

TRADITIONS

A publication for the Glenlyon Norfolk School community



WINTER 2008

Traditions

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Cover: Congratulations to the Senior Boys Soccer team for winning the Provincial Championships! After breathtaking performances in the first three games (3-0 over Credo Christian, 5-0 over Osoyoos, and 6-0 over Mount Sentinel), the boys won in a penalty shoot-out over Southridge—the defending champions—in a gut-wrenching and utterly memorable semifinal in mid-November. They faced St John's Brebeuf in the championship game; and, in a coolheaded performance, the boys defeated Brebeuf 2-0 to claim their second title in three seasons. Michael Abbey (on cover) was voted MVP of the tournament. According to coach, Hugh Williams, every boy represented the school magnificently. Photo by John Matheison.

From the Head

Thoughts About Campus Transformation

Simon Bruce-Lockhart, Head of School

You will read throughout the pages of this edition of *Traditions* many of the exciting details of the Campus Transformation plans—long awaited, and very much worth the wait! Rather than repeat those details here, I would like to talk a little about our approach and how we expect to get there.

From the very outset, the school community has been clear about two things. The first is that campus transformation is necessary. The school has been living without appropriate capital reinvestment for too many years, and our facilities reflect that fact. Once very fine, they are now merely adequate, and they will become, in short order, unacceptable. They have given the staff ample opportunity to illustrate that great teaching can occur in any facility—and the staff have done so—but it is time to create better facilities to enhance education for the 21st century.

The second issue that the community has broad agreement about is the fact that campus transformation should not be school transformation: that is to say, at the end of this process, we will have failed if we change the feel of the school. The feel of a school is one of those delightfully unscientific truths that business people sometimes abhor because it is not measurable. It is nonetheless very real, and readily apparent to parents and students who visit GNS during the admissions process. Again, feel is created by people rather than physical surroundings, but careless design that is not mindful of the intrinsic values of the school can do much to hinder it.

A third factor that I spoke of in the last issue of *Traditions* bears repeating. Given the small footprint we have on both campuses, it is important that we choose very carefully what facilities we build, and what facilities we are better to find within the community. An obvious example is tennis courts: they are expensive in terms of space required and number of students served per hour, and they are readily available in the community. Would it be nice to have them? Yes, but not at the expense of what we would have to give up in order to accommodate them, so we will continue to practice and play tennis elsewhere.

For the last three years, two separate entities have co-existed on the Pemberton Woods Campus—the Middle School and the Senior School. Existing building geography has more or less facilitated their separate and shared identities, but the rebuilding of the campus will allow us to enhance this intentionally through design. The Middle School will have its own space and form classrooms, but will share library, gym, cafeteria and lab spaces with the Senior School. The common spaces will be greatly improved by this. For example, one large library will be far more inviting, better outfitted and more effectively staffed than two small ones.

Looking over the master plan, it is quickly evident that we are undertaking a mammoth task—replacing all the space on the Beach Drive Campus with the exception of the three heritage buildings: Rattenbury, the Coach House and the Boat House; and replacing all the buildings on the Pemberton Woods Campus with the exception of the Gudewill, Simpson and Main Buildings. Schools generally avoid this issue by replacing or renovating buildings on an on-going basis. Initially, one can look at the job ahead and rue the fact that we have not followed this more traditional approach, but there are some real advantages, some real opportunities, to our situation. They include comprehensiveness of a Master Plan that allows for a well-designed intentional physical plant rather than one that is piecemeal and therefore always compromised; continuity of design and look; ability to plan around disruptions through the staging of building; and less disruption in the long run.

The Beach Drive rebuilding is an excellent illustration. It is our tentative plan to accomplish the rebuilding of the entire campus within a 15-month window, with a target starting date of June 2009. We are exploring the possibility of carrying on the Junior School on half the site, as well as looking at other possibilities—whichever will best serve our students and their families. The



key, however, is to get all the disruption over within one school year, rather than living with a three or four year period of working around one building at a time being rebuilt.

The transformation of the other campus is too large to accomplish in the same time frame, but building projects will be staged in such a way as to minimize disruption to education. At the moment, the staging on this campus sees the Performing Arts Centre and new artificial turf field in Phase 1, followed by the common Science and Computer Lab wing as Phase 3 (Beach Drive being Phase 2); the cafeteria, library and Senior School as Phase 4; the Middle School as Phase 5; and the gym expansion and Simpson renovation for Fine Arts as Phase 6. Depending on fundraising, there would be significant advantage to combining several of those phases.

That brings us to the inescapable—and often perceived as uncomfortable—question: how are we going to pay for all of this? The simple answer is—in a variety of ways. Some will come from school fees servicing longterm debt; some will come from fundraising. Obviously, it is in the best interests of current and future parents to minimize the former, and that fits in well with the conventional wisdom that fees should cover the operating costs of the school rather than the capital costs. Our intention is to raise most of the funds through donation. Given the staged nature of the process, that is eminently do-able. The only real question is how quickly we can move from stage to stage. That is our—my and your—big challenge in the next few years. I am confident that we are up to it, and I look forward to giving you on-going updates about our excellent progress to that end. 🦉



From the Board

Kristina Campbell, Chair

This is an exciting update to be writing. As *Traditions* goes to print we are about to embark on the largest transformation of our campuses since the amalgamation of Glenlyon and Norfolk House Schools. The first signs of the change will be the removal of three of the houses the school owns along Richmond Road, early in the New Year. At the AGM in November, the Board announced to our community that we will install an artificial turf field. With only one field available to us, due to land constraints, the consensus was that we needed to ensure that our one field served as many of our athletic needs as possible. Our field hockey teams will come back to us from UVic and we will have a pristine field to play on, regardless of weather conditions. Our soccer and rugby teams will always have a home field available for practice, and our soccer teams will be proud to play on a real field, rather than what we have affectionately called the cow pasture. This field is to be constructed over the course of the summer in 2008, and we anticipate it being ready for use at the start of the school year in September 2008.

Once we have turned our field, we free up the land where we will construct our new 385-seat performing arts center. The building plans are about to be finalized. Construction is anticipated to start in the spring of 2008, with the grand opening of this facility in September 2009. This beautiful new building will become the cornerstone of an eventual rebuilding of the entire Pemberton Woods Campus. Our new entrance off Richmond Street will bring you into the campus, past our playing field and up to the new performing arts center. It is a dramatic—and long overdue—improvement to the image our school presents to the community of Victoria.

Once we have completed these two projects, construction will shift to the Beach Drive Campus, the jewel in our crown; a complete transformation of the entire campus, with the exception of our three heritage buildings, which will be returned to their former glory. The plan is to remove the additions that have been made to Rattenbury House, and concentrate the new gym and classroom block to the north side of

the property. One of the goals of the design process is to open up as much green space around and in front of Rattenbury House as possible. The architects will begin work on the final design once they have completed the plans for the performing arts center.

With the increased competitiveness in our market, and the declining state of our physical campus, this is a timely and necessary transformation. Our teachers have always provided an outstanding education to our students, often in spite of our facilities. One only has to look at the magic Mrs. Bailey has created with our band students in our cramped band room to understand that we have outgrown our current facilities. If Glenlyon Norfolk School is to remain the strong and vibrant community that it is, these changes are necessary.

As we move forward we now commence the largest capital campaign the school has ever undertaken. The first phase of improvements to our facilities, outlined above, is only that: the first phase. How long it takes to complete the entire rebuilding becomes largely dependant on our ability to fundraise. I look forward to the success of our campaign. I know that as a community we can do anything we set our minds to. Some of us can do more than others, but we will never achieve our ultimate goal of 32 million dollars unless we all work together to make it happen. Every gift matters, and it is our hope that this plan will excite and inspire you. It has inspired me.

People often speak of the fear of change, the discomfort that comes when one is moving into unfamiliar territory. The only antidote for fear is courage. Fortunately for us, this school lives its motto: To do our best through truth and courage. ✿

“If Glenlyon Norfolk School is to remain the strong and vibrant community that it is, these changes are necessary.”

Glenlyon Norfolk School Society

Statement of Financial Position

(Year ended June 30, 2007, with comparative figures for 2006.)

| | 2007 | 2006 |
|---|----------------------|---------------------|
| ASSETS | | |
| Current assets: | | |
| Cash | \$ 5,566,848 | \$ 1,736,650 |
| Accounts receivable | 163,458 | 227,469 |
| Inventory | 78,456 | 127,583 |
| Prepaid expenses | 128,504 | 42,372 |
| | 5,937,266 | 2,134,074 |
| Investments | 839,150 | 835,024 |
| Capital assets | 5,828,589 | 5,634,471 |
| | \$ 12,605,005 | \$ 8,603,569 |
| LIABILITIES AND NET ASSETS | | |
| Current liabilities: | | |
| Accounts payable | \$ 1,375,213 | \$ 1,191,090 |
| Prepaid school fees | 5,446,012 | 2,259,163 |
| Deposits | 206,949 | 204,071 |
| Unearned revenue | 237,817 | 292,891 |
| Current portion of obligation under capital lease | 55,150 | 51,591 |
| Current portion of school bonds | 547,000 | 495,000 |
| | 7,868,141 | 4,493,806 |
| Long-term debt: | | |
| Obligation under capital lease | 39,150 | 101,196 |
| School bonds | 2,838,900 | 2,779,388 |
| | 2,878,050 | 2,880,584 |
| Net assets | 1,858,814 | 1,229,179 |
| | \$ 12,605,005 | \$ 8,603,569 |

Statement of Operations and Net Assets

(Year ended June 30, 2007, with comparative figures for 2006.)

| | 2007 | 2006 |
|---|---------------------|---------------------|
| REVENUES: | | |
| School fees | \$ 8,329,871 | \$ 7,375,727 |
| Government grants | 1,542,725 | 1,333,558 |
| Fundraising and donations | 330,212 | 363,097 |
| GNS Foundation donation | 48,512 | 29,841 |
| Ancillary programs | 146,372 | 130,111 |
| Investment income | 225,209 | 102,653 |
| Rent | 79,889 | 64,994 |
| Other | 261,275 | 272,127 |
| | 10,964,065 | 9,672,108 |
| EXPENDITURES: | | |
| Wages and benefits | 7,998,038 | 7,253,216 |
| Programs | 625,477 | 544,581 |
| Amortization | 494,360 | 485,944 |
| Maintenance and operations | 524,723 | 525,283 |
| General and administrative | 448,311 | 356,760 |
| Bursaries and scholarships | 218,354 | 173,252 |
| Interest on long-term debt | 6,128 | 10,288 |
| Transfer of endowment funds to GNS Foundation | 19,039 | 21,146 |
| | 10,334,430 | 9,370,470 |
| Excess of revenues over expenditures | 629,635 | 301,638 |
| Net assets, beginning of year | 1,229,179 | 927,541 |
| Net assets, end of year | \$ 1,858,814 | \$ 1,229,179 |

Report from the Finance Committee

Shelagh Rinald,
Chair, Finance Committee

During 2006/2007, the financial results of the school continued to be very satisfactory. An excess of revenues over expenditures has been achieved for the fourth year in a row. Our cash position remains strong. The significant difference between the closing cash balance and prepaid school fees from 2006 to 2007, as shown in the accompanying balance sheet, reflects the change in due date for payment of fees for the next school year from July 1 to June 30. We continue to meet our goal of applying donated funds only towards operational and capital enhancements as requested by the donor or the Head of School. In general the school is well positioned from a financial perspective to realize the goals as outlined in the strategic plan while maintaining a balanced budget.

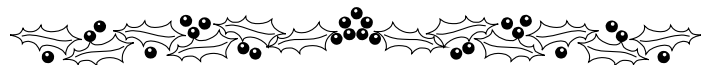
With this strong financial position and enrolment, the 2007/2008 operating budget provides for the initiation of the school's Facilities Plan beginning in the spring of 2008.

In short, GNS continues with its strong financial position and is well positioned for moving forward. Our task now is to address the replacement and enhancement of infrastructure to ensure the continued success of GNS well into the future. 🌱

"GNS continues
with its strong
financial position
and is well positioned
for moving forward."



Maggie and Molly Hospers help at Ye Olde Sweet Shoppe.



Parents' Auxiliary Fall Report

Carolyn Taylor and
Vicky Ballantyne,
Co-Presidents, Parents' Auxiliary

We have had a wonderful start to the school year: a whole host of new faces at the meetings, and lots of help and enthusiasm putting our fall event, the Dickens Faire, together. Thank you to the whole school community. We look forward to seeing you at the Parent Party scheduled for April 19, 2008. ❁



Simone Brodie and Karen Faint at the Round Square table.



Caroline Rissley and Cyndi Powers (Faire Co-convenor).

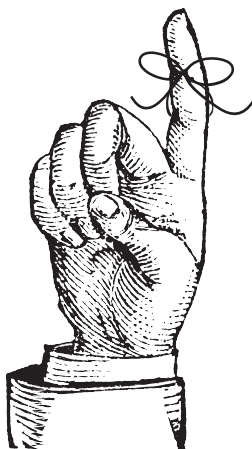


Simon (Head of School) and Joanne Bruce-Lockhart.

save the date!
April 19, 2008
GNS Parent Party Event
tie the knot

A special evening *marrying*
good food, great friends &
fabulous music for dancing ...
with a little shopping thrown in!

Check the website for more details and
ticket information. Coming soon!



