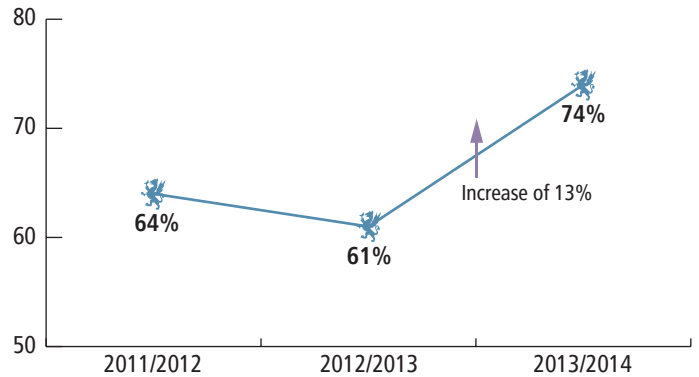
Former Parents

Anonymous ✨ ✨ ✨
 Anonymous ✨
 David & Edna Auld ✨ ✨
 Jean Bigelow ✨ ✨
 Gavin & Janet Bowers ✨ ✨
 Sydney Boyd ✨
 Stuart & Brenda Brambley ✨ ✨ ✨
 David & Jane Brooks ✨ ✨ ✨
 Simon & Joanne Bruce-Lockhart ✨ ✨
 Sherry Brydson ✨
 Sybil Butterfield ✨
 Miriam Byrne ✨
 Rick & Colleen Calderwood ✨ ✨
 Kristina Campbell ✨ ✨
 Peter & Deirdre Chettleburgh ✨ ✨ ✨
 Jean Louis Clement ✨
 Douglas & Elizabeth Connell ✨ ✨
 Stephen Cushing & Deborah Gill ✨ ✨
 Doug Dalquist & Donja Blokker-Dalquist ✨ ✨
 Gordon Denford ✨ ✨
 Larry Eade & Karen Miller ✨ ✨
 Doug & Joan Easton ✨ ✨
 Brian & Susan Findlay ✨ ✨ ✨
 Bill & Joanne Fraser ✨ ✨
 Thomas Gardiner & Mary Kenderdine ✨ ✨
 Raul Godin & Martha Gonzalez ✨
 Joanne Green ✨ ✨
 Griffin & Jayne Lewis ✨
 Alex Grzybowski & Maureen Sweeney ✨
 Nicholas Gudewill ✨ ✨ ✨
 Michael & Sabrina Hanousek ✨
 Scott & Andrea Harris ✨
 Jamie & Susan Henwood ✨ ✨ ✨
 Tim & Jane Hicks ✨ ✨
 John & Joan Humphries ✨ ✨ ✨
 Michael & Katy Hutchison ✨ ✨
 AJ & Mully Jackson ✨ ✨ ✨
 Peter Johnston & Mary Lue Emmerson ✨ ✨
 Kathryn & Robert Kerr ✨
 Brian Killikelly & Janet Frost ✨ ✨
 Jack & June Kirkham ✨ ✨
 David & Nicola Komlodi ✨
 Rick & Marianne Lidstone ✨ ✨
 Edward & Diana Life ✨ ✨
 Rod Mahrt & Joanne Nishimura-Mahrt ✨ ✨
 Len & Glenda Mannix ✨
 Bob & Jackye Mills ✨
 Erich & Shelley Mohr ✨
 Phyllis Muldrew ✨
 Gillian Nelles ✨ ✨
 Leo & Bernice Neufeld ✨ ✨ ✨ ✨
 Judith Newman ✨ ✨
 Tyea Niblock ✨
 David Paulson & Linda Gould ✨
 George & Linda Peterhegyi ✨ ✨
 Nichola Reid ✨
 Hamish & Tricia Simpson ✨ ✨ ✨
 Cordelea Stokes ✨
 Harvey & Clare Tanner ✨ ✨ ✨

Current Parent Participation



Current Staff Participation



Harvey & Kimeley Thorau ✨
 Joseph & Joan Titus ✨ ✨ ✨
 Robert & Avril Tyrrell ✨ ✨
 Keith & Angela Walker ✨ ✨ ✨ ✨
 Vryan Wolsak ✨
 John & Sally Wood ✨

Grandparents & Friends

Ann Allen ✨
 Anonymous ✨
 Jean Bigelow ✨ ✨
 Sybil Butterfield ✨
 Josephine Campbell ✨
 Gordon Denford ✨
 Duncan Frater ✨
 Tony & Laura Gage ✨
 Colin & Sherill Graham ✨ ✨
 Jean Haley ✨ ✨
 Anthony Jenkins ✨ ✨
 ShaoPeng Liang & Lei Lu ✨
 Peter Malcolm ✨
 Vera Neilson ✨
 Gillian Nelles ✨ ✨
 Gil & Cheryle Playford ✨
 Miles & Fran Primrose ✨
 Judith Scott ✨
 Audrey Williams ✨

Current Staff

Cheryl Alexander ✨ ✨
 Karen Allan ✨
 Julie Bedell ✨
 Jean Bigelow ✨ ✨
 Larry Borgerson ✨
 Gavin Bowers ✨ ✨
 Stuart Brambley ✨ ✨ ✨
 Heather Breen ✨
 Duncan Brice ✨ ✨
 Benjamin Brooks ✨
 Keith Broughton ✨
 Simon & Joanne Bruce-Lockhart ✨ ✨
 Jake & Vivienne Burnett ✨
 Rick Calderwood ✨ ✨
 Valerie Chatterton ✨ ✨
 Chris Clarke ✨
 Ian Collett ✨
 Hilary Cross ✨
 Heather Crossley ✨
 Michelle Crow ✨
 Gillian Dabbs ✨
 Erin Dallin ✨
 Lucho & Julia Davidov ✨
 Tassy Davidson ✨
 Calvin Dorion ✨
 Sandy Drever ✨ ✨

Years of giving: 5–9 years = ✨ 10–14 years = ✨ ✨ 15–19 years = ✨ ✨ ✨ 20–24 years = ✨ ✨ ✨ ✨ 25–30 years = ✨ ✨ ✨ ✨ ✨

In Grateful Recognition of Our Annual Donors cont'd

Robert Eagle 🌿 🌿 🌿
 Marnie Emes
 Mary Lue Emmerson 🌿 🌿
 Myki Engelland
 Caroline Farmer 🌿 🌿
 Darlene Fisher
 Nancy Fletcher
 Melanie Fosdick 🌿 🌿
 Jennifer Fraser
 Leanne Giommi 🌿
 Angela Girard 🌿 🌿
 Jill Graham 🌿
 Andra Hahn
 Andrea Harris 🌿
 Lynn Hawkins 🌿
 Damon Henry 🌿
 Ian Henry
 Jane Hicks 🌿 🌿
 Chad Holtum
 Andrea Hughes 🌿
 Bunny Hughes
 Inge Illman 🌿
 AJ & Mully Jackson 🌿 🌿 🌿
 Teresa Johnson 🌿
 Kathryn Kerr
 Karen Leach 🌿
 Rick Lidstone 🌿 🌿
 Clint Lundgren 🌿
 Daniel Lunsted
 John McAllister 🌿
 Mary Anne Marchildon 🌿
 Tanis Masson
 Brenda Matson
 Erin McCall
 Margaret McCullough
 Sarah McKerlich 🌿 🌿
 Eileen Menheer 🌿
 Ian Mollenhauer 🌿
 Jennifer Mora 🌿
 Carolin Morehen
 Lori Muñoz Malcolm
 Judith Newman 🌿 🌿
 Tyea Niblock 🌿 🌿
 Rebecca Nielson
 Paul O'Callaghan 🌿
 Randy Ollech 🌿 🌿
 Katherine Pagett 🌿
 Lance Pimlott 🌿
 Maurita Prato
 Paul Prieur
 Chrissy Raniseth
 Paul Reedman 🌿 🌿
 Eva Riis-Culver 🌿
 Dawn Schell
 Megan Sebastian
 Gina Simpson 🌿
 Marie Specht
 Frank Stanley 🌿
 Nadine Stead 🌿
 Clare Tanner 🌿 🌿 🌿

