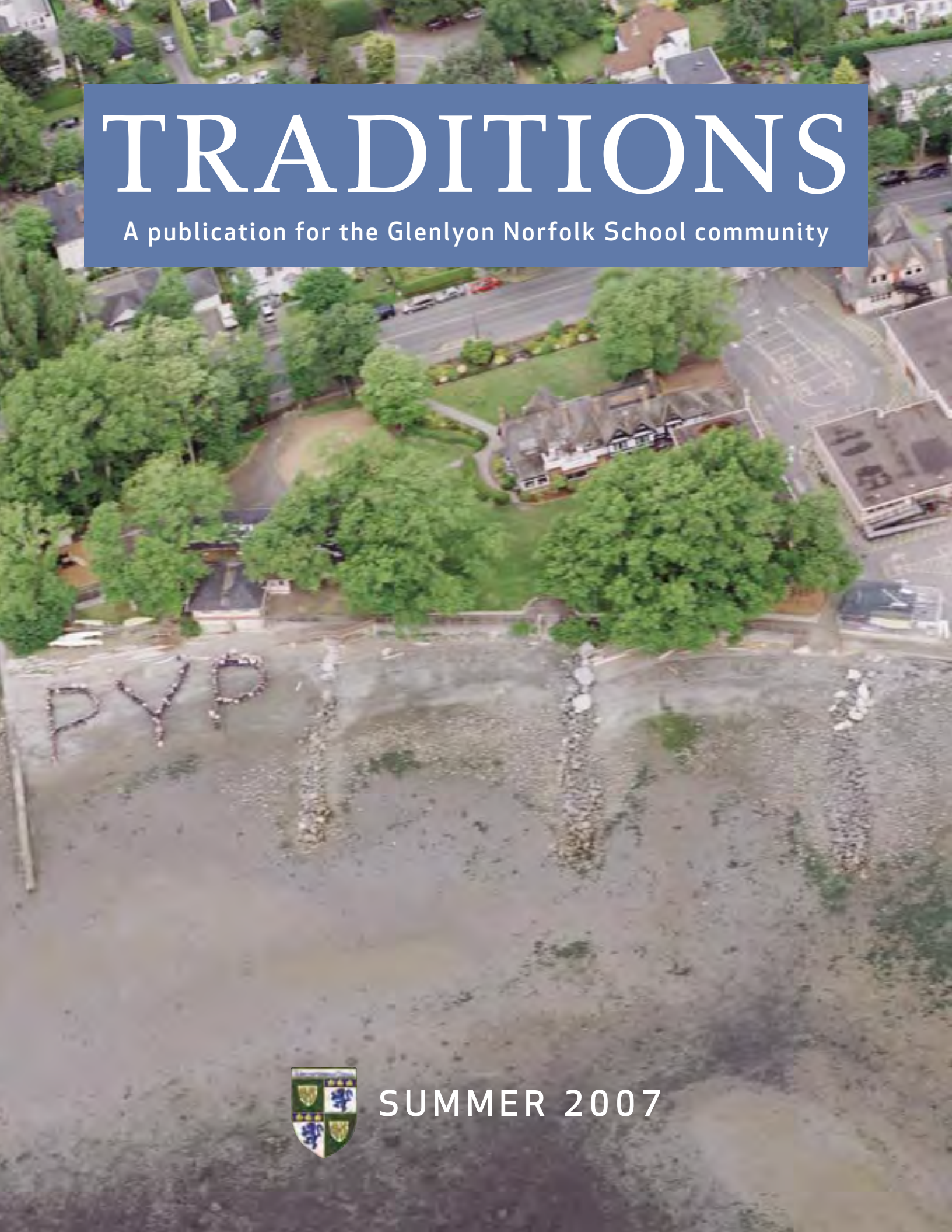


TRADITIONS

A publication for the Glenlyon Norfolk School community



SUMMER 2007

Traditions

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Cover: On June 12 the Junior School held a special assembly to celebrate the authorization from the International Baccalaureate to offer the Primary Years Programme. As a culmination of this celebration the students and staff gathered on the beach to spell out "PYP" for this special photograph. (Photo courtesy of Global Remote Sensing.)

From the Head

Simon Bruce-Lockhart, Head of School

A year ago, in thanking the staff for everything they had done to create a successful school year, I quoted several of my favourite lines of poetry from William Wordsworth's *Tintern Abbey*: "that best portion of a good man's life,/His little, nameless, unremembered acts/Of kindness and of love." That is the real measure and engine of a good school, and by that measure, we fare well indeed. This year, I made reference to the same lines, but commented that it is not *unremembered* acts, but rather *unseen* acts. All schools are enormously busy, and so much that happens does so quietly, without great fanfare. At GNS, that is even more true, because we are structurally a de-centralized school. Not only do we have three schools on two campuses, but—because we lack the physical facilities to play many of our games at home, or to perform many of our concerts—we tend to go to other venues a great deal. I was particularly struck by this when I was asked to speak at the annual Athletics banquet, and realized how many of our games take place elsewhere. We all see soccer, basketball and volleyball because they sometimes happen at home—but rugby takes place at Windsor Park, field hockey at UVic, track at Oak Bay Recreation Centre, rowing at the Gorge Club, sailing at the Royal Victoria Yacht Club, tennis, swimming and golf at a variety of locations, and—well, you get the picture! We make excellent use of community facilities in athletics and elsewhere, and—although that is in many ways a good thing from the points of view of community connectedness and economics—it does mean that much of what we do flies below the radar of all except those who are involved. That leads me to two loosely connected thoughts about programs and facilities.

In some ways, the lack of visibility of our programs is not a bad thing. In an age when increasing hype and professionalism are glomming on to amateur activities, competing for the love of the game and for the desire for exercise and for the joy of participation is refreshingly positive. Sports are about opportunity, the opportunity to compete, to pit oneself against others, to improve and to grow. Throughout my teaching career, I have hated the fact that some schools make a point of recruiting outstanding athletes for certain programs at the senior level. I have no doubt that the practice serves those athletes well, but it brings with it a level of professionalism that is counter to what I believe should be the values of school sport. In essence, it says the individual program is more important than the students within the school, whom the program should be serving. In the final analysis, putting the students first serves the school well in the long run. The Senior Girls' Soccer Team is an excellent example of how and why that works.

The girls won a bronze medal in the Single A Provincial Championships this year. Having defeated the ultimate Double A champions and one of the top finishers in the Triple A provincials during the season, they expected to bring home the gold. On the other hand, they became the first team in the history of the championships to win a medal in six consecutive provincials. More remarkably, the team is made up of six Grade 12s, two Grade 11s, seven Grade 10s and five Grade 9s. That is developing the talent we have within the school, *and it is self-renewing*. Year after year, the team is led by seniors who have been a part of the program for four years! That is true of many of our teams, and I believe it lies at the heart of the success of our athletics program, which certainly must rank very highly across the board in Single A schools.

The arts face a similar problem with profile: because we do not have a venue for large productions or concerts, it is very rare for us to perform in front of the entire school. Accordingly, many students go throughout the year hearing only those performances that grace weekly assemblies from time to time. I think most people would agree that it is more important for the Performing Arts to have an audience than it is for an athletic team. For that reason, one of the highlights of this year for me was holding "Celebrate the Arts" at the McPherson Playhouse in the middle of the day, with the entire Middle and Senior Schools present. Although it meant that many parents were unable to attend, it also meant that all the students were there. The chance to perform in front of their peers was a rewarding experience for those on stage, and the realization of the depth of talent in the school was a worthy step forward for those in the theatre seats. And everyone enjoyed the day!

That brings me to thoughts about facilities. I am finishing this article sitting in a dorm room in one of the superbly endowed, traditional New England prep schools, with facilities most medium-



sized towns would die for. Situated in a very rural area, it has to provide every facility it requires, because there are none suitable in the immediate community. The 570 students and 127 faculty—a 5 to 1 ratio when part-timers are reckoned in—share an 810 acre campus complete with countless fields, two indoor hockey rinks, many squash, basketball and (21) tennis courts, a nine hole golf course, thousands of feet of waterfront, a boathouse, beach volleyball courts and superb academic facilities, including a 700 seat concert hall. And they have an endowment of over 400 million dollars. At the end of the day, I am not sure what all that adds up to in educational terms, and whether students are necessarily any better prepared for further education, or life in the real world. (Don't get me wrong: this school has an active social conscience and ranks service as highly as we do. They just do it from a very different environment!) Certainly I would love to transport this entire campus and drop it into the middle of Victoria, but that is not going to happen. Nonetheless we can offer the same opportunities, by careful selection of what we build and what we reach out into the community for: partnering with entities such as the Gorge Rowing Club and the Royal Victoria Yacht Club simply makes sense and has no downside. The key priorities on our limited land base must be academic facilities that are up to date, spacious and conducive to education. Equally important, we need to create spaces for community building and socializing, as well as for some degree of performance and competition. The challenges are great, but worthy and exciting.

I look forward to sharing the Facilities Master Plan and its inaugural steps with you in the fall. 🍂



Kristina Campbell addresses the graduates at the Senior Closing Ceremony in June.

“The Board wishes to express its sincere hope that our graduates have been well served by their time at Glenlyon Norfolk School.”

From the Board

Kristina Campbell, Chair

Summer is here, and we have all survived the whirlwind of activity that marks the end of another school year. For me this year seemed even more frenetic than usual as the Board's demands on my time escalated in June.

The focus of the Board for the past year has been to develop a Long Term Master Facilities Plan. An ad hoc committee of the Board was responsible for hiring, and then advising, architects to help us develop this plan. It has been presented to the two communities our school resides in; there have been numerous meetings with neighbours and staff. The Preliminary Master Plan was presented to the Society at the May GM and at our June meeting the Board adopted it as the Official Master Plan—and now the real work begins. Choosing priorities, running a school during construction, finding the money to execute the full plan—and I thought June was busy! With a number of false starts in the past, it is with great excitement that I anticipate the beginnings of construction during the 2007/2008 year. Look forward to the launch of the plan, and the fundraising in September as we return to school!

We have completed another successful year, finishing with a surplus budget, strong enrolment and wait lists in many areas of the school. As the year ends and we say goodbye and congratulations to our graduating class, the Board wishes to express its sincere hope that our graduates have been well served by their time at Glenlyon Norfolk School. We hope that the school has prepared you for the challenges that lay ahead in this next phase of your life. On behalf of the Board I wish each and every one of you the best, now and always. Remember GNS fondly, keep in touch with your friends, and come back and visit.

Just as we say goodbye to our grads, the Board says its goodbyes as well. Bruce Homer has completed his year as Past Chair, and thanks to his guidance and support I feel confident leading the Board upon his departure. Rob Cooke also leaves us this year after serving two active terms. He was invaluable to the Board with his expertise in strategic planning and administrative consulting. Rob leaves us with a sense of satisfaction for his contribution, particularly for his role on the Search Committee that was responsible for the hiring of our current head. Best wishes to you both as you leave, and as I said to the graduates, remember GNS fondly, keep in touch with your friends, and come and visit!

As we say goodbye we also say welcome to two new Board members, Chris Denford and John Kuehne. Chris attended Glenlyon, and has his young family enrolled at the Beach. He has been an active and valuable member of the Facilities Committee over the past year and a half and we are pleased to welcome him to the Board. John Kuehne, also a Beach Drive parent, has served on the Finance Committee for the past year, and we are grateful for his willingness to step forward to serve on the Board as well. The strength of his financial background has been an asset to the Finance Committee, and will be appreciated at the Board. Welcome to both of you.

The Officers for the Board of Governors for the upcoming year are:

Kristina Campbell – Chair
 Doug Easton – Vice Chair
 Donja Blokker-Dalquist – Secretary
 Shelagh Rinald – Treasurer

Committee Chairs for the upcoming year are:

Donja Blokker-Dalquist – Advancement
 Brian de Clare – Audit
 Shelagh Rinald – Finance
 Robin Baird – Governance
 Dawna Bailey – Nominating
 Doug Easton – Strategic Planning

Thank you to everyone for all your work over this past year and enjoy your summer! 🍷



The Grade 5 girls sold friendship pins for charity at the Dickens Faire.

Parents' Auxiliary 2006/2007

Bev Skaggs and Arlene Baker, outgoing Co-Presidents
Carolyn Taylor and Vicky Ballantyne, incoming Co-Presidents

Through the wonderful volunteer efforts and community spirit of all of our families at GNS, the Parents' Auxiliary raised approximately \$120,000 during the 2006/2007 school year, which will all be donated back to the school.

Examples of how these funds will be spent have been seen in recent years when they have helped pay for our playground, cameras, Prometheus Smart Boards, our Zodiac for the safety of the Marine Program, various tools, and new musical instruments. The funds also support our Student Activities Fund, which enables our children to attend all sorts of tournaments, regattas, and sports and fine arts events amongst a myriad of other things.

The efforts of everyone—from those who attend the events to those who make them happen—are deeply appreciated. We hope that we will have as much fun building our community next year as we did this year. 🦋



Parents enjoyed an evening out at a Night in Venice.



Grade 7 clowns entertained at the Seaside Fair.



Round Square News

Sarah McKerlich, Senior School Round Square Coordinator

There are three ways of trying to win the Young. There is persuasion, there is compulsion and there is attraction. You can preach at them, that is a hook without a worm; you can say, "You must volunteer," that is of the devil; and you can tell them, "You are needed." That appeal hardly ever fails.

– Kurt Hahn

This December, fifteen Grade 10 to 12 GNS students with Spanish teacher Dylan Reeves and Senior Round Square Coordinator Sarah McKerlich will launch the pilot GNS-Mexico Round Square Regional Service Project. The group will travel to the fishing village of Chacala, two hours north of Puerto Vallarta to start a language learning and leadership exchange with local youth through an organization called *Cambianos Vidas*. The GNS group will also work with local families and Habitat for Humanity's Global Village Program building a home for a family in need. We hope to run this service and leadership trip annually to establish strong community learning and service connections between GNS and the people of Chacala. Stay tuned for details: watch for a "GNS-Mexico Round Square" link with trip updates and pictures on the school website.

Working with Habitat for Humanity's Global Village Program and the local youth leadership organization 'Cambianos Vidas' we will:

- work with local families in building a home;
- work with the local youth, teaching, reading and playing with local children;
- learn Spanish and teach English; and
- celebrate cultures and explore the natural world (sea, sand, jungle and surf).

For more information, please contact:

- Sarah McKerlich (smckerlich@glenlyonnorfolk.bc.ca) or
- Dylan Reeves (dreeves@glenlyonnorfolk.bc.ca) 🦋



Keith and Angela Walker arrive at Keith's good-bye party.

A Fond Farewell

Stuart Brambley, Director of Daily Administration, Beach Drive

"Oh Walker, you clot!...Gentlemen, we have a crisis!" These are the words I remember Keith saying in the Glenlyon Staff Room during one of my first days 'At The Beach' in 1976. It was a Wednesday. He had 'politely' admonished a parent for entering the car park through the exit gate, conducted hymn sing at assembly, illustrated the workings of an algebraic equation for the umpteenth time by referring to the "Barlow Mistake," printed the weekly Bible quiz on the old Gestetner, fixed the malfunctioning 'traffic lights' outside his office door, and 'entertained' two boys caught red-handed using the student telephone for a long distance call at morning recess. He had just taken his chair at the 'round table' to eat his weekly treat of curried egg sandwiches, when opening the carefully wrapped package he realized he had his son Martin's lunch. No doubt Martin was suffering the wrath of his form teacher, Dougal Fraser, for smelling up the classroom with his father's pungent curried egg 'delicacies.'