Will Ballantyne, Lyndon Duke and Tony Jeong play with the band in Entertainment Square.

New Staff

Beach Drive Campus



**Benji Brooks,
Grade 5 Boys**

Benji is originally from Toronto, but arrived in Victoria (and at GNS) in 1986 to be greeted with open arms and a lively Coach House. Stuart Brambley introduced him to the GNS community in Grade 4 and he's never looked back. Benji is a product of GNS and still can't find a reason to leave.

He has spent years abroad teaching everything from outdoor education in Australia to ESL in China. Benji has a passion for teaching and is excited to share it with everyone at the Beach.

If you can't find him in the classroom, Benji is up on the slopes or on the water. He has family in Victoria where he lives with his partner, Meaghan O'Brien. The rest of his family teaches in Chilliwack and Edmonton. An entire family of teachers makes holidays an educational time, with plenty of stories to tell at the dinner table.



**Lynn Hawkins,
Housekeeper**

Lynn joined the staff of the Beach Drive Campus in October 2007. Previously she worked at Mt. Tolmie Hospital. She has a seven-year-old Cocker

Spaniel named Harley and enjoys reading and strolling along the beach.



**Nadine Stead,
Junior School
Administrative
Assistant**

Nadine joins the Beach Drive Campus working with Melanie in the office. After being home with her two children for the past 10 years, Nadine rejoins the workforce working on a part-time basis. She has a daughter in Grade 2 and a son in Grade 4 at GNS. Most of Nadine's background is in the banking industry, both on the personal and commercial side of banking.

When not busy with her children's activities, Nadine enjoys long walks with their two Golden Retrievers.



**Sarah Wilson,
Mandarin Teacher**

Sarah grew up on the semi-tropical island of Taiwan, eating a lot of papayas, guavas and mangos. She studied Chinese Literature and education at university and has taught children and adults at a number of schools in Victoria, Vancouver and Taipei.

Sarah came to Canada twelve years ago to leave the hectic lifestyle of Taipei and has since fallen in love with this beautiful country, especially the city of Victoria. She enjoys hiking, boating and biking.

Sarah is honoured to be a member of the GNS team. She loves working with children because they make her smile.



**Deborah Walker,
Database
Coordinator
Advancement**

Deborah grew up in Montreal and went to McGill, then launched her first career as a free-lance writer and radio broadcaster in Alberta and the Yukon. Nanaimo was Deborah's next stop and there she set up her own business doing publicity and advertising campaigns for various clients; most of which were non-profit organizations. One of these non-profits, The Marmot Recovery Foundation, hired her as their Donor Relations Manager and she became involved in the wonderful world of fundraising. A move to Victoria took Deborah to Lester B. Pearson College of the Pacific, where she worked in fundraising and alumni relations. Now she's scrubbing data, processing gifts, and helping with the myriad events organized by the GNS Advancement Office.

In her "other life," Deborah is a singer performing regularly around town with the City of Gardens chorus and her vocal *a capella* quartet, Accent!

Pemberton Woods Campus



Laura Bird, Drama

Laura has been involved with GNS since way back when she was Ms. Burke. Back then, she ran a Drama Club and led After-school Care at the Junior Girls, taught Drama and CAPP at the Senior School, produced five plays, directed five plays, stage managed one mammoth musical (*Oliver!*) and costumed

another (*The Sound of Music*) and was the first teacher sponsor for the Change Conference. After all this excitement, she was tired. So she married an English teacher (Francis), had a daughter (Lily) and settled into a not-so-quiet life at home.

Laura is thrilled to be back working with an outstanding fine arts team and is grateful to her students for teaching her new lingo (What's an emo?). She also teaches acting through Kaleidoscope Performing Arts Studio. Laura continues to be active in community affairs as a board member of the James Bay Community Project.



**Joanne Bruce-Lockhart,
Social
Studies, Social
Justice**

Joanne has spent her entire career in independent education. A graduate of the University of Victoria, she began teaching at Queen Margaret's School in Duncan, BC in 1981, becoming their Assistant Head in 1985. Since then, she has taught history and socials at several boarding schools in Ontario and BC, and has served in a variety of administrative roles. Her first love, however, has always been the classroom, her goal being to bring history to life for her students as a platform for understanding their own world. She is delighted to be teaching at GNS.



**Jackie Dash,
Accounting,
Payroll/Benefits**

Jackie is originally from Edmonton and moved to Victoria when she was 16. The first year she was here, she was amazed at the beauty of the mountains, the ocean and the warm weather. Coming from an environment with 40 below winters and only two months of summer, Jackie soon realized that Edmonton was a great place to come from.

Jackie has been married for 18 years and has two teenagers. Being a parent is always challenging, but rewarding. When she's not working Jackie enjoys power walking on nature trails, working out at the gym and watching her two teenagers play soccer. She and her husband also enjoy having dinner parties.

Jackie's working background is in Finance and Administration. She has worked in this field for many years and has had a variety of jobs and responsibilities. With each job, she gained valuable experience bringing these skills to the next job. This brings her to Glenlyon Norfolk

School, where she is happy to be part of a team of professionals and is looking forward to getting to know her new co-workers.



**Marj Hewitt,
Director of Finance**

Marj holds a Bachelor of Commerce degree, and qualified as a Chartered Accountant in 1977. She joined the business office at the University of

Regina in 1978, and held a variety of senior management positions there over the course of nearly twenty-seven years. In 2004, she and her husband, Ron, moved to Victoria and Marj became the Director of Financial Services at Camosun College.

Marj has extensive knowledge of accounting in an educational environment, and brings a wealth of other experience. Her positions at the University of Regina included systems and process review, computing services, campus planning, ancillary services and hosting the 2005 Canada Summer Games.

Marj and Ron have three adult daughters, one living in Edmonton and two in Regina.



**Andrea Millen,
Learning Assistance**

Andrea is originally from Sarnia, Ontario and completed her Education degree at Queen's University specializing in Learning

Assistance, Physical Education, and Science. After spending her university years playing varsity volleyball for the McMaster Marauders Andrea now enjoys being an active member of the Victoria Volleyball Community. She is excited to share her love for the game and her skill expertise with the students of GNS.

Andrea has enjoyed 'getting connected' with the Middle School students this fall during Outweek and through the after school Homework Club program. She supports the educational approach of parents and teachers working together to provide the best for each child. Andrea is devoted to serving the diverse needs of students and she is excited to be a part of the GNS team!



Susan Quinn, ESL

Susan recently moved to Victoria from Calgary, Alberta. She has over thirty years of experience in education, holding various positions at

school and district levels including English teacher, English Department Head, senior high Assistant Principal, and International Baccalaureate Diploma Programme supervisor. She was a district administrator responsible for opening a high school Gifted Education program serving all the students in south Calgary. Susan is committed to providing exceptional learning opportunities for students and is thrilled to be working in the English as a Second Language department at Glenlyon Norfolk School.

Susan and her husband Don relocated to Victoria to fulfill a lifelong dream of living on the west coast. They have two children in university.



**Rebecca Simmons,
Technology Services**

Rebecca comes from the south of England, has lived and worked in Europe and Japan, and has been living in Canada for ten years.

She has worked with computers in educational environments for 20 years.

Rebecca lives in Metchosin and divides her time between making jewellery, hiking, photography and remodelling her garden.



**Carrie Sammut,
Math**

Carrie is teaching full time in the Senior School mathematics department. She just relocated to Victoria having most recently taught in the Thames

Valley District in southern Ontario. In addition to being qualified to teach higher-level math, Carrie is also qualified to teach senior level chemistry. Prior to teaching in London, Ontario, Carrie taught for three years at the Amersham School in Buckinghamshire, UK.

Carrie, an avid soccer player and marathon runner, is keen to become involved in our co-curricular program.



**Cheryl Tradewell,
Choral Director,
Math**

Cheryl joins GNS from Rivier Academy in Prince Albert, Saskatchewan where she worked for the past seven years as a choral

and band instructor. During her time at Rivier, Cheryl built a very strong music program and

her choirs gained significant recognition. In 2004, her Senior Choir was Saskatchewan's entry in the High School Girls' Chorus category of the 2004 CBC Amateur Choirs Competition. Cheryl is a strong believer in having her choirs perform in the community and her choirs have often been featured in public festivals.



**Judy Treloar,
Drama**

After Judy retired two years ago—June of 2005—she spent a lot of time in her garden, carried on as Publicist of Langham Court Theatre, and

then became Vice President of the board of Langham. But being a Nanna to Emma and now Kai was the most important thing in her life. However Glenlyon Norfolk was never far from her thoughts and she worked with Val Chatterton on the Shakespeare scenes with Grade 9s and often subbed for various teachers.

Judy is absolutely delighted to be back at GNS with the senior Theatre Arts students, and looks forward to a Musical Theatre Cabaret in April, and Celebrate the Arts at the end of the year!



**Gertie Zeiter,
Pemberton Woods Lunch Coordinator**

Gertie has been connected to GNS since 1995, when her son started Kindergarten. Greyson, a lifer, is now in Grade 12, and her

daughter Taryl is in Grade 10. She has been a GNS parent volunteer since day one, and finally decided she may as well work at the school since she tended to spend so much time here.

Gertie's education is in interior design and she worked in that field a number of years before interest and opportunity took her into graphic design. Any spare time she has is spent in pursuing her passion—art. Her non-representational acrylic paintings are inspired by the water, rocks, plants and colours of Victoria. When not working, she loves to travel and hopes to circumnavigate the world sometime soon. 🐾

Diversity in Our Communities

Grade 2 Students Experience and Learn about Diverse Communities which Include People with Disabilities

Megan Kingham, Chris Ward and Judy Woodward

When asked to describe the characteristics of a “diverse community,” one often hears descriptions of various cultural and ethnic backgrounds, religions, traditions, beliefs and languages. However, when we dig deeper, we may come to recognize that diverse communities also include people with various abilities. During “Disability Awareness Week,” Grade 2 boys and girls participate in hands-on activities that allow them to experience the challenges associated with a variety of disabilities including impaired vision, hearing, fine motor impairment and physical challenges involving the use of a wheelchair. Given the opportunity to operate a wheelchair, reactions of excitement and enthusiasm quickly evolve into feelings of frustration and impatience as the students recognize how challenging it is to open doors, manoeuvre around crowded classrooms and navigate wheelchair ramps. Reading and listening to instructions is much more challenging when one does not have the full use of their vision or hearing.

With a greater appreciation and awareness of various disabilities, the Grade 2 students visited the Oak Bay Recreation Center to tour the building in search of various adaptations, which allow all members of the community access to the facilities. The students came across several adaptations made to doors, elevators, change rooms and bathrooms to accommodate various people. Students were amazed to watch the WISPA Lift in action as it transferred the lifeguard from one pool to the next.

Krista and Peter visited the Beach to talk about their disabilities and the challenges, thrills and experiences of swimming on a competitive swim team for disabled athletes. They described their practices, swimming techniques and various meets they attend throughout North America. Peter notes that swimming regularly alongside eligible Para Olympians is bound to improve your speed in the pool!

When a teacher hears from her students, “People with disabilities can do everything that able-bodied people can do. They just have to do it in a different way,” you know that your students are developing an open-minded, broader view of important members of our societies. 🌿



Nicholas Cockburn and Bjorn Svorkdal navigate their wheelchairs into the artroom.



Debating – A Measure of GNS

John Baty, Debate Coach

It is often the case that schools are measured by their successes in soccer, rugby or other more physical parameters. Certainly, this is an indication of excellence on one level, but if one is to judge a school by activities that more closely define its academic worth, the co-curricular activity that stands out is debate. By this measure, GNS has had a long history that puts it ahead of any Island school and most, if not all, mainland schools. The past year has seen our debaters medal at all provincial events they have attended, represent us at Junior and Senior National Seminars and represent BC while vying for positions on Team Canada to the Worlds. Perhaps more significantly, however, is the excitement it has spawned amongst the student body, growing from a club of 30 debaters last year to a historic high of 74 this year. In fact, this pattern of success has been consistent over the years and GNS has come to be well known at national and world levels for its commitment to, and excellence in, this form of critical thinking, speaking and leadership activity.

This year, on Friday, March 7 and Saturday, March 8, GNS will host the Law Foundation Cup – Provincial Debating Championships. One hundred and sixty of the best debaters who have qualified from all over BC will come to Victoria to prove their prowess in debate. Both of our campuses will be stock full with these young enthusiasts as well as the 200 judges, coaches, student moderators and other personnel who are absolutely necessary to provide an event of excellence. Having recently run the other two significant events in the BC Debate calendar—the Newman-Fisa Independent School Championships and the Island Region Debate Championships—and having heard consistent comments from competitors and coaches such as “fair” and “well organized,” we approach the Provincials with confidence that the greater community of GNS will once again help us put on an event that meets or even exceeds these high expectations.

Therefore, should you be able to help us with the speech competitions that take place on Friday night from 6:30 to 9:00 p.m. at the Pemberton Woods Campus and/or Saturday, March 8 from 8:30 a.m. to 4:00 p.m. at the Pemberton Woods or Beach Drive Campuses, we would be most appreciative.

Please contact judge volunteer organizer Bev Skaggs at bevskaggs@shaw.ca or 598.6297, judge database coordinator Rebecca Warburton at rwarburton@shaw.ca, or coach John Baty at jbaty@glenlyonnorfolk.bc.ca or 920.0729 if you wish to get involved. 🌿



Micqualyn Waldie helps Abby Fraser and Trillian Zammit with their fish.

