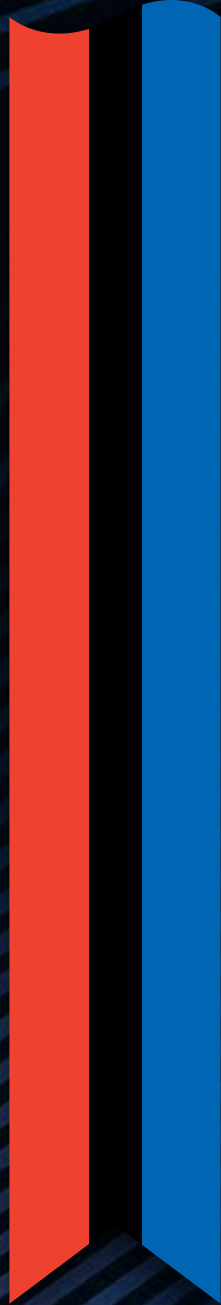


# School Ties



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**The Jubilee Issue**



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*Inside cover photo: School House is reflected in a puddle on the Richmond Road campus driveway on a beautiful fall afternoon.*



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*Bill White (Snuneymuxw), our school's Indigenous Guide, laughs in conversation with artist Dylan Thomas (Lyackson), our Indigenous Scholar, during the Spindle Whorls Welcome Ceremony in October 2021.*



# Introduction from the Head of School



**F**ollowing a full two years of uncertainty and change, I write with a feeling that the first rays of light of a new dawn may be emerging over the horizon. Certainly, there is a rising positive energy from our faculty, staff, and students, together with a growing desire to start living life to the full once again.

As term ended last summer and at our improvised graduation ceremony, I had the opportunity to say farewell to each of our students individually. I talked about “judging on outcome.” As I spoke to each of the students making up our Class of 2021, I could not help but be impressed by their intellectual curiosity, their achievements in an extraordinarily diverse range of activities, and their commitment to make a positive difference on the bigger stages and over the broader horizons they are destined to explore.

As has been well-documented, this year we have made a deliberate attempt despite significant odds, to reflect on the progress made by our school over the 50 years since the amalgamation of St. Michael’s School and University School in 1971. Fifty years on, judged on outcome, progress has been rapid and substantial.

For a start, the school has quadrupled in size to its current enrolment of over 1,000 students. The size of our boarding community has doubled. The campus at Richmond Road has been transformed beyond recognition by the leadership of generous supporters, to a point where it is now recognized across Canada as one of the most attractive. I am a strong believer of the philosophy around ‘gracious spaces inspire gracious thoughts.’ We are most fortunate to have inherited such an impressive physical legacy.

As our curriculum has adapted and been reformed, we have consolidated a reputation as one of Canada’s leading academic schools, preparing large numbers of students for competitive courses at some of the most prestigious universities around the world.

In other words, those who were charged with making the challenging decisions to move forward – the architects of the modern school – can be very pleased with the outcome of their handiwork.

As well as being a year when we have very much enjoyed celebrating the evolution of our school, at the same time we have raised our eyes to look into the future. The Floreat strategic plan, published in January 2020, has required us to think deeply about our vision for the sort of school we wish to be and the facilities we will need to deliver that vision out to 2030 and beyond.

Already, much progress has been made in the launching of a Junior School Annex project and the development of a Campus Master Plan for the Richmond Road campus (see page 34).

All this talk of transformation and change can be unsettling. I would like to reassure everybody that despite ongoing reform, St. Michaels University School remains as committed as ever to its values. This year, that commitment was given a new expression in the form of the unveiling of four Spindle Whorls designed by Dylan Thomas, our Indigenous Scholar, depicting in Indigenous art form, our values of respect, courage, honesty and service (see page 30).

We are evolving certainly, but on a bedrock of impressive legacy, strong values and a community that have proved remarkably resilient in the face of the challenges of the last few years.

*Floreat!*

Mark Turner  
*Head of School*





# School News

Every day at SMUS offers students the opportunity to experiment, discover and explore their passions and interests. The following pages highlight the diverse activities at our school as captured in our online news site at [smus.ca/news](http://smus.ca/news)

*Mr. Jamie Pope leads a group of Grade 2 students on an outdoor education trip to Chikawich (McNeill Bay).*



January 2021

## Highlights from Our Expanded Outdoor Education Program

By Jamie Pope, Outdoor Education Specialist

One of the big changes at our Junior School has been the expansion of the outdoor education program. Every student, Kindergarten through Grade 5, now spends half a day each week learning outside, rain or shine.

Outdoor education has been part of the Junior School experience for a number of years and has proven to be an excellent way to develop group dynamics, reinforce classroom learning and foster connections with nature. We are extremely fortunate at the Junior School to be located walking distance to the beach and beautiful local parks for our students to enjoy.

Students at the Junior School have been excited to get outside, learn, and experience the natural wonders we are so lucky to have on our doorstep.

The big goals of the expanded Junior School outdoor education program have been to encourage stepping out of our comfort zone,

working collaboratively and reinforcing classroom learning outside in the natural world.

In Grade 5, for example, classes have been studying geology and many of our trips to the beach have included the collection of pebbles for further study back in the classroom. In Grade 4, we have focused on map and compass skills to tie in with their classroom learning. Students not only learned to use a paper map and a compass, they also applied digital skills, using GPS to create maps and gather information about Anderson Hill.

Our students love experiencing and learning in the outdoors, so my challenge to you is to get outside as a family and experience nature no matter the weather.

We live in an amazing place, so get out and explore the many wonders we can find in our own backyards. ♥

March 2021

## Through Their Eyes: Exploring the Past Through Multiple Perspectives

By David Lynch '98, Social Studies teacher

Alexander the Great. Napoleon Bonaparte. Charles Darwin. All great men, surely? So then is history determined by great men? Are they the ones that make events happen?

This tendency to focus on the “great men” of history has traditionally coloured our approach to the past. If you were educated in Canada, you were probably taught about the past as a series of significant decisions made by significant white men.

This sort of ‘traditional’ approach reveals only a fraction of the wider story. It also gives students a skewed sense of how change really occurs. Indeed, the views, experiences and actions of ordinary people are all but ignored, depriving them of agency.

Enter a SMUS social studies class today, and you will see a more multi-dimensional narrative being explored. The “great men” and their famous victories haven’t disappeared but they no longer dominate the stage. Influential Indigenous leaders, determined female activists and pioneering people of colour now appear alongside the mundane (but authentic) trials and tribulations of the most ordinary of people.

In Social Studies 10, for instance, multiple perspectives have been embedded at the core of the course, in the form of a year-long project entitled Through Their Eyes. At the start of each unit of study, students are assigned a real-life Canadian from a different demographic. As they research their assigned characters, students naturally learn more about their wider historical contexts. Looking “through their eyes,” students encounter major events and significant players, but



David Lynch, left, acts as a judge during a mock trial in Social Studies 10.

also come across the little details that flesh out everyday life.

Meeting real Canadians also helps to humanize events that might otherwise feel large or impersonal.

The deeper thinking kicks in when our students are tasked with a historiographic challenge. Their characters become the evidence they need to explore a particular historical thinking concept like “significance” or “perspective.”

By acting as social scientists, students learn that studying the past is about more than memorization. It’s a way of thinking, and an approach that equips students to grapple with evidence, think critically, and respond thoughtfully to the challenges of the past, present and future. ♥



May 2021

## Grade 7 Geography Buff Named Among the Best in Canada

By Kyle Slavin

**D**o you know which desert is considered the oldest in the world? Or when Norwegian explorer Roald Amundsen's expedition discovered the South Pole? (It's South Africa's Namib Desert, and in 1911 if you want to keep score.)

If you knew the answers, you may want to consider entering the Canadian Geographic Challenge. Grade 7 student Liam S., a member of the Middle School Geography Club, qualified for the Canadian Geographic Challenge National Final, after winning the school competition and then scoring high at the BC competition. At the National Final, Liam continued his impressive run and ultimately finished among the top 5 in Canada.

He says his interest in geography began when he got an atlas for his sixth birthday. "I really liked that atlas. I enjoyed looking at all the places around the world." Since then, Liam's interest has grown into a passion.

"I love to learn facts about places all around the world. I find learning about the people and culture of different areas very fascinating," he says.

The Geography Club was new during the 2020-21 school year. Upwards of 20 students enjoyed spending lunch hours learning about and discussing geography topics.

"I really wanted to do this club because I knew there were students who are interested in geography, and it gives them an environment where they can spend time together and learn

geography through quizzes and puzzles," says Middle School teacher Jane Rees.

The subject matter of the Canadian Geographic Challenge ranges beyond the scope of simply knowing world capitals, though Liam says that is his forte. Students can be quizzed on anything and everything geography related, from bodies of water and mountain ranges to demographics and exploration.

Jane says she hopes Liam's success following a passion inspires other Middle School students to do the same.

"It speaks to the idea that when you have a passion and interest in something, there are opportunities for you to explore that further, and we love to support students on that journey." ■



Grade 7 student Liam S. has one of Canada's best geographic young minds.



Grade 8 student Liam M. poses with some of the old SMUS computers he refurbished and donated.

## Middle School Updates, Donates Computers to Help Local Families

By Kyle Slavin

**W**hat started as an interest for a young computer whiz has burgeoned into a Middle School service project that is helping people across Greater Victoria.

Grade 8 student Liam M. says he first started tinkering with computers at the start of the 2020-21 school year.

"I'm a tech geek and I like to build computers. I got several old laptops from Mr. Przybylski [Head of Computer Services at SMUS] – some of the school laptops that students had dropped – and I built several laptops out of salvaged parts from those," Liam says.

In January 2021, when Liam went back to the Computer Services department in search of a few more computer parts, he

saw 60 desktop computers that were slated to be recycled. When he found out they were destined for disposal, Liam had an idea.

"My family sponsored a refugee family recently and there are a lot of people coming to Victoria right now and oftentimes they don't have computers with them. So I thought it might be helpful to give these computers to them," he says.