Now, almost thirty-one years later, we have another crisis! Mr. Keith Walker, long time servant of the school will hang up his mortar board for the final time, maybe, this August. He has been with the Glenlyon and Glenlyon Norfolk Schools since April 1970, serving as Mathematics teacher, Assistant Head and Headmaster of Glenlyon, Joint Head of GNS, Director of the Junior Boys School, Director of Development and Alumni Relations, and School Archivist. The crisis is that he is part of a dying breed of 'old time' educators whose character, beliefs and standards have helped to mold this school into one of the finest in Canada and he will be sorely missed, nay he will be irreplaceable (thank you Horace, your spirit lives on through Spellcheck!)

At the risk of repeating the most eloquent and heartfelt words spoken at his Fond Farewell on June 21, 2007, allow me a moment to speak about this gentlemen who has meant so much to students, parents and teachers alike.

Keith had his first teaching experience at Copthorne School, returning to his prep school for the Autumn Term, 1945, between finishing at Winchester College and waiting for his 'call up' papers. Then, after two years conscripted service in the British Army and three years reading physics at Trinity College, Cambridge, he took on teaching assignments at Repton, Derbyshire; Michaelhouse, Natal; Southern Highlands, Tanganyika; Papakura, Auckland; Lancing College, Sussex; and Queen Victoria, Fiji before coming to Glenlyon and GNS. Now, after fifty-six years (and one term) of devotion to education, completed with love, commitment, and diligence, he will write his final Day


Plan at the end of August, closely coinciding with his eightieth birthday.

In March of 1970, Keith was finishing his professional year at UVic. He had arrived six months earlier, with his family, from Fiji. Between his two 'tours' at Queen Victoria School in Tailevu province, he and Angela visited Victoria as the guests of an old Cambridge chum, Carey Creek and were so impressed by the city and its surrounding islands, they knew they would return.

As he was chatting with fellow university 'students', Joe Titus, father of four boys at Glenlyon, asked: "Does anyone want a job teaching Maths in the Summer Term?" It sounded almost too good to be true and that afternoon Keith took his first look at the school on 1701 Beach Drive. Shortly after, he was hired by Hamish Simpson and so began a long and happy association with Glenlyon/GNS.

In September of that year he was appointed Assistant Head to Hamish Simpson, after the forced retirement due to ill-health of Sandy McNeel-Caird and from that point on, he has 'left his mark' on all of us, in a way that I will not presume to know better than you, nor attempt to recount better than your own memories serve.

During his thirty-seven years at Glenlyon/GNS, Keith has lived by the mottos of the schools he attended as a boy and young man. He is a wonderful example of Copthorne's "All Can Be Achieved By Hard Work," of Winchester's "Manners Maketh Man," and Trinity's "Virtue is True Nobility." He has been a strong advocate for and demanded of us "Truth and Courage" and "Doing Thy Best...", but if there were to be a Coat of Arms of Keith Walker, with his own motto scrolled below, it would undoubtedly say: "Steady" or maybe even in the Latin form "Constans." (Wow! My old Latin teacher will be impressed.) Whether you know Keith as Mr. Walker, Keith, K.P.W., "Chappy," "Horace," or "The Lion Rampant," you will, at some time or other, have heard him say: "Steady!" However, I will remember his "steady" not so much in the exclamatory way in which he used it to demand calm of his 'troops', but as a word that describes him—sensible, reliable, controlled, balanced and firmly fixed in his educational beliefs and organization. For their part in that, a sincere thank you to Angela, Diana, Martin, Sandy and Elizabeth for sharing far too much of your husband and father with us but a special thank you to Keith—may your swing for years to come be as STEADY as you have been in the past.

Carpe diem, quam minimum credula postero.
Horace, *Odes* 

Leaving Staff

Garry Froese

Dr. Garry Froese came to us only three years ago, but he has made a great impact on the school in that time. Despite having to wrestle time from wherever it was available, his choirs have achieved outstanding results as the product of Garry's thoughtful and meticulous approach to leading them. For him, it is always about education and about stretching their experience to take them to another level. The quality of tone created and the level of control achieved made the choirs' performances thrilling. Garry's championing of the arts found an excellent additional venue when he took up the role of Fine Arts Department Head. There too his skills created four-part harmony, and he leaves us far stronger for his efforts.



Kathy Jennings

After a one-year leave of absence, Kathy Jennings has decided to retire after 28 years at GNS. To quote Mr. Calderwood's remarks at Closing, "She has had a huge impact on our school. Henry Brooks Adams once said that 'a teacher affects eternity: she can never tell where her influence stops!' Miss J's classroom was a sanctuary for so many students who always found a compassionate, sensitive listener and yet one who would be totally honest when they needed a good scold. I have found that teenagers respond to authenticity, and Kathy Jennings is truly the salt of the earth."

Kathy came to Norfolk House School in 1979. Since that time, Kathy has seen many changes in the school. She has seen heads of school come and go; she was there during amalgamation; she embraced the IB art program when it was implemented and

seen many of her students go on to study visual art; she lived through reconfiguration and saw the first co-ed classes in the new Middle School.

Kathy was head of Fine Arts for many years, but was always happiest in the classroom with her students and they knew it. It was always a bonus to get into Miss J's home form. She hated being in the limelight, but was always quietly doing so many things behind the scenes: sponsoring teams, chaperoning endless field trips, creating greeting cards for school functions, making calligraphy certificates and bookplates for all of the awards at Closing, organizing the trophies, and setting up the art exhibit for Celebrate the Arts.

Kathy is also an amazing artist in her own right. Every summer she would work tirelessly in her seaside pottery studio, creating her signature blue and white iris and marine themed pieces. Many staff members have great collections of Kathy's beautiful pottery. She also has an amazing rhododendron collection on her large waterfront property that she has captured in beautiful photographs. And who will forget the detail and artistry of her Ukrainian Easter eggs.

Harvey Thorau's classroom was across the hall from Kathy's for many years and he recently wrote a sentiment that all of her colleagues and students share: "I will remember her smile and infectious laugh. I will miss her. I already have this year."

Neil Johnson

Neil Johnson leaves us after seven years as Bursar to take up a senior position in financial management with BC Ambulance. Neil has been a wonderful steward of our resources, and has taken the school to a healthy balance sheet. At the same time, he has worked hard to ensure that compensation and benefits for all employees are competitive, helped create a much improved transportation service and ensured that the school was investing appropriately in amortization.



Paul Leslie

Paul Leslie is moving across town to take up a position in the Admissions Office of SMUS. In his five years at GNS, he has headed up the ESL program,



taught Theory of Knowledge and English, and along the way has earned the respect of everyone in the school. In the last year, he worked with the Ministry of Education putting together the curriculum for a pilot course in Social Justice, to be offered in Grade 12 at GNS in September. As well, he did an outstanding job as a mentor of staff.

Kate Reston

Kate Reston came to us from Slovakia one year ago. Kate's IB English students recognized her passion for and knowledge of her subject, while her creative writing students found her teaching strategies inspirational. All her students will miss her sincerity and warmth; an exceptionally empathetic person, Kate formed a connection with every one of them. She is an adventurous and exuberant person with a zany sense of humour who enjoys what she calls "the three ring circus" of the classroom. We will miss her.



Kathreen Riel

Kathreen Riel leaves Glenlyon Norfolk School after five years of hard work as an IT teacher and creative force in the world of the IB Middle Years Program. Kathreen was one of the original team members to pilot the MYP before reconfiguration, working to span both the Junior Girls and Junior Boys campuses. She was passionate about incorporating technology into all subject areas and was a positive and caring person to work with. Kathreen spent the last year travelling to China and Taiwan, developing her photography skills. Her creativity and energy will be missed in the Middle School. We wish her the best of luck in her future endeavors. 🌸



Hamish Simpson awarding certificates at the Junior School Closing in June 2006.

Hamish Simpson Steps Down as GNS Foundation Chair

**Bruce Homer,
Incoming Chair of Glenlyon Norfolk School Foundation**

After five years Chairing the Glenlyon Norfolk School Foundation, Hamish Simpson is stepping down. Under his leadership the assets of the Foundation have expanded by approximately one million dollars to stand at close to \$1.4 million. The Foundation, formed in 1998, manages an endowment that grants the school funds for scholarships and bursaries. As Hamish says, "Education is the greatest investment one can make for all our young men and women and you will find when [they] go on to University or College that the teaching at GNS has prepared [our graduates] very well."

Hamish is the son of Major Ian Simpson, the founder of Glenlyon School. His career spans 36 years as a distinguished educator, most of it as Head of School. In 1964 he joined the Glenlyon staff and, after four years as a teacher, took over the school from his father on the latter's retirement. After eighteen years at the helm of Glenlyon, Hamish accepted the post of Director of the Lester B. Pearson World College of the Pacific at Pedder Bay from 1982 to 1986. In 1986 he and his family moved to Toronto where he was Headmaster of Upper Canada College Preparatory School until his retirement to Saltspring Island in 2000.

Hamish remains an active Trustee of the Foundation Board and will be a valuable resource for incoming Chair, Bruce Homer, who has just retired from 14 years on the GNS Society Board of Governors.

Other Foundation Trustees are: Nick Gudewill (Vice Chair), Bob Drury (Treasurer), Sarah Angus, David Brooks, Gordon Denford, David Fitzpatrick, Tav MacPherson, Stuart Piets, Shelagh Rinald and David Schneider. 🐾



Bruce Melville with his wife, Gerry.

Bruce Melville Embarks on Teaching Mission

Bruce Melville has taken a leave of absence with his wife, Gerry, to live and teach in Dodoma, Tanzania as part of the Volunteers in Mission program. They will work at the Canon Andrea Mwaka School that is operated by the Anglican Diocese of Central Tanganyika. The school serves roughly 160 students who come from a range of ethnic and religious backgrounds and attend classes from Nursery to Grade 10 equivalent.

"We're going to teach there, but more than that, I really honestly feel that we're really going to learn," says Bruce. "What we are anxious to do is to go to that part of the world and join a community there and become members of a community and meet people and learn about what it means to be a Central Tanzanian in 2007. And our teaching is the way we can join a community and be productive quickly. So it's a slightly different spin on making this grand donation of ourselves. That's really not what it's about. We need to learn about them and they need to learn about us."

Bruce and Gerry are active parishioners at the Church of St. John the Divine in Victoria. Gerry's interest in going to Africa was awakened when she first heard Stephen Lewis speak about the children who have been orphaned as a result of the HIV/AIDS pandemic there. Bruce was inspired by Gerry's passion, and also by the experience of many of his students who had worked on other projects overseas. 🐾





Athletic Triumphs

Senior Boys Golf

The GNS golf team left Victoria for Sechelt on Saturday, May 26 to compete in the Provincial Championships. This year the tournament was held at two courses—Sechelt Golf and Country Club and the Sunshine Coast Golf and Country Club. Both courses boasted tight fairways on the back nine and both had extremely challenging greens. The rules of BC high school golf stipulate that schools are separated into tiers by population and no school can compete outside its own tier. As the team could not challenge for the “AA” title, the focus was on beating all the other schools on the way to a goal of winning the “A” championship.

By the end of the first day, GNS had amassed a 15 shot lead over the rest of the “AA” and “A” teams. The seven tournament leaders included Shiv Kapoor, Phillip Upton and Tyler Thorau. At the end of the second day, they had left the “A” teams behind by 29 strokes and the “AA” teams by 22 strokes.

This is the first provincial golf title for the school. It was an amazing run through the season as the team went undefeated in six straight tournaments! Congratulations!

Senior Boys Basketball

Congratulations to our Senior Boys Basketball team for winning the Provincial Championships! This was the twelfth year in a row a Senior Boys Basketball team from GNS has qualified for this tournament. 🏆



The witches taunt MacBeth.

A Taste of Shakespeare

Val Chatterton

If Shakespeare were alive today, we think he would approve of the day named in his honour at GNS. On this day, Grade 9 English students don't study his words on the page, but rather taste them on the stage. When Brendan Kelliher plays Mercutio the tragic clown, cracking a joke even as he dies in his best friend's arms, a collective shiver runs down the spine of this young audience and they understand, just a little, “what the fuss is about.” After this theatrical extravaganza presenting EVERY student in Grade 9, there is a lavish banquet and boisterous insult hurling. Behind the scenes, students have researched and rehearsed their plays, written their own plays, and even made their own props. Thanks to Judy Treloar and Penny Harwood for their coaching, and to Mia de Clare and her band of parents for the sumptuous banquet. 🍷



Romeo and Juliet.

GNS in Rare Company

In late February, Glenlyon Norfolk School became one of six schools in British Columbia authorized to offer the Primary Years Programme of the International Baccalaureate. This makes us one of only four schools in Canada that offers the IB from Junior Kindergarten to Grade 12.

The implementation of the PYP has taken a great deal of work on the part of the Junior School staff over the last several years. The whole school community offers them our congratulations and appreciation.

Putting the PYP Into Action

Tanya de Hoog, IB Primary Years Programme Coordinator

*"We are PYP! All the attributes and attitudes are me!
We are PYP! Creative thinkers are we! We are PYP!
So let's celebrate with some inquiry! We are PYP!"*

(Words by Lexi Stewart, Paige Wheaton, Lilly Powell, Mikayla Newnham, Morgan Darke, Katherine Baillie and Laura Norwood; sung to the tune of, "We are Family.")

The Junior School gym is filled with students, staff and parents, who are present to celebrate the culmination of a year that marked our authorization as an International Baccalaureate Primary Years Programme School. A group of Grade 4 girls, clad in GNS Jerseys, school kilts and adorned with green and blue pom-poms enthusiastically teaches the audience a chant they've written to show their pride in this milestone. After three months of planning, they lead the school through cheers, appreciations, and reflections. They are the living products of the three years of hard work and commitment that it took to achieve PYP authorization. They collaborate, plan, think and do. They care about their school, and they care about their world, both near and far. They are the PYP in action.

Later the same morning, students from JK through Grade 5 participate in the "PYP Hands" project. Each student carefully traces his/her hand and decorates it to represent an aspect of the IB Learner Profile they feel they represent. In classrooms around the school the dialogue is much the same: "I am a thinker because I like to solve number puzzles." "I am balanced because I like to do sports." "I am a risk-taker because I try new things." "I am caring because I help my friends when they are hurt." "I am knowledgeable because I like to learn about the world." "I am reflective because I think about what I learn." "I am open-minded because I listen to what other people have to say." "I am a communicator because I like to do drama." "I am principled because I tell the truth." "I am an inquirer because I ask great questions to find out more." A stranger walking into the classroom might wonder how these students came to articulate their understanding so clearly. To our students and teachers, this is the language of the PYP Learner Profile, which is put into action every day.

The IB Primary Years Programme consists of five Essential Elements:

- Knowledge: the learned curriculum. What is taught, and how it is taught.
- Skills: transdisciplinary in nature. The tools needed to be a successful learner.
- Concepts: questions and ideas. The purpose driving the learning.
- Attitudes: the Learner Profile. Attributes and attitudes that facilitate the development of international mindedness.
- Action: the result(s) of the learning process and reflection. What we can do with our knowledge to help ourselves and/or demonstrate international mindedness.