Stream of Dreams

Judy Woodward, Grade 2 Boys

Our Junior School is now home to one of the beautiful Stream of Dreams murals that grace the fences of BC schools. In early October, every student and staff member at the Beach, as well as keen volunteers from the Senior School, participated in a watershed protection program and painted fish for the mural. The 350 brightly coloured wooden fish 'swim' across the shoreline fence with a backdrop of Georgia Strait and Mount Baker.

The Stream of Dreams mural reflects two important messages. The goal of the project is to raise awareness of the local watersheds and our role in protecting them. The Junior School sits on the shores of a scenic beach, truly one of the most beautiful school locations in the world! But it also sits at the estuary of Bowker Creek, an important waterway that runs from the University of Victoria, through Saanich and Oak Bay, out to the ocean. At one time, Bowker Creek was filled with Coho and chum salmon. It was an important source of food and fresh water for First Nations people. Our students learned the importance of protecting local watersheds and the actions they can take to keep Bowker Creek clean and healthy. They KNOW they can make a positive impact on their environment through their daily actions—what a powerful message for our young citizens!



Volunteers attach the fish to the back fence.

The mural also reflects a wonderful spirit of volunteerism at our school. Colin Rankin, a parent and keen environmentalist, and Micqualyn Waldie, the Island coordinator for the Stream of Dreams Program, started the ball rolling back in the fall of 2006. By the end of the year-long project, scores of parents, teachers, and students volunteered time and talent to cut hundreds of wooden fish, supply paint, bake cookies, assist young students with the fish painting, attach the fish to the fence (in finger-chilling cold!), arrange sponsorship, and get the environmental message out in the community. The Stream of Dreams project was definitely a community project with a community message.

And it is only the beginning—maybe, one day, we will see the salmon once again in Bowker Creek!

For more information about the Stream of Dreams project visit: <http://www.streamofdreams.org/>.

Building a Future By Looking at the Past

Senior Biography Reflection

Patricia Thomson, Grade 8

Senior citizens are all around us; they are part of our everyday lives. Little do we realize that their knowledge, experience and insight to the past could be the key to our present and future. We were given the opportunity to interview a resident of a retirement home. We divided ourselves into partners, and prepared questions to ask our assigned senior citizen, which were supposed to revolve around the categories of family history, early years, later years, historical context, in your lifetime, and the next generation. In reality, we could have spoken about anything in the world for that hour.

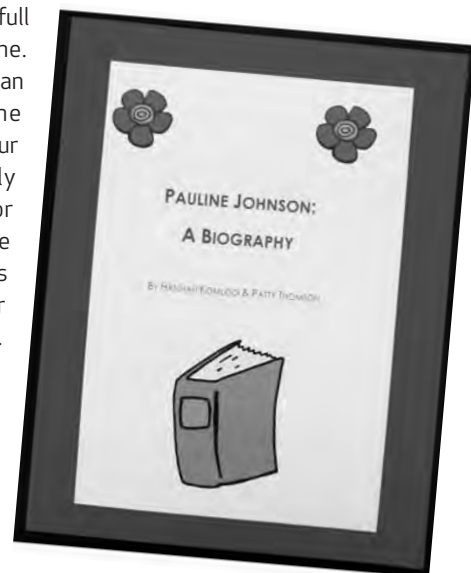
This is the basic assignment we were given. It was your choice what you did with it. You could find out about every detail of the person's life: where they were born, how many siblings they had, when they got their first job, etc. Or, you could dig deep, and find out how the person felt about their life, and what they thought of the current society compared to that of the past. I'm not saying all the students had a choice; some people would be reluctant to talk about their deepest thoughts and feelings with a complete stranger. However, we definitely had a choice. The seventy-nine-year-old woman we interviewed probably would have been happy to tell us simply the facts about her life. I guess that's what I expected. We did in fact start with the basic questions, but her answers were far from rudimentary.

She first described her childhood on a prairie farm. This shouldn't have surprised me. Many people grew up on prairie farms. What caught me off guard was how different her childhood, with no heating, cars, or big city luxuries, was from ours. Despite these differences, we were still able to exist at the same place at the same time, and talk like equals. She spoke of how she submitted to her parents' rules without complaint or skepticism. She explained how World War II affected her and many others, and how her career unfolded. She offered her opinion on the differences between what the world was, is, and should be. We marched straight through the awkward territory some would be tempted to avoid. She didn't mind briefly but sincerely explaining why she divorced her husband. She seemed to care more about our learning than her personal privacy.

From this enlightening experience I not only learned about how living in the past was different from living in the present, but I realized that if this woman's story was so interesting, everyone must have interesting stories. We judge people far too quickly. If you see someone walking down the street, you might judge them depending on what type of clothing they are wearing or who they are with. It's



important to know the full story behind everyone. An extraordinary woman advised us to do the following: listen to your parents, they usually know what is best for you, and if there's one thing you can avoid it's not death, poverty or tragedy—it's suffering. If this lady was right, and your parents do usually know what's best for you, they would be right in one of their favourite sayings: "Practice makes perfect." These pieces



of advice can be applied to life, and seniors have had the most practice at living. It doesn't mean they are perfect, but it means they know better than a lot of us.

I certainly hope our interviewee realized how much that hour meant to me. I hope it was significant to her as well. I hope she realized not all youth are the stereotypical teenagers she sees on the street, and that there are many people who care and respect their elders.

This was definitely an important activity to participate in, for reasons besides the volunteer hours we got from it. I do believe we did the subject, ourselves, and the world a favour by finding out so much about a senior's life. The subjects were each given a scrapbook summarizing the key points of their lives. They will be able to treasure this forever, as it represents not only how exceptional they are and all the feats and failures they've experienced and witnessed, but how youth like us still value every member of our society, including seniors.

This activity was significant to us because we were given insight into history. It's one thing to read about World War II in a social studies textbook, but it's another to hear how someone's brother fought overseas, and how their family prayed for his well-being. If everyone took the time to get to know, and listen to the thoughts of a senior, I think the world would be a different place. If everyone realized that it's actually possible to live without modern technology, as millions of people before us have, everyone could understand how parents shape who their children become, and how tragic it is that all of a sudden the world is turning into a giant furnace while we ignore the problem. They've experienced the good and bad times, and they know what needs to happen for times to become good again. I hope when I'm seventy-nine years old I'll be able to have an effect on children, as our interview subject had on me.

The woman we interviewed wasn't born as a caring, observant person. These are qualities she gained throughout her life. Growing up in a rural area taught her to get to know whomever she could, her parents taught her to be considerate of others, her teachers taught her to work hard, and World War II taught her to love peace. These were just a few of the forces that drove who this woman would become. Knowing about these forces can help change who we become, and who others become. Most people associate seniors with the past, but I now associate them with the future. It's through their knowledge that we must carry on. 🐾

Round Square International Conference 2007

Chris Koziol ('08)

It is often said that India is a land of contrasts. The sights, sounds, people, and events all offer their colourful and raucous majesty while at the same time never managing to cover up the sight of emaciated children lining the crowded streets, or broken power lines sagging across the road. There is an incredible beauty in the land and its people, and yet this beauty sits alongside some of the most devastating poverty imaginable. Ultimately, this bizarre clashing of rich and poor, happy and unhappy, colourful and dark, forms the perfect context from which raw and true inspiration can be derived. Thus, the location of India as the host nation for the 2007 Round Square International Conference seems a fitting choice. For an organization that is dedicated to the education of its members through global experiences, it certainly lived far beyond its mandate for each of the six delegates that attended from Glenlyon Norfolk School.

Our departure on October 5, 2007, was filled with a mix of emotions. This was no ordinary trip. Not only would we spend three weeks away from friends and family, but we would be doing so in a land and culture as foreign to our own as it is possible to get. Our jet lag, therefore, likely served as somewhat of a blessing in disguise. After nearly a solid day of travel across the world with only airline food to sustain us, we were more than a little tired upon our arrival in Delhi, which made it perhaps a little easier to absorb the polluted, exotic bevy of noise, lights and people which form the lifeblood of one of the largest cities on Earth.

For me, our time spent in Delhi was extremely exciting, but also very draining in an emotional sense. The sight of children, some missing an arm or a leg, hammering on our bus window crying for a few spare coins is not an image easily forgotten by anyone. These pictures are the type that are burned into your heart forever, and they were certainly not few or far between in the crowded streets.

The next portion of our trip saw us hiking in the famous Himalayan mountain range, home of the world's highest and most striking peaks. Although at times extraordinarily challenging, I can quite easily say that each and every aching muscle and drop of sweat was more than worth it. Each vista we came across was absolutely stunning. I can honestly say that I believe those who feel a spiritual connection with the mountains, as their vastness and the incredible peace of nature around them certainly



Prior to the conference, the group visited Agra, home of the beautifully majestic Taj Mahal.

lends itself to a deep sense of wonder. The gentle wind and untarnished stars only added more to a raw natural beauty that was already almost overwhelming.

From the Himalayas, we meandered down from the northern part of the country towards Indore, in the central province of Madhya Pradesh, stopping along the way to take in the opaline splendor of the Taj Mahal at sunrise, certainly a wonder that not many people are lucky enough to experience.

The Round Square Conference itself was located at Daly College, a large and impressive coeducational boarding school housed in beautiful heritage buildings right in the heart of Indore. This was the staging ground for the various conference events and activities, which included motivational speakers, international discussion groups, a cultural evening, and various enlightening performances by our host school. Coupled with an already amazing pre-conference journey, the organized events at Daly College provided a welcome change from travel and added to the overall power of our adventure.

One of the most fundamental aspects of these conferences, and my personal favourite during my time at the College, was the incredible opportunity to forge new and meaningful friendships that such an international conference facilitates. There are people whom I met there, spent a few days with, and shared tearful goodbyes over, as if they were a departing family member. There is no way to describe the strength and power of those bonds unless you have experienced them for yourself. In a way, that is what this trip instilled in us most—an incredible connection and deep sense of family that has remained long after we rejoined the organized chaos of life back home. I strongly encourage all of you to participate in such opportunities as they present themselves; you will never regret it.

Special thanks to Mrs. Sarah McKerlich, Mrs. Andrea Harris, Mr. and Mrs. Calderwood, and the entire delegation from Glenlyon Norfolk School for a truly wonderful adventure.

In 2007, Chris was the first recipient of the Round Square Award. This award is donated by a private family foundation in memory of Anne McKerrell, the grandmother of two former students. 🌟



After inviting the Round Square world to our Conference next October, Saori of GNS and James of Collingwood, receive the conference flags from HM King Constantine.

The Inaugural GNS Round Square Regional Service Project

Sarah Elwood ('08)

Glenlyon Norfolk's pilot service project to Chacala, Mexico this past December was, without a doubt, one of the most successful trips I have had the good fortune to participate in. The trip was enriching, exciting and beneficial—both to the participants as well as to the communities we worked with in the towns of Chacala and Las Varas.

The main purpose of our trip to the Mexican province of Nayarit was to work with the local Habitat for Humanity organization in Las Varas to instigate the building of two local homes with the families. While we dug, moved dirt and mixed cement together, not only did we feel we were making a difference in people's lives, but we also were able to learn a great deal from them.

In addition to the Spanish I learned, I also was able to see inside another culture, in order to better understand what they value and what they believe. I saw that through this project, we were building more than just foundations for houses, we were building foundations for the future of the families. We worked alongside some of the most incredible people I have had a chance to meet, pouring our efforts into making their lives better.

Another unique aspect of this adventure was the time spent with the local Cambianos Vidas scholarship students. These students are teenagers and young adults who work hard as leaders and students to earn scholarships from a non-governmental organization—Cambianos Vidas—so they can continue their education past the state-funded limit of Grade 6. In spite of language barriers, we all became friends in a matter of hours. We related to one another on the most basic levels—we connected by playing sports together, cooking together and dancing together. Many of our new friends became interested in our building projects, and several joined us—a result of our infectious desire to help others.

I would like to see this trip continue in the years to come. It offers an excellent combination of culture, service and adventure—the very foundations of the Round Square IDEALS, and above all, a beneficial way to not only have fun, but to make a difference in many peoples' lives.

Note: Trip coordinators Dylan Reeves and Sarah McKerlich are planning for this adventure again in March Break, 2009. Stay tuned for details! Many thanks to all at GNS who made this project possible to launch—the accounting team, the office staff, school administration, teachers, parents, and of course our wonderful and hard-working Gryphon student ambassadors. 🐉



Jamie Wylie and Jackie Romeyn on the Habitat for Humanity work site.



Sophie Benello reads some of the donated books to students in the school in Chacala.

The volunteer group with some of the future residents of the Habitat for Humanity homes.



8

ROUND SQUARE CONFERENCE 2008

Creating Sustainable Communities | Local to Global

Collingwood School of West Vancouver, British Columbia and Glenlyon Norfolk School of Victoria, British Columbia are proud to announce our co-hosting of the 2008 Round Square Conference from October 3 to October 9, 2008.

This conference brings together over 600 young leaders and teachers from 65 Round Square schools in over 40 countries to discuss how we can create sustainable communities—environmentally, politically and socially.