Shannon Williams, teacher sponsor of the Middle School Service Council, says she was impressed by Liam's creativity in organizing a service initiative that blends his computer skills with his desire to help others.

The Service Council hosted a coin drive to support the purchase of USB WiFi adapters.

"Because remote learning is a big thing right now, we wanted [the computers] to be able to access WiFi," Liam says.

Through recesses, lunches and after school, Liam and a team of classmates upgraded the computers and donated them to the Inter-Cultural Association of Greater Victoria.

"In our Service Council, we learn about how to give our time to others, and that we have a responsibility to serve in our community," Shannon says. "Liam was able to find a way to help using his skills and his time. I'm really proud of Liam for the outstanding job he has done. His efforts have helped many in our community, and his citizenship is an example for us all." ■

## Grade 5s Present a ‘Super Happy Awesome’ Virtual Musical

By Rachel Simmonds

It's impossible to say what school experience will grab a student's attention and leave a lasting impact. For some of the Grade 5 actors in the Junior School's musical, *Super Happy Awesome News*, it's clear that sometimes that impact is years in the making.

"I've been looking forward to this since Kindergarten," says Dishanna P., who was cast as one of the leads, about waiting for her turn to be in the Grade 5 production, having seen schoolmates and a sibling perform.

Things looked different for the Grade 5 students involved in the production in June 2021. In any other year, students would spend several months rehearsing together to perform a full musical or opera at the McPherson Playhouse. However, like the Senior School and Middle School musicals, the program had to pivot.

Enter musical director and Grade 5 teacher Brandon Hawes, and his troupe of talented performers. *Super Happy Awesome News* was specifically created as a COVID-safe virtual movie, with every part of the show filmed separately and remotely, when necessary.

To involve more students, and to allow every performer to take on a more significant role, the show was double cast (Cast Super and Cast Awesome) with two versions of the musical filmed.

"It was really fun to pretend to be somebody you weren't. It feels like you're in a movie," says Levi B., also cast as a lead.

While the students all wished that they could perform at McPherson Playhouse, they said they enjoyed and appreciated this experience, and were excited that their families and friends could watch their performances online. 🍷



Grade 5 student Amelia F. records a scene for Super Happy Awesome News.

## June 2021

### Grade 11 Student Wins Young Women in Public Affairs Award

By Kyle Slavin

Grade 11 student Vivian Liang was named the recipient of the Zonta Club of Victoria's Young Women in Public Affairs Award in June 2021.

The award recognizes young women who "[demonstrate] leadership skills and commitment to public service and civic causes." And Vivian has exemplified that selflessness and passion for community since the moment she arrived at SMUS.

"I started doing service when I came here in Grade 9 by volunteering with the Victoria Brain Injury Society. ... Back in China, I've always done service. My brother has Down syndrome so our whole family is very into service work in that area. When I came to Canada, I was searching for an opportunity to give back, as well as a community that I'm close with," Vivian says.

During the 2020-21 school year, Vivian launched Voices of Brain Injury, an organization focused on telling the stories of people with brain injuries and raising awareness of brain injuries. She and her friend May Heo also created an original mindfulness colouring book this year to support people with brain injuries and seniors who feel isolated during the pandemic.

"She does her best to see where the world is revolving and who needs help," says Ms. Lindsey Doland, Vivian's academic advisor at SMUS last year. "And then she does her best to educate herself and put herself in a position to be a change maker. Students like Vivian give me a lot of hope for our future."

While Vivian didn't think she would win the Zonta award, she says she feels truly honoured to have received it.

"She's persistent in what she wants, she recognizes the needs of those around her and wants to fight for them, she's hugely empathetic, and she challenges herself," adds Lindsey. "She's going to be a world changer!" 🍷



Grade 11 student Vivian Liang was named the recipient of a Young Women in Public Affairs Award.



June 2021

## Grade 2 Students Raise \$6,000 to Help Others Access Clean Water

By Kyle Slavin

What started as a Grade 2 science unit to learn about the water cycle has grown into a student-initiated fundraiser that raised \$6,000 to help people who don't have access to clean drinking water.

While the concept of social responsibility has been a consistent theme through lessons, it was after learning about water scarcity in Canada and around the world that the young students were inspired to help.

"We started with the water cycle and then we went into conservation. That led us to a social studies unit where students learned that there are First Nations communities in Canada that don't have access to fresh water. We talked about how it's hard to imagine people in other parts of our country or around the world who can't just turn on the tap; some have to walk for kilometres to get fresh water," says Grade 2 teacher Nicole Tripp.

She says students were motivated to help however they could, and collectively the Grade 2 classes decided on a walk-a-thon while carrying buckets of water.

On May 25, the students walked one kilometre to Chikawich, the traditional Lekwungen name for McNeill Bay, where they filled 12 large buckets with water. They then walked a 3.5-kilometre route up Anderson Hill and back to the Junior School carrying the heavy buckets.

While the initial multidisciplinary project touched on science, social studies, outdoor education and service, once the students returned to campus with the buckets they also incorporated their ADST, mathematics and digital skills.

Students first measured how much water they successfully carried, then built filtration devices in the Imagination Lab to reduce the turbidity and remeasured the water to calculate how much solid material was removed. They also filmed public service announcements on water conservation. And they had to put their math skills to further use to count all of the donations collected.

The students chose to support Ryan's Well Foundation, a Canadian organization that helps build wells in vulnerable communities in Uganda and Malawi.

Adds Nicole: "I think about them as they grow older and how they likely won't remember everything they learned about the water cycle or maybe even the walk itself, but I hope they remember that there are people who need clean water, and the value of service." ■



Grade 10 student Eu-Rway Chew was named one of the country's best young pianists at Canada's National Music Festival.

September 2021

## Pianist Eu-Rway Chew Wins Developing Artist Category at National Music Festival

By Kyle Slavin

Senior School musician Eu-Rway Chew was recently named the best pianist under 18 at Canada's National Music Festival. He earned the title in August after earning one of the coveted spots by impressing the adjudicators at a local festival.

"I wasn't really expecting first place. I listened to the other musicians and they were all very, very good, but I'm happy and surprised that I won," Eu-Rway says.

He performed three pieces for the competition – a Mozart Sonata, a Chopin Waltz, and *Variations on a Theme of Paganini* – and evidently impressed the adjudicators at the national level, too.

Eu-Rway has been playing piano for almost six years and says he initially chose it because it seemed like an easy instrument to learn. Since then, he says he's really grown to love playing and love practicing.

"As I progressed, it became more of something I enjoyed and something where I could just forget about the outside world," he says. "When you're practicing the piano, you really have to put your mind towards it; you can't be distracted. You want it to sound a certain way, and then you have to spend lots of time just trying to get each note to sound the way it's supposed to."

Outside of school, Eu-Rway takes piano lessons through the Victoria Conservatory of Music.

The National Music Festival is hosted by The Federation of Canadian Music Festivals. Eu-Rway earned his spot at nationals while competing in the Greater Victoria Performing Arts Festival. This year's festivals were held remotely, with musicians pre-filming and submitting their performances.

For winning the Developing Artist piano category at the National Music Festival, Eu-Rway won a certificate of recognition, as well as a cash prize, which he says he'll use to invest in a cryptocurrency. ■

November 2021

## Students Launch Self-Published Grade 7 Magazine

By Kyle Slavin

The Middle School hallways are abuzz each month as students excitedly flipped through the latest edition of the appropriately named *Grade 7 Magazine*. The four-page monthly magazine is managed entirely by a small group of students.

It first began last school year when Sophie B., Haley P. and Mia W., who were all in the same cohort, launched a fun side project for their Grade 6 class. Sophie came up with the idea of a newspaper and the three of them ran with it.

“We called it a newspaper, but it wasn’t just news. We had other fun things in it, too, where people could submit answers and win prizes. We usually had one news article in it every month and it would be about what was going on in our class or the school,” Sophie says.

This school year, as cohort restrictions loosened, more of their friends, including a few classmates who are new to SMUS, joined in. The initial trio was joined this year by Siena G., Elise G., Mimi I. and Apollin L.

“I joined because I want to do something fun with my friends. I thought it would be fun to make something like this magazine and we could start new traditions at the school and build a more inclusive community because we could help share people’s opinions in the magazine,” says Mimi.

The *Grade 7 Magazine* features a wide range of articles, activities and artwork each month. They even have classmates submit pieces.

“I really like ... when we have people submit their work. I find it cool seeing what their abilities are and I feel happy for them that they get to show it to everybody,” says Mia.

Susan Vachon, Assistant Director of the Middle School, says she’s been blown away by the students’ passion for this project.

“There are no adults in charge, it’s inclusive, it’s creative, they meet deadlines, the content is good and interesting. It’s everything that the Middle School is about.”



*These Grade 7 students launched a magazine for their classmates, and manage the monthly publication entirely on their own.*

January 2022

## How New Technology is Helping Enhance Student Learning

By Kyle Slavin

Investigators have collected a DNA sample from a (fictitious) crime scene and have sent it to the forensics lab to be analyzed.

Students in AP Biology use state-of-the-art technology to conduct the DNA fingerprinting process to help investigators solve the crime. Assisted by gel electrophoresis systems, the students will match the DNA from the crime scene against DNA taken from multiple suspects.

“They’re taking their knowledge base from their biotechnology unit and applying it using lab skills to come up with an answer to the question, ‘Who did it?’,” says AP Biology teacher Susanne Walker Curry. “They’re using the theory they’ve learned, but then also conducting the practical component using the technology, which is vital.”

Earlier this school year, the Senior School science department purchased these new gel

electrophoresis machines; enough for a full class of students working in pairs to each get hands-on lab experience at the same time.

Benson Young, Head of Science, says technological advancements in all branches of science continually allow our students to learn and do more year-over-year. With the gel electrophoresis lab, the school previously had just one machine for an AP Biology class to share or that students would observe the teacher using.

“We place a huge emphasis on practical skills here; we want to make sure that when students leave in Grade 12 they have the necessary lab skills, post-lab analysis skills and critical thinking skills. Technology enhances and hones those skills,” he says.