When these five elements combine in every classroom within a school, the result is powerful. It is no accident that our students are becoming versed not only in the "language" of PYP, but also in taking thoughtful action with their learning in big and small ways. This is the result of very careful and deliberate collaborating between teachers, students, administrators and parents within a community of learners. In a PYP school, such as GNS, students are not the only seekers of



Danny, Grade 4,
Inquirer.



Caryn, Grade 3,
Knowledgeable.

knowledge and understanding. The adults in the community play a key role in modeling what it means to be a learner, while demonstrating the skills that help one pursue a life-long quest for understanding.

The curriculum of a PYP school centres on a Programme of Inquiry. At GNS, our Programme of Inquiry consists of 40 units of inquiry across seven grades. Within each grade, with the exception of JK, students and teachers engage in six transdisciplinary units of inquiry under the following themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and How we share the planet. The faculty works as a team to design a program that is transdisciplinary, rigorous, stimulating, and is a call to and for action. Within each unit there is a central idea that explores a universal concept. An example of one unit of inquiry:

Grade Level: 3

Transdisciplinary Theme: Who We Are

Title: Stand Up for Your Rights

Central Idea: Rights and responsibilities affect the way children live.

Lines of Inquiry:

- Wants, needs, rights, and responsibilities
- The role of the UN and other organizations in protecting children's rights around the world
- How responsibilities change with location, age and circumstance

In a unit such as this one, students explore the central idea through the lines of inquiry. Teachers carefully plan learning engagements that stimulate thinking, analysis and application. Students are encouraged to ask questions, wonder, and be problem posers as they seek to broaden their understanding of the bigger concept of rights and responsibilities. Application of knowledge takes on multiple forms. For most students, application involves demonstrating their understanding in a new way that they will use in future learning endeavors. Application can also involve action that is more globally relevant, such as the "Score A Goal For UNICEF" initiative that Grade 3 students took on as a result of their inquiries. Students, with the support of teachers, worked together through our Student Voice program to organize a highly successful event that involved goal setting, planning, designation of responsibilities, and school-wide promotion of the event, as well as running the event itself. After the event, students engaged in reflection where they discussed whether their initial goals were met, what they might do differently next time, as well as what other benefits the event provided. In this case, students recognized that their event was successful as a fundraiser, but that it was also successful in bringing together our school community and celebrating our wonderful school spirit. When we work as a team, youth with experience, we realize that meaningful action accomplishes more than we might initially envision.

As we end our year celebrating our PYP authorization, it is important to note that this marks not the end of our PYP journey, but the beginning. One of the truly remarkable aspects of the IB Primary Years Programme is that there is always room to grow because our learning community reflects the ebb and flow of an evolving world that constantly shows us that through action we can make a difference in our own lives, and in the lives of those with whom we share our planet. 🌱



Parent Perspective

"The learner profile is perfect for Zach. He needs the kind of language and the positive atmosphere that the PYP gives. He actually writes his own lists of those attributes of a good student. They might not match up exactly with the PYP, but they're the same kind of thing. So he's learned to be very positive about school through the Primary Years Programme.

I can see how they structure the units [of inquiry] because [Zach brings the structure] home and I like it. I think what Zach is doing is he is using the whole system of learning to teach himself something else. So right now he is very interested in Greek mythology and he is using the same structure of learning from the PYP, but with a different topic. Zach is becoming a real independent learner that way."

– Susan Klein, mother of Zachary, now going into Grade 6



The MYP Personal Project

Heather Lapper,
IB Middle Years Programme Coordinator

The Personal Project holds a very important place in the IB Middle Years Programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their own choice, which assesses their ability to organize and create.

At GNS, students are introduced to the Personal Project in their Grade 9 year, and complete it by the end of their first term in Grade 10. Each project must reflect the student's understanding of the areas of interaction.

Students are provided with an opportunity to select a topic or theme about which they are enthusiastic, and to show commitment to the completion of their project. The project can take many forms, and the entire process is completed under the supervision of a teacher in the school. This involves:

- planning
- research, and
- a high degree of personal reflection.

Grades are awarded for the Personal Project in the same way as for the eight subject groups of the MYP curriculum model. Students also earn two British Columbia credits toward graduation upon completion of this project.

The following are excerpts from the personal statements of two students that completed their Personal Projects in 2007. Photos of other Personal Projects appear on the back cover.



Why and How Do We Create

Chris Koziol ('09)

I chose to create a fictional piece of literature as my Personal Project with the intent of writing at least thirty-five pages come the September due date. I intended to achieve this, what I considered to be a very ambitious expectation, by consistently writing for about fifteen minutes each day. I determined that this 'drawn-out' method would allow me to have some flexibility with regards to my timeline for completion. In other words, consistently writing every day allowed me peace of mind if for some reason I was not able to write on a certain day, knowing that I had budgeted enough time to allow for such an occurrence. Spreading out my work this way also allowed me to work at a more relaxed pace, which according to my preliminary research (along with personal opinion) is more conducive to creativity than working at a stressful, feverish pace. This allowed me to ensure the consistency and the quality of my work, as my project would not be something thrown together at the last minute.

My Personal Project ties in directly with the area of interaction *Homo faber*. *Homo faber*, literally translated from Latin, means "Man the Maker." Since my project is of my own creation and imagination, it answers the most relevant question of *Homo faber*: Why and how do we create?

This project was an enlightening experience for me in many different ways. It taught me many important life skills and reinforced ones I already knew, thus preparing me to tackle the challenges that will present themselves to me as the years go by. Although there were aspects of this project that I found incredibly challenging at times, the end result is something I know I can be exceedingly proud of.

This project enforced within me the ever-important values of perseverance, patience, and, most importantly of all, the concept of embracing your failures in order to learn from them and apply that knowledge to better your future work. The project allowed me to express my creative side, in addition to testing my organizational and planning skills. ✿



Joh-Gak-Boh: Journey to Becoming a Sophisticated Woman

Sally Yu ('09)

Nowadays, students learn about the great achievements of their ancestors in Social Studies classes. However, they do not act upon the greatness from the past. Instead, they just memorize what happened in which year to get good marks on tests. I wanted to experience one of the greatest aspects of my own country's historical culture, Joh-gak-boh. Joh-gak-boh is a way of making a quilt out of fabric remnants that are too small to make anything out of. My ancestors saved all of these and put them together to make table runners, pockets, coasters, etc. I wanted to keep our culture going so we remember not by textbooks, but by actually experiencing what they did, and so I could become a "sophisticated" woman. In Korean history, it says that a female who can keep a household and support her family well is considered sophisticated. I decided to make a table runner for my table as my end-point.

Because I am learning about my culture more deeply than I used to know before I started this project, I chose Approaches to Learning as the area of interaction on which to focus, in addition to *Homo faber*. Being considered a sophisticated woman could make me feel more confident about myself, and obtain more perseverance and confidence when I meet obstacles in my life, especially when I get married. Also, I can spend my free time doing Joh-gak-boh because I love to do arts and crafts in my leisure time, and this could be one of the things I could do instead of simply watching TV or raiding the refrigerator for snacks.

This project did not turn out as amazing as I imagined, because of my lack of skills in time managing. But I was proud that I even finished the whole thing and that I did it by myself, with a touch of assistance from my mom... Not only have I become a "sophisticated" woman, but also I have definitely learned more about my country's history and culture. This certainly was a great opportunity to relate my life to Approaches to Learning as I learned many great things, such as the history and the culture from this project. I also improved my dexterity, as the speed of my sewing increased a lot from the start. This project improved and changed—or as I like to call it "tweaked"—my whole view of history, and my "arts and crafts" life. 🐾

Parent Perspective

"The fundamental difference, as I see it, is in the public school system—and I'm generalizing—you are taught content. And that's not to say that you're not taught content in the IB [Middle Years Programme], but in the public system it's almost by rote. You're going to sit there and learn what I tell you or what you read and that's all you are going to learn. In the IB system, you might be learning the same content, but it is the way that you learn it that is the entire difference in my mind. You will choose the subject matter that you want to report on. You will develop your theories up front. You will do all of your research and do your presentation and present it to people and then present your findings and compare your findings against your original thought. And it's that whole challenging process of discovery and learning for themselves versus 'Amelia Earhart flew around the world on this date and this is what happened and just remember that.'"

"The phraseology I always use is 'I believe the IB teaches students how to learn versus the public school system that teaches them content.' What skill has more value in the future when you go to get a job if all you know when you get a job is what you were taught in school versus I know how to learn. Whether you're going to be a lawyer, a doctor, or somebody in business, you still have to constantly learn for the rest of your life and it's that life-long learning skill which I believe the IB [Middle Years Programme] teaches far better than any other program I've seen. How to find answers. How to question. How to challenge. How not to just accept everything somebody's told you but to go out and prove it to yourself."

– Kevin Heaney and Cyndi Powers, parents of Brittany in Grade 10 and Niki in Grade 9

Benefits of the IB Diploma Programme

The IB Diploma Programme was introduced [to the world] in 1968. Its original purpose was to facilitate the international mobility of students, by providing schools with a curriculum and qualification recognized by universities around the world.

The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and in life beyond.

Research by and with universities in Australia, Canada, the United Kingdom and the United States has demonstrated that IB students are well prepared for university.

– from *Education for a Better World, International Baccalaureate*

In July 1996, GNS was accepted as an IB World School and our pioneering IB Diploma class began to challenge themselves and their thinking in every subject across the spectrum. To gain a personal perspective on how well the IB Diploma Programme prepares our students for post-secondary life, we invited a few of our alumni to tell us about their own experiences. Sarah Courtice has just completed her first year at McGill and Scott Murray will begin his Masters degree in History at Simon Fraser University this fall.

A Sound Preparation

Sarah Courtice ('06)

Along with the anticipation and excitement that first year university brings come many challenges. Yes, many of these challenges are academic in nature, but it was the multitude of unexpected non-academic obstacles that truly tested me as a first year university student this year. Moving away from home, meeting new people, learning to manage money, balancing work and play, and battling the “freshman fifteen” -- these were the true tests of the year.



Had it not been for the preparation and experience that the International Baccalaureate Programme provided me, grueling academic challenges would have combined with these social hurdles, making for a much less enjoyable and successful year.

The benefits that IB provided me were more than just exam experience and comfort, or familiarity with goal-setting, stress, and the fulfillment hard work provides. The ultimate result of my IB experience was that university school work simply didn't seem that hard. I felt like I had much less work to do on a daily basis than I did in high school, and evaluation exercises, such as labs, presentations, and exams, did not have the daunting effect on me that they did on many of my peers who had little to no experience with such tasks.

One of the most valuable benefits of completing the IB Diploma was that by earning a number of my required first year science credits in high school, I opened up room in my otherwise entirely fixed first year schedule to pursue courses of interest. Not only did this allow me to obtain half of the credits required for my minor by the end of first year, but it made for a much more enjoyable scholastic experience, with a greater variety of subjects and class structures. This year alone, I participated in first, second, and third year courses—sometimes all in one semester. It was a welcoming change to be a member of a fifty person, three-hundred level health geography class when the remainder of my required one-hundred level science courses had four hundred plus people attending lectures. This freedom ultimately allowed me to discover some non-science areas of interest that I have now decided to pursue as a minor of study and to get ahead in terms of credits, allowing me to potentially graduate early, or take a semester off for work or travel.

The benefits of IB and the GNS high school experience are diverse and may vary from student to student. This is dependent on one's direction of post-secondary study or other career paths. The IB workload demands optimal time management and is a sound preparation for the strict and impersonal deadlines imposed by university professors and TAs. These previously mentioned benefits are just a few of the more notable ones in my mind, but are by no means the only advantages that IB has provided me with during my first year at McGill. I know that I will continue to encounter additional advantages of IB during my university career that were made possible due to the extra work and responsibility that this program presented me with. ❄️

A Guide for Life

Scott Murray ('02)

The IB Diploma Programme took a lot of work. As a result, it taught me at least three life lessons. First: hard work can be very satisfying. Second: you can't do everything alone. Third: enjoy the times when you're not working.

During my Grade 12 year, I got together about once a week with a couple of friends from my IB Physics class to work on our labs. This was an evening-long endeavour, usually comprising getting together around dinner time after whatever after-school activities we had each been doing, eating a quick meal while we got our papers sorted out, and then at least four hours of calculating, organizing, and writing. This was, of course, interspersed with likely-excessive numbers of video-game breaks—for those in the know, I need only say this to explain our frequent distraction: Halo came out in November of my Grade 12 year, and the house we were at had an Xbox and a big TV. While I do enjoy possessing the few small bits of Physics expertise which remain with me, I think I shall be honest and say that the chief benefits which stayed with me from this exercise were the realization of the importance of hanging onto good friends and of the power of collaborative effort. And, of course, that the only thing more rewarding than powering through a Physics lab is any non-Physics activity which immediately follows it.

As the year went on and IB exams loomed, I looked forward with excitement to the time when they would be finished and I could 'relax' while focussing on provincial exams. In the meantime, I don't think anyone in my IB Biology class will soon forget the exam that my friends and I remember as "the one with all the stuff we didn't know." Again, the comfort of knowing that I was not in it alone was helpful even in this ultimate of solo exercises, since as each classmate reached the section in question, their arrival was heralded by a hushed "What??" or—this was my reaction as well—a laugh of despair.

In the end, the eagerly anticipated post-IB-exam time did come, and the provincials were nearly every bit as less-strenuous as I had dreamed. The sense of accomplishment was huge. After that, I thought, university would be no problem.

Not surprisingly—although this was difficult for my 17-year-old mind to comprehend—I was not completely right. The post-secondary world brings its own challenges inside and outside the classroom which no amount of academic and co-curricular rigour in high school can really prepare you for. However, I can also say with certainty that among all the busiest, most difficult times at university, there were few which exceeded the flat-out, exhausting, and thrilling frenzy which was my last year at GNS, when between co-curriculars and the demands of IB, I barely had time to realize how lucky I was to be experiencing it all. And during my undergraduate career, I was mindful of those three lessons that, I soon realized, IB had a large hand in teaching me: I worked hard when I needed to and enjoyed the payoff; I tried as much as possible to take advantage of the expertise and kindness of friends and teachers; and in between it all, I made sure that I had time to enjoy life.

As I prepare to head off to graduate school in September, I am realizing that these lessons from IB will probably not stop applying at the end of my formal schooling, whenever that may be. They seem to be a pretty good guide for how to live your life, too! ✨



Parent Perspective

"I would say for Ben that absolutely, it definitely prepared him for the demands and the expectations of university life. He went into his first year at university much more confident and assured than he would otherwise have been. So it definitely had a positive benefit on him. During the program, do I believe it was an imposition on him? No. He seemed to juggle the demands really easily and he rose to the challenge. In particular I think that it stressed his writing skills to the max. He's a fabulous writer now, just fabulous."

"I think the IB Diploma Programme is such a great idea and it not only challenges the kids, but exposes them to so many wonderful ideas at a time when their brains are ripe for it, that I wouldn't want to see people shying away from it because they think it will be difficult to balance the work with other activities."

"I remember the extended essay very well. I was so impressed. I couldn't write like that or do that kind of analytical thinking in Grade 12. It was impossible. It was a real learning experience. I think that the extended essay was the jewel in the crown in terms of creating a real foundation of confidence. It was THE major term paper that you have to do at a university level. It was like a mini thesis almost. I remember him working very, very hard on that and enjoying it actually."