Glenlyon Norfolk School is a small school, known for our great enthusiasm and community. We need the support and hands-on help of the entire GNS community in order to make this conference a fantastic experience for all involved. Please consider getting involved either as a member of the organizing team, as an on-site conference volunteer, or as a host family. We will in fact be billeting all of our two hundred and forty student delegates with GNS families. If you are interested in hosting two or more billets, please contact the conference homestay coordinator, Miriam Byrne at homestay@glenlyonnorfolk.bc.ca. To find out how you can bring your talents to this event, please contact Sarah McKerlich at the address below.

The Round Square Organization is an organization of over 65 schools worldwide, who share the common philosophy of the IDEALS—Internationalism, Democracy, Environment, Adventure, Leadership and Service. Dr. Kurt Hahn and Mr. Jocelin Winthrop-Young started the Round Square organization of schools in 1967, to encourage youth to take charge of their lives and create communities based on the IDEALS. In his lifetime dedicated to the power of youth and experiential learning, Dr. Hahn was instrumental in the creation of Outward Bound, the United World Colleges, as well as the Duke of Edinburgh programme. Patrons of the Round Square include Nelson Mandela, HRH Prince Andrew, HM King Constantine and Mr. Kevan Gosper.

Although supported by these eminent leaders of the 20th and 21st century, the Round Square organization and the annual conference are both truly about youth: their voices and their leadership for our common future. The youth, staff, alumni and families of both schools will organize the Round Square 2008 Conference.

Celebrating and supporting our conference theme of sustainability, we look forward to hosting the following keynote speakers: author and Trudeau Centre for Peace and Conflict Studies professor Thomas Homer-Dixon, Canadian youth leadership and child rights advocate Craig Kielburger, zoologist William Keating, politician and environmentalist Elizabeth May, as well as other keynote speakers to be announced. Students and teachers will also work in extensive sustainability workshops, facilitated by leaders in sustainability.

For more information, please contact the Conference Chairs:

Chris Moore at chris.moore@collingwood.org or

Sarah McKerlich at smckerlich@glenlyonnorfolk.bc.ca or

Richard Calderwood at rcalderwood@glenlyonnorfolk.bc.ca

or visit the conference website at:

<http://www.gns008rs.collingwood.org/>

A Well-Considered **PLAN**

THE CAMPUS TRANSFORMATION

Great schools are built around great staff, and the success of GNS is certainly testament to that fact.

A strong sense of mission and vision is also important, and the Strategic Plan of May 2006 created an excellent synthesis of the essential GNS. Facilities too are an important piece of the picture. They do not need to be grand or imposing—that is not who we are—but they do need to be inviting, functional and adaptable, and to create a sense of community.

Our facilities have served us well, but it is time to update and improve them so that we can continue to provide the outstanding education our parents expect for their children.

In truth, some of our facilities are less up-to-date than those of local public schools, and certainly pale in comparison with other local independent schools.

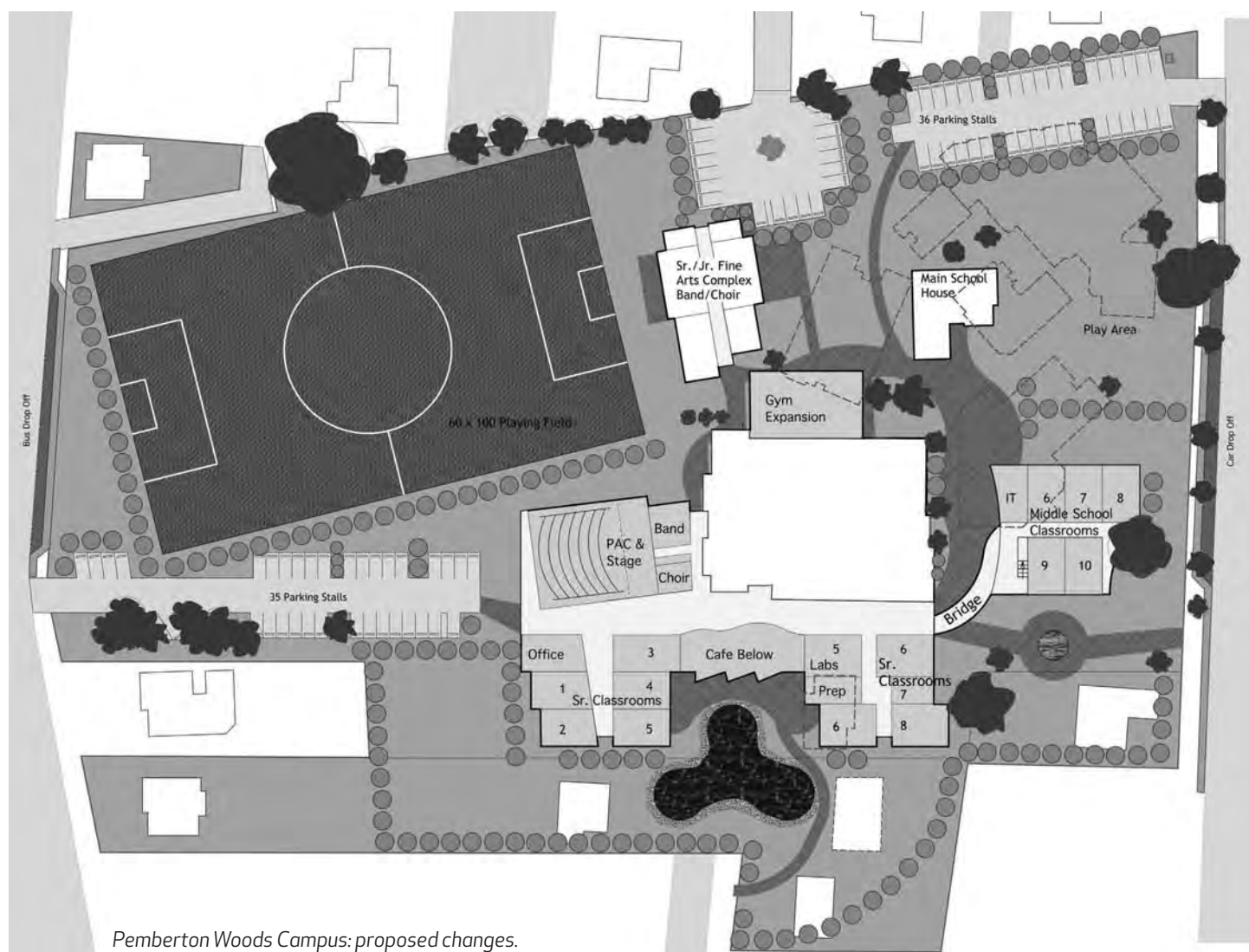
We have a small physical footprint, so we had to think carefully about what facilities we need to build on site, and what programs would be better served by forging partnerships within the Victoria community.

The Master Plan developed by Garyali Architect Inc. and accepted by the Board of Governors in June 2007 is a well considered plan that reflects the values of GNS and leads us towards an exciting future.

Going forward the details of specific facilities will require more thought and more consultation. We hope you will be a part of that process.

Simon Bruce-Lockhart

Simon Bruce-Lockhart, Head of School



Pemberton Woods Campus: proposed changes.

Simon Bruce-Lockhart responds to **QUESTIONS** about The Campus Transformation.

1. *The Campus Transformation is based on a Master Plan. How did the Master Plan come about and who's been involved?*

The process started with the Strategic Plan three years ago which identified the need for "a long range facilities plan...reviewing both campuses on a prioritized, controlled basis".

Developing this facilities plan became the primary goal of the Board of Governors in 2006/07. The Board set up a Facilities Committee, and they hired Garyali Architect Inc. of Victoria to create a Master Plan.

The school's senior administration gave Garyali a broad list of priorities. The architects then consulted with staff on both campuses, parents, and with neighbours of the Pemberton Woods Campus.

The Facilities Committee has been actively involved throughout.

2. *What priorities influenced the Master Plan?*

Our main goal is to create an excellent learning environment and vibrant sense of community for our students on a limited footprint. We want to pursue quality and value. More specifically, the priorities for the two campuses include:

Pemberton Woods:

- Spacious, inviting and adaptable classrooms
- Upgraded science facilities
- A central library for the Senior and Middle Schools
- An improved space for physical education and athletics, band and other fine arts
- A cafeteria serving quality food in an adaptable space
- Areas for students to socialize when not in class
- A space, other than the gym, to assemble the entire Senior School
- A campus with a distinct Middle and Senior School with many shared facilities: library, gym, cafeteria and some labs

Beach Drive:

- A larger multipurpose gym with a capacity for 300
- A dedicated science lab
- An additional classroom for language study
- Improved food service facilities
- Classrooms that are inviting, spacious and adaptable

Both Campuses:

- To become a greener school

3. *How will students, staff and parents benefit from The Campus Transformation?*

- Better day-to-day teaching facilities will incorporate new technologies and new teaching/learning approaches

- These new facilities will attract students and staff
- We will have social spaces that will enhance a feeling of community and pride in our school
- The school will be an attractive, welcoming and exciting community that people enjoy
- This is a great opportunity to lead by example with our environmental footprint

4. *What are the immediate priorities and how were those determined?*

The first priority is the Performing Arts Centre (PAC) and the new field. This was determined through discussion with many people, and honoured a historical promise made during the field campaign. The new PAC will be large enough to hold the entire Senior School for assemblies, and this will help build a sense of school community. Budget, too, was a determining factor. It's possible to complete this project in the short term and create excitement and momentum.

The reconstruction of the Beach Campus Junior School is the second priority. The buildings on this campus are in great need of upgrading and it is important to be fair to all students and parents.

The Beach Drive Campus is the jewel in the crown, but the jewel is a little bit dusty. It's a little pitted. By getting the buildings done, we're really going to put the shine back in the crown. And I do believe that if we do the building properly, we'll be the best elementary campus in Canada because we'll have it all then. We've got the beach, but then we'll have all the facilities that you could possibly want.

– Rob Kiddell
Principal, Junior School

5. *The Campus Transformation is a huge undertaking. How will it be funded?*

Funding will be a mixture of fundraising and fee increases to cover limited borrowing. The more we raise through donations, the more quickly we'll accomplish our plans and the less we'll have to finance through fees.



6. Did you consider re-locating the schools or combining them?

We considered both options, but there wasn't any suitable property available within our prime catchment area. Also, we didn't want to give up the magic of Beach Drive as a Junior School environment.

7. Will school enrolment be increased?

We do anticipate some growth from current enrolment, but will not again reach the 780 figure of 10 or 15 years ago. Our enrolment targets are: 225 in Junior School + 15 in JK, 200 in Middle School, and 300 in Senior School

8. When will The Campus Transformation begin and what is the expected completion date?

The PAC project is planned to begin early in 2008, to be completed by September 2009. We hope to begin work on the Junior Campus in 2009 pending fundraising.

We're going to have a real theatre.

We're going to have a real, REAL professional theatre space that the IB program will certainly benefit from.

That's incredible for the kids who take part in the IB, but it will also encourage more students to take part in the IB theatre program.

– Judy Treloar
Grade 12 IB Theatre

9. And how will the rest of The Campus Transformation rollout?

Construction will take place on a phased basis:

Phase 1: PAC and new field

Phase 2: Junior Campus

Phase 3: Pemberton common facilities

Phase 4: Senior classrooms

Phase 5: Middle School classrooms

Phase 6: Renovation of the Simpson Building

These phases may change or may be combined, depending on the available funds.

The fact that Middle School students are going to get to use this professional space has to be really special and unique.

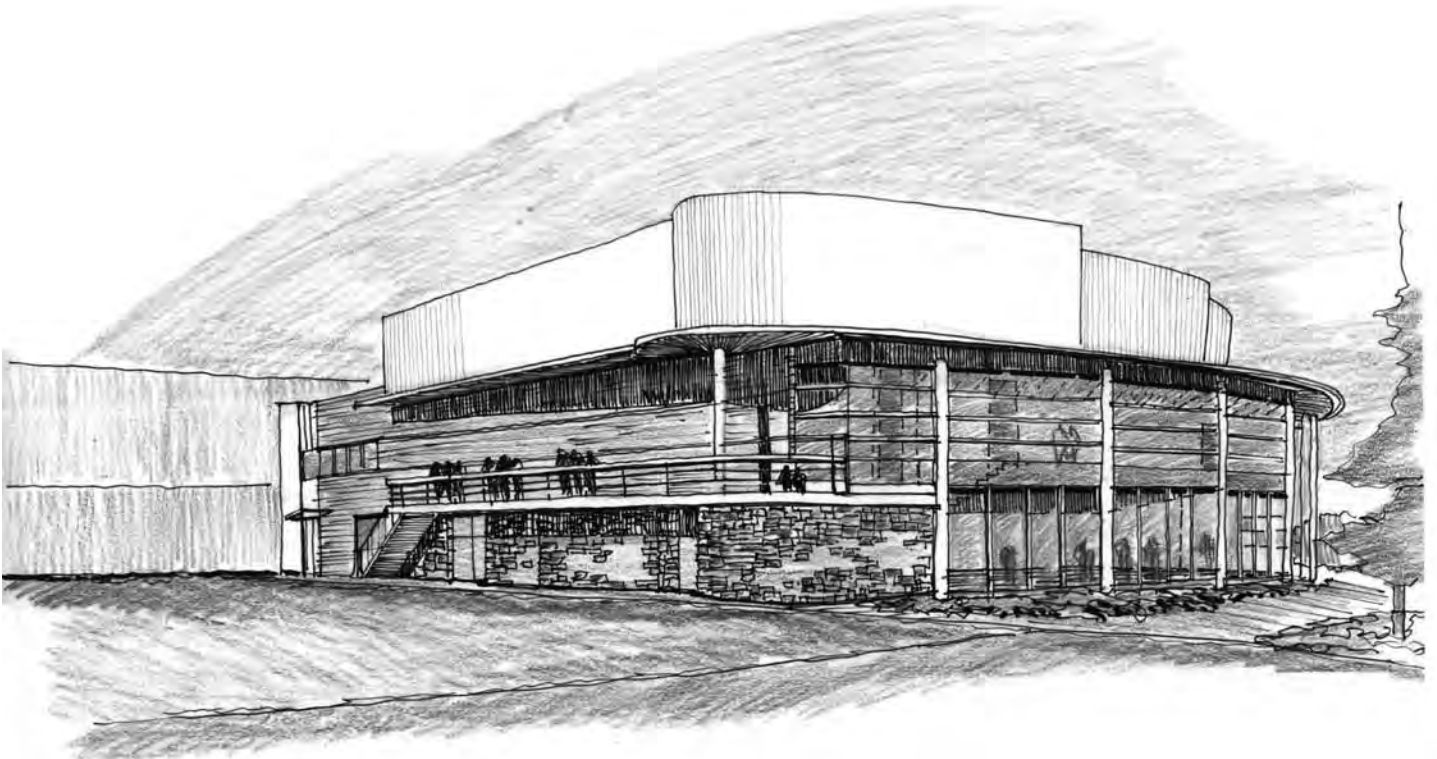
For a twelve-year-old to feel what it's really like—that's exciting.