Steve Thompson & Janna Sullivan
 Harvey Thorau 🌿
 Trina Tisot 🌿
 Cheryl Tradewell 🌿
 Doug Tyrrell 🌿
 Annie Vallance 🌿 🌿
 Sarah Wallace
 Vicki Wallace 🌿
 Kim Waugh 🌿
 Patricia Wells
 Kathryn Wild 🌿 🌿
 Sarah Wilson 🌿
 Gail Windle 🌿
 Vervan Wolsak 🌿

Former Staff

David Auld 🌿 🌿
 Audrey Bailey 🌿
 David Brooks 🌿 🌿 🌿
 Sybil Butterfield
 Miriam Byrne 🌿
 Alison Chadsey 🌿
 Deirdre Chettleburgh 🌿 🌿 🌿
 Vivian English 🌿
 Bill Fraser 🌿 🌿
 D.A. Fraser 🌿 🌿 🌿 🌿
 Janet Frost
 Jennifer Harvey 🌿
 Marj Hewitt 🌿
 Jake Humphries 🌿 🌿 🌿
 Virginia McGinty 🌿 🌿
 Bruce Melville 🌿 🌿
 Andrea Millen 🌿
 Susan Quinn
 Dirk Riedstra 🌿 🌿 🌿
 Hamish Simpson 🌿 🌿 🌿
 Judy Treloar
 Keith Walker 🌿 🌿 🌿

Businesses & Organizations

Bloom Yoga
 Hummingbird Foundation
 Jack & Anne Mollenhauer Family
 Foundation at the Toronto Community
 Foundation 🌿
 Mericos Foundation 🌿 🌿
 Provincial Employees Community Services
 Fund 🌿
 Scott Poole & Laurie Kelley through the
 Victoria Foundation
 Solas Fund through the Victoria
 Foundation
 TELUS Corporation 🌿 🌿
 Whitewood Foundation through the
 Victoria Foundation 🌿
 Gudewill Bursary Fund through the
 Victoria Foundation 🌿 🌿 🌿

In Grateful Recognition of Our Gifts-in-kind Donors

Alumni

Georgina Delimari '85
 Wendy Jones '87

Current Parents

Hugh Aitken & Sylvie Argovarch
 Klaus & Cora Allerdissen
 Roger & Diane Armstrong
 Adam & Beatrice Bate
 Bernard & Charlene Beck
 Ian Bekker & Sara Gregory
 Heather Benson
 Hannes & Claudia Blum
 Elbert & Helen Brooks
 Alfred & Stella Chew
 Robert & Nia Colquhoun
 Denis Cuerrier & Mireille Lafrance
 James Darke & Anna Tieman
 Stamatios Dendes & Georgina Delimari
 Christopher & Loriann Delorme
 Peter & Carey DeMeo
 Roberto & Marcelene di Frassineto
 Carl Dorsam & Carla Valverde
 Hugh & Karin Down
 David Duquette & Azalea Jin
 Karl Eder & Marci Bearance
 Angus & Kumiko Forsyth
 Thomas & Nathalie Fourt
 Pat & Leanne Giommi
 Kevin Glatiotis & Marie-Terese Little
 Sundren & Avaneesha Govender
 Laura Harris
 Brad & Jennifer Hartfield
 Christie Hemphill
 Christopher & Andrea Hodgson
 Harold Hunt & Jennifer Balfour
 Dean Jackson & Jill Glowicki
 Roderick Jiang & Panda Isarasakdi
 Terry & Angela Johal
 Jon & Kati Jolivet
 Andrew & Teresa Kambites
 Bill Karas & Nancy Kinney
 Brent & Jennifer Lee
 Lawrence Lewis & Tannis Shaw-Lewis
 Rick & Pauline Little
 James Lo & Winnie Leung
 Clint Lundgren & Carmen Ross
 Elizabeth MacMillan
 Andrew MacPherson & Vanessa Bernstein
 Iain & Christine McAuley
 Gary McCoe & Jane Howard
 Stan Michalak & Tamara Wichniewicz
 John Morphet & Helen Ross
 Jamie Morris & Wendy Jones
 Matthew & Jennifer Mulleray
 Michael & Renee Mulligan
 Curtis & Saki Mundstock
 Danny Myers & Anita Gadzinska-Myers
 Samuel & Mi Ling Norris
 Duncan O'Brien & Marita Buscombe
 Adam Orser & Daisy Leslie-Orser

Gerard Parsons & Suzanne Crocker
 Parbeen Pathak & Sarah Capes
 Arne Peltz & Marva Smith
 David Peterson & Adriana Condello
 Tanja Pollock
 Scott Poole & Laurie Kelley
 Gerald Prosalendis & Maureen Dunne
 Michael Roach & Rebekah Curran
 Ian & Nicole Roberts
 Neil Rogers & Cindy Lee
 Mark & Jillian Serfas
 Paul Serowka & Jenn Baggs
 Malcolm Smith & Tina Webber
 Nicole Smith
 Daniel So & Keri Wilson
 Robert Somogyi-Csizmazia &
 Catherine Ferguson
 Greg & Nora Steves
 Jeffrey & Erika Stewart
 Qiang Sun & Tiehua Zheng
 Drew & Shoshannah Sutton
 Chris & Nikki Taylor
 Tim & Joanne Vasko
 Ron & Dawna Wall
 Lincoln & Rita Webb
 Anne Webster
 Don & Tania Wharton
 Eric & Janet Wiecezorek
 Robert Wood & Kerry Smith
 Doran & Erin Wright
 Jonathan Zack & Melanie Asselin

Former Parents

Simon & Joanne Bruce-Lockhart
 Mary Lue Emmerson & Peter Johnston
 Greg & Eva Sheres
 Alix & Mark Sutton
 Keith & Angela Walker

Friends & Grandparents

Adrienne Betty
 Patrick Stewart

Current Staff

Simon & Joanne Bruce-Lockhart
 Mary Lue Emmerson & Peter Johnston
 Bill & Melanie Fosdick
 Pat & Leanne Giommi
 Clint Lundgren & Carmen Ross
 Eva Riis-Culver

Former Staff

Keith & Angela Walker

Businesses/ Organizations

The Root Cellar Village Green Grocer/
 Adam Orser & Daisy Leslie-Orser
 Willow King Spa

Gifts in Honour

Anne-Lise Loomer, in memory of Elisabeth Loomer
 Michael McGoldrick, in honour of Hamish Simpson
 Stewart Muir & Athana Mentzelopoulos, in memory of Margaret Patricia Muir

From the Parents' Auxiliary

"The 2013/2014 school year was about building a sense of community spirit."

The Parents' Auxiliary committee and volunteers worked hard organizing events such as Warm-A-Soul, Staff Appreciation lunches, Casino Night and the Seaside Garden Party. The committee also arranged for new guests speakers who were welcome additions to the monthly Parents' Auxiliary meetings.

On February 6, 2014, the Parents' Auxiliary were excited to unveil the new physical activity centre at the Middle School. This much-anticipated and appreciated fixture provides a place where our pre-teenage students can still just be kids.