"I just wish for the kids the greatest happiness and success for their lives and hopefully the IB Diploma Programme makes them feel in a better position to make those very difficult choices. The choices are infinite for these guys now."

*– Linda Hannah, mother of Ben ('04)
and Mark, now going into Grade 12
as an IB Diploma Candidate*

The More Things Change...

From the Head's Address, Senior Closing 2007

Simon Bruce-Lockhart, Head of School

The majority of you were born in 1989. Thanks to the extraordinary Wikipedia, I was able to refresh my memory of that year. The top movie at the box office was *Batman*, starring Jack Nicholson. In fifth place was *Twins*, featuring the current Governor of California opposite Danny DeVito. *Driving Miss Daisy* won the Oscar for Best Picture. *America's Funniest Home Videos* premiered on ABC on November 26, followed closely by *The Simpsons* on Fox on December 19. The Saskatchewan Rough Riders won the Grey Cup, defeating the Hamilton Ticats 43 to 40, and Calgary beat Montreal 4 games to 2 to win the Stanley Cup.

Plus ça change, plus c'est la même chose. For those of you who do not study French, that is translated as "The more things change, the more they stay the same."

But not so. Your lifetimes have seen extraordinary change—perhaps even the most extraordinary change in the history of mankind. You are connected to one another by the ubiquitous cell phone in a way your parents never were, and that in itself changes significantly the degree to which you communicate with each other. But the real change, of course, comes from the Internet. It began before you were born, but only in the halls of large scientific institutions. By the time you were 4 or 5 years old, the Internet had become commercially viable and part of our daily lives. Today, it is estimated that 1.133 billion people use it, making it a tool of incredible power and breadth. It has changed the world in ways we are only beginning to realize, and it has certainly changed the demands on education—again in ways we are only beginning to see.

That led me to ask myself what, from my point of view, the most important elements of your education are:

- The creation of self-confidence
- The ability to express yourself
- The ability to ask questions
- The ability to analyze and evaluate information
- The ability to keep learning.

That is not so very different to what I would have said twenty years ago, when I first spoke to a graduating class as a Headmaster. But the ability to analyze and evaluate information has become hugely more important, as information shoves itself at us from all sides constantly. Just about everything is available at your fingertips on the Internet, and sorting the good from the irrelevant and false has become increasingly difficult and increasingly crucial. The ability to keep learning is usually expressed as being a "life-long learner" in school prospectuses—ours included—and it is a good, comfortable phrase to have there as part of an educational philosophy. But as the rate of change continues to accelerate, the ability to keep learning becomes a survival technique!

One of the greatest challenges you will face is that we—the generation of baby-boomers—have in some ways prepared you very badly for the world we are handing you. I don't say that as a criticism of your parents in any way, shape or form. I like your parents, I am one of them, and in many ways, our generation has worked hard and effectively to make society more inclusive, more responsive and more responsible. And we have cared for you hugely, perhaps even too hugely! But we, like you, are the products of our time. My generation in this part of the world has enjoyed a period of peace and continuing prosperity that is almost unparalleled, and if we have not used it to the world's best advantage, that is because the dangers were too remote. The world of technology and prosperity that you have grown up in has trained you to expect immediate feedback and gratification. The world you are inheriting from us, however, is begging for short-term sacrifice for long term survival. Whether one believes in the extent of climate change suggested by Al Gore or not, the world faces such a cocktail of other interwoven challenges—which

I needn't enumerate here—that a sea change needs to happen during your watch. Put another way, during your time of greatest influence, it is not the "now" but the "ever" which is critically important.

That, however, is not a cause for despair. As much as there are huge challenges ahead of you, challenges of environment, of creating world-wide co-operation, of resource sharing, of dealing with terrorism, so too there are extraordinary opportunities to do good. As Craig Kielburger said to you some 20 months ago, you are the first global generation in the history of the world. In the final analysis, it is that connectivity that will be your—and our—salvation!

Let me illustrate. The venerable Encyclopedia Britannica has long been popularly regarded as the standard as a compendium of knowledge, and has been around since 1765. It claims to be the largest English encyclopedia with over 120,000 entries. I can remember when my family purchased the Britannica in the late 1950s. My dad was a doctor—and so relatively well off—but the purchase of the Encyclopedia was a major financial consideration. Today, there is a new kid on the block, and it's free. Wikipedia grew out of a dot.com company's effort to create a free encyclopedia. They only had several hundred articles written when the project ran out of money, so they put it on the web and invited contributions of articles. That was in January 2001. By April 2004, they had 250,000 articles in English, and 600,000 in 50 other languages. Eighteen months ago, when I first became aware of Wikkepedia, their home page stated they were working on 821,236 articles in the English version. Last night, the number of articles in English alone was 1,840,197. Included in that was information about the winner of the US Open Golf Championship, concluded only hours earlier. By this morning, an additional 445 articles had been added.

Anyone can edit an article, but when someone tries to vandalize the site with garbage, it is quickly dealt with—usually in a matter of minutes—and the article is restored to its last acceptable form. And there is a rule that articles have to be neutral in their point of view. If there is any challenge to this, that fact is flagged at the beginning of the article. What that means is that people from many different sides of a controversial question effectively work together on an article, and it moves towards a consensus that—hopefully—reflects the facts, with opinions being clearly delineated as such.

I have no doubt that there is a huge amount of not very valuable stuff in the encyclopedia, maybe even some that is misleading. But it is an excellent metaphor for the unbelievable power of the Internet—the power of how quickly a project can be accomplished through the collaboration of interested people from all over the world.

The next fifty years will be pivotal to the well-being of our world, and they are yours to influence. That is a daunting challenge; that is a heavy responsibility; and that is an extraordinary opportunity to effect positive change for the good of all people. I have every confidence that you will reach out to your generation across the world, and that you will bring about great and positive change. But, if you are going to do that successfully, you must be as prepared to listen as to talk, and you must be open to change within yourself as well as being an agent of change in others.

Let me illustrate that by sharing a passage from a book that has become one of my all time favorites. It is by a man named Richard Bode, and it is called *First You Have to Row a Little Boat*. Despite the title, the book is really about the life lessons Bode learned from sailing.

To sail a boat is to negotiate a life...

Yet I confess that when I learned to sail as a youth, I had no idea that the lessons of simple seamanship had such universal application and would stand me in such good stead later on. I didn't sense a wind shift and say to myself, Aha, there's another one of life's little lessons. I tacked, jibed, drifted, anchored; I adjusted myself to the conditions I found. I was enjoying myself and acquiring a skill—that's what I thought.

Continued on page 24.

Celebrating Participation

Eva Riis-Culver, Director of Advancement

They say time flies when you're having fun, and I can vouch for that. My first year at Glenlyon Norfolk School has flown by, and it has been an incredible 'flight!' Thank you for welcoming me into your family.

When I reflect upon the past year, commitment, enthusiasm and teamwork come to the forefront. This is a busy place: participation and 'doing your best' rank high among the GNS family!

This holds true for the Annual Appeal. The Board of Governors set the pace with 100% participation, as did the GNS Foundation Board of Trustees. The Junior and Middle Schools matched this lofty goal, with the Senior School closing at 98%. The entire staff, including administration, faculty, administrative support, maintenance and custodial, increased their participation from 48% last year to 92% this year! This is inspiring, and only one of many examples of enthusiasm, commitment and teamwork at GNS.

A GNS parent shared an interesting experience with me. While in London, she volunteered with an organization that held an annual citywide campaign to raise funds. Volunteers stood on the streets, holding the organization's 'signature' donation boxes for donations from passersby. As the day progressed, only pound notes were put in the box. It became clear that people felt they couldn't donate unless it was a significant amount, and yet if everyone that walked by had donated even one pence, the drive would have been more successful! Participation makes the difference.

The success of the Annual Appeal is built upon participation. Aspiring for 100% is daunting, and for very large groups such as the alumni, it may seem next to impossible—but it is achievable, one participant at a time.

The GNS family contributes in many ways to enhance the GNS experience. Thank you for participating and have a wonderful summer.

P.S. What is the best part of participating? It feels good! 🐾

100%

participation by the
GNS Society Board of Governors

100%

participation by the
GNS Foundation Board of Trustees

92%

participation by the entire staff
(up from 48% last year)



Glenlyon Norfolk School Annual Report

Summary – Annual Giving July 1, 2006 to June 30, 2007

Annual Appeal	\$216,516
Other Annual Giving	\$110,593
Parents' Auxiliary	\$105,000
Bequests	\$1,065
TOTAL	\$433,174

Annual Giving at Glenlyon Norfolk School

Annual Giving is the term used to encompass all gifts to the school during one fiscal year. We are most grateful to the following members of the GNS family—alumni, current and former parents, grandparents, staff, former staff, and friends of the school, who have supported the school through Annual Giving this past fiscal year (July 1, 2006 to June 30, 2007).

Every effort has been made to ensure the accuracy of this report. If, however any errors or omissions have occurred, please accept our apologies and advise the Advancement Office of the needed corrections.

Telephone: 250.370.6855 Facsimile: 250.370.6857
advancement@glenlynonnorfolk.bc.ca

The Annual Appeal

The Annual Appeal, a subset of Annual Giving, is the cornerstone of fundraising programs to support the school. It is conducted each year by the Advancement Office, and seeks to actively solicit the support of the entire GNS family. Funds raised through the Annual Appeal enhance programs, provide bursaries and scholarships, strengthen the campus infrastructure, maintain and improve facilities, and support the area of greatest need as directed by the Head of School.

The individuals listed below have responded specifically to the Annual Appeal with their generous support, and in many cases, in addition to their contributions elsewhere.

Thank you to our Annual Appeal supporters!

Scott Acoma & Jennifer Playford, PC
James Addison & Susan Edwards, PC
Cheryl & Brad Alexander, ST/PC
Anne Allen FR
Sarah Angus '71 & Alan McGillivray, AL/FN/PC
Michael Audain '71, AL
David & Edna Auld, SF/PF
Ian Auld '89, AL
Audrey Bailey, ST
Dawna & Robert Bailey, BD/PC
Darshan Bains '78 & Vern Wood, AL/PC
James & Victoria Ballantyne, PC
David & Mary Barlow '48, AL/PF
John Baty, ST
Julie Bedell, ST
Margaret Bell '68, AL
Paul & Joanna Betts, PC
Marianne Bianco '73, AL
Jean Bigelow '71, AL/ST
Lilane Blair, ST
Tom Blake & Barbara Field, ST/PF

Donja Blokker-Dalquist & Doug Dalquist, BD/PC
Robert (Robin) Boodle, PF
Gavin & Janet Bowers, ST/PC
Laura Braden '95, AL
Stuart & Brenda Brambley, ST/PF
Duncan Brice, ST
Louanne Bridge '50, AL
Bob Britten, ST
David & Jane Brooks, SF/PF
Keith Broughton, ST
Gordon Brown '45 & Elspeth Brown, AL/GR
Simon & Joanne Bruce-Lockhart, Head of School/PC
Sherry Brydson, PF
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Ross Cameron, ST
Janet Campbell '62, AL
Kristina Campbell, BD/PC
Bruce & Barbara Carter, PC
Deanna Catto, ST
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Deirdre & Peter Chettleburgh, ST/PF
Reed Paige Clark III '47, AL
Douglas Clarke '52, AL
Margot Clerkson '67, AL
Doug & Elizabeth Connell, PC
Rob & Cheryl Cooke, BD/PC
Hilary Cross, ST
Heather Crossley, ST
Rhona Crossley, ST
Stephen Cushing & Deborah Gill, PF
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Katherine Davidson, ST

Derek & Pat Davis, PC
Charlotte Dawe '07, AL
Brian & Mia de Clare, BD/PC
Tanya & Ian de Hoog, ST/PC
Chris Denford '82 & Anne Denford, AL/BD/PC
Eric Denhoff & Karin MacMillan, BD/PC
John Dennis & Renata Outerbridge, PC
Ron & Marilyn Dinning, PF
Ali Doerksen, ST
Jason Dorland, ST
Sandy Drever, ST
Bob & Debra Drury FN/PC
René Dufleit '49, AL/PF
Robert Dunlop '48, AL
Joanne Dunn, ST
Pat & Joan Dunn, PF
Brian & Thelma Dyer, PF
Richard Dzioba & Alison Hitesman, PC
Larry & Karen Eade, PC
Bob Eagle, ST
Doug & Joan Easton, BD/PC
Anne Edgington, PF/GR
Maria & Keith Elwood, ST/PC
Mary Lue Emmerson & Peter Johnston, ST/PC
Andy & Ann Evans, PF
Jean Fairlie, SF
Caroline Farmer, ST
Myran Faust '85 & Julianna Ahn, AL/FR
J. Graham Fawcett '65, AL
Megan Ferguson, ST
Laura Ferreira '69, AL
James Filbey & Kristen Korol-Filbey, PC
Susan Findlay '68 & Brian Findlay, AL/PF
David & Wendy Fitzpatrick FN/PF
Suzette Ford '43, AL
Melanie Fosdick, ST
Dougal Fraser '62, SF/AL
Bill & Joanne Fraser, ST/PF
Ron Friend & Linda Champoux, PC
Janet Frost & Brian Killikelly, ST/PF
Sonia Furstenau, PC
Andrea Gardiner '79, AL
Ian Gardiner '78, AL
Thomas 'Scotty' Gardiner, PF
Leanne Giommi, ST
Michel & Angela Girard, ST/PC
John Godfrey '48, AL
David & Jill Graham, ST/PC
Phyllis 'Pep' (Pooley) Groos '35, AL/PF/GR
Janey Gudewill, PF/GR
Geoffrey Gudewill '76, AL
Nicholas Gudewill '67 AL/FN/PF
Sam Gudewill '72, AL
Michael & Shellie Gudgeon, PF
Marlene Guillemette, ST
Peter Gustavson, BD/PF
Georgina Hackett '90, AL
Barbara Harris, SF
Andrea & Scott Harris, ST/PC
Jennifer Harvey, ST
Kevin Heaney & Cyndi Powers, PC
Colin Hedivan, ST
Kelly Heintz, ST
Jamie & Susan Henwood, PF
R. Piers Henwood '91, AL
William Heybroek '47, AL
Jane & Tim Hicks, ST/PF
Bruce Homer '69, AL/FN
Joan Homer '38, AL/PF/GR
Douglas Homer-Dixon '42, AL
James & Lindiann Hopkins, PC