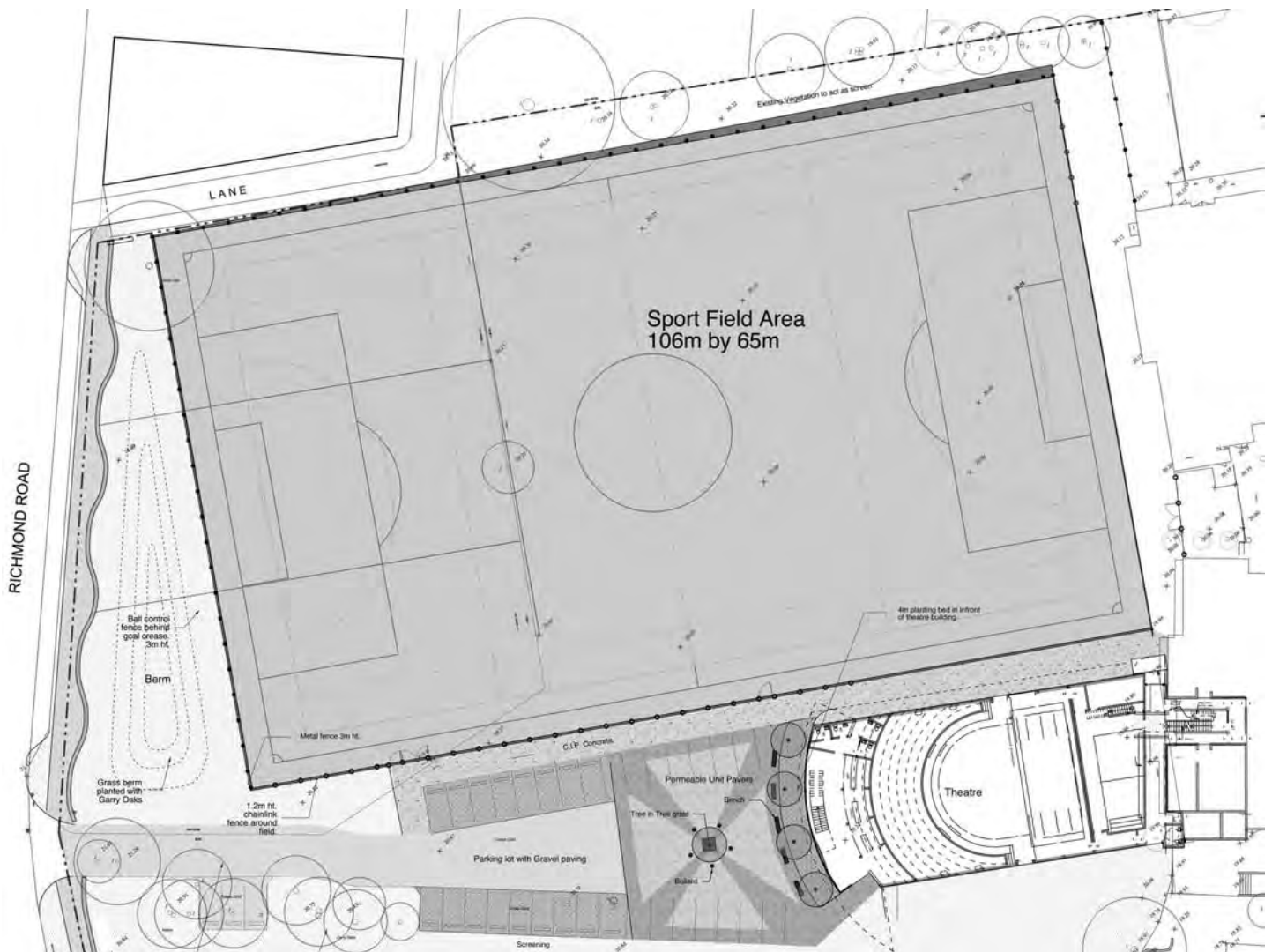
– Kate McCallum
Head of Fine Arts

10. What will happen with the students during construction?

At Beach Drive, it is likely that we will have to relocate the school for one year, as all the buildings apart from Rattenbury House, the Coach House and the Boat House will have to come down before new construction can start.

The construction at Pemberton Woods should not necessitate any classroom disruption. Most of the new construction there occurs away from current classroom space, on the Laurentian Street side of the campus.





11. How will arts and sports programs be affected during this first phase of construction?

We will have to find other fields to play on during construction of our field. We are negotiating with the city to use Pemberton Park. Fine Arts will carry on in existing facilities until the new ones are open.

12. Have you chosen an architectural firm? Who's the builder? What's their experience in these kinds of projects? Why did you choose them?

The architectural firm for Phase 1 is Garyali Architect Inc., the professionals who created the Master Plan. They have extensive experience with designing schools, including École John Stubbs, Sir James Douglas Elementary, Gulf Islands Secondary, Bayside Middle and St. Margaret's Junior and Senior Schools, plus several libraries and university projects. Our experience with them through the planning process has been excellent, and we look forward to working with them on Phase 1. No builders have been selected yet, because no design drawings are available to be put to tender.

13. What steps have been taken to ensure a green footprint?

The architects were chosen partially because of their experience in green design. Below are some of our green strategies:

- Geothermal heat pump or other equivalent
- Natural ventilation system
- Erosion and sediment control
- Retention pond for storm water management
- Green roofs
- Permeable pavers for parking
- Local, drought resistant plant material
- Use recycled and regional materials
- Use certified wood
- Improved construction waste management
- Improved commissioning of building systems
- Use low emissivity interior finishes
- 'Eco density' approach to building massing



Sandy Drever (Director of Athletics), Hugh Williams, Mully Jackson (Head of Physical Education), Andrew Jackson and Frank Stanley stand on the soon to be replaced old field.

A Gym **WITHOUT** a Roof...

That's how Mully Jackson described the new field because the PE department will no longer be limited to running their classes inside on nice fall, winter and early spring days because the field is closed. "Our current field, which is more like a big puddle in those seasons, will no longer be a problem. The new turf will NEVER have to close due to weather! That's huge," she adds. "For PE we will be able to teach all sports on the new surface and not have to worry about twisted ankles in pot holes, dog poo on the field, and mud, rather than grass, to play on."

The new field will benefit other components of the athletics program as well. "The new artificial surface will allow our field hockey team to practice on a high quality pitch regardless of weather conditions," says Sandy Drever, Director of Athletics. "No more will we have to bus our athletes to UVic three to four times a week for early morning practices and after school games. This will

The other HUGE thing is, we will be the ONLY independent school on Vancouver Island with a turf field! Wow.

– Mully Jackson
Head of Physical Education

add enormous support to our program and school spirit by being able to showcase their talents at home in front of the entire student body. I look forward to GNS being on the map when it comes to being able to host league games, sponsor development clinics, and being a part of Island and Provincial selection training camps."

The new field will also provide tremendous advantages for the flourishing GNS soccer program. "It is the ideal surface for the style of soccer my GNS teams play," comments Hugh Williams. "With our emphasis on control, skill, and finesse passing, the turf will showcase the style of the GNS soccer teams." He feels a turf field will only enhance the attractiveness of the soccer program, a potential draw for new students, and that it "gives us a very modern and 'up-to-date' facility, allowing us to build on the success we have already established"

And while rugby will, in all probability, not use the new field as a game site, Sandy Drever points out that "they will be able to access it for training during the months of January, February and March when typically grass fields are closed." ❀

The **FUTURE** of GNS

Eva Riis-Culver,
Director of Advancement

I think *Traditions* has something for everyone—a bit of the past, highlights of the present, and a glimpse of the future. We leaf through the pages, pausing to read those articles that particularly resonate with our relationship to the school. Alumni news is most meaningful to those who share the past, and while we hope the present captures everyone's interest, it is most exciting to those currently involved at the school. The future, however, belongs to all of us; the future of GNS is in our hands.

This is both a privilege, and an 'awesome' responsibility.

A privilege you ask? The Campus Transformation is the future of GNS. You have an opportunity to help build a legacy for future generations. This is indeed a privilege.

It has been said the timely completion of the Campus Transformation will depend upon the participation and generosity of the GNS family. It has also been said that GNS is a "very special school." Like a picture, that short descriptive of GNS is worth a thousand words. Ensuring the future of this *very special school* is an *awesome* responsibility.

In the fullness of time, we will all be asked to support the Campus Transformation. The future of GNS is in our hands. ❀

Box XXXX, Station 'X'
Victoria, British Columbia
Canada
V8R 6S4

November 29, 2007

Simon Bruce-Lockhart
Head of School

Dear Simon:

Greetings!

Thank you for sending me a copy of "Great Expectations, GNS Campus Transformation"—an impressive analysis of changes planned.

My late husband, Michael Allen, was one of Glenlyon's earliest students. He considered his experience at the school imbued him with the importance of integrity, courage, plus hard work and good humour, all of which positively influenced him in his professional career, his community services, in all aspects of his life.

It was for this reason, in 1982, at the School's 50th Anniversary that he established his Glenlyon Scholarship.

In a 1996 letter to the School, he wrote "...I wish to stress that the School and particularly Messrs. Simpson, Wilkinson and Upwards had considerable and positive influence on my life. Even today, after all those years, I cannot enter Glenlyon Campus without an enormous sense of pleasure and a sense of being home".

Today, in 2007, Michael would have been delighted with the planned Campus Transformation and, without a doubt, would have given enthusiastic support to this undertaking, recognizing the highly constructive influence the School has had, over many decades, on the lives of students, staff, and the community at large.

I am honoured to participate now in this plan to support the transformation and so enable Glenlyon Norfolk School to continue its fine tradition in our community.

Provisions have also been made in my Will to assist with future needs, and I look forward to discussing these plans with appropriate staff after speaking with my financial advisor.

Congratulations to all involved with this plan and bringing it to fruition, and for their overall foresight, dedication and courage!

Best wishes and please let me know how and when I may be of further help.

Yours sincerely,



Mrs. Ann Allen

P.S. Enclosed is a photo of Michael in Glenlyon uniform along with his sister Lavender, who attended Norfolk House for 12 years, now a resident of England since 1950.



From the President

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

Each year I write my contribution to the winter *Traditions* late in the old year, knowing that you will not read my words until the new year is well under way. So on this dreary autumn day I want to wish you all "Merry Christmas and Happy New Year!" confident that you did indeed have a great Christmas season, spent at home or away with family and friends. I hope many of you joined us as we celebrated Boxing Day, not at "The Beach" this year, but close to it.

January 1, 2008 may have seen you making a firm resolution to do (or not do!) something, and I hope your resolve has not broken. The GNS Alumni Association has made resolutions for 2008—we have a firm resolve to reach out to our family of alumni, and to be more accessible and engaged within this community.

In November we had a lively meeting with some of our Class Representatives and came away with great ideas for new and improved events, and ways to build on this core group of engaged former students. If you have ideas for events, want to plan a reunion for your class, or want to represent them as a 'Class Representative,' please get in touch with Kate Lawrie in the Advancement Office.

The Alumni Executive do more than arrange events; we also support our members financially. Our Volunteer Service grant is awarded to young alums such as Maggie Eddy, whose great article on her work in Ghana with Projects Abroad is featured elsewhere in this issue. Please consider applying for a grant if you are, or know of a schoolmate, embarking on a similar project.

"We have a firm resolve to reach out
to our family of alumni, and to be more
accessible and engaged within this community."

I am very pleased to note that the Alumni Bursary Fund, managed by the GNS Foundation, has grown to over \$70,000. The Fund was created to support children of alumni attending GNS and this year we were able to award our first bursary, for \$2,900.

On behalf of the Alumni Executive, I want to sincerely thank three members who left the Executive this year—Shawn Steele our Treasurer, Ticki MacKenzie and Diana Life. Their great contributions will be missed but all are staying connected, serving as their Class Representatives. We have welcomed a new member to the team—Sue Walker—and hope to announce another addition shortly.