In AP Biology, the student forensic scientists have successfully used micropipettes to carefully transfer the crime scene DNA

and suspects’ DNA to the gel electrophoresis systems. With the machines powered on, the students excitedly watch as visible DNA strands move through the gel and reveal which suspect committed the fictitious crime.

“Excitement is a pretty standard reaction with this lab. As a teacher, it’s heartwarming when you see that reaction from students; it really tells you that what we just did was pretty awesome and it’s made an impact on their learning,” Susanne says. “The equipment and technology we now have in the science department is giving them the opportunity to build skills beyond the text. What they’re doing is looking at data and having to predict, analyze it, and justify what’s happening. By doing that, we’re also building their confidence, curiosity and creative thinking, which will serve them for life.”



**1** Grade 6 student Fallon M. learns about electricity – namely static electricity – using a Van de Graaff electrostatic generator in science class in May 2021.



**2** Grade 3 student Paarthiv C. enjoys using the gymnastics equipment during physical education class in March 2021.



**3** Students take advantage of the beautiful spring weather in April 2021 by taking their learning outside, including these Grade 7 math students.



**4** While reading the book ‘A Long Walk to Water’ in their humanities classes, Grade 6 students participated in a walk for water simulation in January 2022. The goal was to help students get a glimpse of life for children all over the world who do not have easy access to clean water and who travel kilometres on foot to collect heavy buckets of water.

**5** To mark the 100th day of the school year in February 2021, our Junior School ran a food drive and collected a total of 1,650 non-perishable items for the food bank!



**6** Grade 12 students Carmen Law, Marbella Rodriguez-Ramirez and Mimie Sathienthirakul play a biology-themed board game in May 2021. Students in Anatomy and Physiology 12 designed detailed board games as a final project to test their and their classmates’ knowledge of human biology.

**7** Mr. Groves’s Physics 11 class launches rockets while learning about projectile motion and 2-D kinematics in February 2022.

**8** Grade 3 students Cate P. and Shang Shang L. learn coding skills using physical blocks that interact with an iPad game in November 2021.

**9** Grade 8 students Rayan S. and Joe M. lead an enthusiastic cheer ahead of the WEB Leader welcome on the first day of school.

**10** Grade 10 student Savo Mrdjenovich works on his robot in preparation for a BattleBots-style robotics competition against classmates in October 2021.

**11** Grade 6 student Dishanna P. lights a candle ahead of a Middle School chapel in November 2021 celebrating Diwali.

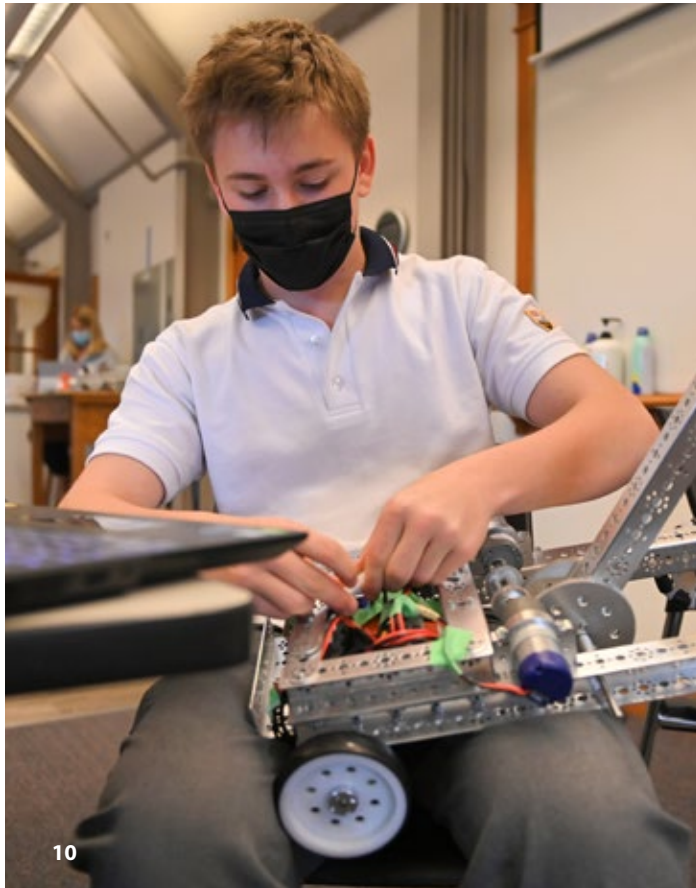
**12** Student performers in the Musical Theatre Club rehearse *21 Chump Street*, a short COVID-safe musical performed in March 2021 that was student-run.

**13** Junior School student Amelia E., a member of the Grade 5 Olympic Club, reads aloud during a filmed presentation where students highlighted what they learned and enjoyed while participating in the club in May 2021.

**14** Grade 12 students Marcus Coetzee, Felix Zhang, Kris Shivkumar and Lucas Suarez rehearse their presentation during the University of Waterloo’s Industry 4.0 Challenge. This foursome finished first in the February 2021 competition, which challenges high school students to explore computerized manufacturing by analyzing data and thinking of creative recommendations to improve production.











# Jubilee

Celebrating 50 Years of St. Michaels University School



By Stuart Hill





On a beautiful and warm September morning, the SMUS community of students, staff, alumni and invited guests gathered on the fields of the Richmond Road campus. Framed by School House and in front of the iconic Blue Atlas cedar tree, we joined together for an assembly to celebrate an event of tremendous significance: the 50th anniversary of the amalgamation of St. Michael's School and University School to form St. Michaels University School.



**T**he Jubilee Assembly was momentous; students and teachers from our Junior, Middle and Senior Schools were in attendance, with scarves, hats and balloons, music, photographs and speeches, and filled with the joy of community and a shared experience. Indeed, the celebratory mood reflected the recognition from everyone present that the amalgamation 50 years previous had made a considerable impact on shaping their lives. Even the students, for whom amalgamation had happened long before they were born, appreciated that this critical event in 1971 had laid the foundation for the education and opportunities they benefit from today.

“I am more than grateful to be a part of the SMUS family and to experience a world-class education that is holistically designed for the betterment of each and every one of its students,” said Head Prefect Jonathan Nguyen '22 during the assembly. “I am grateful for the visionaries and the trailblazers of the school, who were deeply committed to creating a global educational setting. Despite many changes since the amalgamation of two schools, one thing remains the same: the strong ethos to provide an intercontinental curriculum to the best of the school’s ability.”

## Towards Amalgamation

The Victoria educational landscape of the 1960s looked quite different from today. There were two schools recognized both locally and internationally with some acclaim: University School, founded

in 1906 by W.W. Bolton, J.C. Barnacle and Captain R.V. Harvey, and St. Michael’s School, founded in 1910 by K.C. Symons. Through turbulent times, including two world wars and deep recessions, these schools had remained true to their values and spirit. They prepared young men for life.

However, the 1960s were a time of upheaval. Socially, politically and economically, the fashions had changed and a more traditional private education was becoming less valued. Runaway maintenance costs and enrolment challenges beset most independent schools and many were either being propped up by generous benefactors or closing.

It is fair to say that St. Michael’s School was in a stronger position than University School, with full enrolment and a recent funding drive keeping the books in the black. However, University School sat on a large property with plenty of space for expansion. When the amalgamation proposal was received by John Nation in 1970, board chair at St. Michael’s School, from University School’s board chair Clare Copeland, he instantly recognized the merit in the idea and convened a special meeting of the St. Michael’s School board. While Nation clearly pointed out the differing financial positions of the schools at the time, he also saw amalgamation as an opportunity that could not be passed up. He charitably believed that University School should be saved on behalf of the Victoria community. Copeland later recognized the importance of Nation’s altruistic far-sighted reaction to the proposal as being key to its success.



*The first photo of the amalgamated St. Michaels University School.*

# Milestone Moments

## 1971

**{ St. Michael’s School and University School amalgamate to form St. Michaels University School. }**

Indeed both boards acted decisively and, with remarkable efficacy, amalgamation was completed with incorporation officially recognized on July 28, 1971. By the fall of that year, St. Michaels University School opened for its first classes (the dropping of the apostrophe in “Michaels”, though contentious, was intentional). John Nation became Board Chair and Peter Caleb, previously Headmaster at St. Michael’s, became Headmaster of the newly created SMUS. Students at the time commented that they left for a break belonging to one school and returned to their studies to find themselves at an entirely new one.

Amalgamation was a pivotal moment in the fate of these schools and, starting with the first girls enrolling in 1978, the new institution continued to grow in strength and excellence. It is no exaggeration to say that because of this one key event, SMUS has become one of the best schools in Canada, with an enrolment of more than 1,000 students from Kindergarten to Grade 12.

“I think the histories of our schools are already important. It’s valuable beyond words to show roots in an institution, and to cherish and celebrate where an institution has grown from while reaching ahead,” says Chris Spicer ’70.

Chris is an alum of both St. Michael’s School (where he completed Grades 2 to 5) and University School (where he completed Grades 6 to 12). While he graduated pre-amalgamation, he has remained connected to the community of St. Michaels University School as a parent, staff member and volunteer. He’s one of only a handful of people who have been part of all three schools.

“I think back on all of my time with the school with a ton of gratitude. It’s grown from strength to strength,” he says. “I asked John Nation once, ‘Can you tell me why you agreed to amalgamate?’ And he said simply, ‘Because University School was too good for our city to lose.’ A magnanimous gesture. The [St. Michaels University School] that we know today exists because the people involved were quintessential lovers of education.”

A most poignant note is also heard in the words of Michael Symons (SMS and US ’63), grandson of K.C. Symons, who at the Jubilee Assembly surveyed the school of 2021 and thought to himself: “Grandpa, Dad and Uncle Kyrle, look at what your little school has become.”