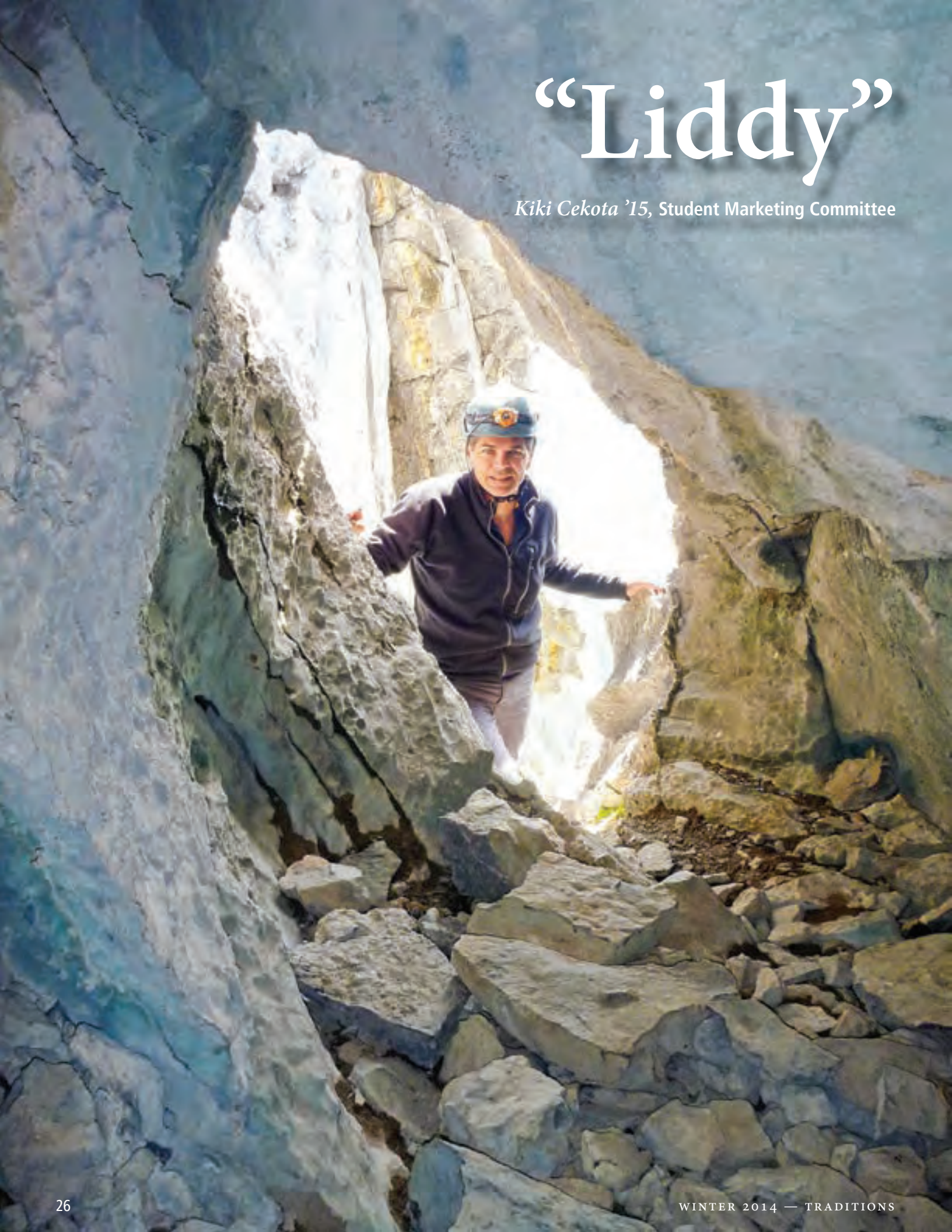
Cheryl Handley, President, GNS Parents' Auxiliary 13/14



L to r, top row: Ground is prepared for the climber installation. A mountain of bark mulch is delivered to cushion the ground. Students enjoy the climber at the official opening. A thank-you sign acknowledges the contribution of the Parents' Auxiliary. Bottom: Cheryl Handley stands in front of the centre.

“Liddy”

Kiki Cekota '15, Student Marketing Committee



If you have spent any time at GNS since 1987, you'll be familiar with the subject of this article. My personal experience with Mr. Rick Lidstone has made him one of my all time favourite teachers. "Liddy"—he has always allowed his students to call him that—is a triple threat: warm and engaging, articulate in the classroom, and with the skills to motivate even a humanities-oriented student in science. Studying biology, chemistry, and physics all in one year can be daunting, but having Mr. Lidstone teach them makes it enjoyable. How often do you come across a man who deals all day long with angsty adolescents while maintaining both good humour and a serious commitment to his subject area? As a now former student of his, I still recount the funny exchanges we used to have about the quality of the movie *Titanic*—me pro; he con. But we will let him speak for himself, as he did during our recent interview.

KC: What are your feelings about the IB program?

RL: It is a powerful brand and a highly effective one for our school. I have long felt, as a teacher of IB students and as the parent of a highly successful IB student, that the IB program, and the Diploma program in particular, plays an important role in creating balance in our academic offerings, preparing students extremely well for post-secondary rigour, all while distinguishing us clearly from all other schools on Vancouver Island.

KC: How did your career bring you to GNS?

RL: My post-secondary education was in Alberta but I wanted to return to the splendour of Vancouver Island for a professional career. I was fortunate to win an interview with Keith Walker, former Head of School at the Beach Drive Campus. It only took five minutes of his description of GNS to convince me that I had to have the position—one that promised growth, independence and worked to my personal strengths. He told me at the time he had a teaching position that was like a square hole and he had only interviewed 'round pegs' up to the time of my interview. I was fortunate to learn I was the square peg the school needed!

KC: What's your favourite thing about the school?

RL: The dedication of our families. I really enjoy getting to know whole families through the years of siblings working their way through GNS.

KC: I understand you have some pretty interesting plans for next year. What are they?

RL: GNS has a deferred salary option that lets teachers spread their four years of salary over five years. This allows for a leave of absence to be taken in the fifth year, supported financially by the 1/5 salary. My wife has the same privilege at her school so that will allow us 14 months of travel time together. We plan to start with a backcountry exploration of Iceland—it has long been a goal of mine to stand at a divergent plate boundary! We will then head to the United Kingdom, followed by a tour of Holland offering connections to the culture and countries of our respective forebears; my wife understands Dutch and wishes to strengthen this skill while visiting many of her relatives. We are also hoping to do a lot of cycling there. After, we'll

go to Spain for language instruction before embarking on an exploration of South and Central America, stopping along the way for a visit of the Galapagos Islands, exploring what Charles Darwin saw. Hopefully along the way in our travels of Europe and South America we will have time to enjoy some rock-climbing, hike a few volcanoes and run in a few road races (not in front of raging bulls, however!) We are also endeavouring to set up a service component in Nicaragua, a country we have fallen in love with. Basically, our plan is to experience a year of 'Round Square'!

KC: I always had a lot of fun in class last year even though I'm not the strongest science student. How do you keep a sometimes difficult subject interesting for teenagers who are often distracted?





teaching of science is often facility-based; to maximize safety and to provide students more hands-on experiences, we need to plan and build modern labs and teaching spaces. Our present Atkins Building is held together by the will and determination of a dedicated teaching faculty and by the skill of our maintenance department.

KC: What are your sources of pride, in the science department?

RL: I am proud of the growth of my colleagues in science. No one in our department remains inactive; instead they strive to improve their craft. We are highly respectful of each other and have a lot of fun along the way. We are also quite disparate in our philosophical approach to teaching and our collective science skills; this leads to collaborative problem solving and innovative lesson planning.

KC: Do you have a funny story or anecdote about colleagues?

RL: There are so many, and more than a few about Mr. Calderwood. But my favourite story involves a colleague I was really close to many years ago. He was a biology teacher with a Masters in Health Science. During a staff-student soccer game, this teacher displayed a surprising soccer skill set, and ended up tackling and winning the ball from a coach of the student team. For his efforts, the biology teacher was deftly cleated by the counter-attacking soccer coach. Post-game, the 'badge of courage' injury became badly infected until the biology teacher could scarcely walk. He came to me and asked if I thought he should see a doctor about the injury—I looked at the wound and was shocked to see red lines running up his leg from what my mother, a former nurse, used to call a 'productive wound' (i.e., super gross!). He went to a medical clinic for the inevitable scrubbing and antibiotics. When he went to pick up his medications, he was given the wrong prescription: he had already started taking a few of the antidepressants before the pharmacy alerted him to the mistake. The story is funny to me given that he had a Masters in Health education and I also enjoy teasing the soccer coach!