The Alumni Executive and I wish you all the best for 2008, and we hope to see you at some of the events planned for this year! 🍷



Class of 1963

The Class of '63 is turning 63 this year and it's 45 years since our grad!

If you were part of this class, we would like to have you join us for a reunion dinner:

Saturday, May 31 @ 6 p.m.
at the Oak Bay Marina

Please contact:

Carol (Ruttan) Marshall
(dssmarshall@shaw.ca)

or **Deirdre (Humphries) Vincent**
(jcanddvicent@telus.net)

or **Ronnie (Harris) Tory**
(tory@camosun.bc.ca)

for further information, to confirm attendance or just to say hi!



Anthony Woods

Atom Egoyan's Remarkable Teachers

Internationally renowned Canadian filmmaker and theatre and opera director Atom Egoyan began his academic career at Jiminy Cricket Kindergarten in Victoria without knowing a word of English.

Born in Cairo to Armenian parents who immigrated to Canada in 1962, Atom Egoyan was acutely aware that he and his family were unusual in the very English west-coast city of Victoria. Like the children of most immigrants, he wanted nothing more than to learn to speak English and assimilate as quickly as possible.

"I was perfectly fluent by the time I entered Grade 1 at Glenlyon Preparatory School, which is really where my love of drama was instilled in me," says Egoyan. "Glenlyon had fantastic teachers and a very active, lively ad hoc drama club that met a couple of times a week—on the no-sports days." The teachers wrote and directed plays in which the boys then performed. "An early inspiration and highlight for me was my wonderful Grade 5 classroom teacher, David Bennett, who wrote and directed *No Hope for Canaries*. The play was based on an idea I had about boys trapped in an abandoned mineshaft somewhere in British Columbia. It was really thrilling for me."

Bennett taught at Glenlyon from 1970 to 1978 and recalls that in the assigned creative writing exercises there was no holding Atom back. "He would produce three to four full sheets of highly readable, engaging material with only a few minor grammatical errors. It was very inspiring for me as a teacher." Bennett says he was fortunate to have had many wonderfully gifted students. "When I hear of their success, it really comes back to me how much impact we can have on our students."

The most active playwright among the Glenlyon teachers was Egoyan's Grade 6 teacher, Colin Skinner, whose play *Robot* included a character called Atom who was played by Atom. "This really changed my world and I started writing my own plays." Skinner wrote plays that were performed within the school and mounted student productions for the annual Victoria Student Drama Festival.

"The plays were real events for us and they produced a high level of excitement," says Egoyan—in part, perhaps, because they brought contact with the students of Norfolk House, a private girls' school and sister institution that later amalgamated with Glenlyon to become the co-educational Glenlyon Norfolk School.

"Colin was able to convey his total enthusiasm and joy in the creative process. He made us feel an integral part of the process." Egoyan goes on to add that, "There was no evidence of ego in Colin. It was extraordinary to be involved in something so rare. There is a persistence in that kind of inspiration that becomes part of you and stays with you."

"At one point," says Egoyan, "Dougal Fraser, a trained actor who had graduated from

London's Royal Academy of Dramatic Art, took over the drama club. He introduced me to George Orwell, whose work became a significant influence in my own writing and thinking"

Egoyan adds that Fraser particularly focused on performance. "I learned a lot about directing actors from him. He always made sure that the actors precisely understood the author's intentions. That way they would be comfortable with what they were saying and what the subtext was"

Fraser taught at Glenlyon from 1975 to 1978 and taught Egoyan in Grade 10. "I was immediately struck by a wonderful paper Atom had written about *Animal Farm*," he recalls. "He had a keen intelligence and was an exceptionally clear critical thinker. I directed several plays he wrote and was amazed at what a quick writer he was."



David Bennett and Colin Skinner joined Atom Egoyan when he received his honorary doctorate at the University of Victoria, November 1998.

Egoyan spent his final high school years at Mount Douglas Senior Secondary—affectionately known to the students as “Mount Dog” [Glenlyon did not go beyond Grade 10 at the time.] Mount Douglas also had an active drama program and Egoyan happily continued to write plays, several of which were produced and directed by Dougal Fraser, with whom Egoyan had stayed in touch.

“At that time,” says Fraser, “Atom was also influenced by the plays of Ionesco, by the terseness of the dialogue and the spare settings. Yet he was never derivative. What I’ve noticed in almost all of Atom’s films is that first impressions are often wrong, and that may be something he learned from Ionesco, whose plays are open to many interpretations—some more valid than others.”

Since his public and high school days, Egoyan has become one of the most celebrated Canadian filmmakers on the international scene. Although he studied international relations and classical guitar at the University of Toronto, he found his calling in the art and language of cinema and began his professional filmmaking career by writing and directing short films and directing television series before making his debut feature film, *Next of Kin*, in 1984. Egoyan’s films reflect “very personal thematic obsessions, delving into issues of intimacy, displacement and the impact of technology and media in modern life.”

In 1997 his film, *The Sweet Hereafter*, which he adapted from the Russell Banks novel, won three prizes at the Cannes Film Festival: the Grand Jury Prize, the International Critics’ Prize and the Ecumenical Award for Humanist Filmmaking. The film also received two Academy Award nominations, one for Best Director and the other for Best Adapted Screenplay.

“What teachers do is heroic.
It’s essential to how society
will be formed, yet it is not
often acknowledged!”

“The debt I owe to my early teachers is monumental,” says Egoyan, who has stayed in touch with several of his teachers. “I always wanted them to know how important they were in my life. I wanted them to feel a part of my career, so I kept in touch and visited with them whenever I was in Victoria. Dougal Fraser comes to Toronto once a year and we always see each other.”

When Egoyan received an honorary degree from the University of Victoria in 1998, many of his teachers were invited to the ceremony.

“What teachers do is heroic,” says Egoyan. “To me, theirs is a sacred calling. It’s essential to how society will be formed and yet is not often acknowledged. It’s so important that teachers preserve a sense of how significant and important their work and their enthusiasm is.

“You just never know when you can change the life of a student.” 🦋

Atom Egoyan was knighted by the French government with the Chevalier des Arts et Lettres, received the Anahid Literary Award from the Armenian Center at Columbia University, and was inducted into the Order of Canada. He has received honorary doctorates from universities across Canada.

This article is reprinted with permission from the Ontario College of Teachers and Professionally Speaking, September 2007.

Selected feature films

<http://www.egofilmarts.com/>

Next of Kin, 1984

Family Viewing, 1987

Speaking Parts, 1989

The Adjuster, 1991

Exotica, 1994

The Sweet Hereafter, 1997

Felicia’s Journey, 1999

Ararat, 2002

Where the Truth Lies, 2005

Selected theatre and opera (as director)

Salome, 1996–97, Canadian Opera Company, Houston Grand Opera, Vancouver Opera

Elsewhereless (libretto by Egoyan), 1998, Buddies in Bad Times Theatre, Toronto

Dr. Ox’s Experiment, 1998, English National Opera

Die Walküre, 2004 and 2006, Canadian Opera Company

Eh Joe, 2006, Samuel Beckett’s Centenary Celebration, The Gate Theatre, Dublin and the Duke of York’s Theatre, London



Dougal Fraser.



Maggie with her host family.



Maggie helping to provide medical aid.



Students from Unistar Preparatory School.

Finding A Goal

Maggie Eddy ('03)

In the spring of 2007 I volunteered for two months in Cape Coast, Ghana. My placement was organized by Projects Abroad—a not-for-profit organization that places individuals in various volunteer positions around the world. The first month of my placement was spent volunteering in the hospital; the second part was spent teaching in a local school.

As an undergraduate student, and with no health care training, my role in the hospital was largely observational and I gained some really interesting insight into a medical system that is very different from our own. I met several doctors who were living and working abroad: an Egyptian Radiologist, a Bulgarian surgeon, and Costa Rican pediatricians. For me, the most memorable part of this placement was the medical outreach we did to local schools, orphanages, or rural villages. The medical outreach involved both education and aid. The education portion usually included a discussion about personal hygiene and the importance of cleaning minor cuts, but occasionally was directed to one specific condition (i.e., treatment of ringworm) or one specific group (i.e., sexual education for the adolescents). In providing aid, we had limited and basic first aid supplies and generally just cleaned infected wounds and treated fungal infections.

For my teaching placement, I worked at Unistar Preparatory School and was assigned to a Kindergarten class of thirty rowdy children. This position was certainly a challenge as my meek attempts to gain control of the class were made worse by the fact that the children had a limited grasp of English. Though challenging, I know I will never forget the few successes I had with that class. They were a high-spirited group and I was frequently awestruck by their endless energy for movement, enthusiasm while singing, and effortlessness with rhythm, as well as their excitement to have any work marked with my red pen.

For the duration of my time in Ghana I also lived with a host family. This provided an excellent opportunity to be immersed in a foreign culture and experience their routines, meals, and lifestyle habits. Though my stomach did not do well on Ghanaian food, I loved their laid-back, family-oriented lifestyle that is without deadlines and unnecessary stress. Not surprisingly, I also loved the hype that surrounds soccer in Ghana. It's remarkable to me that you can travel half way around the world to a completely foreign country and instantly make friends through a mutual love of kicking a round ball. In the interest of expanding my cultural experience in Ghana, I was also lucky enough to have an opportunity to attend a Ghanaian wedding, as well as a live soccer match between two local, semi-professional teams.

Overall, my experience in Ghana was fantastic. I volunteered with an intention to give of myself and provide help where I could, but in the end, I gained far more than I ever would have thought. My goal now is to pursue a career in a health care field. I hope to return to Africa in the future and offer those skills and training.

Thank you to the GNS Alumni Service Grant and the UVic Graham Branton Foundation for their support of me on this trip.

For more information about Projects Abroad visit:
<http://www.projects-abroad.org/>

Alumni/Student Basketball

Steve King ('94)

The highly anticipated Alumni/Student Basketball game took place Friday, November 23, 2007. It was a great way to start off the 2007/2008 basketball season. Last year the GNS team won their first Single 'A' Provincial Championship. This year's team was excited to get underway to defend the title and many alumni were looking forward to returning to the gym.

Twelve alumni players, ranging from the Class of 1992 to the Class of 2007, turned out to participate. The bleachers were full of supporters for both teams.

The current Gryphons team started quickly and got out to an early 10-point lead. They took the action directly to the Alumni, playing an aggressive, fast paced game. Michael Abbey and Phillip Upton controlled the court and distributed the ball, while David Mathieson and Kirill Moisyeyev dominated the play inside. The Gryphons lead at one juncture was 28 points.

Entering the fourth quarter, the Alumni mounted a charge. Starting at the defensive end, they forced turnovers, leading to a barrage of 3-pointers by Bruno Wong and Tyler and Kyle Thorau. An exciting fourth quarter kept the fans on the edge of their seats. The Alumni were able to complete an 82 to 77 "come from behind" win.

Everyone looks forward to next year's game, and an exciting rematch of our terrific GNS Basketball team with the 'Old Guard' of former players. 🦅



Back row, left to right: Harvey Thorau (current staff), Ben Kerr ('96), Jerry Lee ('03), Kurt Ko ('06), Shawn Steele ('96), Richard Bailey ('92), Andrew Somers ('01), Benjiy Brooks ('96), Tyler Thorau ('07), Kyle Thorau ('07), Bruno Wong ('01), Joel Wilson ('06), Brendan McCann ('03) and Steve King ('94). Front row, left to right: James Frazier, Michael Abbey, Sam Wilson, Jordan Mannix, Phillip Upton, Eric Lowe, Geordie Wilson, Kirill Moisyeyev and David Mathieson.



The 'Old Guard' gains ground.

Phillip Upton and Tyler Thorau ('07) take it to the net.

Class of 1967

The Norfolk House Class of 1967 held their 40th reunion December 1, 2007 at the home of Katie (Angus) Maxwell. Nine former classmates laughed and reminisced about youthful misadventures and triumphs, leafing through photos and newspaper articles from their time together at Norfolk House. Great wine, great food, great friends. And a terrific incentive to do it again! ❁



Back row, left to right: Alison (Grant) Partridge, Naomi Stevens, Patricia (Zeamer) Peddlesden, Elizabeth Tanner, Liz (Angus) Bloomfield and Katie (Angus) Maxwell.
Front row, left to right: Sarah (Rochfort) Ashton, Shelley (Doman) Michaux and Margot (Heisterman) Clerkson.



Margot (Heisterman) Clerkson, Alison (Grant) Partridge and Shelley (Doman) Michaux.

Class of 1997

On August 4, the grads of 1997 met for an evening of reminiscing and catching up over cocktails and sushi. It was great to rekindle old friendships and re-establish connections with classmates. We discovered that some even lived up to their Grade 12 ambitions! We look forward to many more Grad '97 gatherings in the future. ❁



Front row, from left to right: Joanne Penhale, Steve Lerch, Dallan Woodward and Courtney Chambers.
Back row, from left to right: Nicky Newsome, Paul Mais, Devon Stubbs, Ben Axman, Sam Reid, Jen Freeman, Katie Brierly, Ross Green, Annie Vallance, Mike Adams and Paul Ryzuk.



Paul Mais, Mike Adams, Paul Ryzuk and Jen Freeman (Smerdon).