*The first class of girls pose for a photo with Headmaster John Schaffter (far right), Deputy Headmaster Douglas Williams and house mother Merell Harlow.*

## 1978

**SMUS becomes the first school in Canada to offer Advanced Placement courses. Seven students write AP exams in the first year.**

**Girls enter the school and boarding life.**



## Our 50th Jubilee

When he joined SMUS as Head of School in 2018, Mr. Mark Turner immediately recognized the importance of amalgamation and capturing the storied history of the school. With the Board of Governors in agreement, celebrating Jubilee became a goal in the 10-year Floreat strategic plan launched in January 2020.

Mark says, “In the life history of schools, you don’t get many years that you can make slightly special, so I’ve learned to seize those opportunities when they come along. Prioritizing Jubilee has given us an opportunity to look back over 50 years and see how some of our forebearers that have given us the site, this school, this community, how they actually made decisions to reach that. That is not to say that the world is now perfect in 2022 and we should stay where we’re at. It’s actually galvanizing for those who are going to be around in the next 50 years to see the progress that has been made and what it’s going to take to maintain that growth.”

The school set out to make the 2021-22 school year a year of celebration despite the challenges presented by gathering restrictions caused by the COVID-19 pandemic. The year was kicked off in style at the Jubilee Assembly and there have been many other activities and initiatives.

One of the most engaging is the “Our Living Archives” video project, where notable persons from the school’s past reflect and unearth stories buried within the school’s archives. These videos can be found on our website or on the SMUS YouTube channel at [youtube.com/smustube](https://youtube.com/smustube). This ongoing video project is complemented by the newly published book *50 Treasures From Our Archives*, which presents our school’s history through the lens of more than a century of collected material. You can learn more about the book and find out where to purchase a copy on page 24. For true history buffs, Michael Nation (SMS ’70) has also been writing fascinating in-depth stories about St. Michael’s School. You can read one on page 56 while others have been made available online and will be published in a hard-copy compilation in the future.

Of special note was this year’s Senior School musical, entitled *SMUS Revue ’22*, a tour de force that included highlights from our school’s 40-year history of musical theatre performances. The musical program at SMUS has been cherished ever since it first came into being due to the efforts of passionate faculty member Colin Skinner. Many alumni recall with fondness some of their best times at the school as preparing and performing the musical, and it is only fitting that it especially stands out as part of our Jubilee celebrations.



Senior School students wear their Jubilee hats and scarves during the Jubilee Assembly.



This year’s Senior School musical included a tribute to past SMUS shows, including *Guys and Dolls*.

# 1983

***The Pirates of Penzance*,  
the first Senior School  
musical, is performed.**

# 1985

**The Wenman Pavilion is opened  
and dedicated to Reg Wenman (US  
1921) who was both a student and  
teacher at University School.**

As Mark Turner noted in the Revue program notes, reminders of past performances “... represent a celebration of our community coming together.”

At the time of writing, restrictions continue to be carefully lifted, and we look forward with renewed energy to welcoming alumni and others back to campus for some much needed community cheer and participation in Jubilee. There is a sense of building excitement for our first Alumni Weekend in two years. As it coincides with the 50th Jubilee, it will be equal parts joyous, memorable and poignant. More information is available on the SMUS website.

Adds Mark: “People have given their entire lives to trying to build SMUS up, to make it slightly better. They’ve been able to do that collectively. They’ve given us what we have today, and I think it’s worth appreciating that.”

## A Legacy for the Next 50 Years

While our 50th Jubilee is a milestone from which to look back and reflect on how far we have come, it is also an opportunity to look forward to what SMUS might become in another 50 years.

Each of our experiences at the school is but a chapter in a much longer story and we each have a responsibility to ensure that our school is sustained for the benefit of subsequent generations. It is this idea, supported by alumni and friends of the school, that has created, in Mark’s words, a campus and school which has “developed beyond recognition to be one of the most appreciated and revered across Canada.”

This long-term approach is reflected in two projects which will provide a legacy for the next 50 years: the Richmond Road Campus Master Plan and the Junior School Annex. Construction on the Annex has already started, and will offer a substantially upgraded facility to our youngest students in September 2023. It is especially worth noting the inheritance from St. Michael’s School as the site of the current Junior School and this expansion. Following on from the Annex, the Campus Master Plan has three main priorities:

a Middle School Expansion, a Heritage Gallery and Courtyard, and an expanded STEAM Science Centre. All of these projects will take the support of our entire community over the next few years and you can learn more about how you can get involved in this Journey for Life on page 34.

## “SMUS will flourish”

It was this sense of pride in the past and optimism for the future that was fully captured at the Jubilee Assembly and reflected in the speeches of the day. The continued importance of knowing where we came from in order to better understand where we are going shone throughout.

The participants spanned generations, with many of our Jubilee Ambassadors (page 20) in attendance. Drawn from the school’s alumni and emeriti, our Ambassadors embody the Vision: “to learn, to lead, to serve.” Their individual journeys are in many ways a parallel of the school’s, and they will continue to share their stories through speaking engagements, mentorship opportunities and events beyond the Jubilee year.

While reflections were heard from faculty, staff and alumni, it is perhaps appropriate to give the most weight to the thoughts of our future alumni and torchbearers: our current students.



Head Prefects Jonathan Nguyen, left, and Devon Oneschuk, right, flank Gabby M. and Dani P. before speaking at the Jubilee Assembly.

# 1992

**{ The Middle School moves to the new Middle School building on the Richmond Road campus. }**



Head Prefect Devon Oneschuk '22 reflected on the first girls, who joined the school in 1978, with a lens firmly on further diversity in the future: "Co-education may have been our first step, but our work has not come without challenges, and surely is far from finished. It will never be, because within any community we can always learn and unlearn, and strive to be better. There is a long road ahead, but today, I'm grateful for how far we've come, and I can't wait to see how far we go."

Added fellow Head Prefect Jonathan Nguyen: "[SMUS] is indeed a special place that enables students like me to honour the past while heading to the future. I will never forget the moment I first stepped foot on this campus, the moment that changed my life forever."

The last word goes to the thoughts of the youngest students to speak: Grade 5 student Gabby M. and Grade 8 student Dani P. With a maturity that belied their years, they eloquently summed up what a celebration of Jubilee means:

"It's crazy to think about time passing as we stand here today, but it's amazing to dream about the potential for these years before graduation, for SMUS as a community and for all the students who will benefit in the years to come. ... SMUS will flourish and its students will be well prepared for life." ♣

*This article acknowledges a debt to Ian Mugridge's excellent book To Learn, To Lead, To Serve: University School, St. Michael's School and the Creation of St. Michaels University School which is available to purchase online.*



Head Prefect Devon Oneschuk '22 speaks during the Jubilee Assembly about the first girls and women at St. Michaels University School.

## 1992, 1995 & 1996

## 2002, 2004 & 2008

**The Girls Field Hockey team wins three BC AA titles. The Boys Basketball team, led by Steve Nash '92, wins the AAA title in 1992.**

**Crothall Centre for Arts and Humanities, Schaffter Hall of Music and the Monkman Athletic Complex open.**

## 2020 & 2021

## 2018

**The Floreat Strategic Plan and Campus Master Plan are launched to guide the next chapter of SMUS history.**

**The Sun Centre student commons and dining hall (Graves Hall) welcomes its first students.**

# The History of Our School Crest



We know that the St. Michael's School crest was created when founder Kyrle Symons wrote to Dulwich College, his alma mater in England, and asked to use their crest for his new school, with a colour change from all red to a blue chevron with black stars. We don't have an exact history of how the University School crest was created, but the scarlet colour, martlets and open book reflect the crest of Victoria College from that time and are still seen in the University of Victoria coat of arms today. These elements are also thought to be drawn from Victoria College's early connections to McGill University.

In fact, the elements from both crests appear widely throughout education and family heraldry, and help us understand the hopes that each founder had for their school. These definitions are pulled from various online resources including Wikipedia and the Hall of Names.



The crest of University School, founded in 1906.



The crest of St. Michael's School, founded in 1910.



The book symbolizes learning and, if open, signifies manifestation.

Written on the book of the University School crest was the motto *Mens Sana In Corpore Sano*, meaning "a healthy mind in a healthy body." The motto was removed at amalgamation and does not appear in any future version.



The school crests as first presented in 1971 after amalgamation.



Made from four uniform arms, this can be a symbol of unity, service, faith, navigation, balance, equality, or the four seasons, elements or directions.



Also called a mullet in heraldry, the five-point star, or cinquefoil, symbolizes honour, achievement and hope.



The martlet, or heraldic swallow, is depicted with short tufts of feathers in the place of legs and is a device for someone prompt and ready in dispatch of their business. The martlet also signifies nobility acquired through bravery, prowess or intelligence and, in English heraldry, was a mark of cadency signifying the fourth son, who would likely not inherit land and would have to subsist on the wings of his virtue and merit alone.



This combined school crest appeared in the late '90s.



The chevron is commonly found among the insignias and heraldries of many of the earliest higher education institutions in the United States and the United Kingdom and signifies protection. In heraldry it is granted to those who had participated in some notable enterprise or faithful service.

With amalgamation, a new combined crest was created depicting the two founding schools' crests, with University School's overlapping St. Michael's School's. While that overlapping crest was used formally for many years, our research found that the standalone SMUS (or SMU) crest that we recognize today started appearing soon after amalgamation. That familiar crest can be seen stitched into school blazers in photos taken during the 1973-74 school year. By the 1998-99 school year, the SMU written in the school crest had become SMUS. ■



# Jubilee Ambassadors

The Jubilee Ambassador initiative aims to meaningfully engage notable members of our SMUS alumni and emeriti family by encouraging their involvement in myriad opportunities to connect back to the school throughout the 50th Jubilee year of celebrations.

**E**ach Ambassador's SMUS journey began with an ambition and an interpretation of our Vision: "to learn, to lead, to serve." We aim to share where this journey has now taken them through creative storytelling, mentorship opportunities with students and fellow alumni, speaking engagements and events, as well as other inspiring ways to connect to our students and the broader SMUS community.

It is through sharing these stories and inviting our Jubilee Ambassadors to express their pride and enthusiasm for the school that we will be able to paint a picture of where our school has come from, where we are now, and where we aim to be for the next 50 years.