KC: What are the most meaningful things about being a teacher at GNS?

RL: Making connections with students. There is nothing more satisfying than working and playing with students through their academics, athletics and co-curriculars. Getting to know them in and through different activities helps to build bonds of understanding that can help you surmount any obstacle. GNS is the type of school that fosters these connections—where else could I work with the same student in science, soccer, climbing and outdoor leadership over the course of their time in high school? 🦋

RL: Humour, respect for students, and a strong sense of my own high school past have allowed me to connect with most of my students. It is important that students enjoy their time in the classroom and not come to view science as a chore. There are days that are less exciting than others; but on the whole, I like to have fun with the students.

KC: Where do you see GNS in 20 years?

RL: Given the phenomenal growth I've seen in our school over 26 years, I can only expect we will not remain stagnant. Fantastic improvements in facilities, such as the Hall and the turf field—along with the establishment of student-friendly strategies in athletics, service and academics—can only continue to attract interest in GNS. The ongoing success of GNS graduates in many amazing fields simply breeds more success as our current students endeavour to do their very best work, leading on to post-secondary education all over the world.

KC: What are your wishes for the school?

RL: A modern science education facility is urgently required to stay competitive with science programs in other schools. The

The Round Square IDEALS

One of the most unique aspects of Glenlyon Norfolk School is its membership in the Round Square. The Round Square is an international organization of schools that share the common philosophy of the IDEALS: Internationalism, Democracy, Environment, Adventure, Leadership and Service. To demonstrate that these ideals are embodied not only by our Round Square Committee, but also in the everyday values that are continually instilled upon us, six of our graduating students have been selected in order to highlight the six pillars of the Round Square.

Annabel Thornton and Natalie Salomon, Class of 2014

Internationalism – Patrick Granegger



While GNS prizes its lifers—those who practically grew up on the Beach Campus—GNS is also home to many international students. Patrick came to GNS in Grade 11 from a “wide cultural background.” From all the cultures Patrick has experienced first hand, to all the nationalities from which he descends, Patrick is a truly international student. He was born in south London. His mother is half Chinese, half English, and his father is fully Austrian. At the age of six months, Patrick moved to New Deli with his family where he spent the first 18 months of his life. Germany and Austria were the next two destinations on Patrick’s list. For four years, Patrick “lived in basically two homes.” He traded between a home in the suburbs of Munich and one in a tiny village hidden in the Alps called Sankt Ulrich am Pillersee. This is where Patrick first learned to speak German, which he says, “in essence was my first language.”

At the age of six, Patrick moved to Dubai, which was his home for the next 11 years. Patrick experienced the “melting pot of culture that is Dubai, as it attracts people from all around the globe.” While you would not be able to tell from his flawless accent, this is when Patrick first learned English. In Dubai, “the centralized location of the city allowed my family to travel all around the world. With them I have travelled to places such as: Indonesia, Malaysia, Switzerland, France, Portugal, Thailand, Cambodia and many more.” His school proudly contained 69 different nationalities. After finishing his GCSEs, Patrick moved to Canada, “broadening my cultural background ever further.”

Patrick is undertaking environmental studies at Dalhousie.

Democracy – Alasdair Hinton

While democracy may be a tougher value to render, Alasdair Hinton, Head Boy of the Senior School, epitomized democracy. The prefect election process at GNS mirrors many aspects of a true democratic



election: nominations, a campaign poster, a campaign speech and voting at the polls. Alasdair delivered a charming, witty and powerful speech during his campaign, and as a result won the election. The student body put their trust in him to be a leader who embodied the highest values expected of GNS students.

Alasdair had to “be responsible and respectful in carrying out [his] duties and do [his] best to support other students and their endeavors.” When running for Head Boy, Alasdair “had to keep these responsibilities in mind, as they come as expectations within a democratic system.” He was strategic when presenting any promises and public goals; not only was he a stellar role model, but he was also a perfect embodiment of a true democratic leader.

Alasdair is studying engineering at University of Leeds and was recently awarded a QUEST Scholarship from the Institution of Civil Engineers.

Environment – Rachael Keighan



If you're looking for a student who represents the truly green attitude GNS espouses, Rachael Keighan—Green Prefect in Grade 12 this past year—has been interested and involved in the environment since she was very little. At the young age of six, Rachael went to Camp Thunderbird for a week, which introduced her to something that would become very central to her life: the beautiful environment of the West Coast. When one week at Camp Thunderbird just wasn't enough, Rachael extended her stay to two weeks, then three, and then finally a month. She found herself “addicted to hiking, and kayaking, and just generally exploring around the woods.” After several years, Rachael ended up working at the camp as a counselor, passing her passion and knowledge of the outdoors on to others.

Rachael voluntarily takes part in regularly grooming a community garden in Sooke. She spends much time kayaking all over the coast of Vancouver Island and hiking the Juan de Fuca and the West Coast trails. She tries to fit in as much kayaking and hiking as her schoolwork allows. Rachael's favorite feeling is “when you go hiking off trail, or bushwhacking and you find an absolutely stellar viewpoint that you realize almost no one has ever seen. Just step outside and go exploring; it's as simple as that!”

Rachael has entered the Biomedical Sciences program at the University of Guelph.

Adventure – Bryn Longcroft-Harris



Bryn Longcroft-Harris truly encapsulates what it means to be adventurous. Last April, Bryn was one of six GNS delegates to attend the International Round Square Conference held in Nairobi, Kenya. “It was the farthest I had ever been from home,” says Bryn. “I experienced a culture drastically different from ours.” During the conference, Bryn hiked in the Rift Valley, went on a safari in Kenya's National Park, volunteered at a local primary school, kissed a giraffe, watched baby elephants eat their lunch, and met over 200 students from 42 schools worldwide. “GNS gave me the opportunity to go somewhere I never thought I would be able to go,” adds Bryn. “It opened my eyes to so many travel experiences.”

Last year, Bryn contemplated attending the university in the United Kingdom. “I think that if I hadn't gone to GNS, I wouldn't have had the confidence to leave Canada,” Bryn explained, but “the school does a really good job of giving students the opportunity to be adventurous; so I applied to five universities in the UK.” Bryn closes by saying, “whether it's a Round Square Conference on the other

side of the world, or just having teachers who support your ideas to study on a different continent, GNS breeds adventure into its students, and I think that is something really special."

Bryn is studying at Dalhousie University.

Leadership – Zoë Hopkins



Zoë was chosen as the student to represent leadership because she has recently received her Duke of Edinburgh Gold Award. The Duke of Edinburgh is a challenging and rigorous leadership award program that includes aspects of service, physical recreation, skill development and outdoor adventure. "GNS is such a welcoming and safe environment in which students can strive," says Zoë. "It has given me the opportunity to experience both leadership and mentorship." Whether on the soccer field or kayaking in the Gulf Islands, Zoë is always ready to embrace a leadership position.

The Duke of Edinburgh Award is an internationally recognized program and is extremely prestigious. It requires the student to take initiative and push themselves in four aspects of leadership. "From Kindergarten to Grade 12, I have been pushed out of my comfort zone," Zoë explains, "but I have always been supported by my teachers and peers." At GNS, leadership isn't about being the most accomplished athlete or the most experienced outdoorsman; it's also about discovering your undiscovered talents, as well as giving back to others. "GNS focuses on the principles of inclusiveness, recognition and appreciation," says Zoë.