Constituency Legend

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

Andrea Hughes, ST/PC
 Michael & Katy Hutchison, PC
 Inge Illman, ST
 Seonhee Im, PC
 Jim Irvine, ST
 AJ & Mully Jackson, ST/PF
 Bradley Jarvis & Nancy Jane Leslie, PC
 Neil Johnson, ST
 Frank & Honor Jones, PF
 Ursula Kasting '39, AL
 Steven Kelliher & Diane Turner, BD/PC
 Philip & Jackie Kelly, PF
 Shrawan & Tammy Khanna, ST/PC
 Rob Kiddell & Melissa Sands, ST/PC
 Christoph Kind '77, AL
 Ross & Joanne Kipp, PF
 Jack & June Kirkham, PF
 Joe Kit Man Wan & Mei San Ko, PC
 Robert & Katie Koopmans, PC
 John & Valerie Kuehne, PC
 Paul Lacroix 98, AL
 Tasma Lacroix '59, AL/PF
 Heather & Robert Lapper, ST/PF
 Kate Lawrie, ST
 Karen Leach, ST
 Byounghoon Lee & Eunhee Choi, PC
 Eun Kyoung (Esther Oh) Lee, PC
 Seonyoung Lee & Onn Kim, PC
 Leslie LeFebvre '74, AL
 Paul Leslie, ST
 David & Lauren Letkeman, PC
 Rick Lidstone, ST
 Diana Life '76 & Edward Life, AL/PC
 Jan & Cheng Lim, PC
 Barbara Lisson, ST
 Keith & Kathryn Losie, PC
 Krista Louie '95, AL
 Chou Jone Lowe, PF
 Tao Lu & Xiaodi Dong, PC
 Norton & Shirley Lucyk, PF
 Alan MacDonald & Vida Sernas, PC
 Ticki MacKenzie '75 & Garry MacKenzie, AL/PC
 Tav & Diane Macpherson, FN/PF
 Kathryn Mahoney, GR
 Sarah (Sally) Manwaring '54, AL
 Mary Marcyniuk, ST
 Steven & Christine Mavrikos, PC
 John McAllister, ST
 Alison McCallum '89, AL/ST
 Katherine McCallum, ST
 Margaret McCullough, ST
 Michael McGoldrick, AL
 Sarah McKerlich, ST
 Stephen & Barbara Mc Kerrell, BD/PF
 Laurie McLoughlin, PC
 Elissa McMurtrie '66, AL
 Patricia Mearns '64, AL
 Neil Mellor '78, AL
 Bruce Melville FN/ST
 Eileen Menheer, ST
 Timothy Mercer '65, AL
 Christine Miklitz, ST
 Ian Mollenhauer, ST
 Kevin Mordaunt '88, AL
 Carolin Morehen, ST
 Mary Murray '57 & Bruce Murray, AL/PF
 Scott Murray '02, AL
 Sara Neely '74, AL
 Gillian Nelles, PF/GR
 Leo & Bernice Neufeld, PF
 Tyea Niblock '75, AL/ST/PC

Diana Nicholson, PC
 Roderick Mahrt & Joanne Nishimura-Mahrt, PC
 Jaimie Nolan, ST
 John & Leslie Norwood, PC
 Paul O'Callaghan, ST
 You-Jin Oh, PC
 Randy & Nancy Ollech, ST/PC
 Liza Passanisi, ST
 William & Deborah Patterson, BD/PC
 Julia Pearson '07, AL
 Don Pert, ST
 Linda Peterhegyi, PF
 Laura-Dawn Petrie '90, AL
 Marshall Petrie '88, AL
 Stuart & Anthea Piets FN/PF
 Wayne & Robin Poncia, PC
 Derek Porter '85, AL
 Michael Prince & Karen Wallace-Prince, PF
 Dennis & Nancy Quinlan, PF
 Ann Raffo, ST
 Gina Raimondo, ST
 Mark & Kathy Rampling, PC
 Abigail Ranger '97, AL
 Colin Rankin & Susan Pratt, PC
 Paul Reedman, ST
 Dylan Reeves, ST
 Nicky Reid, PF
 Dirk Riedstra, SF
 Eva Riis-Culver, ST
 Shelagh & G. Bradley Rinald, BD/FN/PC
 Susan Roberts, ST
 John & Maureen Rogers, PC
 Hugh Ruthven '77, BD/AL
 Paul Ryzuk '97, AL
 Behrouz & Nosh-Afarin Saberi, PC
 Kurt Samer, PC
 Peter Savage, ST
 Dan & Kathleen Sawchuk, PC
 J. Michael Scott-Harston '72, AL
 John & Lisa Sercombe, PC
 Paul Wayne & Susan Siluch, PC
 Hamish Simpson '53 & Tricia Simpson, AL/FN/SF
 Larry Sims & Sharen Warde, PC
 Beverley Skaggs, PC
 Robert & Elisa Slegg, PC
 Jim Sloan, ST/PF
 John Sloan, GR
 Karen Somers, PF
 Philip Spencer '83, AL
 Jill Stainforth, PC
 Frank & Shannon Stanley, ST/PC
 James & Ann Steele, PF
 Claire Taggesell '07, AL
 Clare & Harvey Tanner, ST/PF
 Jennifer Tanner '98, AL
 Carlene Taylor '56, AL
 Elizabeth & Mark Taylor '70, AL
 John & Pat Taylor, ST/PF
 Sharon Taylor, ST
 Margaret Lettice Thompson '51, AL
 Harvey & Kimeley Thorau, ST/PC
 Martin & Janet Thornton, PC
 Barry Till & Paula Swart Till, PC
 Joseph & Joan Titus, PF
 Steven Titus '73, AL
 Doreen Townsend, GR
 John Travis, GR
 Robert & Avril Tyrrell, PC
 Doug Tyrrell, ST
 Annie Vallance '97, AL/ST
 Patricia van der Esch-Mitchell '42, AL

Keith & Angela Walker, ST/PF
 Vicki & Glen Wallace, ST/PC
 Ian Wallis '50, AL
 Chris & Martyr Ward, ST/PC
 Barbara Watkins '55, AL
 Kim Waugh, ST
 Reyna Webb, ST
 J. Anne Webster, PC
 Dave & Jackie Wheaton, PC
 Jaspar Wiart '07, AL
 Raul Wiart & Louise deMontigny, PC
 Kathryn & Greg Wild, ST/PC
 Hugh Williams, ST
 Alan Wilson '46, AL
 Chi Shing Wong & Emmy Shau King Wong, PF
 Connla Wood '48, AL
 Judy Woodward, ST/PC
 Kelly & Dawn Wright, PC
 Star Wyatt, ST
 Yoshihide & Teruko Yamamoto, PC
 David & Barbara Young, PF
 Richard Zuk, ST
 Anonymous (12)

Businesses & Organizations

AIM Trimark Investments
 Ava Audrey Acomba Trust
 Dr. Philip Kelly Inc.
 Dr. E. J. McMurtrie
 Dr. James Filbey Inc.
 G. Zimmermann Foundation
 Jack and Anne Mollenhauer Family Foundation at
 the Toronto Community Foundation
 Limona Construction Ltd.
 Mericos Foundation
 Nichola J.W. Reid Law Corporation
 Post Oak Property Corp.
 Scotia Capital
 Slegg Construction Materials Ltd.
 team TELUS cares
 The Limekiln Group
 Victoria Foundation - G.F. "Pat" Dunn Family Fund

Annual Appeal Giving By Constituent

GNS Society Board of Governors	100%
GNS Foundation Trustees	100%
Parents - Total	17%
Parents - by Grade	
JK	17%
K	46%
1	20%
2	15%
3	16%
4	22%
5	14%
6	16%
7	29%
8	9%
9	18%
10	15%
11	13%
12	6%
Former Parents	10%
Staff	92%
Former Staff	8%

Other Annual Giving

James Addison & Susan Edwards, PC
 Sarah Angus '71 & Alan McGillivray, AL/FN/PC
 Janet Baird, PF
 Brian & Arlene Baker, PC
 Rosemary Barlow '85, AL/SF
 Matthew Barr & Carolyn Tees, PC
 Kirk & Beth Bartlett, PC
 Ronald Bell & Alison Heldman, PC
 William Benzie, FR
 Ragbier & Hargian Bhandar, PF
 Roger Bishop, FR
 John & Susan Bodnar, PC
 Mare Brown, FR
 Simon & Joanne Bruce-Lockhart, Head of School/PC
 Ray & Ruby Cajuguiran, FR
 Kristina Campbell, BD/PC
 Han Young Choi & Sun Gu Chung, PC
 Edward Chow, FR
 Susan Christofides, FR
 James Ciccateri & Teagan Tang, PC
 Mrs. E. Ciceri, PF
 Gregory & Sharon Clark, PC
 Peter & Jennifer Cochrane, PC
 John & Nancy Cockburn, PC
 Rob & Cheryl Cooke, BD/PC
 David & Jennifer Coulter, PC
 Chris Denford '82 & Anne Denford, AL/BD/PC
 Eric Denhoff & Karin MacMillan, BD/PC
 Gordon Denford, FN/PF/GR
 Virginia Diemer, SF
 Arthur Dolsen, SF
 Roger & Joan Doney, SF
 Jan Drent, PF
 Margaret Drent '85, AL
 Mary Dufleit '52, AL/PF
 Doug & Joan Easton, BD/PC
 Mark & Melanie Edwards, PC
 David Egles & Jacqueline Spaens, PC
 Grant & Donna Faint, PC
 Jennifer Farac, FR
 Ross Ferguson & Allison Ferg, PC
 Randy Fletcher & Cindy Berna, PC
 Mali Lise Flynn, PC
 Norma Friedmann, PF
 Ron Friend & Lynda Champoux, PC
 Rick Gibbs, ST/PF
 Mark & Lois-Leah Goodwin, PC
 Lavinia Greenwood, PF
 Alex Grzybowski & Maureen Sweeney, PC
 John Haley, GR
 Allan Hart, PC
 David Hawley & Leisa Weld, PC
 Tybring Hemphill '81 & Beth Murray '81, AL/PC
 David & Patricia Horan, PC
 Gary & Debbie Howell, PC
 Jim Irvine, ST
 Elsbeth Jackh, FR
 David & Karen James, PC
 Jae-Young Jang & Jung-Ran Yun, PC
 Bradley Jarvis & Nancy Jane Leslie, PC
 Anthony Jenkins, FR
 Les Keais & Bridget Cassidy, PC
 Hyo Jin (Vivianne) Kim, PC
 Heather Kirkham, PF
 Joe Kit Man Wan & Mei San Ko, PC
 Erica Kurth, SF
 Leonore Lanius, FR
 Mrs. Robert G. Lawrence, FR
 Griffin & Jane Lewis, PC
 Eric & Darlene Li, PF

Rick & Marianne Lidstone, ST/PC
 Keith & Kathryn Losie, PC
 David Loukidelis & Marie-Louise Potvin, PC
 Barry & Patricia Lund, PC
 Alan MacDonald & Vida Sernas, PC
 Kathryn Mahoney, GR
 Roderick Mahrt & Joanne Nishimura-Mahrt, PC
 Sylvia Main '82 & Ross Main, AL/PC
 Mrs. E.R.V. McArdle, FR
 David McCutcheon & Rebecca Grant, PC
 Michael McGoldrick '55, AL
 Lindsay McKenzie, PC
 Mayland & Joan McKimm, PC
 James Merston '53, AL
 John & Christine Miller, PC
 Shannon Mitchell '91, AL
 Rory Munro & Shaun Dolman, PC
 Sara Neely '74, AL
 Sarah Paterson, PF
 Andre & Kathryn Pickersgill, PC
 Leighton Pratt, FR
 Ann Purdon, FR
 Mark & Kathy Rampling, PC
 Tom & Gwen Ramsay, PC
 George & Ann Roen, FR
 Willem Romeyn & Jody Pilling, PC
 Ann Saddlemeyer, FR
 William & Norma Selwood, PF
 Shawn & Cathy Shorsky, PC
 Steve & Gwen Shulhan, PC
 Stuart & Anne Silver, PC
 Michael & Anna Simson, PC
 Darren Stanger & Diane Lloyd, PC
 Sean Steele & Dorothy Fielding, PC
 Gregg Stewart & Sabine Feulgen, PC
 Lynda Strong, FR
 Sean & Heather Sweeney, PC
 Richard & Nicola Taggesell, PC
 Daphne Taylor, FR
 Mark & Elizabeth Taylor '70, AL
 Barry Till & Paula Swart Till, PC
 Margo Todd, PC
 Mark & Wendy Townsend, PC
 Edward Upward '59, AL
 Frank Vandenhorn & Paula Whitehorn, PC
 Michael & Denise Vaughan, PC
 William & Rebecca Warburton, PC
 Matthew & Sara Watson, PC
 John Weaver, FR
 Ian Weir & Brenda Henderson, PC
 Richard & Frances Whysker, PC
 Kathryn & Greg Wild, ST/PC
 Ian Wilson & Kaye Melliship, PC
 Ralph Wimmer & Polly Vaughan, PC
 Judy Woodward, ST/PC
 Kelly & Dawn Wright, PC
 Anonymous (6)

Businesses & Organizations

55555 BC Holdings Ltd.
 Around the World Travel Service Ltd
 GNS Parents' Auxiliary
 Mister Sweeper
 Provincial Employees Community Services Fund
 Sons of Norway Foundation In Canada
 Vancouver Foundation
 Victoria Foundation

Bequest

Trevor Kerbey '47, AL

Gifts in Kind

5th Street Bar & Grill
 Best Western Tin Wis, Tofino
 Blighty's Bistro
 John Bosdet
 Bullock & Kirstein Photography
 Café Brio
 Canoe Brewpub Marina & Restaurant
 Città Group
 Chocolat Chocolatière de Victoria
 Margo Cooper
 D.G. Bremner & Company
 Steven Dagg
 Danielli's Restaurant
 Delta Vancouver Suites
 Discount Car & Truck Rentals
 Don Mee Restaurant
 Peter Dowgailenko
 Bob & Debra Drury
 F.A.S. Seafood Producers Ltd.
 David Graham
 Alex Grzybowski & Maureen Sweeney
 Melanie Hadfield
 Gordon Hahn
 Harbour Air Seaplanes, Victoria/Vancouver
 Harbour Towers Hotel, Victoria
 Laura Harris
 Hotel Grand Pacific and The Mark Restaurant
 Japanese Village Restaurant
 Rob Kiddell
 Laurel Point Inn
 Rudy & Mary-Anne Marchildon
 Marriott Toronto Bloor Yorkville
 Milestones
 Niche
 Oak Bay Guest House
 Ocean River Sports
 Paprika
 Noni Perron
 Poet's Cove Resort & Spa
 Prospect Lake Golf Course
 Mark & Kathy Rampling
 Rogers Chocolates
 Seafun Safaris, Victoria
 Rob & Heather Schneider
 Cathy & Shawn Shorsky
 Sooke Harbour House
 Spinnakers Gastro Brewpub and Guesthouses
 Springtide Victoria Whale Watching
 Sutton Place Hotel, Vancouver
 Tantalus Resort Lodge, Whistler
 The Fairmont Empress
 The Spa at Delta Victoria Ocean Pointe Resort
 Uplands Golf Course
 Vista 18
 Jürgen & Angelika Weyand
 Winchester Cellars

Erratum

We regret the following businesses were omitted from the 2005/2006 Annual Report in the Winter 2007 issue of *Traditions*, and are most appreciative of their efforts and contributions to the Campus Beautification projects during the summer of 2006.

Johnson Brothers Roofing
 The Finishing Store
 Edgar & Miner Carpet & Draperies
 Illuminations Lighting Solutions
 Città Construction

From the President

Elizabeth (Courtball) Taylor ('70)
President, GNS Alumni Association

I was recently asked why I serve with the GNS Alumni Association. A GNS parent I had just met asked me if I had children attending the school. When I said "no," she replied, "then you do this from the goodness of your heart?" I don't remember exactly what my response was, but I know it wasn't a complete answer. On thinking and reflecting, I'd say that no, there's much more behind my reason for doing what I do.

Why do we volunteer in general?

Why do I spend time working with the GNS Alumni Association?

It comes down to that somewhat over-used phrase: "giving back." This is a common theme I hear from the volunteer community, especially those supporting an organization or school that has had a positive influence in shaping their own or their child's life.

Why do I want to give back to GNS?