We asked several of our Ambassadors to share a few words about their time at SMUS, how it helped to shape them into the person they are today, and why they stay connected with our community.

Xavier Abrioux '76  
Marianne Anderson '80  
Tanya Boteju '96  
Bri Budlovsky '04  
Kevin Cook  
Tony Cordle  
Bhupinder Dulku '09  
Anna Forbes  
Douglas Freeman '88  
Peter Gardiner  
Maureen Gordon '88  
Dorothy Hawes  
John Herpers '64  
Shannon Hill '85  
Paris Lowe '14  
Ann Makosinski '15  
Hugh McGillivray '64  
Jelena Mrdjenovich '00  
Michael Nation '70  
Gareth Rees '85  
Alex Richie '81  
Tom Rigos '61  
Chris Spicer '70  
Cliff Sun '72  
Michael Symons '63  
Andrew Timmis '65  
Jane Timmis  
Lindy Van Alstine  
Timothy Williams '83  
Rob Wilson  
Dawit Workie '13  
Tom Zheng '10

## List of Ambassadors



## Gareth Rees '85

Before I started at SMUS, it was to me the school on the hill where I once met Reg Wenman. It, however, exceeded my expectations in every way. I remember most of all the sense of community, and the banked experiences I gained from which I have drawn throughout my life. My hope for the current students is they receive the same preparation based on the same core values of respect, honesty, courage and service.



## Tanya Boteju '96

Before SMUS, I only really knew that the school had high academic standards! SMUS did, certainly, meet that particular expectation, but provided me with so much more, too. My best memories are of my extracurriculars. I was obsessed with basketball all through high school and loved our overseas tours, as well as spending time with my teammates. Drama and public speaking were other highlights. SMUS gave me so many opportunities to travel, be creative, and develop my talents and I have used so many of these experiences as a teacher. I've enjoyed visiting the school as an alum who has lived experience and knowledge that I wasn't exposed to as a student. As a queer woman of colour who is also an educator and a writer of books with diverse representation, I feel it's important to open myself up to students who might benefit from hearing my story. I appreciate the educators at SMUS who have helped that happen.



## Xavier Abrioux '76

In hindsight I realize how my four years at SMUS were instrumental in my development – academically and in many other ways. I thought at the time that the school was a good fit for me but didn't realize fully how formative the school was for me until later in life. I value so much from my time at the school, but the way many teachers taught me and got to know me both inside and outside the classroom was perhaps the most important. For me, the connections I made at the school were more important than connections I later made at university. It was my second home and influenced my career choices. I was fortunate to return to the school to finish my career as part of the Senior Leadership Team and I am proud to have my daughter also be able to attend and graduate.



## Shannon Hill '85

Arriving on campus in 1982 was one of the most memorable experiences of my life. I was warmly greeted by our Harvey House 'mother', Merell Harlow, and a welcoming group of boarding and day students who would become my new family. I was never once homesick, and truly felt at home. What I remember most from my time at SMUS is the close community of students and teachers. I remember the culture of kindness, respect and integrity. We students were offered both support and independence, encouraged to explore new opportunities, to learn and to grow. I loved the school spirit, sporting excitement, musicals, outdoor trips, and the homey feeling of living on campus. When I first came back for Alumni Weekend (or "Old Boys Weekend" as it was then), it felt like coming home. Thirty-seven years and many reunions later, I still feel welcome on campus, excited to see my old teachers at alumni events, and always grateful to reconnect with old classmates and friends. I love how the school values and celebrates its rich history while also embracing advances that help make it the best experience for the students of today. And although there have been a lot of physical changes to the campus (all wonderful!), that familiar warm and welcoming energy of the campus is a constant that keeps us alumni coming back.

## John Herpers '64

In the fall of 1960, I was 14 years old and boarded the Princess Mary ship in Seattle to sail to Victoria. When I arrived at University School, I went directly to my dormitory which is now the finance office on the fourth floor of School House. I had an old hospital bed and a tiny dresser to stuff all my clothes. Academics at the school were challenging. I still remember vividly walking between the junior and senior schools on the quad and making the decision that I was going to become a good student. With the guidance of wonderful masters and strict prefects, I became a good student in short order. One of the major impressions that I experienced during my four years were the stories Rob Wilson, Nick Prowse, Ian Mugridge and Cary Creek shared about their experiences during the Second World War in England. At the time, they were very young children and experienced some very tough and dangerous situations. Later in 2003, I became more involved with the school. John Davies, Rob Wilson and I began to develop a relationship with the tuition free St. Andrew Nativity school in Portland, Ore. I have now spent the last 15 years mentoring four students from St. Andrews Nativity School who received an outstanding education from SMUS. Three of those four students have graduated from wonderful universities and the fourth student who graduated last June has entered community college this fall.



## Bhupinder Dulku '09

Prior to joining SMUS, I understood it was an engaged community, where everyone from students, to parents, to faculty and alumni were building genuine relationships and passionate about bettering one another. After joining in Grade 6 I saw this exact form of community unfold in my friendships, faculty interactions and beyond. More specifically, the sheer ability to be involved in everything from musicals, to cricket, to university-level academic classes made for a very privileged and full experience. I've remained connected and engaged with the school because I strongly believe in giving back and mentorship, but I also believe in holding accountability. I think it's important for everyone who is a part of the SMUS community to make sure the community is healthy, growing and thriving. So, as a SMUS student you don't "move on," you just become a SMUS alumnus still focused on upholding the same values as before.



## Bri Budlovsky '04

I remember and value most the sense of community and family – and this is what has lived on for me and why I remain connected to SMUS. The friendships and bonds I created during my time there (and the invisible connection I have to those who shared the experience at a different time as well) have continued to be an integral part of my social and professional experience in Victoria. At SMUS, I learned not only skills for successful independence, but the value of (and responsibility towards) a healthy community. 🍀









**D**o you know the history of the old locomotive bell that hung in School House for nearly 50 years? Or what was discovered in our campus time capsule from 1908 when it was opened almost a century after its burial?

*50 Treasures From Our Archives* is a book, self-published by the school in honour of our Jubilee year. The book celebrates our history through memorabilia, photographs and more from our archives. Using treasures from The Wilson Archives, the book highlights our school history through the stories that each of these items tells.

“It was such a pleasure revisiting all of these archival treasures to create this book for our community,” says Adrienne Davidson, Director of Advancement & Campaigns. “We have such a rich past and an amazing archives collection. We are excited to be able to share what we’ve found to chronicle our history during a milestone year.”

The *50 Treasures* book was commissioned as we celebrate 50 years since the 1971 amalgamation of our two founding schools.

St. Michaels University School today is steeped in the history and traditions of more than 115 years, with a strong community of former and current students that is more than 10,000 strong. Our hope with *50 Treasures From Our Archives* is to record a sampling of the many events, activities, people and things that collectively frame who we are today, and record for posterity where we have come from.

This book features beautiful photographs of trophies, articles of clothing, sports equipment, newspaper clippings, musical instruments and much more, and tells the fascinating histories behind each one. It was a challenge to limit the book to only 50 items, but we have endeavoured to broadly represent some of the most significant or interesting moments that have helped define us.

Our community is incredibly fortunate to have a physical school archives that has been built and curated over many years by countless dedicated individuals, too numerous to list. We are deeply grateful to all those who have contributed their time, knowledge and items to our archives. Special thanks must be given to Peter Gardiner, Ian Mugridge, Michael Nation '70, Michael Symons '63, Andrew Timmis '65 and Rob Wilson for their assistance with this book in the form of insight and institutional knowledge. ♣

You can purchase *50 Treasures From Our Archives* from our Campus Shop. Donors get a free copy of the book when they support the Annual Appeal with a gift of \$500 or more. We hope you enjoy reading this book and learning about our history as much as we have enjoyed bringing it to you.



## Donate to the Archives

As our archival collection continues to grow, we are in search of more historical items that we can hold on to as keepsakes in The Wilson Archives.

While we are happy to consider adding any item of significance to our collection, we are specifically looking for items belonging and pertaining to our female alums.

If you have anything you would like to donate to The Wilson Archives, please contact Colleen Youngblut, Advancement Associate, at 250-519-7110.





2021

# CONGRATULATIONS

## *The Graduating Class of 2021*



Diego Alfaro Gomez | Mexico City, Mexico  
 Sage Elizabeth Armstrong | Victoria, BC  
 Rinradee (Rin) Audsabumrungrat | Bangkok, Thailand  
 Aneissa Bains | Victoria, BC  
 Namrata Baruah | Abqaiq City, Saudi Arabia  
 Tejay Tegh Singh Bath | Terrace, BC  
 Ben David Beattie | Victoria, BC  
 Jaimie Andrea Boysen | Muskoka, ON  
 Anna Brinham | Victoria, BC  
 Ethan Brownsey | Victoria, BC  
 Matthew (Larratt) Bull-Weizel | Victoria, BC  
 William Alexander Burrage Mlynarowich | Victoria, BC  
 Nancy (Yitong) Cao | Suzhou, China  
 Muiredach (Doc) Casey | Ottawa, ON  
 Allistair Catto | Victoria, BC  
 Daniel (Zien) Chen | Shanghai, China  
 Jessica (Yuming) Chen | Amoy, China  
 Zhekai (Kevin) Chen | Xiamen, China  
 Hin Ching (Hugo) Cheng | Hong Kong  
 Chidera (Perfect) Chima | Lagos, Nigeria  
 Monique Chiu Pik Ye | Hong Kong  
 Rawisara (Eclair) Chongphaisal | Bangkok, Thailand