Zoë has entered the science program at the University of Victoria.

Service – Oliver Dason



Oliver's contribution to service is truly exceptional as he has really gone above and beyond to help others, without seeking recognition. For Oliver's MYP Personal Project in Grade 9, he decided to fundraise for Ukulapha. Ukulapha is a non-profit organization that supports grassroots programs in the township of Slangspruit, South Africa. Oliver explains, "What I saw and learnt from Ukulapha disturbed me. I decided to help the children so I began raising funds for the meal program at Slangspruit Primary School."

So far, Oliver has raised over \$3000 for the Slangspruit Primary School. "I have raised funds for Ukulapha in many ways" says Oliver. "So far the money has been used for two Christmas meals and two Easter meals. Another meal was given on my birthday." Oliver has become such an impactful fundraiser, Ukulapha has designated one section of their website—"Oliver's page"—to outline all of his success. "Carolyn—the head of the charity—sends me photos and video clips of the excited children lining up and eating their meals," he explains. "It's hard work but Ukulapha has an important message, and I want as many people as possible to hear it."

Oliver is studying science at the University of King's College. 🦁

8 Elements of Change

Head's speech from the Senior Closing Ceremonies, June 20, 2014

Thank you, Natalie and Alasdair. I always enjoy following such articulate young people!

Chris Denford and Rick Calderwood thanked you as parents for all your support of the school in countless ways throughout the year—whether that be through the very active Parents' Auxiliary, or as Governors, or Directors of the Foundation, or as cheerleaders on the sides of many game sites here, all over the city, the province—or in Holland and Germany. Let me add to that our thanks for entrusting us with your wonderful children. I would also like to add to that a thank you for your financial support, and for helping us break through our goal of \$200,000 in the Annual Appeal. That leads me to thanking as well **Eva Riis-Culver** who is leaving us at the end of next week to return to Ontario for family reasons. Eva came to us 8 years ago as the Director of Advancement and has been instrumental in building an understanding and acceptance of the necessity for fee-paying school communities to fund-raise in order to move forward. She built the Annual Appeal from virtually nothing when she arrived, and successfully led us through Campus Transformation 1—the building of the artificial turf field and our glorious Hall. And—as you all remember—we had 2008 in there, which certainly made her task more difficult. Eva resists strongly any notion that she is retiring, and I know she is disappointed to be leaving GNS before we commence our next task of re-building the Beach, but there is no doubt that our ability to tackle that rests upon the shoulders of the enormous work that Eva has done on our behalf over the last eight years. Eva, thank you.

I would also like to publicly recognize the outstanding job that two of our new staff have done. A year ago, I paid tribute to two individuals whom I referred to as my right and left arms, and I could not imagine how we were going to get along without them. Marj Hewitt, I am delighted to tell you, is thriving in Edmonton, and Deirdre Chettleburgh in Metchosin. **Chrissy Raniseth** has firmly grasped the financial reins of the school and has kept the runaway horses of the staff under tight control, and **Chad Holtum** has succeeded in reaching and surpassing our international enrolment target for September 2015 now—that is to say, 15 months ahead of schedule!

I'd like to spend a few minutes tonight talking about our Family Boarding program, to put it into its proper context. It came about because of change in the Admissions Office, but is fundamentally about sustainability. GNS is a thriving, healthy school as it is, so why this move? Simply put, the GNS of today has essentially one string to its bow—day students from the Greater Victoria area, an area of declining demographics. In order to ensure the continuing viability of the school for the next fifty years, therefore, we have to find ways of broadening our demographic—without changing the fundamental nature of the school.

The first phase of that is the 7-day a week Family Boarding Plan, and the recruiting of international students. We will be welcoming a total of 65 international students next year (up from 24 in 2013/2014) and they come from a wide variety of countries. They are from Mexico, from Germany, from Switzerland, from Taiwan, Korea,



Vietnam, Thailand, Hong Kong, China, Tibet and—we hope—from Afghanistan. That is a diversity any boarding school would die for.

The second phase of the program will be our focus next year. That is to develop a 5-day a week Family Boarding program, aimed at students who are interested in getting a first class IB education, but who live too far away from the school to commute daily. Frankly, we have no idea what degree of interest this might foster, but believe it could be significant. Stay tuned!

Let me get back to the mandate not to change the fundamental nature of the school—which is to say an internationally minded, family day school in Victoria, which we will continue to be.

The aim, as I said earlier, is long-term sustainability. There will be some growth naturally, but really the only growth will be to fill up existing spaces. When we jump from two classes of Grade 5 to three of Grade 6, and from three of Grade 8 to four of Grade 9, we usually operate very small classes. To fill each of those to 20 predictably would ease our budgeting and maximize our efficiency.

Let me turn to the grads at this point, because our development of the family boarding plan is highly relevant to you, even though you are leaving. In a metaphoric sense, it reflects where you are in your lives, because it is both about embracing change and creating sustainability—and yet being true to who you are. You are about to undergo the greatest change of your 18 years. The torch of your future is being passed to you from your parents and from your teachers. It now becomes yours to manage independently in a whole new environment that is much, much larger and has way fewer support mechanisms. This is an exciting time, a change thrust upon you that is rife with opportunity and the chance to add many strings to your bow, but to stay true to the values you have developed within your family and school community.

What are the key elements of that change? First, no one is going to put you in ACT if you fall behind academically. That is the big one. Many universities provide good support, but they don't monitor. If you don't actively seek out support, you don't get support. Remember that, because freedom from monitored class attendance can be intoxicating!

Second, unless you are living at home, you can add the whole element of looking after yourself. That is somewhat softened if you

live in residence for your first year, which I suspect most of you will, but don't underestimate the degree to which you are looked after right now by your families.

Third, you are leaving a close-knit community where you are well known, and your classmates are well known to you. You are entering much larger and more impersonal environments.

Fourth—your class sizes are going to jump from 20 to 40, 80, 200. It's easy to get lost.

Fifth, your instructors generally won't know who you are, and they certainly won't know or care that you had a soccer game out of town and were late getting back the night before your mid-term.

Sixth, depending on what you are studying, your workload could increase significantly.

Seventh, regardless of what you are studying, your work is going to be accomplished much more independently than is the case now.

Eighth, in summary, you are the one in charge in a much more real way than is the case now. That's both a little scary and a lot wonderful, because you possess all the tools to flourish.

One of my most frequent comments to staff and parents in the last five or six years is that I am invariably humbled by what students at this school achieve. Just consider the music we have heard tonight, and the speeches of Natalie and Alasdair! That is most visible in the MYP projects that so startle and impress every October. Alex Puetter learned to fly. How good is that? Katherine Filmer's cedar strip canoe was a masterpiece of diligence, craftsmanship and huge learning, and I vividly remember thinking at the time what an extraordinary boost to her confidence that project must have been: to tackle something of that magnitude, and know that you succeeded is to set you free of ordinary limitations! That level of achievement is evident everywhere else too, as we constantly punch above our weight on all fronts.

You are a very confident, mature grade who have displayed a great deal of natural courtesy and leadership this year. As a result of your confidence, you are more independent than many classes; as a result of your natural courtesy, you are at the same time respectful of expectations. And you are respectful of one another, supportive of one another, kind to one another. Never underestimate





the importance of those qualities. Mrs. Bruce-Lockhart gave me a little book recently called "Congratulations, by the way!" It is a graduation speech to the students at Syracuse University and "went viral" after it was posted on the website of the New York Times. The speaker, George Saunders, suggests that one thing young people should ask of older folk—like me—is "Looking back, what do you most regret?" He replies that "What I regret most in my life are failures of kindness," and builds a wonderful address around that notion. I commend you most highly for your inherent understanding of the power of kindness, and your role modeling of it to the rest of the school.