In my case, I attended Norfolk House for 11 years (not quite a "lifer!"), graduating in 1970. I believe the lessons learned and the friendships formed during those years gave my life structure, a foundation that supports me even now.

How can you give back?

You can give back by participating in some way, whether you can afford to make a major commitment, or only have time to attend the occasional Alumni event.

In late May we held the annual Norfolk House Old Girls luncheon and had a fabulous turnout! There were women there who always come to the lunch and women making their first visit to the school in 40 years. The room was buzzing with animated conversation as all enjoyed a super lunch in the beautifully decorated Scott Gym. Keith Walker, former Head of Glenlyon and just retired GNS Archivist, gave a great presentation on treasures from the Norfolk House archives, eliciting much conversation as we tried to identify people in old photographs. After the luncheon, a number of guests carried on to the school's 'Celebrate the Arts' event at the McPherson Playhouse, where they enjoyed an impressive array of band, choir, drama and visual arts presentations by our very talented students.

In mid-June I attended the GNS graduation ceremony to welcome the Class of 2007 into the Alumni Association. The graduating class impressed me greatly! Every member of this group was happy, confident, and ready to move on to an exciting future, ready to face whatever challenges may be in store for them. I was proud of these young women and men, knowing that what they had gained from GNS would serve them well for the rest of their lives.

This is why I participate.

So please stay in touch, consider serving on the Alumni Executive, or taking on the role of Class Rep for your year. And come to an Alumni event or two—we'd love to see you! 🦋



Elizabeth Taylor presents the MacDowall Shield to Emily Rogers ('08) and Ashish Sudhakaran ('08) at the Senior School Closing Ceremonies in June 2007.

"Why do I want to give back to GNS?"



Andrew Pike ('01), Duncan Penn ('01) and Brenden Smith.

Opportunitas Aequa: Levelling the Playing Field

Duncan Penn ('01)

It's raining ash! On March 25, 2007, my fellow Opportunitas Aequa (OA) members and I looked up to the skies of Ecuador as a light ash rained down on the soccer field that we were there to build.

The crew was on location for OA's first project, Project Ecuador, in a small province at the base of the mighty Mount Chimborazo—the closest point on earth to the sun. (At the risk of sounding grandiose, let's just say that, at 4600 m above sea level, the sight can take your breath away.)

The previous year, we started OA based on the idea that soccer, through its simplicity and popularity, can be an incredible tool for social development. We saw the beauty in merely

needing a ball and a patch of flat ground—and sometimes not even that—in order to play, to have fun and to inspire individuals.

So there we were, early in 2006, with a concept but no money and no track record. We had nothing but our passion and our drive to convince people that we were serious. Because of this, our first year was largely spent creating partnerships, networking and gathering a group of advisors that were willing to vouch for everything that our passion couldn't say.

Fast forward: after a year plugging away at charity soccer games, bottle drives, and fundraising events, OA was slowly beginning to take shape. We had reached our benchmarks for collecting soccer balls and pairs of cleats as well as exceeded our financial goals. On top of that, and to our surprise, we were offered a \$50,000 grant from the Vancouver Film School to document the organization's progress in Ecuador. On January 25, 2007, the first contingent of OA departed for Ecuador.

If you build it, they will come.





World's cutest soccer player.

Where are we now? We have since arrived back from Ecuador, after successfully building two soccer fields and distributing over 1300 soccer balls and 1000 pairs of cleats to the indigenous communities in and around Chimborazo. Our documentary is in its post-production phase in Vancouver, set to be released in the early fall of 2007.

It is our plan for OA to lead the charge in the expanding world of neo-charities, web 2.0, and radical transparency. On platforms such as film, web-episodes, and podcasts, we want to bring our friends and partners with us—through good and bad, difficult and easy—showing every step of every road.

The organization will concentrate half of its efforts on improving the local community around it and half of its efforts on improving communities not so far away. We see the powerful role that youth will play in keeping this relevant in our generation. We see an OA representative in every school. We see youths' résumés reading "spear-headed OA's involvement in Rwanda" rather than "volunteering in Africa."

We believe in the power of small differences. This is our dream, and we are moving towards it.

The GNS members of OA are Duncan Penn ('01), Andrew Pike ('01) and Meaghan Fraser ('03).

To help this organization or to watch our films, please visit our website: www.equal-opportunity.ca.

Duncan Penn ('01) graduated from John Molson School of Business in Montreal with a Bachelor of Commerce in 2006. He has also studied Social Entrepreneurship and Sustainable Social Enterprises. In his free time Duncan loves to surf, play guitar, but most passionately he is an avid film maker. 🐾



Soccer team in GNS sweaters with Duncan and Andrew.



They're here!

2006 Boxing Day at the Beach

The beautifully refurbished library in Rattenbury House at the Beach Drive campus was the setting for the 2006 'Boxing Day at the Beach' celebration. Attended by nearly 60 alumni and friends, it was a chance to kick back after a busy holiday season and relax in the presence of friends.

The Class of 2004 were the 'hands down winners' for participation, with seven class members attending.

Boxing Day at the Beach 2007 will take place at the Smugglers' Cove Pub in Cadboro Bay. Please join your classmates and friends to unwind at this enjoyable event hosted by the GNS Alumni Association. This event will be posted on the GNS website closer to the date. 🍷



Sonya Roethel ('73) with her two sons Nicholas (age 9) and Alessandro ('99).



Alison McCallum ('89), Melody Molnar and Tod Molnar ('87).



Alexandra Skey, Cosima Friesen and Ryan Say, all class of 2004.



Tannis Somers, Kathleen Prince and Emma Ferguson, all class of 2004.



Ashkaughn Forgani ('08) and Negaar Nadji.



David Buchan ('72) and David Harvey ('82).



Laura Ferreira ('69), Simon Bruce-Lockhart (Head of School) and Steve Titus ('73).

2007 Calgary Reunion

February 8th was the date—the weather failed to cooperate! Many guests were forced to cancel due to driving conditions. Those who braved the snow had a marvelous time visiting with Simon, Eva, David and his wife, Edna. Ross Meredith ('79), General Manager of the Sheraton Suites Calgary Eau Claire generously provided space and nibbles for the get-together! Thanks, Ross. Your hospitality is much appreciated (next time, hold the snow, please!) ❄️



Ross Meredith ('79) and Ian Auld ('89).



Simon Bruce-Lockhart (Head of School), David Auld (retiring Assistant Director of Alumni Relations) and David Gregory ('98).

2007 Edmonton Reunion

The Faculty Club at the University of Alberta was the setting for the 2007 Edmonton Reunion. Alumni enjoyed hors d'oeuvres, wine and conversation with Simon Bruce-Lockhart, Head of School, and Eva Riis-Culver, Director of Advancement at GNS, and had the opportunity to say farewell to David Auld, recently retired Assistant Director of Alumni Relations. Thanks for all your hard work, David! ❄️



Congratulating David on his retirement (pictured from left to right) are: back row, left to right: Paul Ryzuk ('97), Sally (Simpson) Manwaring ('54), Simon Bruce-Lockhart (Head of School), David Auld and Eva Riis-Culver. Front row, left to right: Maurine (Johnson) Mullins ('85), Edna Auld, Jane (Robertson) Zaiane ('88), Osmar Zaiane, Colin Bonneau ('65) and Betty Stockwell.

Continued from page 14.

What I didn't know was that I was also developing a consciousness, an acute awareness of the relationship between myself and the elements over which I had no control. The wind might blow from the east, west, north, or south. It might gust; it might fall off to practically nothing. It might leave me dead becalmed. I didn't pick the wind; that was imposed by a power far greater than myself. But I had to sail the wind—against it, with it, sideways to it; I had to wait it out with the patience of Job when it didn't blow—if I wanted to move myself from where I was to where I wanted to go.

As humans we live with the constant presumption of dominion. We believe that we own the world, that it belongs to us, that we have it under our firm control. But the sailor knows all too well the fallacy of this view. The sailor sits by his tiller, waiting and watching. He knows he isn't sovereign of earth and sky, any more than the fish in the sea or the birds in the air. He responds to the subtle shiftings of the wind, the imperceptible ebbings of the tide. He changes course. He trims his sheets. He sails.

As I said earlier, you face huge challenges, but you have powerful tools at your command to bring to bear. The point of Bode's comments is not that you simply go where the wind takes you, with no values to steer by, but rather that you cannot simply barge through on a straight line, convinced that your values and your beliefs are indomitable. You need to understand the reality you are dealing with, and the changing nature of that reality, and, using your knowledge, values and skills, you need to adapt to the needs of the wider world. In the end, it will come down to your willingness to live out our school motto—*Do your best through truth and courage*—and to become an active citizen of the global generation who will determine the path of our future. I have every confidence that you will do just that.

Enjoy this next wonderful phase in your lives, discover who you are and remember where you are from. You will always be welcome back at GNS, and we certainly hope to see you from time to time.

Thank you for all you have given; congratulations for all you have achieved; and our best wishes for what you are about to embark on. 🦋

5th Annual Duffers' Delight

Do you want to try playing golf for the first time? Are you a novice golfer hoping to play more golf? If so then Duffer's Delight is the perfect golf event for you!

Duffer's Delight on Saturday, August 25, is a great opportunity to catch up with fellow Alumni, to reconnect with staff, and to enjoy a fun and relaxing summer evening at Prospect Lake Golf Course. Last year over 40 golfers and an extra 10 diners of varying ages and backgrounds mingled amongst deer, eagles, ducks, geese, and tranquil lakefront scenery.

Now in the fifth year as a fun team golf event there will be new golf contests, more difficult team trivia, a wider selection of dinner options, and lots of prizes! Duffer's Delight is open for everyone and no golf skills are required. Nine holes and a BBQ buffet dinner is \$40, and you can invite guests for the dinner portion only for \$20 each. Bus transportation is available and the golf course can supply all of your golf equipment needs. Check out the flyer on the GNS Alumni web page and I hope you can join in the laughter and experience our great golf event!



Andrew Preston, Maria (Lee) Tam, Bernard Li and Roxy Butler, all class of 1996.



Robin 'The Golfinator' Bennett (staff).

2007 Norfolk House Luncheon

More than 50 alumni, staff, former staff and friends attended the 2007 Norfolk House Old Girls' Luncheon, necessitating a change of venue from the Scott Library to the Scott Gym. The gymnasium was dressed for a party, sporting white-draped Greek columns with climbing vines and roses, the drift of vanilla scented candles and beautiful floating floral arrangements. Each alumna received a lovely GNS silk scarf, with those 50+ years out also receiving a set of Norfolk House cuff links.

A grand time was had exchanging stories of mayhem and misdemeanors, long-suffering instructors, and memories held dear.

Keith Walker gave a wonderful presentation, 'Gems from the Norfolk House Archives', which truly did contain some never-before-seen gems. In addition, his visual 'walk down memory lane' posted on the gym wall was a highlight of the luncheon.

Some alumni carried on from the luncheon to 'Celebrate the Arts', reporting upon their return that it was wonderful and inspirational to see so many talented GNS students.

Next year we would like to invite ALL former students of Norfolk House to join us for the luncheon. 🌸



Tyea (Edgington) Niblock ('75), Laurel Hounslow (Former Board member and Diana (Graeme) Life ('76).



The luncheon was enjoyed by (alphabetical): Sarah (Rochfort) Ashton ('67), David Auld (former Assistant Director of Alumni Relations), Lucinde (Cox) Balcombe ('72), Mary (Emmertton) Barlow ('48), Marianne (Koerner) Bianco ('73), Jean Bigelow ('71), Nancy (Grant) Braithewaite ('46), Stuart Brambley (Director of Daily Administration, Beach Drive, Archivist), Diane (Wade) Brown ('63), Simon Bruce-Lockhart (Head of School), Joyce Buchanan ('46), Sally (Ball) Burrows ('65), Rick Calderwood (Senior School Principal), Betsy Cox, Rosemary (James) Cross ('42), Cecilie (Shaw) Davidson ('64), Barbara Emery ('59), Dorothy Field ('39), Susan Field ('62), Jennifer Field, Anne (Heath) Frankenberger ('86), Jeannie (Hopkins) Fuller ('74), Andrea Gardiner ('79), Toni Graeme ('55), Kim (Peterhegyi) Greenwood ('83), Holly Harper ('68), Ruth (Solly) Holman ('43), Joan (Cudemore) Homer ('38), Laurel Hounslow (Former Board member), Suss Juelsberg ('63), Shrawan Khanna (Director of Daily Administration, Pemberton Woods), Kate Lawrie (GNS Alumni Relations), Diana (Graeme) Life ('76), Gail (MacKenzie) Livingston ('66), Tyea (Edgington) Niblock ('75), Anne (MacDougall) Piercey ('61), Eva Riis-Culver (Director of Advancement), Sonya Roethel ('73), Miss Winifred Scott (former Head, NHS), Brenda (Mason) Simeoni ('66), Siobhan (Collins) Sinclair ('83), Grace Solly ('41), Cordelea Stokes, Elizabeth (Courtnall) Taylor ('70), Veronica (Harris) Tory ('63), Elizabeth (Groos) Turk ('58), Wendy (Bigelow) Underhill ('57), Marilyn (Quinn) Vallance ('67), Keith Walker (retiring Archivist/speaker), Barbara Jean Watkins ('55), Peggy Wilmot (former Head, NHS) and Gillian (Bridgman) Young ('53).

Fifteen Minutes

1. *Where do you live now? How did you end up there? What are you doing?*
2. *After graduation, what prompted you to pursue the direction you're going in now?*
3. *To date, what is your greatest accomplishment?*
4. *How much do you attribute your success to your GNS education? Or How well did your GNS education prepare you for the educational experiences that followed?*
5. *What was your favourite subject in school?*
6. *What was your least favourite subject in school?*
7. *Academic programs aside, how else did GNS help you to move forward and develop? Were you involved in any clubs or co-curricular activities?*
8. *Upon reflection, what do you think is your fondest memory of GNS?*
9. *Can you recall an amusing or humorous incident that happened during your time at the school?*
10. *Since leaving GNS, have you maintained connections with classmates or staff?*
11. *How much do you value being an alumnus/alumna?*
12. *If you had one piece of advice for current students, what would it be?*
13. *Take your age and divide it by 2. If you could give one piece of advice to yourself at that age, what would it be?*
14. *If you were going to hire yourself, what qualities would you look for?*
15. *If you were to become Head of School, what would be your first act?*



Sister Michael Marie (aka Kim Mills), third from left, front row.

Kim Mills ('65) aka Michaela, aka 'Soeur Michael Marie'

1 and 2. For the last 25 years I have lived in a small French Benedictine monastery situated in an Arab Muslim village 15 km from Jerusalem. It is thought to be the site of the New Testament town of Emmaus. How did I end up here? By grace, default, serendipity, accident and, I guess, a divine sense of humour!

In Grade 12 Mrs. Spicer had us doing 'social service'—getting to see the other side of life from our mostly privileged young lives. I ended up at Mt. St. Mary's, feeding helpless elderly people, and falling in love both with the idea of nursing as a career and with the sisters who worked there whose example clarified the already just under the surface idea of becoming a nun. NOT the done thing for an NHS girl in those days and there was a lot of family (and other) pressure to be 'normal'. Didn't work. The seed was sown.