2007 Duffer's Delight

On August 25, gaffers, duffers and friends of same met at Prospect Lake Golf Course for another fine and fun(ny) event. It quickly became clear you didn't need to be a 'golfer' to participate. The only requirements were good humour and rudimentary navigation skills (all lost and misguided golfers eventually got 'back on course'). Some alumni came for dinner only, some came to golf, and all came to have fun. It just keeps getting better. 🍷



- a) Chris Constable ('96), Matt Barrie, Shawn Steele ('96), Sean McNulty ('02) and Tyler Bruce ('96).
- b) David Auld (former staff), Eva Riis-Culver (Director of Advancement), Keith Walker (former staff) and Shrawan Khanna (Director of Daily Administration, PW).
- c) Anne Marie Panduro ('98).
- d) Kyle Thorau, Drum Munro, Stefanos Mavrikos and Tyler Thorau, all class of 2007.
- e) Nick Anderson ('01).



c)



d)

Glenlyon Old Boys Reception

Old Boys from Glenlyon School spanning the years 1932 to 1973 gathered on December 6 at a reception in the beautifully refurbished Library in Rattenbury House. Tales of a delightfully misspent youth circulated the room, while a 12-year-old bottle of (purely medicinal) scotch slid easily down parched throats. Friends, old and new, grazed happily on an excellent selection of hors d'oeuvres and a fine time was had by all. 🦊



a)



b)

Alumni Mentoring

Some of our younger alumni have recently expressed an interest in connecting with GNS alumni who have established careers.

Physicians, accountants, lawyers, teachers, welders, artists, journalists—regardless of your field of expertise, if you would like to provide a helping hand to a young alum, allowing him/her to benefit from your experience and knowledge, please contact Kate in the Advancement Office 250.370.6855 or email alumni@glenlyonnorfolk.bc.ca

Our alumni attend universities worldwide, so please feel free to offer your assistance in any region. We'd love to help connect our eager young alumni with those who have experience in their chosen field. 🦊

- a) *Tim Mercer ('65), Simon Wade ('60), Derek Mercer ('58) and Roy Mercer ('60).*
- b) *John Charles ('65) and Marguerite Fraser.*
- c) *Roger Bailey ('71) and Bruce Homer ('69; Chair, GNS Foundation).*
- d) *Simon Wade ('60), Dougal Fraser ('62; Former Staff) and Hamish Simpson ('53; Former Head).*

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?*



Kyle Vucko with Alex Kelly (on right) and Jennifer Causton in the fall of 2002.

Kyle Vucko ('03)

1 I am currently still living with my family in Victoria. My father was very good with money, so the idea of moving out and having to pay rent never really appealed to me. We will see how long that lasts!

I just launched a company called Indochino.com; it sells trendy, tailor-made suits over the Internet. A person can order free measuring tapes and fabric swatches, follow our 10 minute measurement process, and have a suit made for them in Shanghai arrive at their door in two weeks.

The idea for the business came a year ago when my partner needed a suit for a student conference and could not find anything that fit his slender frame and was cool. From that idea we started writing a business plan with the help of mentors at UVic Business. We competed in a business plan competition in January 2007, found angel investors in February, and went to China in March. My partner is still living there; we actually have our own operation in downtown Shanghai.

It has been a totally surreal experience! We went to China completely cold. We just started meeting suppliers and negotiating with them (often times with a calculator as we do not speak Mandarin). The biggest surprise and excitement has come out of creating an operation in China. No suppliers did exactly what we wanted, so we went directly to tailors and built an operation from the ground up with their help.

The big thing I learned was the need for experience. And since I have none, I made a point of getting great mentors and advisors. My mentors are some of the top in on-line business, and they have taught me a lot, not to mention saved me from some very serious mistakes (which can cost a lot of money).

Oddly enough this is something I picked up back at GNS. Many of my teachers were always open to sharing their advice and thoughts on life and the obstacles I was facing at the time (Thank you Mr. Bird, Mr. Britten, and many others!). I think, more than anything, it is just being comfortable asking for these things.

2 I always wanted to do business; I enrolled in the Bachelor of Commerce Program at UVic after graduating. The business I am currently in was a total surprise and was not something I ever intended to do; it just happened. That said, the last year has been a total dream!

In the summer of 2006, I did a Co-op term at IDC, a UVic company that helps students start companies. I learned a lot about starting a business. My business idea came during my term there

and the job had given me the knowledge to get through some of the initial stages very quickly: idea solidification, research, and business plan writing.

I remember high school being a time when you actually had a lot of autonomy. You could pick your classes, and once school was over, the activities you partook in were totally up to you. After working a few co-op jobs as an employee, I really saw a personal desire to regain control of my life and time. So, while I am working a lot these days, it is my work and I can set my own hours, something I really value.

3 I am starting to repeat myself, but launching Indochino. I have never put so much of myself into a project. It is really rewarding to see it up and running.

When I get asked this question, I remember my second trip to China. We were searching for suppliers, and were finally able to get into negotiations with one. There I was, 22-year-old kid with no degree negotiating with a multimillion-dollar supplier for Polo Sport and Tommy Hilfiger on the 22nd floor of this brand new metallic Shanghai skyscraper.

This whole year has totally shown me that you are only limited by your ambition and desire. A scary thought, but very inspiring. It keeps me focused on where we are going next: multimillion-dollar growth within the next three years. I figure I will shoot for something ridiculous, and even if I fall well short, I will still be way ahead!!

4 I was just conversing with another GNS alumna about this. We both agreed that our love and ability to give speeches and presentations were a result of excellent coaching in debating and public speaking. I have really relied on these skills a lot, pitching to investors, selling my business to customers, and just making good first impressions with seasoned businessmen. GNS was totally invaluable in that regard!

5 Math. Math 12, Mrs. Wilson. I was naturally good at the subject, and as a result did not really try very hard. I remember getting an interim report card for 80% in my final term, and getting really upset! And what a motivator that anger was!! I started attending extra help sessions, exam prep classes, and finished the year with a 95% on the final exam.

I guess Mrs. Wilson is well overdue a **Thank You!** I am not sure if I was as appreciative then as I am now.

6 Math, it was a total love-hate thing :)

7 I was very involved in extra curricular activities at GNS and it was the same throughout university. During my time at UVic I served on the senate, was elected to the UVic Students' Society, and was President of the Commerce Students' Society.

GNS really expanded my comfort zone and taught me how to be an affective multi-tasker. In my Grade 12 year I was involved with the provincial champion tennis team, provincial finalist swim team, soccer team, debate and public speaking team, jazz choir, and was the head boy.

GNS also showed me that there is such a thing as doing too much (I was all over the place in my final year), and true success comes from focusing on a few things and doing them really well.

8 The beach. I have a million memories of playing on the beach—sand castles, crabs under the rocks, and getting stuck in quick sand and getting my school uniform totally soaked!

Especially in my primary years (K to 3), nothing could beat a recess on the beach!

There is still sand in my toes.

9 In my senior year, my class attendance slipped a bit. One day I decided to pass on my computer class with Mr. Britten to do homework for another class in the library. I was working away when I got a tap on my shoulder, only to find Bob Britten asking me to rejoin the class! I was brought into class beet red and to the sound of applause of my fellow classmates. Needless to say, I never skipped that class again.

10 I have a few close friends from my graduating year. I still see a big group of them from time to time as well. Victoria is a small community.

11 A lot! I loved my time at GNS and would not have traded it for anything!

12 Try everything once. Your time is less your own as you get older, make the most of the extra curricula while they are still available to you. If you are like me, you will find your passions in the most peculiar of places.

13 I would be 12, Grade 7. This one only applies to people like me who were in an all boys' school at the time: Talk to the girls already! They don't bite and want to talk to you just as much. Besides, they like guys with courage.

14 Passion, drive, and creativity. I do not put a lot of value in skills. Anyone can learn those. It is the people that are willing to learn and act fast that I think are the most talented. And creativity is just a given, I like people that are comfortable trying new things.

And yes, GNS played a big role in all three! Being surrounded by fellow classmates who are all high achievers really forces you to bring the best out of yourself. Add to this, teachers who encouraged unique projects and alternative perspectives in essays. I realized that thinking differently was rewarded; it turns out this philosophy held true in starting my business too!

15 No idea! I would probably get a few people from each of the major stakeholder groups (students, parents, teachers, admin staff, neighbors, local government) and ask them what an ideal GNS would look like. I would then look to implement the most common and easy-to-execute three and work it from there. 🦄

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.



Ross Tanner ('01) Inspires Kindergarten Classes

On November 23, Ross Tanner ('01) made a slide presentation to the boys and girls Kindergarten classes and talked about his year spent as an aide worker in Kenya. The Kindergarten classes had been studying Community Helpers to learn about what different people do to help people in the communities around them.

Ross was in Kenya for one year doing development work (as a volunteer) for the Kiwanis Club of Kisumu. He helped the club run their orphan feeding program and activity group and also helped start a microfinance plan for the guardians of the children. Ross started a separate book project on Mageta Island, in western Kenya where he raised money to buy locally published course books for the high school on the island.

From October to December 2003, Ross also had the opportunity to take part in an eight-week development project in Guyana with Youth Challenge International. 🦋



Is 2008 a special reunion year for your class?

If you would like to have a reunion for your class in 2008, contact Kate at 370.6855 or alumni@glenlyonnorfolk.bc.ca

Classes with reunions 'in the works' are noted with an asterisk (*):

| Class Year | Reunion |
|--|--------------|
| 1938 | 70th |
| 1943 | 65th |
| 1948 | 60th |
| 1953 | 55th |
| 1958 | 50th |
| 1963 NHS | 45th* |
| Saturday, May 31, 2008 @ 6:00 p.m., Oak Bay Marina restaurant (contact Veronica [Harris] Tory: tory@camosun.bc.ca , Carol [Ruttan] Marshall: dssmarshall@shaw.ca , or Deirdre [Humphries] Vincent: jcanddvincent@telus.net) | |
| 1968 NHS | 40th* |
| Mid September 2008 (contact Pat [Atkinson] Bates: techjim@shaw.ca) | |
| 1973 | 35th |
| 1978 | 30th |
| 1983 | 25th |
| 1987 | 21st* |
| Saturday, February 2, 2008 (contact Michelle [Maggiora] Irwin: michmaggiora@yahoo.com or Matt Lurie, Class Rep: laramatt@islandnet.com) | |
| 1988 | 20th |
| 1993 | 15th |
| 1998 | 10th |
| 2003 | 5th |

Class Updates

1943

Gerard Wyatt: In 1938 Jerry's family moved to England (he attended Glenlyon from 1936 to 1938), returning to Victoria in 1939, at the start of the Second World War. Jerry then attended Vic High, followed by Victoria College and UBC before completing graduate studies at California and Cambridge. After working in the Federal Laboratory of Insect Pathology in Sault Ste. Marie, Ontario for several years, Jerry moved to Connecticut to teach at Yale. In 1973 he moved with his wife and three children to Kingston, Ontario, to take a faculty position in biology at Queen's University. He retired in 1995 and enjoys an active life in Kingston.

To our very great pleasure, Jerry recently donated his 1936 school tie (which he kept for 70 years!) to the GNS Archives.

1960

Jeremy Heath: Jeremy left Glenlyon in 1952 when his father finished his tour of duty as manager of a cable station in Bamfield and his family moved back to England. His father was subsequently posted to other stations, finishing in Malta. Jeremy continued his education as a boarder at Clifton College, going out to join his parents when possible for holidays. Leaving Clifton in 1959, Jeremy went to Trinity Hall, Cambridge University. Jeremy's degree was a BA in metallurgy. He joined Alcan in 1964, where he found his career in the computer department. Jeremy left Alcan in 1969 and, after another couple of jobs, joined IBM as a salesman in 1973. Jeremy took early retirement from IBM in 1995 due to ill health. Jeremy suffers from Multiple Sclerosis and is now wheelchair-bound.

In 1964 Jeremy married Clare (nee Watson). They have two sons, Peter and Nicholas, both happily married and both stockbrokers. Unfortunately, from Clare and Jeremy's points of view, there are no signs of grandchildren. Jeremy would be delighted to receive an email from anyone who remembers him. You can email Jeremy at: jerry.heath@btinternet.com

1964

Patricia (Dunn) Lortie: Patricia (Trish) has just moved from Madrid to Paris, where her husband Marc has been named Canadian Ambassador. She may be the first Norfolk House grad to occupy the ambassador's residence in Paris! Trish retired from the

Foreign Affairs Office in 2004 (her last position was Director General, International Organizations Bureau) to accompany Marc to Madrid, where he served three years as Ambassador. Trish is happy to be back in Paris, where she was Economic Counselor at the Embassy in the early 1990s. Trish reports that she knows Paris like the back of her hand, thanks to Mrs. Keble, "who drilled the Paris street map into us during French class."

1979

Carolyn (Simpson) Duncan: Carolyn still lives in Revelstoke, working as a speech-language pathologist, and working on building a new house after work (a long process!).

1984

Andor Kiss: Andor and wife, Rachael, accepted jobs as assistant professors at Miami University (Oxford, Ohio). Rachael is in the Department of Microbiology and Andor is working in the Department of Zoology. Rachael was awarded a prestigious IPY (International Polar Year) research grant from the National Science Foundation (US). Andor is doing collaborative work with professors Rick Lee and Jon Costanzo on cold adaptation and freeze tolerance in insects and frogs. Their son Oskar is now a seven-year-old 'grade twoer' who is enjoying life and has just joined Cub Scouts. Andor and Rachael have bought a house in Oxford, Ohio.