And you combine talent and enthusiasm. Will anyone ever forget Hunter's joyous dancing? When he went onstage at the Conference Centre, I hoped he was going to give us one more dance—although his eloquence that night was both poignant and effective. And Caitlin will forever live in my memory twirling madly through the darkness like the Wicked Witch of the West on steroids! Molly as a slam poet vies with Molly as the leader of the very effective tech team. Jessie, the tenacious athlete, fighting back from injury through hard work. And Jyotish, fierce competitor on the field and across the aisle in debate.

You have a wonderful can-do attitude, and I know you will take that with you and make a success of coping with the changes I spoke of earlier as you enter tertiary education.

I have one more—brief—thought to leave with you. The changes you face between high school and university are not very different from the changes I faced in that same transition in 1967. However, the next big change is leaving university and going out into the workplace, and there, your world is very different than the one I entered. I graduated with a BA in 1971, and—in September 1972—I started my first teaching job. I will retire in 2015 from the same industry I started in. Yes, I have done many different jobs in many different schools over that time, but I have always worked in independent education. That is very unlikely to be your situation going forward. As the work force shrinks and the population bulge ages, and the globalization of everything continues, you need to prepare to be nimble, to be able to adapt to new opportunities. There are many university graduates who are underemployed, and are having a difficult time finding what they hoped would be waiting for them at the end of their formal schooling. I would suggest to you, however, that there has never been a time of greater opportunity for people who possess creativity, adaptability and grit. And, add to those 'tenacity', because all those wonderful qualities are not going to lead to success in every endeavor—but they will certainly lead to success in the long run.

Back to my Family Boarding metaphor. In 1972, I entered the workplace as a bow with one string—and that was enough for sustainability in my time. Just as the school needs multiple strings to its bow to ensure sustainability for the next 50 years, so too do you. I believe we—that is, the school and your parents—have put those strings into your hands, and I am confident that you as a class will use them well to create sustainable futures for yourselves.

Creativity, adaptability, grit and tenacity. Throw in a little kindness, as we spoke about before, and you've got a formidable bow!

Grads of 2014, thank you for all you have given to the school, go out and conquer the world—and, as ever, haste ye back! 🦄

1960



Gerald Haddon is an Honorary Colonel in the Royal Canadian Air Force which involves a range of duties, including fostering esprit de corps, acting as a guardian of unit traditions and history, and providing a link between the unit and its community. These positions are appointed by the Minister of National Defence.

One other important aspect of his job involves the Air Force Speakers Bureau. Gerald travels and gives lectures on his grandfather, J. A. D. McCurdy, the Father of Canadian Aviation, the first man to fly in the British Empire when he flew the Silver Dart in Baddeck, Nova Scotia on February 23, 1909, off the frozen ice of Bras d'Or Lake.

1978

Congratulations to **David Screech** who was elected the new mayor of View Royal in November 2014. In a comment to our Alumni Office he stated, "I often tell people that it was debating at Glenlyon that sparked my interest in politics and gave me the confidence in public speaking."

1990

Jason Inch has been chosen by the Richard Ivey School of Business (part of the University of Western Ontario), as the 2014 recipient of the Emerging Leaders Award for Community Advancement. The Community

Advancement award category specifically recognizes those who have made a social impact on their local community. In this case, the award is in recognition of Jason's work at LOHAUS Shanghai in promoting solar energy, LED lighting, and energy savings as a way to combat the city's growing problem with air pollution.

2001



Regan McGrath recently launched Metrics Chartered Accounting, a cloud-based accounting firm founded in Victoria, BC. Operating across Canada using an entirely web-based, paperless service, Metrics is designed to help forward-thinking business owners and individuals take advantage of the freedom and ease of online services. For more information check out: www.getmetrics.ca

2002

Caley FitzPatrick and her husband Sean welcomed Grace Olivia Byrne at 12:16 p.m. on January 7, 2014, in Victoria BC. She



weighed 7 lbs 1 oz at birth and had a full head of hair! The parents are completely smitten with their new arrival.



Update from Val Chatterton about **Jessica Prince**: "Jess was one of my debaters at GNS. She was the first speaker of a four person team that represented Canada at the World Debate Finals in Singapore. Later, while getting her law degree at Oxford University, she placed as top debater in the world. In October 2014, she was a member of the legal team that is representing the right to die case now being heard by the Supreme Court of Canada—the highest legal honor in Canada. I believe she will be prime minister one day!"

In January, 2014, **Duncan Wright** left the Embassy of Canada after accepting a position with Google's Japan office as the Strategic Partnerships Manager for Social and Knowledge.

2004

Congratulations to **Peter Bell** who was selected by a multi-level committee to attend the Lindau Nobel Laureate Meeting on Economic Sciences in Germany this August. This is a meeting of approximately 450 "bright, young minds" from the field of Economics from around the world to meet with 18 economics Nobel Laureates. Peter has completed a BSc at UVic, a MSc at UBC Green College and is now working on his PhD in Economics at UVic.

2007

Matthew Armstrong graduated from the University of Toronto Faculty of Law in 2013 and is now articling with a boutique corporate law firm on Bay Street in downtown Toronto.

2009

Claire Butterfield, and her band, Fox Glove, released their debut EP on March 8. The group performed at Rifflandia in Victoria this September.

2010

Marissa Armstrong is working on finalizing her Bachelor of Science Honors with a double major in Biology and Psychology at the University of Toronto.

During her convocation from UVic this spring, **Sarah Tradewell** received the Victoria Medal which is awarded to the graduating Fine Arts student with the highest overall GPA!

2014



Zoë Hopkins and **Lauren Caters** received their Duke of Edinburgh Gold Awards from HRH Prince Edward at Government House on September 13, 2014.

In Memoriam

1933

Barbara Findlay passed away September 1, 2013 from the results of a stroke at the age of 94. Barbara was born in Victoria, BC, on November 9, 1918. She is survived by two sons, Terry and Bourke Findlay, and four grandsons, James, Tosh, Timothy, and Jeremy Findlay. She was predeceased by her husband William Wray Findlay in 2001.

1944

Ian Rowe passed away August 22, 2014. He attended Glenlyon from 1935–1942 and worked at BC Rail as a Surveyor for 40 years. He is survived by his wife Yvonne of 63 years, daughter Lori, son Larry, 5 grandchildren and 5 great grandchildren, brother Jack (Prue) of Victoria and many nieces and nephews.

1953

Maurice Prendergast passed away November 6, 2014. He is survived by his beloved wife of 55 years, Andrée; his two loving daughters, Suzanne and Tania; his sons-in-law Erik and Guénolé; and his cherished granddaughters Yaïza and Soleil.

1959

David "Wick" Wilson passed away in the early hours of May 10, 2013. He is survived by his wife Brenda and two children, Michael and Katherine ('02). David served as the first chair of the GNS Foundation. Brenda taught math at the school for 19 years.

1969

Daniel Westinghouse passed away December 13, 2013. As well as his beloved wife, Jodi, Dan leaves his brother George, sisters Barbara Mordaunt and Carlene Taylor and numerous nephews and nieces.

1980

John Oswell passed away on April 20, 2014. John is deeply missed by his wife Kath, step-son Dylan, father Desmond, sisters Margaret and Jean and extended family and friends.

Current Staff



Heather Breen and her husband Kieran welcomed Hannah on September 8, 2014.



Congratulations to **Leonard Butt** whose painting "Home" was named Best Work – Master's Category at the Sidney Fine Art Show this past fall.

John McCallister married Cathy on September 13, 2014.

Jennifer Mora and her husband Ed welcomed Rosa on October 18, 2014.



Jenny Nanninga and her husband Daniel welcomed Willem on July 8, 2014.

Former Staff

Dr. Barbara Pritchard Harris, associate Professor in Linguistics for many years and former Norfolk House French and English teacher, died April 4, 2014. She was a lover of words reflected in: her studies of Chinook jargon and Canadian English; her dictionaries; her devotion to cryptic crosswords; and her enthusiasm for a good detective story.