After grad in 1967 I was too young to go into nursing and so did a fairly useless but great fun year at UVic and did discover—and enjoy—the world of co-ed education. Then nursing school at St. Joseph's, a year at Montreal Children's Hospital and entry into the Medical Mission Sisters in Philadelphia. That only lasted two years as I was considered 'emotionally immature'—too true! Still am. Back to Montreal job, did Theology degree on the side, went up north for several years in various communities (wonderful experience!), did nurse practitioner degree, worked with boat people in southeast Asia, and eventually came on holiday to Israel where I met this community and was immediately and profoundly caught in the rightness of this life for me—despite the Frenchness (thank you Mme. Downey!), the early rising (groan!) and the penguin attire! As for 'what I do'—I am the community nurse, icon painter, librarian, part-time musician, receiver of English-speaking guests and general helper where the need is called for.

3 I don't think I have a 'greatest accomplishment'. I really don't measure all the wonderful—and less wonderful—experiences of the last 40 years in that light. I am grateful for all of it, and for where I have the huge privilege to be right now.

4 The then NHS education prepared me incredibly well for all the studies I undertook afterwards—even the difficult Hebrew I struggle with these days. I breezed through universities, nursing schools, etc., thanks to the exceptional teaching we received and the genuine inspiration of some of the teachers. I learned enthusiasm and good study habits, which have carried me through until now. I also learned that what I was 'naturally' good at was, although important, not as important as what my heart deeply wanted to follow.

5 Favourite subject(s)—Scripture and German—thanks, I think, to my adolescent obsession with Mrs. Spicer.

6 Least favourite—Math. But dear Mrs. Tawney personally did her best to get me through Math 12 (with a just barely passing mark) so I could get into nursing school.

7 I don't know how to answer this question as 'getting forward' simply isn't in my vocabulary or attitude towards life. I am not 'success' oriented and find that generally a waste of time. Life is too precious to fill up with endless efforts towards 'making it' on other people's terms. I can say that Miss Percy's passionate love of music and delightful sharing of that with her students infected me irrevocably, and for that, I will always be grateful.

8 Fondest memory? Friendships that have lasted all these years and grown deeper, more caring and understanding.

9 Humorous now—less so then. Miss pious here played hooky (NOT hockey—I was useless at that) for a week in Grade 12 and came close to getting expelled! Teachers and parents thought it must be related to a creature of the male sex. Me??? I was staying with my Godmother (another old Norfie, Hilary Castle) and 'The Song of Bernadette' was going to be on TV during the day. Hilary (called 'Tim' by everyone) went to work before I went to school and came back after I did. I stayed home the first day and then was afraid to face the music, so stayed home the rest of the week. A self-written 'sick' note didn't pass Miss Scott's discernment and Trouble followed!



Kim Mills (right) and brother Christopher (left) on the first day of school. Chris was mortified because W.J. Wilsons had given him a SMUS hat instead of a Glenlyon hat, which had to be exchanged. Chris later became Head Prefect, Captain of House and Captain of Basketball.

The Authorities involved have forgotten the incident but I certainly haven't.

10 I remain close to Winifred Scott, Ann Spicer, and several classmates, including Erica, Sarah, Liz and Madeleine.

11 I value being an alumnus to a certain degree but can't say that it ranks very high on my 'really matters' list.

12 Follow your hearts and never outside pressure, the need to be seen as successful or the endless 'shoulds' that can so easily mess up years of our lives. Learn to love yourselves AS YOU ARE. We are all fragile creatures but it is in and through our fragility that God is able to reveal Love and surprising strength. Let go and let be. Never, never judge others and always try to forgive—and this for yourself first. I think we should concentrate more on co-operation than on competition.

13 All of the above!

14 Honesty, humour, a capacity for inventiveness, creativity, intelligent independence, and a certain humility that would allow me to admit my mistakes without excuses and without despair.

15 To find some way to make more places for deserving students of families unable to pay the fees and to truly encourage all I said in number 12.

Upcoming Reunions & Events

Class of 1997 - 10 Year Reunion

Date: Saturday, August 4
 Location: Upstairs at
 The Sticky Wicket Pub
 919 Douglas Street
 Victoria, BC
 Time: 7:00 p.m. to 11:00 p.m.
 Email: nickynewsome@gmail.com

2007 Duffers' Delight

Date: Saturday, August 25
 Time: 3:00 p.m. to 7:30 p.m.
 (registration begins at 2:00 p.m.)
 Location: Prospect Lake Golf course
 Note: Bus transportation is available upon request; must be requested two weeks prior to event (by August 10).

2007 Boxing Day at the Beach

Date: Wednesday, December 26
 Location: Smuggler's Cove Pub
 2581 Penrhyn Street
 Victoria (Cadboro Bay)
 Time: Start time 4:00 p.m.

If you're in the area...

Stop by for a visit! We'd be happy to escort you on a tour of either the Beach Drive Campus or the Bank Street (Pemberton Woods) Campus. Please contact the Advancement Office to make arrangements: 250.370.6855 or advancement@glenlyonnorfolk.bc.ca.

Class Updates

1967

Penny Cameron: Penny's sister Susan (Shaw) Wakefield ('62), emailed us to advise that Penny (on the right) successfully completed the entire 'Cadillac 360 Sailing Race' around Vancouver Island. "Not bad for an old bird!" declared Susan, who is understandably proud of her sister's accomplishment.



Penny Cameron (on right).

1968

Madeleine (Groos) Humer: Madeleine, along with former GNS staffer, Michael Gormley, is Director of the St. Christopher Singers, whose members include other GNS alumni: Haley Tarnow, Peter Bell, Scott Murray, Chris Thackray, Brian Titus, Brian Groos (Madeleine's brother and the Manager of the Choir) and Ryan Say.

Madeleine and the St. Christopher Singers have re-established the weekly Anglican Service of Choral Evensong at Christ Church Cathedral, having become accomplished performers of the unique music written for this contemplative evening service.

Other GNS alumni who also join the 'Singers' on an occasional basis are: Caley Fitzpatrick, Regan McAvoy, Caitlin Woodbury, Hilary Piets, Allegra Vernon, Althea Feil, Lauren Bailey, Mimi Warren, Kathryn Humphries, Guy Tyrwhitt-Drake, Jessica Prince, Hilary Groos, and Saskia Humer.

Roslynn Harrington: Now an educator herself, Roslynn loved the staff and her classmates at school. Roslynn completed her Masters in Distributed Learning at Royal Roads University in 2005.

1973

Carolyn (Blackburn) Gebbie: Carolyn recently completed her sixth Ironman triathlon (consisting of a 3.8 km swim followed by a 180 km bike ride and ending with a full marathon of 42.2 km). She placed

first in the W50-54 age group at Ironman Lanzarote in the Canary Islands. In the 16-year history of the race, only 625 females have completed the course, which is billed as "The Toughest Ironman in the World". At that race Carolyn qualified for the Ironman World Championships in Kona, Hawaii in October 2007. We build 'em tough at GNS!

Carolyn is an NCCP certified triathlon coach (www.carolyngebbie.com) and can be reached at carolyn@carolyngebbie.com.

1978

Jennifer McDowall: After having worked on sequencing the X chromosome for the Human Genome Project, and a brief stint with Pfizer Pharmaceuticals working on pain drugs (until they moved out of Cambridge), Jennifer is now at the European Bioinformatics Institute in Cambridge doing computer biology. She has two children: Richard is taking his A levels at the Leys School, and Elizabeth is in Grade 7 at St. Faith's Junior School. In her spare time, she is trying to write a novel, thanks to the inspiration of Rosemary Penn and Marion Jenkins, whose teachings and love of English have stayed with her all these years.

1982

Eleanor Creighton: Eleanor, who is currently serving with the Canadian Armed Forces in Esquimalt, will attend Royal Roads University part-time starting in September. Eleanor is enrolled in the two year on-line Bachelor of Justice Studies Program. On June 28, 2007, Eleanor graduated from the Royal Military College of Canada earning a Bachelor of Military Arts and Science degree.

1983

Timothy Williams: "This is the latest trailer for the Warner Brothers Film, *300*, which was released in March. I wrote some cues for it, orchestrated the film and conducted it. We recorded it in September at Abbey Road with an 84-piece orchestra and a 50-piece choir. The trailer opens with some of the film music. Warner Bros. is going to do a special package release of the soundtrack with souvenir booklet! Enjoy!"

<http://playlist.yahoo.com/makeplaylist.dll?id=1529799&sdm=web&qtw=480&qt h=300>

1985

Lara Fisher: Lara, who lives in Victoria with her husband and two children, is creative

director and founder of Bluefish Creative Communications, a graphic and web design studio that focuses on giving small business a chance in the big business world. Lara has her BA in International Relations and an MA in Middle Eastern Studies.

Michele Meisler: Michele works at A.J. Elliott Elementary School in Sointula. She hasn't yet found 'the one', is working on her degree in 'life' and reflects "the people we meet when we are young end up being the truest and softest places we can rediscover as we grow older! I'm thankful for the sisters I carry with me from the class of 1985. Even if we aren't in close touch, we have a bond"

1986

Rasma Bertz: Rasma Bertz and spouse, Ari Meyers, now live on Salt Spring Island, having returned last year from Scotland. In 2007 Rasma received her Master Teacher level in Sekhem, and is the first person endorsed to teach this form of Egyptian energy work in North America. She is the sole proprietor of 'Quantum North', specializing in Sekhem and Quantum Biofeedback therapies.

1987

Tod Molnar: Tod lives in Vancouver, BC with his wife Melody. Tod recently started a new position as Placements Coordinator with Tamwood International College. Tod and Melody visited the Beach Drive Campus on a recent trip to Victoria and attended the 2006 Boxing Day at the Beach event.

1988

Rhosier (Ross) Bethell: Ross moved to the UK in 2000, and continues to live in Brighton on the south-east coast of England with his partner of three years, Ian. After completing an MSc in Corporate Communications in 2006, Ross started a public relations consultancy. He works with oil and gas companies in Scotland and England advising on investor relations and corporate communication programs.

1989

David K. Hudson: David received her BA in English from the University of Wisconsin-Madison in 1996. She returned to Vancouver Island in 2001, having lived and worked in Montreal and California. She currently owns and operates an art gallery, gift shop, and café in Port Hardy, BC. The West Coast Community Craft Shop and Cafe Guido

opened in 2003/2004 as a cultural and community centre, showcasing for the many expressive artisans of the West Coast.



Kathleen Blohm, artist and former staff, with Davida Hudson (on right).

1990

Candice (Guscott) Navaroli: Candice is a project manager in the field of environmental chemistry. She lives in Sidney, BC with husband, Jaeson, and son, Kodi, with another baby on the way, due in November. Candice describes her interests as “travel, hockey, skiing and wine-making”. We’re open for some wine-tasting any time, Candice!

1991

Piers Henwood: Piers Henwood’s band, ‘Jets Overhead’, formed in 2003, and was nominated for a prestigious Juno Award in the ‘New Group of the Year’ music category in 2007. Piers plays guitar and keyboards for the group, who recorded their first full-length album, *Bridges*, last year. To view a brief bio of the band go to:

<http://www.jetsoverhead.com> or

<http://www.myspace.com/jetsoverhead>

“Impossibly cool Canadians who readily admit to having Pink Floyd, the Velvet Underground, and The Who in their collection” *Hot Press* (Dublin)

1992

David Tuckey: After receiving his BEng from the University of Victoria in 1997, David spent a year travelling abroad before returning to an engineering job in Victoria. He is now employed locally as a firmware design engineer for Schneider Electric. David married Noelle Davis in August 2005.

1993

Leroy Anderson: This former Head Boy and his lovely wife, Jessica, have much to celebrate, with their return to Victoria and

the recent birth of their son, Blake John Anderson, on February 5, 2007. Young Blake weighed in at 4 lbs 13 ounces. Leroy has returned to Victoria to join the Victoria Police force after a stint as a police officer in Delta, BC.

Susan Young: Having moved last summer from the hustle and bustle of Montreal, Suzie and her husband, Stephane, are now nicely settled in Victoria. Reveling in image transformation since her first attempts at theatrical make-up for many a GNS production, Suzie currently works as a make-up artist for MAC Cosmetics at The Bay downtown. Ever eclectic in her tastes, Suzie can be found around Victoria practicing photography, searching for the elusive western poutine, jiving at rockabilly shows, bringing back cocktail parties, writing unpublished masterpieces, people watching, singing too loud, and, of course, darting in and out of antique stores. Never doing anything halfway, Suzie also finds time to be a Class Rep and a member of the Alumni Association Executive.

1994

Tania Rozalska: In 2005, Tania travelled through Chile and Argentina for two months. She later moved to Vancouver where she taught in the English language department at SFU. Last year Tania began another degree with UBC’s education department and has just graduated. Tania is getting married this summer and is doing some sailing through the Gulf Islands.

Alia Tracy: Alia was recently asked for permission to reprint her GNS Grade 5 poem, originally published in *The Claremont Review*, in a book by Orca Book Publishers entitled *The Best of the Claremont Review*. Alia was surprised and delighted when the publishers contacted her.

Sarah (Skinner) Uhre: “I am a born and bred Trinidadian, with most of my family also from Trinidad. Being a tropical island, growing up here is anyone’s dream. After sitting my ‘O’ level exams at 16, I decided that I would like to try something new, and my cousins in Victoria offered to have me live with them and attend the school their children went to. My parents thought that was a great idea and so I moved into their home in Victoria.

After graduating from Glenlyon Norfolk School, I accepted an offer for a partial academic and tennis scholarship from Webber College in Florida and was off to experience



Sarah (Skinner) Uhre.

college life. I graduated in May 1998 with a Bachelors degree in Business Administration with a major in Hospitality Management and a minor in Travel and Tourism. Having travelled a lot playing tennis, I felt at 21 that I had met the love of my life and got married that summer in Aarhus, Denmark to a Dane of course—Christian.

We later moved back to Trinidad where our first baby was born (Emmeley Elisabeth) and lived here for only six months when Christian decided that he would like to do his Masters. So we packed up and moved back to Denmark. There I went to language school to learn Danish, and worked afternoons in the restaurant of the ‘Hotel Royal’. After a year at school I was comfortable with my Danish and, having passed my exams with flying colours, decided to try an art and design course conducted in Danish—at which time I was pregnant with number two. Danieul Victor was born in June 2001 and Christian graduated with a Masters in English. We then packed up again and moved back to Trinidad.

Life in Trinidad is busy but a pleasure. The beach is not far away and there are some small islands just off Trinidad where my family have a holiday house and a boat. I still play tennis, and Christian, who was on a full football scholarship in Kentucky, still plays football. The weather here basically doesn’t change—it is hot all year round with only a change from dry season to rainy season.

I have fond memories of my time in Victoria. I enjoy receiving the *Traditions* magazine and especially like to read through the class updates to see what my classmates are up to these days. I work as the Bursar in a Private Primary School—St. Andrew’s School—in Trinidad, and enjoy my job. My children, Emmeley 8 1/2 and Danieul 6, both attend the school where I work. Both children love school and are doing extremely well. I hope some day soon to be able to

visit Victoria again to see my cousins, the Lingwoods.

I am sure Glenlyon Norfolk is as great now as it was then! Keep up the excellent work with the magazine."

Catherine Dorazio: Catherine is an Associate Portfolio Manager for Concierge Investing. The following article appeared in BC Business Magazine in March 2007:

"I've been snowboarding for 16 years. I was one of the first people—let alone one of the first girls—doing it. That was before they had instructors, so learning was a little more painful than it is today. Any chance I could, I was on the slopes.