Marcus Coetzee | Kelowna, BC  
 Callum Colgate | Victoria, BC  
 Isabel Cormie | Victoria, BC  
 Grace Couchman | Victoria, BC  
 Gareth Nicholas Coward | Victoria, BC  
 Jenna Coward | Victoria, BC  
 Duke Curran | Victoria, BC  
 Trent Curran | Victoria, BC  
 Anna Dansereau | Victoria, BC  
 Quang Hieu (Tony) Dao | Ho Chi Minh, Vietnam  
 Michael Day | Victoria, BC  
 Jasper Delichte | Victoria, BC  
 Devan Demarchi | Victoria, BC  
 Liam Devlin | Victoria, BC  
 Federica di Frassineto | Victoria, BC  
 Luka Djurickovic | Victoria, BC  
 Daria Drys | Victoria, BC  
 Liam Erlic | Victoria, BC  
 Marina Fabris | Victoria, BC  
 Jimmy (James) Farnese | Victoria, BC  
 Frank Feng | Shanghai, China  
 Natcha Fongsrin | Phuket, Thailand  
 Nadia Fracy | Victoria, BC  
 Ka Lai (Marcus) Fung | Hong Kong  
 Andrew Ganz | Victoria, BC  
 William Tianyu Gao | Thornhill, ON  
 Nekhil Govender | Victoria, BC

Jacob Greensill | Victoria, BC  
 Charaya Hambly | Victoria, BC  
 Alanna Henry | Victoria, BC  
 John Sebastian Tane Roberto Hernandez Gillespie | Victoria, BC  
 Nick Herrmann | Victoria, BC  
 Lyra Higgs | Victoria, BC  
 Peter Hindi | Victoria, BC  
 Adrienne Monique Ho | Hong Kong  
 Ryan Christopher Ho | Edmonton, AB  
 Michael Howe | Victoria, BC  
 Jiaxi (Jessie) Hu | Kaifeng, China  
 Miya (Jiarui) Hu | Wuhan, China  
 Elizabeth Hyde | Victoria, BC  
 Keigo Imamura | Tokyo, Japan  
 Abieyuwa Imasekha | Lagos, Nigeria  
 Efosa Imasekha | Lagos, Nigeria  
 Nathan Jackson | Victoria, BC  
 McEnroe Jean | Chester, NY  
 Oliver Kerr | Victoria, BC  
 Ariel Khoo | Hong Kong  
 Chanel Khuu | Canmore, AB  
 Eddie Jung Kim | Kitsilano, BC  
 Taiga Kitao | Tokyo, Japan  
 Isabella Knezevic | Santa Barbara, CA  
 Charlie Krueger | Victoria, BC  
 Michael Kei Yin Lam | Hong Kong  
 Torr Large | Victoria, BC



2021

# ALUMNATIONS

Carmen, Kar Xuen Law |  
Rawang, Malaysia  
Maddox Lechner | Victoria, BC  
Julia (Yuan) Liao | Shenzhen, China  
Simon (Songyuan) Liu |  
Fuzhou, China  
Lucy (Xiaodong) Lu | Beijing, China  
Caroline Jing Yi Luo | Shanghai, China  
Mido Yiwei Luo | Victoria, BC  
Sofia (Yuewen) Luo | Chengdu, China  
Amalia Mairet | Victoria, BC  
Takin Marvasti | Victoria, BC  
Kristina Matthews | Victoria, BC  
Julia McDermott | Victoria, BC  
Caoimhe McElroy | Victoria, BC  
Grace Meadows | Victoria, BC  
Isabela Migliori Hossri | São Paulo, Brazil  
Devon Mills | Victoria, BC  
Neekan Motavaf | Saratoga, CA  
Michael Moulden | Victoria, BC  
Paul Mueller | Heidelberg, Germany  
Claudia Murr | Victoria, BC  
Divyesh (Div) Nagarajan | Victoria, BC  
Elle Nelson | Victoria, BC  
Ng Mann Hei Trevor | Hong Kong  
Nguyen Khanh Minh |  
Ho Chi Minh City, Vietnam  
Amelia Nugent | White Salmon, WA

Oscar O'Connor | Victoria, BC  
Jiaxin (Cindy) Pan | Guangzhou, China  
Akhilesh (Akhil) Pantulu | Toronto, ON  
Connor Peterson | Victoria, BC  
Phu (Martin) Phan | Hanoi, Vietnam  
Paufa (Fa) Phanachet |  
Bangkok, Thailand  
Sienna Pike | Victoria, BC  
Claire Pontefract | Victoria, BC  
Lauren Randall-Guy | Victoria, BC  
Scott Roberts | Victoria, BC  
Julie Robinson | Victoria, BC  
Marbella Rodriguez-Ramirez |  
Portland, OR  
Firinne Rolfe | Victoria, BC  
Alexander Ross | Victoria, BC  
Henry Rust | Victoria, BC  
Emily Salomon Wong | Singapore  
Phimdao (Mimie) Sathienthirakul |  
Bangkok, Thailand  
Luc Scheck | Cactus Lake, SK  
Robson Scott | Victoria, BC  
Alikhan Dairovich Seisembekov |  
Nur-Sultan, Kazakhstan  
Emily Selwood | Victoria, BC  
Inez Tsz Wing Sham | Richmond, BC  
Stefan Shandro | Victoria, BC  
Meg Sheehan | Victoria, BC

Ria Sheoran | Victoria, BC  
Kris (Lo Kuei-Tzu) Shivkumar |  
Seoul, South Korea  
David Paul Simon | Victoria, BC  
Alicia Singh | Victoria, BC  
Sahib (Sebi) Singh | Victoria, BC  
Eliska Slukova | Prague, Czech Republic  
Claire Southgate | Victoria, BC  
Kyle Stenberg | Victoria, BC  
Lucas Suarez | Lacombe, AB  
Sarah Sugar | Palo Alto, CA  
Markus Swoveland | Victoria, BC  
Parsa Tafazoli | Vancouver, BC  
Pongprapat (Patt) Thongkum |  
Bangkok, Thailand  
Julie (Anjulie) Timm | Victoria, BC  
Trong Bach (Brian) Tong |  
Hanoi, Vietnam  
Darya (Dasha) Tosova |  
Khmelnitskyi, Ukraine  
Khoi Ngoc Tran | Hanoi, Vietnam  
Nguyen Nam Anh (Ken) Tran |  
Hanoi, Vietnam  
Patrick Trepte | Munich, Germany  
Elyse Truebridge | Dubai, UAE  
Samuel Valensky | Victoria, BC  
Kai van Loon | Calgary, AB  
Grace Vickers | Hazelton, BC

Marshall Vosilla | Victoria, BC  
Nicholas Voss | Victoria, BC  
Dewi Wahono | Whistler, BC  
Annalise Wall | Victoria, BC  
Dominique Christopher Wanandi |  
Jakarta, Indonesia  
Garret Warren | Calgary, AB  
McKenna Williams | Victoria, BC  
Adam Chris (Wonzhunyu) Wong |  
Hong Kong  
David Wong-Harrison | Victoria, BC  
Sophie Bronwyn Woodcock |  
Victoria, BC  
Jolie (Wanlin) Wu | Shanghai, China  
Toby Wu | Vancouver, BC  
Ruike (Rick) Xie | Beijing, China  
Sharon (Yushan) Xu | Beijing, China  
Amy (Liuyi) Yang | Shanghai, China  
Joonha Yang | Seoul, South Korea  
Grace (Tingfei) Ye | Hong Kong  
Sarah Yoon | Orange County, CA  
Theodore (Theo) Young | Victoria, BC  
Nicola (Hao I) Yuen | Macau, China  
Felix Feiyu Zhang | Victoria, BC  
Lynn (Ling Yu) Zhang | Nanjing, China





# PERFECT SCORES!

## Students Record Best-Ever AP Results, Including 3 Perfect Scores

By Kyle Slavin

**S**enior School students who wrote Advanced Placement exams in May 2021 achieved something truly outstanding: the average score across all 457 exams they wrote was a remarkable 4.1 out of 5.

That average is the highest our school has ever seen.

Denise Lamarche, Director of Academics, says these results are “exceptional” and highlights the academic excellence of the Classes of 2021 and 2022 (this year’s Grade 12s, many of whom wrote exams in their Grade 11 year).

“Our average score is usually around 3.8 or 3.9, which itself is really, really great. So to get 4.1 is very exceptional for a school,” she says. “It’s remarkable to have been that successful, given everything that they’ve been navigating. I’m extremely proud of our students and AP teachers; they’re incredibly proactive and hard workers.”

In addition to this exceptional achievement, we also had three students (now alumni) receive a perfect score (earning every single available point) on one of their AP exams each.

Rin Audsabumrungrat ’21 got a perfect score on her 3D Art and Design final. Mido Luo ’21 and Fa Phanachet ’21 earned every point possible on their AP Research paper and presentation.

“Their commitment and focus in these courses were really impressive, particularly in these areas that they were particularly passionate about,” adds Denise. “The steps that each of these students took through the entire school year to get to this end result is a wonderful demonstration of academic and personal success.”

A perfect score on an AP final is rare, let alone three students from one school earning perfect scores. To put it into context, only 46 students worldwide earned a perfect score on the 3D Art and Design final, out of 4,607 submitted. And only 375 AP Research students earned a perfect score, out of 24,024 finals.



## Rin Audsabumrungrat

Rin’s final art portfolio was focused on fashion pieces she designed. She created pieces themed around social and environmental issues in her home country of Thailand.

“These are issues that I am personally interested in. For example, there was infamous news in Thailand about black panthers being killed by a man who essentially got away with it because of his connections. So I did a piece based on that inspired by the legal system,” she says.

“[AP 3D Art and Design] was challenging; it took a lot of time to prepare the portfolio, but it’s something that I like and that I had fun doing. I didn’t feel like I was doing an assignment because I was doing something that I was really passionate about.”

Rin is now studying fashion at the London College of Fashion.

## Mido Luo

Mido’s AP Research paper was titled, ‘Predicting Resilience: The Impact of Initial Career Motivation on the Job Satisfaction of Health Professionals in Victoria, BC, During the COVID-19 Outbreak.’

“Since I was young, I’ve been interested in entering either the research or medical field. I’ve always looked at doctors, physicians and health workers as people who must have noble reasons for pursuing their career, so I wanted to investigate that,” she says. “And then having the pandemic, these two areas came together to help me create my research question. Did those two relate to their level of job satisfaction working during the pandemic? Previous studies had shown that higher job satisfaction correlated with better patient care and quality of work.”