Former Parent

Stuart Piets passed away on May 7, 2014. He is survived by his wife of 45 years, Anthea, and his three children, Adrian '92, Sara '94 and Hilary '04. Stuart served as Chair of the GNSS Board of Governors and as Chair of the GNS Foundation. 🦋



In October **Bruce Melville**, a former member of the teaching staff at GNS, and his wife visited The Hague in the Netherlands, and enjoyed lunch and a visit with **Heather Lapper**. Mrs Lapper, mother of Emily (GNS 2003), Nathan (GNS 2005) and Deirdre (GNS 2005), taught at the Junior Girls Campus of GNS, the Senior School, and in the Middle School from 1993 until 2010. Along with her teaching duties, Mrs. Lapper was the first IB Middle Years Coordinator at GNS and oversaw the authorization and implementation of that program. In 2010, building on her GNS experience, Mrs. Lapper joined the staff of the IB Organization in Geneva, Switzerland. In 2011, when the office moved to the IB Global Centre in The Hague, she relocated to the Netherlands where she continues in the role as Middle Years Programme Regional School Services Manager for Africa, Europe and the Middle East. Heather reports that she loves her job and is travelling a lot. 🦋

Alumni, is 2015 your special year?

Let us help you celebrate your class reunion.

GNS	Norfolk House	Glenlyon
<i>Graduated in...</i>	<i>Graduated in...</i>	<i>Grade 10 in...</i>
2010 – 5 years ago	1985 – 30 years ago	1985 – 30 years ago
2005 – 10 years ago	1980 – 35 years ago	1980 – 35 years ago
2000 – 15 years ago	1975 – 40 years ago	1975 – 40 years ago
1995 – 20 years ago	1970 – 45 years ago	1970 – 45 years ago
1990 – 25 years ago	1965 – 50 years ago	1965 – 50 years ago
	1960 – 55 years ago	1960 – 55 years ago
	1955 – 60 years ago	1955 – 60 years ago

Past your 60th reunion? That's worthy of celebrating every year!

Get in touch with Gill in the Advancement Office if you'd like assistance with planning your special class celebration. Email to alumni@mygns.ca, or give me a call at 250.370.6805. I look forward to connecting with you!



Left to right: Heather Atkinson, Sue (Kelly) Foley, Susan (Mitchell) Dunn, Joanne (Garner) McLeod, Diane (McNeill) Winter, Jan (Hudson) Wilson, Robin (Abbiss) Forrest, Jo (MacDougall) Lavalée, Trish (Dunn) Lortie, Joan (Thomas) O'Meara, Nancy (Lundy) McMillin, and Cecilie (Shaw) Davidson (seated in centre).

Class of 1964

Trish Dunn Lortie and Heather Atkinson, Co-chairs of the 50th Reunion of the Class of '64 Committee

The Class of 1964 enjoyed a wonderful 50th year reunion last May. We were pleased that 12 of the 24 members of the class came to the reunion, which got off to a great start with the Alumni Reception on the stage of the new Hall at the school on May 23. On the Saturday we had time for more stories, catching up on accomplishments and families, reminiscences and laughs over lunch in the Scott Library. Mary Anne Marchildon from the Advancement Department of GNS gave us an interesting "Then and Now" talk, describing the many changes the school has undergone in 50 years and gave a tour allowing us to take a trip down memory lane visiting old classrooms,

but also admiring all the new facilities at the school. As a way of commemorating their reunion, members of the group were pleased to present a cheque to the school to go towards bursaries.

The group then moved to the home of Heather Atkinson for a celebratory tea and cake. The reunion concluded with dinner at the home of Trish Dunn Lortie, when over wine, there were more stories and much laughter. It was really terrific to reconnect with classmates with whom we shared such important times and we all agreed we would not wait another 50 years—nor even 10—for the next reunion! 🦋

Glenlyon Norfolk School Essay

Honorary Colonel Gerald P. J. Haddon '60

In 1952, I was ten years old when I was deposited at Glenlyon Preparatory School in Victoria, British Columbia as a boarder.

Welcoming me to my new abode was Mr. Simpson, the imposing Headmaster, a gentleman who instilled in me truth, discipline and Christian values. Unfortunately, I so disliked my first few months, I decided to run away by jumping on my bicycle and riding home to a very unsympathetic mother—who promptly drove me back.

Growing up, I did not see much of my father, a senior RCN naval officer who spent much of his time at sea. My mother spoilt me terribly, which made living with me an ordeal for my fellow boarders. To remedy the situation, I was taken to the back of the school's woodpile where my classmates let me know, in no uncertain terms, that my behaviour was unacceptable. In order to survive, and live with a group of young boys in a rather spartan and challenging environment, one learns very quickly to adapt and get on with life. Getting sorted out by my fellow boarders was the best thing and changed my behaviour for the better.

Of all my teachers, the one who had the biggest influence was Capt. Barry, a fair and inspiring man who would throw sweets at us when we answered his questions correctly. At Glenlyon, I learned that I loved sports—both individual and team—and was introduced to boxing, football, rugby, cricket; I also discovered I had a talent for running.

Concluding four productive years at Glenlyon, I moved on to Shawnigan Lake School where I would largely consolidate and expand on what I had been taught at Prep school. Playing the sports I had first been introduced to at Glenlyon, I made it onto the 1st XV (Rugby), the 1st XI (Cricket) and the Shawnigan Lake Track and Field team which was my most successful physical activity. In my final year, my coach took me to some International Track Meets where I was matched up against some of the finest sprinters in the world in the 100 and 220 yard distances. I was also involved in the school's Sea Cadet Corps, which stood me in good stead for future years. Finishing Shawnigan in June 1960, I rejoined my family in London, England. I was not to return to Canada for another six years.

After spending 1960–61 at a French school in Switzerland, I returned to England to enroll at University College, London. My time there brought me in contact with many students from the Middle East who evoked my interest in their countries and their cultures. "You must come to visit us one day," they extolled. I subsequently took them up on their offer and worked and travelled my way through



Honorary Colonel Haddon with the Silver Dart replica.

the Middle East in 1964/65, where I visited Egypt, Lebanon, Syria, Jordan, Iraq, Iran and Kuwait. The citizens of these countries wholly endeared themselves to me: their hospitality and generosity was overwhelming and I was treated like a King. It saddens me deeply to see what turmoil and tragedy exists in this part of the world today.

Here is a brief summary of some of my background. My father was a senior naval officer with the Royal Canadian Navy; I therefore was brought up on military bases from coast to coast—from HMCS Esquimalt in Victoria, BC to HMCS Stadacona in Halifax, Nova Scotia. Consequently, my family experienced numerous moves all over Canada, combined with overseas appointments to the United States and Great Britain. I am, therefore, well acquainted with the military life and its rich traditions. I witnessed my father serve his country for thirty-five years and my grandfather, J.A.D. McCurdy, discharge his duties as a Minister of the Crown during the Second World War and—as the Queen's Representative—when Prime Minister King appointed him Lieutenant-Governor of Nova Scotia from 1947 to 1952.

I recall sitting in the wood-paneled book-lined library in Government House, Halifax, when my grandfather was Lieutenant Governor. During one of my boastful conversations about my life at Shawnigan, my grandfather admonished me with the following: "There is nothing noble in being superior to someone else. True nobility lies in being superior to your former self." And he quoted Confucius to me: "Humility is the basic foundation of all virtues." I have attempted to weave these reflections into my life ever since.

In June 1966, I was accepted into the training programme at CTV Television in Toronto and ultimately ended up being a Director in their studios. After a thirty-nine year career of working on Canada AM, CTV news, innumerable variety, musical, election and public affairs shows, live and taped dramas, Winter and Summer Olympics, and all the top sporting events, I retired from CTV in August, 2007.