Penny (Greenwood) Morgan: Penny has been married to John for six years. They have a four-year-old daughter, Bronwyn. Penny and John live in Maple Ridge where Penny has been a primary classroom teacher for eighteen years.

"I often think back to my time at Norfolk, and am compelled to incorporate some of my wonderful experiences into my own teaching. Back in the early 90s, at one of my previous schools, I set up a house system that is still going strong! One of our first events was the 'Turkey Trot'—a 'favourite' at Norfolk during my time there."

Penny has also produced and directed several school plays, which were a tremendous amount of work but great fun. "Some of my fondest memories of school came from being in the plays and musicals at Glenlyon and Norfolk: *Oliver*, *You're A Good Man Charlie Brown*, *The Wizard of Oz*, *Sentimental Journey*." Penny often thinks about her old teachers and wonders where they are and how they are doing. If anyone has any contact information for Mr. Steele,

please email Penny at pjmorgan@shaw.ca. "I love reading the alumni news, so keep writing in everyone!"

1986

Tim Boulton: Tim still lives in the Philippines, working as a teacher at an international school. Each summer he helps to run workshops for youth on peace education.

Robin Pettyfer: Robin is in the Philippines running an NGO called Peace Tech. Robin and Tim Boulton ('86)—also in the Philippines—have collaborated on a number of peace initiatives there. To view the Peace Tech website go to: <http://www.peacetech.net/peacetech-philippines.html>

1987

Michelle (Maggiara) Irwin: Michelle married Felix Irwin on August 11, 2007. The Victoria wedding took place at Alix Goolden Hall, and was followed by a reception at McMorran's Beach House. The "Irwins" are now living in Victoria with Michelle's eight-year-old daughter, Alexandra. Since graduating from GNS in 1987, Michelle has followed a varied educational path at UVic, resulting in a BFA (Theatre), BSW and MPA. She is now happily grounded in a career as a policy analyst with the BC Government. Michelle is looking for anyone from the Class of '87 who'd like to help arrange or participate in a 1987 Class Reunion Dinner in Victoria in February 2008. Email Michelle at: michmaggiara@yahoo.com



Michelle and Felix Irwin.

Ian McAllister: Ian, a nature photographer and conservationist, recently launched his new book *The Last Wild Wolves: Ghosts of the Great Bear Rainforest*. Ian has been studying large carnivores on the BC north coast for over fifteen years and is considered one of Canada's leading wildlife advocates. He was honoured by the *Globe and Mail* as

one of 133 highly accomplished Canadians and, with his wife, Karen McAllister, was named by *Time* magazine as one of the "Leaders for the 21st Century."

The *Victoria Times Colonist* newspaper states in an October 28, 2007 article, "McAllister's extraordinary photographs come from waiting for his subjects to show themselves. He watches from tree platforms built over rivers where the wolves catch salmon, and he shoots while sitting motionless among packs that have consented to tolerate his presence among them...the resulting photos are thrilling"

Ian and Karen, and their two young children, Callum and Lucia, live in the heart of the Great Bear Rainforest.

1990

Erik Fleischer: Erik and wife, Maria Luiza, recently moved to Victoria, where Erik works as coordinator of UVic's Computer Assisted Language Learning (CALL) facility. In addition to his Bachelor of Business Administration, Erik completed his Master of Applied Linguistics in 2003.

1992

Charles M. Bailey: Charles currently attends Royal Military College.

1994

Mark Delamere: Mark lives in Los Angeles with his wife, Taron, and six-month-old son, Hayden. Mark is pursuing a career as a model in Los Angeles, and believes he is making some headway. He has landed small roles in some videos and is working on getting an agent. Mark's day job is as an art director with Yahoo, however he plans to quit that shortly as he is confident his modeling career is about to take off.

Susan Lindquist-Doix: Susan Lindquist-Doix (Susan Lindquist) graduated from McGill University with a BA in Psychology in 1998 and has worked as a behavioural therapist for autistic children for the last four years both in Vancouver and France. She was married on May 19, 2007 to Thibault Doix (Biological Engineer) in their hometown of Chambéry, France, the capital of the Savoie region in the Southern French Alps.

1995

Catherine Black: Catherine and husband, Matthew Lacarte, live in Victoria with their young son, Miller. Catherine plays with two bands, 'Outlaw Social' and 'Neckbeard'.



Thibault Doix and Susan Lindquist-Doix.

Ingrid Sander: Ingrid is moving back to Vancouver to start SFU's Professional Development Program for Education in mid-January 2008. After seven years living east of Kamloops and working in silviculture, Ingrid is hanging up her caulk boots to go back to school and pavement. She plans to divide her time between attending classes, running to tire out the dog, and finding paddling spots around the Lower Mainland.



Rebecca Porter ('96) and Ingrid Sander (on right) during Rebecca's brief trip home from Bangkok in July 2007.

1997

Charlotte (Northeast) Bonetti: Charlotte was named Best Supporting Actress at this year's Barrymore Awards in Philadelphia for her role as Ida in the play *Skin in Flames*. This is one more step in a career that began with Charlotte's participation in many a GNS drama production, starting at the age of 12. Charlotte, who now lives in Philadelphia, went on to study with New York's Circle in the Square Theatre Program.

2001

Trish McKerrell: Trish completed her program in Child Studies for Special Needs Children in 2006, and currently works in Calgary as a behavioural therapist.

2002

Kyle Smith: Kyle is starting his Law and MBA studies at the University of Western Ontario in September of 2008. Prior to that, Kyle will move to Tokyo for six months, followed by a 'round the world tour' of seventeen countries with partner, Emily Prelevic.

2006

Stephanie Mohr: Stephanie currently attends the New York Conservatory of Dramatic Arts.

2007

Marian Eddy: Marian is at the University of Alberta, in the Kinesiology Program. She plays with the Pandas soccer team, which she describes as an absolutely "awesome experience."

Current Staff

Megan (Ferguson) Kingham: Megan, Learning Assistance Teacher at the Beach Drive Campus, wed Brian Kingham on July 28, 2007. The wedding ceremony took place at St. Matthias Anglican Church followed by a beautiful evening reception at the Victoria Golf Club. Megan and Brian are both graduates of the University of Victoria. Megan has a Bachelor Degree in Education and Brian, a Degree in Electrical Engineering. Brian is the Utility Marketing Manager for Schneider Electric, formerly Power Measurement. Teachers, parents and



Brian and Megan Kingham.

students are all having fun getting used to Mrs. Kingham's new surname!

Former Staff

Jennifer Bennett: On December 1, 2007, Commodore Bennett became the first logistician and the first female officer to command the Naval Reserve since it became a formation in 1992. Her new command position is also a point of family pride for Cmdre Bennett, as her father, Judge Ross Taylor Bennett, held the position of Senior Naval Reserve Advisor in the 1970s. She was the athletics director and a physical education teacher on the Junior Girls Campus from 1987 to 2000.

In Memoriam

1938

Margaret (Bucklin) Mayhew: Margaret Jane Bucklin Mayhew died peacefully at home on September 19, 2007 following an extended period of declining health. Margaret attended Norfolk House from 1931 to 1938. Born in Paris, France, Margaret lived in several international locations in her youth. Margaret's father served with the US Consular Service. A posting in Victoria in the 1930s led to Margaret's friendship with Jean Mayhew, and later marriage to Jean's brother, Logan. Margaret's three children, Robert Mayhew ('61), Rani Johns ('64) and Marlyn Davis ('63) attended Glenlyon School and Norfolk House respectively.

1941

John P. Rolston: John Rolston passed away peacefully at the age of 82 on January 27, 2007 in a hospice in Kent in the south of England.

John loved his time at Glenlyon in the 1930s and won a scholarship to go to Dartmouth Navy College in 1937. "I think, most of all, he loved playing cricket at Glenlyon. He also loved the tradition of receiving a Christmas card from a Junior School student," wrote his son, Will Rolston.

1942

Dr. J.F. Brodie Cupples: November 14, 2007 in Ganges, BC. James Freeland Brodie Cupples was born in Edmonton January 20, 1926. He grew up and lived in Victoria, attending Glenlyon School from 1936 through 1939, before going on to Victoria College, UBC and McGill. Two sons, Will and Brodie Jr., attended

Glenlyon School, and daughters Sally, Catriona and Jane attended Norfolk House. Dr. Cupples continued to attend GNS events and support the school in his later life.

1948

Connla Wood: Passed away on September 24, 2007. Born in London, England, Connla and his mother moved to Victoria at the outbreak of the Second World War after the early death of his father. Connla attended Glenlyon School from 1943 to 1944, before going on to Oak Bay High, Victoria College, UBC and the London School of Economics. Connla retired in 1990 after 32 years in the Public Service. Among his many accomplishments were his tenure as Staff Captain at the Royal Victoria Yacht Club, member of the Board on the International Affairs Council of BC Yacht Clubs and Marine Parks Forever Society. Connla remained a lifelong supporter of GNS and its programs.

1951

Patrick Huus: Patrick passed away on September 16, 2007 after a year-long battle with cancer. Patrick attended Glenlyon School from 1940 to 1945. He was born in Copenhagen, Denmark and immigrated to Canada, spending his early years in Lethbridge, Alberta before settling in Victoria. Patrick worked for 33 years with the provincial government in the mining sector. He was an accomplished photographer and an avid gardener.

1967

Cherryl (Dalziel) Bradford: Cherryl attended Norfolk House from 1961 to 1967

1989

Kristina (Ellis) Cowan: Kristina passed away September 3, 2007 after a long battle with Cystic Fibrosis. Kristina attended GNS from 1988 to 1989. ❀

Errata

Kyna Davis ('02): Our apologies to Kyna, who graduated in 2007 from the University of Guelph with her BSc (Honours). Kyna was erroneously reported in the Summer 2007 issue of *Traditions* to have received her degree from the University of Western Ontario. Our apologies also to the University of Guelph.

Upcoming Reunions & Events

Vancouver and Area GNS Alumni Reunion

Date: Tuesday, February 26, 2008
Time: 5:00 p.m. to 8:00 p.m.
Location: The Arbutus Club
2001 Nanton Avenue
RSVP: Kate Lawrie at
250.370.6855 or
alumni@glenlyonnorfolk.bc.ca

Norfolk House Old Girls Luncheon

Date: Friday, May 30, 2008
Time: 12 Noon
Location: Scott Gym, Pemberton Woods Campus
RSVP: Kate Lawrie at
250.370.6855 or
alumni@glenlyonnorfolk.bc.ca

Class of 1963 NHS 45th Reunion

Date: Saturday, May 31, 2008
Time: 6:00 p.m.
Location: Oak Bay Marina Restaurant
Contact: Veronica (Harris) Tory at
tory@camosun.bc.ca,
Carol (Ruttan) Marshall at
dssmarshall@shaw.ca
or Deirdre (Humphries)
Vincent at
jcanddvincent@telus.net

New Alumni Grad Luncheon

Grade 12 students,
'Welcome to New Alumni'
Date: Thursday, June 5, 2008
Location: The Union Club

Class of 1968 NHS 40th Reunion

Date: September 2008, date TBC
Contact: Pat (Atkinson) Bates at
techjim@shaw.ca

GLENLYON NORFOLK SCHOOL is enjoying an excellent year. Our Under-14 girls soccer team won the silver medal at the Canadian Independent Schools National Soccer Championships and our senior boys soccer won the BC 'A' Provincial Championships; our debaters are levelling the opposition on all sides; seven students attended the Round Square International Conference in India (which we are co-hosting a year from now); the entire Junior School put together a wonderful Stream of Dreams permanent display, and GNS placed 1st in the Independent Schools International Public Speaking Competition in England. We have been inspired by such outstanding guest speakers as Simon Whitfield (winner of the first Olympic Triathlon), Gary Reid (winner of the silver medal in the 800 metres) and Tom Williams (hired by Apple Computer at age 14, and now the founder of the philanthropic website GiveMeaning.com). And, of course, we are working hard in the classroom!

As you know, the Board of Governors has produced a facilities renewal program that will be a major challenge for the next few years as we move to support the excellence of our programs with facilities that do them justice.

While moving forward with the Campus Transformation Plan it is important that we continue to support the Annual Appeal. As an independent school, we rely on the generous support and participation of the entire GNS family—former and current parents, alumni, staff, and friends of the school—to ensure our programs are always firing on all cylinders, and that they are available to all students regardless of family resources.

GNS is a unique and caring school that is very effective and most worthy of support.

Thank you for your consideration.




Simon Bruce-Lockhart
Head of School

Eva Riis-Culver
Director of Advancement



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Norfolk
School

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I am pleased to support the 2007/2008 Annual Appeal for Glenlyon Norfolk School with a gift of \$ _____ to be paid as follows:

Please direct my gift to:

- Area of greatest need
- Scholarships & Bursaries *(specify program)*
- Specific program: _____
- Campus Transformation, Phase I

I prefer to make my payments:

- One-time Semi-annually Quarterly Monthly
- Please find cheque enclosed (*Please make cheque payable to Glenlyon Norfolk School*)
- Automatic Bank Withdrawal (enclose VOID cheque)

\$ _____ per month (debited on the 7th of each month)

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END (MM/YYYY)

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