Mido is attending the University of British Columbia and is studying science.



## Fa Phanachet

Fa wrote her AP Research paper on ‘Gender Bias in the STEM YouTube Comments: A Sentiment Analysis Case Study of the “Numberphile” Channel.’ Using a sentiment analysis program, she analyzed more than 19,000 comments on YouTube videos to see whether there was a bias against female presenters.

“The technique that I used is a data science technique and that’s what I’m interested in, that’s what I’m studying right now. As a girl who is interested in STEAM, it was interesting to learn more about community,” she says. “Numberphile was also the first YouTube channel that I ever subscribed to, so it’s kind of been a big part of my journey into STEAM.”

She is now studying information systems at Carnegie Mellon University.

# 237

*SMUS students wrote 457 AP exams in 2021.*

# 4.1

*is the average AP exam score at SMUS in 2021.*

# 95%

*of SMUS AP students earned an exam score of 3 or higher (success) in 2021. This is up 5% from 2020 and 2019.*

## Resiliency and Success

The overall scores in all AP subjects are a testament to the resiliency of our Senior School students, who faced new challenges and a different in-school experience during the 2020-21 year as a result of the pandemic.

We were fortunate to offer in-person learning to students all year. However, because health requirements placed limitations on class composition and course offerings, we restructured the Senior School timetable and moved to a six-term school year, which we believe also benefited students.

“We changed the timetable so that students had their AP subjects every day in terms one, three and five, including in the lead-up to the exams,” Denise says. “Because of our timetable change, students had to be more selective in their AP courses. They had to be

more intentional in narrowing down which AP courses they would take to compliment the broad program we offer.”

Terry Godwaldt, College Board Representative for Canada, also says the results are “a testament to the degree to which St. Michaels University School students are prepared for their future studies.”

While Denise credits the Senior School students and their AP teachers, she adds that this success is a recognition of our school’s entire academic program.

“We’re a K-12 school, and I know many of our AP students have been with us since the Junior and Middle School. I don’t think their success would have happened if it weren’t for the foundation that was laid under them,” she says. “It’s important for us to recognize, especially when we’re talking about AP results in their final years, how important that foundation of learning is. That really does start for many of our students at the Junior and Middle Schools.”



# Good Neighbours

**Spindle Whorls and Indigenous Connections**

By Keven Fletcher and Kyle Slavin





Our community aspires to build with local Indigenous Peoples a relationship where their people and culture are present in our communal life in ways that are authentic, visible, respectful, and integrated. We want our approach to reflect the living nature of our local communities, along with the highest understanding of what it means to be a good neighbour.

**M**ounted in four prominent spaces in our community are four beautiful pieces of artwork carved by Coast Salish artist Dylan Thomas (Lyackson).

Each of the Spindle Whorls reinterprets one of our school Values – respect, courage, honesty and service – through First Nations storytelling. Historically, Spindle Whorls were used by the Coast Salish to spin wool, and many featured carved artwork.

The ceremonial welcoming and installation of these pieces in October was years in the making.

Beginning in 2017, our school started on an intentional journey to build authentic and respectful relationships with our local Indigenous Peoples. The purpose was to deepen our community's understanding of the history behind our relationship and what it means to be on a path of reconciliation today.

Since the outset, we have focused on building relationships. We have sought guidance from First Nations Elders who are respected within their communities and traditionally trained in the ways of their people. We are particularly grateful for the contributions of the eminent Elder Bill White (Snuneymuxw), who has acted as our Indigenous Guide.

After drawing on conversations with members of our local traditional community, along with advice from diversity leaders and other independent schools who are further along this path, 10 interrelated strands were identified as central to our being good neighbours.

One of those strands was the display of culturally significant pieces of art, leading to the re-interpretation of our Values through the Spindle Whorls.



## Indigenous Scholar

Another strand identified by local Elders was the annual appointment of an Indigenous Scholar; someone who could share their knowledge and skills with our community.

In working with Dylan on the Spindle Whorls, it became clear that he was an ideal candidate for this role. As an artist, he employs silk-screening, jewelry design, painting, wood and stone carving, laser and water jet cutting, and sandblasting.

He's recognized within his community as being deeply committed to understanding, interpreting, and sharing his cultural heritage.

"I feel like I can be valuable in getting a younger generation interested in Indigenous issues, history and culture," he says.

"I grew up off-reserve, and it was through art that I first got interested in my own culture and history. Even with non-Indigenous students, I think exposing them to our history and culture plays a good role in strengthening the relations between the communities, and hopefully encourages them to advocate to help preserve this culture and to keep it moving forward."

Through the 2021-22 school year, students and teachers across all three schools have had the opportunity to learn from Dylan in a variety of subjects, including visual art, math and humanities courses.

He has brought his experience as an artist into math classrooms to teach students about symmetry and geometry in Salish art, and he has taught students an Indigenous activity called the Bone Game as part of lessons on probability. In humanities classes, he has spoken to students about Northwest Coast Indigenous people pre-contact, and the role the environment plays in their culture.

In visual art classes, he has worked with students on soapstone carving, copper etching and lino printing, and taught lessons on symbology and mythology for painting students.

"It's been fantastic. I've enjoyed the teaching even more than I anticipated,"

Dylan says. "You can really see when you're connecting with the students. And they've been really enthusiastic which makes it so easy and rewarding."

Outside of class, Dylan is working with a group of Senior School student artists to carve a Welcome Post.

This project began in October and will run to the end of the school year, as Dylan and the students hand carve this 12-foot cedar artwork for campus.

We are incredibly grateful to a generous SMUS family that has helped fund these meaningful steps. Through their philanthropic support of the Annual Appeal, the Spindle Whorls and the Indigenous Scholar program have been funded to ensure we can provide these important opportunities for our students.

The Parents' Auxiliary, too, has been an integral supporter of these initiatives, as they helped purchase materials and tools.



## Indigenous Cultural Literacy

Again following the guidance of local Elders, all SMUS staff have undertaken an Indigenous Cultural Literacy course, ensuring that everyone shares a basic understanding of our local communities and the role schools can play in the reconciliation process.

Developed specifically for our community, the four-unit course looks at the school's approach to building meaningful relationships, it provides information and background on the Coast and Straits Salish Peoples, and it delves into the Truth and Reconciliation Commission of Canada, which looked into the legacy and impacts of the residential school system.

Through all four units, members of different Indigenous communities share videoed stories and experiences to provide greater understanding.

### Further Strands

Work is underway to continue progressing on all the strands outlined below. As we grow, we'll adapt our plan to better suit this journey.

1. Access to a First Nations Guide
2. Access to a broader Council of Elders
3. Access to an Indigenous Personal Counsellor
4. Appointment of an Indigenous Scholar
5. Appointment of Indigenous Faculty and Practicum Students
6. Appointment of an Indigenous Liaison
7. Appointment of an Indigenous Liaison Administrator
8. Installation of Culturally Significant Pieces
9. Establishment of basic Indigenous Cultural Literacy Among All Staff
10. Establishment of Indigenous Knowledge and Perspective Throughout the Curriculum

Being a good neighbour is a process and we have much to learn. Our hope is that our campuses become a place where members of the Indigenous community feel consistently welcomed and valued. ♥

To learn more about the steps we are taking, please visit:  
[smus.ca/discover/our-school/indigenous-connections](https://smus.ca/discover/our-school/indigenous-connections).







# Journey *for* Life

## Junior School Annex and the Campus Master Plan

By Adrienne Davidson

**“We sincerely hope that our community will generously support these projects, most urgently the Junior School Annex as our priority to complete by 2023. Your philanthropy now will create the vital momentum for the rest of our Campus Master Plan in support of Floreat.”**

*Mark Turner, Head of School*



*Proposed Junior School Annex*

## What is Journey for Life?

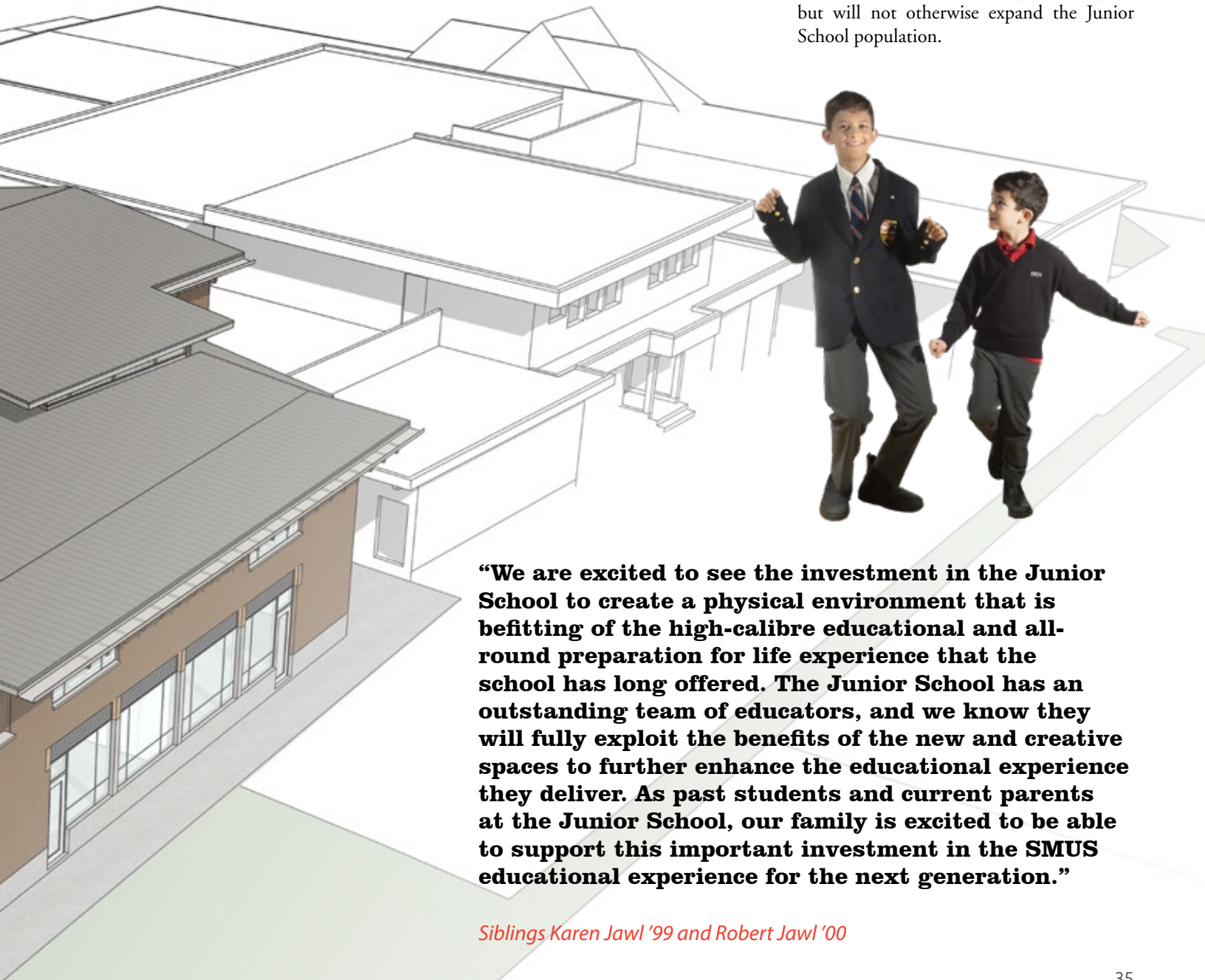
Journey for Life is our capital fundraising campaign designed to support Floreat, our strategic plan. Floreat identifies the need to renew our academic spaces in all three schools, and to grow our endowment to \$25 million.