In 1980, I married an English girl called Amanda Bond. We are blessed with two daughters who live and work in London, England; Edwina is a corporate lawyer and Emma works for a private equity firm. If a man's life is measured by a treasured wife and idolized daughters, then I am a rich person.

One significant aspect of my life that remained unknown to most of my school and business colleagues was my connection to a rather accomplished and famous Canadian, The Honourable J.A.D. McCurdy. He was the first man to fly in Canada and the British Empire in Baddeck, Nova Scotia on February 23, 1909 in an aeroplane he designed and built called the Silver Dart. John Alexander Douglas McCurdy was my grandfather—a man whom many consider to be the Father of Canadian Aviation. Known as “John the Baptist” for being the chief force behind the founding of the Royal Canadian Air Force, he was acclaimed the first Member of Canada's Aviation Hall of Fame with the following citation:

“The dedication of his engineering talents to the development of manned flight was a prime factor in the birth of North America's Aviation Industry and has proven to be of outstanding benefit to Canadian Aviation.”

This was a man whom I knew for the first nineteen years of my life. I am immensely proud of his many aviation accomplishments. My grandfather was part of a group of brilliant young men who formed the Aerial Experiment Association on October 1st, 1907. Members of the group called themselves “Associates” and were five in number: Alexander Graham Bell, J.A.D. McCurdy, Casey Baldwin, Thomas Selfridge and Glenn Curtis. The AEA was formed with one purpose in mind—“To get a man into the air.” In 1910, my grandfather became the first Canadian to be issued a pilot's license. As McCurdy's February 23, 1909 flight was not just the first one in Canada, but also the first flight by a British subject in the Commonwealth, McCurdy was granted Great Britain's pilot's license Number One.

I had the privilege of being part of the team, aptly named the Aerial Experiment Association 2005 Group, which built the 2009 Silver Dart replica. The model is as true to the original design as possible and you cannot begin to imagine my pride as I toiled on the 2009 replica; I truly felt my grandfather's presence as the Silver Dart began to take on its iconic form. I am proud to report that the AEA 2005 Silver Dart aeroplane now has a permanent home at the Alexander Graham Bell National Historic Site Museum in Baddeck, Nova Scotia.

One hundred years later, the Aerial Experiment Association 2005 group duplicated the 1909 feat by flying the Silver Dart over the same expanse of frozen ice. Our pilot was a former Canadian astronaut, Bjarni Tryggvason, who was the payload specialist on the 1997 Space Shuttle. In a word, Astronaut Tryggvason described the first flight of the Silver Dart in nearly a century as “majestic.” Having flown the Silver Dart and the Space Shuttle, he is immensely proud to say that he has gone from flying the highest and fastest, to the

lowest and slowest! What a breathtaking moment it was to see the Silver Dart take to the skies once again. It was as if time had stood still and when someone asked me, “What would your grandfather do if he were here with us today?” I answered, that he would probably say, “Move over, I'd like to fly her now.”

To honour his legacy, and as a fitting tribute to my grandfather, Amanda and I flew down to Sydney, Nova Scotia, where, 100 years later, the renaming of Sydney Airport to the J.A. Douglas McCurdy Sydney Airport took place. In 2012, the Government inducted Honorary Air Commodore, The Honourable J.A.D. McCurdy into the prestigious Canadian Science and Engineering Hall of Fame—the Pantheon of Engineering Excellence.


In recognition of the 50th Anniversary of my grandfather's historic flight, in 1959 the Queen appointed McCurdy an Honorary Air Commodore. The only other person, at that time, sharing the same distinction was Sir Winston Churchill. That same year, the RCAF appointed him the first ever civilian Honorary Colonel of the entire Royal Canadian Air Force.

In 2010, I had the privilege of being appointed Honorary Colonel, RCAF, of the Canadian Forces School of Aerospace Technology and Engineering, CFB Borden by The Minister of National Defence. As my grandfather was chiefly responsible for the creation of the RCAF on April 1, 1924, this was a singular honour and I was truly humbled by this call to service.

In helping to form the building blocks of my character, Glenlyon fostered in me a spirit of life-long excellence. We do not get to choose our school friends but living in such close quarters for four years with a group of young individuals teaches you to have your wits about you.

Glenlyon taught me the value of hard work, tolerance, humility and loyalty. Better yet, I learned how to stay clear of trouble with my fellow classmates.

The man or woman who succeeds is a person who has realized that satisfaction does not arise merely from being good at something, but also from being a certain kind of person. Such a person is not content to dedicate his life to trivial objectives. He has merit in his ambition. A person of quality realizes that there is something beyond success: it is excellence. As the English philosopher Herbert Spencer declared, “Not education, but character, is man's greatest need and man's greatest safeguard.” As the Chinese proverb says: “If there is light in the soul, there will be beauty in the person. If there is beauty in the person, there will be harmony in the house. If there is harmony in the house, there will be order in the nation. If there is order in the nation, there will be peace in the world.”

Albert Einstein said, “Try not to become a man of success but rather try to become a man of value.” Upon reflection, this maxim embodies the Glenlyon foundation—one that guides me each and every day. 



Class of 2014: Where are they going?

Jivan Bains-Wood – University of Victoria
Julianna Bate – Simon Fraser University
Alexandra Bland – Queen's University
Kyra Bohlken-Hern – University of Victoria
Jason Bradbury – Chowan University
Gareth Bray-Bancroft – UBC Okanagan
Skylar Broeren – University of Alberta
Lauren Caters – University of Victoria
Jamie Charles – Camosun College
Jenna Ching – UBC
Diana Chkipov – University of Victoria
Adam Darcie – UBC
Oliver Dason – University of King's College
Carmen Dixon – Camosun College
Callum Fehr – University of Victoria
Anca Fetcas – Camosun College
Katherine Filmer – University of Victoria
Rhys Fletcher Berna – Camosun College
Joe Gale – Camosun College
Faseeha Gondal – University College of Dublin
Jack Gorham – University of Victoria
Patrick Granegger – Dalhousie University

Jessica Grundmann – University of Victoria
Amy Han – New York University
Olivia Hannigan – 'gap' year in Thailand
Andrew Hindi – UBC
Mathew Hindi – McGill University
Alasdair Hinton – University of Leeds
Zoë Hopkins – University of Victoria
Maggie Hospers – Latitude GAP
Molly Hospers – Mount Allison University
Gwen James – Queen's University
Rachael Keighan – University of Guelph
Jyotish Khanna – University of Victoria
Adam Kwasny – UBC
Erik Lee – University of Toronto
Antonio Li – badminton training
Bryn Longcroft-Harris – Dalhousie University
Kirk Lumley – University of Victoria or Camosun College
Ashleigh Martens – Milliken University
Caitlin Maxwell – University of King's College
Jake McCallum – University of Victoria
Graham Morrison – University of Victoria

Joe Naaykens – University of Victoria
Alexander Puetter – Camosun College
Cedar Rain – University of Victoria
Fraser Rinald – University of Victoria
Grace Ruthven – University of Victoria
Natalie Salomon – Berklee School of Music
Christina Sharp – UBC
Liam Shillington – Queen's University
Robbie Slegg – Camosun College
Skye Spaulding – Camosun College
Laura Strong – University of Victoria
Allie Szwender – Dalhousie University
Annabel Thornton – Queen's University
Brooke Turner – Vancouver or Los Angeles as singer/songwriter
Lisa Utley – Hong Kong University
Bolun Wang – University of Victoria
Hunter Watson – University of Victoria
Wesley Whyte – University of Victoria
Jason Xu – University of Waterloo
Trey Zhu – University of Victoria

Think Further.

“I go to GNS because they’ve made it possible for me.”

– Rory, from Gabriola Island

5-Day Family Boarding



www.mygns.ca | admissions@mygns.ca

Do your best through truth and courage