While completing my bachelor of commerce degree at UVic, I taught snowboarding at Whistler Blackcomb. One of my students was Marnie McBean, the three-time Olympic gold medallist for rowing. She encouraged me to take part in the North American Boardercross Championships that were coming to town. I ended up coming in sixth, and I was hooked.

After university, I went professional, got sponsors and even represented Canada at the 2000 World Cup.

It's a great career to be an athlete, but it's a short career. At 23, I was competing against 14- and 15-year-olds. I did my MBA in finance at Monash University in Melbourne, Australia, so I wouldn't be tempted to juggle school and snowboarding again.

When I came back to BC in 2003, I met my business partner and we started our investment firm. I'm also getting back into boarding. Initially, I was frustrated at my limitations, but I'm beginning to accept that I'm no longer an elite athlete.

What I'm learning now is the social aspect of snowboarding and I want to use it in business. What people do in business on the golf course, I think we could do on the chairlift!"

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1995

Kristian Dorken: This summer, Kristian is cycling 4000 miles from LA to New York stopping in at 25 Boys and Girls Clubs talking about how they can pursue their dreams. Check out www.unleashamericaspassion.com

Nicola Holdsworth: Nicola Holdsworth and Nathan Dyck were married at the Victoria Golf Club on April 7, 2007. It was a great party, including many GNS classmates.

1997

Charlotte (Northeast) Bonetti: "My acting career is starting to take off in Philadelphia. I just closed a production of *Love's Labour's Lost* (Rosaline) and will play Ida in the East Coast Premiere of *Skin in Flames*, a dark thriller about a war-torn Eastern European nation emerging into a democracy. This summer, I will play Sylvia in Marivaux's *Game of Love and Chance*, which plays in all the major parks in Philly.

I hope to visit this August to workshop a new musical, *Gold*, with Whistling Fish Productions based in Sidney. Hope to see some of you then!"

1998

Allan Braden: "I graduated with a Bachelor of Arts in History from the University of Calgary in November of 2005. I am excited to be in a new city and I am currently splitting my time between work, school, and rowing. If, by some miracle, I get a grasp of Biology 100 (life is a wet process) I plan on seeking a career in health care.

I had a great summer last year on the coast and I traveled to Denmark and Iceland in the fall. I'm happy to be back in BC and look forward to living in Vancouver for the time being. I hope everyone is doing well, and perhaps I will bump into some of you in the future."



Nicola Holdsworth and Nathan Dyck.



Front row, left to right: Hilda LeVierge ('95), Moira Sauer ('95), Heather Hobbs ('95), Dustin Appleton ('95) and Beth Campbell ('95). Back row, left to right: Jason Bowers, Val Litwin ('95), Matt Clinton-Baker ('95), Nicola Holdsworth, Doug Sauer ('96), Helena (Ahlwalia) Takhar ('95), Catherine Black ('95 with son Miller Lacarte), Matthew Lacarte and Daniel Meir.

Munira Jessa: Munira received her BSc in Systems Design Engineering from the University of Waterloo in 2003 and went on to complete a Masters in Human Factors Engineering at the same institution. Munira presently works as a Clinical Safety Leader for the Calgary Health Region out of Rockyview General Hospital in Calgary, Alberta.

Susanna Knauff: Suzie has completed her MSc in Molecular Biology in Berlin, Germany and will continue with her PhD in Cell Biology at the University of Alberta. She and her fiancé are getting ready to move to Edmonton at the beginning of September.

1999

Frank Worsley: Frank was awarded a BSc with Distinction in Computer Science and Business from UVic in 2004. Since then he has been employed by the local bioinformatics startup company GenoLogics Life Sciences Software Inc. He travels extensively in North America and Europe to consult with customers and focuses on furthering product development when in the office. He took a two-month leave in May to explore Southeast Asia.

2000

Sarah Causton: Sarah graduated in 2006 with her Master's in Social Work and worked as an addiction counsellor in Ottawa for a year. She recently moved to Toronto to join her fiancé and has accepted a counselling position with high-risk youth.

Ashleigh Topliss: Ashleigh moved to the Lower Mainland after leaving GNS, graduating from the Hotel and Restaurant Management program at Douglas College. She worked in retail at Restoration Hardware prior to moving to Florida in April to work at Disney World.

2001

Rozie Amos: "Having done my time in the north I've escaped and am doing the evening show Wednesday through Sunday on The Zone @ 91.3." The Zone's website is www.thezone.fm.

Chris Greer: Chris currently works for the Victoria-based Dokie Wind Energy as a Communications and Public Relations Officer. Chris received his BA in History from the University of Victoria in 2006.

2002

Kyle Smith: Kyle is the Executive Assistant to the Managing Partner at 'ole', a music industry company. Kyle has deferred starting his law degree at the University of Western Ontario to move to Japan for a year. In Japan, he will continue to work with ole in the acquisition department, specializing in TV Music Administration. Barring (pardon the pun) any surprises, Kyle will graduate with his LLB in 2011.

Emily Zinneman: Emily graduated from the University of Toronto with an Honours degree in English. In the fall she will begin working on her Master of Fine Arts degree in Creative Writing and Poetry at the University of Michigan-Ann Arbor.

2002

Kyna Davis: Kyna completed her BSc (Honours) in Biological Science at the University of Western Ontario in 2007.

Jessica Prince: Jessica's proud Dad tells us that she achieved the 9th speaker place and was the highest placed Canadian debater at the 2006 World Universities Debating Championships in Dublin, representing McGill University. After completing her BA (Honours) in Political Science, Jess is now studying law at Oxford University in England.

At this year's World Universities Debating Championships in Vancouver, Jess was the only female Oxford debater. While her team was knocked out before the finals, she was the top speaker at the entire competition, out of hundreds of debaters from around the world. Jess will attend the same international competition this coming year in Thailand.

2003

William Hong: William graduated from the University of Toronto in 2007 with a BA (Honours) in Urban Studies.

Alexandra Kelly: "I graduated from McGill in December with a joint Honors Degree in Political Science and English. In January I went backpacking for 3 1/2 months with my boyfriend through eastern South America—primarily Brazil. After a brief stint living with his family in Connecticut I have secured a job in New York City working at a public affairs firm and I plan to move there in August.

I actually met up with Abby Ranger a few weeks ago after reading in Traditions that she was working in Manhattan—it was a lot of fun. Thanks for keeping in touch!"

2004

Robert Bailey: Robert was runner-up for the 'Young Entrepreneur Award' at the recent 2007 Greater Victoria Business Awards celebration. Robert embarked on a venture with Etraffic Solutions called StudyBUZZ, an on-line learning assessment tool. "He shows the true grit of a business person, willing to roll up his sleeves and stuff envelopes, take customer support and sales calls, drive to pick up supplies, learn new terminology and technical requirements quickly, and even don the StudyBUZZ bee costume for promotional purposes. Robert has run the StudyBUZZ business from all aspects and has been hands on in the development of design, software coding, course selections and collateral and marketing."

Peter Bell: Peter went straight to UVic after graduating from GNS. Now, after IB credit allowed him leisure in first year, he is completing a new interfaculty program that will earn him a BSc in Math and Economics in Finance. He will take Spring Convocation in 2009, the first class of students to grad from this new interfaculty program.

2005

Ben Rankin: Ben is currently in Ecuador working with indigenous people on fair-trade and sustainability projects. Next year he is going to Ghana for a year of studies. At McGill, he is taking Economics and International Development and has achieved first class honors.

Risako Shirane: Risako, whose interest lies in the area of global/public health, recently completed the second year of her Honours Bachelor of Science degree at the University of Toronto. She is enrolled in the newly established Global Health Specialist Program. She will travel to Kep, Cambodia this summer for two months with the University of Toronto Centre for International Health, where she will assist in on-going global health research. 🦋

In Memoriam: Marion Jenkins

A Wondrous Teacher

Dr. Anthony Jenkins

News of Marion's death produced a stream of emails and cards from former students (and parents) that consistently focused on the



way she LIVED language and literature. Quite apart from her elegance as a person and role-model, she obviously touched people as someone who embraced all things Greek and Mythological; a teacher about whom it was rumoured that, were (note the subjunctive) "Mrs Jenkins ever to have an affair, it would have to be with Shakespeare;" and the inventive advisor for all those Yearbooks who, after retirement, became an increasingly expert and published recorder of her world-wide adventures. All the speakers at her celebration to an overflow crowd at the University Club, in February, attested to that.

However, because Marion was determined to win her battle-against-the-odds of small-cell cancer, she wouldn't even consider the worst-case scenario, so the very clear portrait that emerged from those memorial tributes determined what came next.

In April, a third of her ashes went to Delphi, the centre of the Classical world, and there, in an atmosphere which resonates with the supernatural, part of her spirit lies in an olive grove in the valley beneath Mt. Parnassus, throne of the muses, near the rotunda of Athena. A secluded spot beside the entrance to Apollo's temple and the platform of the Delphic oracle, plus another where the stage of the theatre once looked down over the Greek Chorus, completed that pilgrimage. A recital of *On First Looking into Chapman's Homer* filled that arena, early in the morning, amidst spring flowers and bird song, before the daily invasion of the tour buses.

In June, a further third of her ashes went to Oregon and the Shakespeare Festival she'd taken so many of her students to in Outweek. Some lie right next to the reproduced Globe Theatre; others are at the feet of two stupendous redwoods; the remainder flowed down the waterfall in nearby Lythia Park to merge eventually with the Pacific.

At home, she was particularly fond of Point No Point where she spent many weekends with photographer friends and teachers. So she also rests there, by our part of the Pacific.

The genuine affection GNS has for her memory has turned the "book prize" announced in her obituary into something more significant: by the beginning of next year, it's hoped that donations (via the GNS Advancement Office) and the family's matching gifts will lead to some sort of bursary that celebrates the legacy of a wondrous teacher. 🌸

In Memoriam

Valentine (Harlock) Furlong ('36): Val passed away peacefully at home with her family at her side on May 11, 2007 at the age of 90. Val loved her old school and the many friends she made there. Val attended Norfolk House from 1931 through 1936.

Stella (Sery) Grant ('36): Stella passed away in June 2006. She attended Norfolk House from 1929 to 1932. Stella and husband, Ross, were married for 65 years.

Betty (McIntosh) Groos ('33): Betty died peacefully at Mount Edwards Court, February 20, 2007. She attended Norfolk House from 1924 through 1933. Daughter, Elizabeth Turk ('58), is also an alumna of Norfolk House.

Phyllis E. 'Pep' (Pooley) Groos ('35): Pep passed away suddenly on March 21, 2007. She was a Norfolk House Old Girl, as are daughters, Madeleine Humer, Hilary Groos-Bungarten and Laura Groos. Son, Brian, attended Glenlyon and two of Pep's grandchildren also attended GNS. Pep was much loved by her son's and daughters' classmates, and participated in GNS functions to the end of her days. She will be sadly missed.

Cynthia (Musgrave) Izard ('36): Cynthia died peacefully at home on January 9, 2007. The only daughter of Olive and Arthur Musgrave, Cynthia was born in Victoria on December 29, 1919. She attended Norfolk House from 1925 to 1936 and remained an enthusiastic 'Old Girl' all her life. She contributed many unusual items and photographs to the GNS Archives.

Jean McIlree ('68): After a long battle with MS, Jean slipped away peacefully in Victoria on March 2, 2007. Following Norfolk House, which she attended from 1959 to 1968, Jean completed her BA at UVic, then her teaching certificate at the Maria Montessori Institute in London, England. She returned to Victoria and was Directress of Island Montessori.

Myfanwy Pavelic ('33): Victoria artist Myfanwy Pavelic, whose portraits won her international acclaim, died May 7, 2007 at the age of 91. Myfanwy attended Norfolk House from 1929 through 1933.

Myfanwy became a member of the Order of Canada in 1984 and was named a member of the Order of British Columbia in 2001.

She donated a pen and ink drawing of the Queen and the last copy of her poster of Pierre Elliott Trudeau to the school.

Frances (Thornton) Thieriot ('71): Franci Thieriot of Santa Monica, California passed away on February 13, 2007. Franci lived in Southern California for 37 years. She attended Norfolk House from 1959 through 1967. Franci will be remembered for her sense of humor, sharp mind, and her love of music and the arts. She is survived by her sister Julia Thieriot ('66).

Wendy (Wilkinson) Upward ('37): Wendy passed away peacefully on January 20, 2007 at the age of 86 years. Wendy's son, Ted Upward, attended Glenlyon School from 1950 to 1954. A wake in Wendy's memory was held in the library at the Beach Drive Campus on February 10, 2007. 🌸



Grads of 2007 – Where Are They Headed?

Matthew Armstrong – McGill University
 Jetanan Auesathian – University of Victoria
 Sonia Behune – University of British Columbia
 Céline Best – Royal Military College, Kingston
 Stephanie Billingham – University of Victoria
 Emma Blake – University of Victoria
 Heather Brown – University of Winnipeg
 Tyler Brown – undecided
 Ivan Chuang – working
 Graeme Cooke – undecided
 Lisa Corman – GAP
 Lauren Courtice – GAP
 Benet Davis – University of Victoria
 Charlotte Dawe – University of Victoria
 Dean Ding – University of Waterloo
 Jillian Dunic – University of Victoria
 Marian Eddy – University of Calgary
 Heather Fitzpatrick – University of Regina
 Robert Gooda – University of Victoria
 or Camosun College
 Andrea Greenhough – modelling
 David Gu – University of British Columbia
 Kevin Han – University of Waterloo
 Valery Heckel – University of British Columbia
 or McGill University

Devan Hirsch – University of Victoria
 Emily Horton – University of Calgary
 Jane Horton – Art Institute
 Matthew Horton – University of British
 Columbia
 Byron Howell – University of Calgary
 Jason Hsu – University of Toronto
 Philip Kang – University of Alberta
 Shiv Kapoor – University of Victoria
 Mira Kelada – McGill University
 Brook Kiddell – Camosun College
 Clare Knight – University of Guelph
 Jennifer Lalli – University of British Columbia
 Robin Lattimer – Queen's University
 Arianna Mavrikos – Queen's University
 Stefanos Mavrikos – Camosun College
 Drummond Munro – Camosun College
 Pascale Murphy – University of Toronto
 Hanna Oh – University of British Columbia
 Kaitlyn Orser – University of Victoria
 Astra Outerbridge – Chef School
 Leroy Patterson – University of British
 Columbia
 Julia Pearson – University of Victoria
 Sarah Powell – Washington State University

Noelle Rocheleau – University of Calgary
 John Saberi – Camosun College
 Liam Sarsfield – University of Victoria
 Zoë Seigel – Acadia University
 Kelsey Skaggs – University of California
 Celia Sudbeck-Reid – Canadian College of
 Performing Arts
 Claire Taggesell – University of Victoria
 Kyle Thorau – University of Victoria
 Tyler Thorau – Camosun College
 Dain Todd – Camosun College
 Alexandra Tyrrell – University of British
 Columbia
 Stefan Urban – University of Calgary
 Sophie Ward – University of British Columbia
 Emily Watson – University of Victoria or
 Camosun College
 Michael Weicker – University of Victoria
 Jaspas Wiart – University of Victoria
 Nicholas Windebank – New Image Academy of
 Performing Arts
 Anita Wu – University of Victoria
 Christopher Wylie – working
 Andy Yu – University of Victoria

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