Journey for Life is the first such campaign in the school's history and the largest – a once-in-a-generation initiative designed to ensure we remain at the forefront of educational excellence in the decades ahead. The name of the campaign was chosen to reflect the personal journey of each student, alumnus, staff and family member from their first days with us through to their lifetime of connection with the school.



## What is the impact?

Where we teach and learn is vitally important to how our community thrives, which is why we have identified facility expansion and renewal plans at the Junior, Middle and Senior Schools, through an Annex at the Junior School and a Campus Master Plan for Richmond Road. The first project, and our immediate fundraising priority, now in the early stages of construction, is the Junior School Annex. This project will add approximately 12,000 square feet of space to the Junior School including a new Learning Commons (library), an atrium, music and art rooms, and six new classrooms. It is projected to cost \$10 million and will be ready for occupancy in September 2023. This expansion will also allow us to add a much-desired Junior Kindergarten program but will not otherwise expand the Junior School population.



**“We are excited to see the investment in the Junior School to create a physical environment that is befitting of the high-calibre educational and all-round preparation for life experience that the school has long offered. The Junior School has an outstanding team of educators, and we know they will fully exploit the benefits of the new and creative spaces to further enhance the educational experience they deliver. As past students and current parents at the Junior School, our family is excited to be able to support this important investment in the SMUS educational experience for the next generation.”**

*Siblings Karen Jawl '99 and Robert Jawl '00*





*A rooftop terrace will connect the Middle School to this proposed Expansion.*



*The new Heritage Gallery will be a gathering space for students and alumni, and a showcase for our archives collection.*

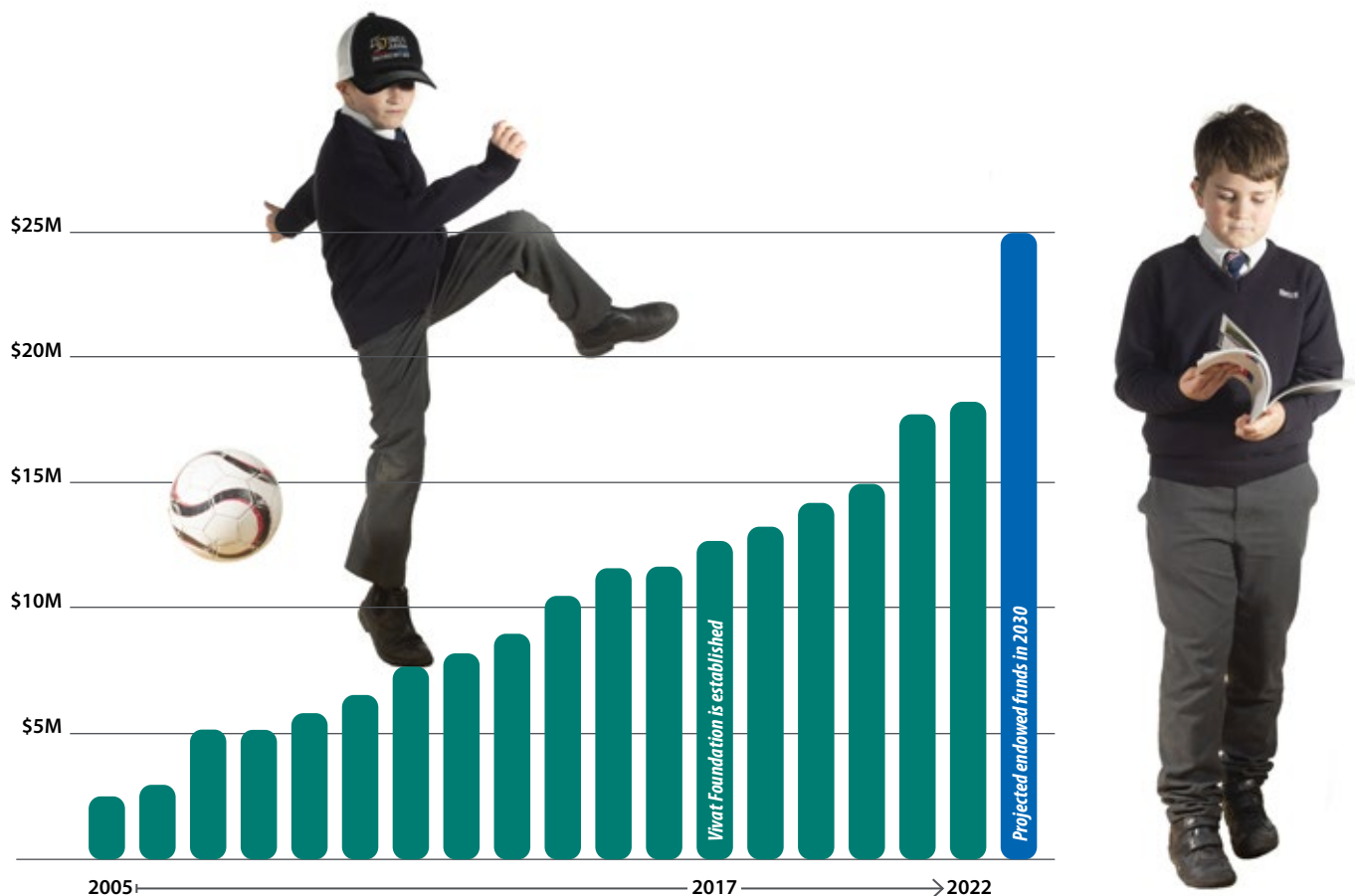


*The proposed Science Centre STEAM (science, technology, engineering, arts and mathematics) Expansion beside the Sun Centre.*

**“With three grandchildren attending SMUS, we knew our engagement with the school would be a long one. And we felt that it was about more than just investing in their education, it was also about giving back to the school in a bigger way. Our family’s journey with SMUS has now reached the 10-year mark, and with every passing year and with each grandchild we’ve come to appreciate that SMUS is more than a school. It’s a community and a family. Students have a sense of belonging and commitment. They are challenged and supported to be the best they can be in everything, regardless of ability. They are nurtured and treated with respect by the excellent teaching staff. And they are encouraged to step out of their comfort zone, to learn new things and to stand up for what they believe in. It’s a winning combination – strong academics and good values.”**

*Patricia Trottier and Gwyn Morgan, grandparents and founding donors to the Journey for Life campaign*

## Growth of endowed funds



**“I am proud to support the Journey for Life campaign, charting the course for SMUS over the next decade. My family’s connections to St. Michael’s School span more than 100 years: my grandfather wrote the School Hymn, my father was on faculty at St. Michael’s in 1919, not long after its founding, and my uncle, Eric Quinton, taught at the school for almost half a century until its amalgamation with University School in 1971. Regardless of the length of our alumni connections to St. Michael’s and SMUS, I believe it is as important for us all to have pride in the past, as to have pride in the future of our school.”**

*Anthony Quinton '51, SMUS Advisory Governor (2011-Present)*

## Why a campaign of this magnitude?

Fundraising is critical to the successful execution of Floreat. SMUS is an independent, not-for-profit organization, and our Annual Appeal helps bridge the gap between tuition fees and the actual cost of a SMUS education (you can learn more about this by visiting the Annual Giving pages on our website). However, major capital projects must be financed by significant, purpose-driven fundraising.

Like most independent schools, we rely on the philanthropic support of our community, a very significant part of our DNA. Throughout the entire history of our founding schools and through to today, individual donors have made possible many of the buildings that we currently enjoy. Today, parents and alumni are asked to be the supporters who set the stage for our current and future generations of students.

To learn more about our [Campus Master Plan](#) and [Junior School Annex](#), and how to support them, please contact the [Advancement office](#) at [advancement@smus.ca](mailto:advancement@smus.ca)

Visit the [Journey for Life](#) section of our website at: [smus.ca/support/journey-for-life](http://smus.ca/support/journey-for-life)





Mark Turner, Adrienne Davidson, Chris Dyson '90, Hugh McGillivray '64 and Nick Etheridge '61



# Founders and Benefactors Dinner

**O**n October 21, 2021 we came together to celebrate the vision and legacy of the founders of our great school, as well as the efforts of current community members who support the Mission of the school today. We especially honoured the many people who continue to support financial aid for student scholarships and bursaries.

We unveiled our newly named Graves Hall in honour of Brian Graves '42, an alumnus and generous philanthropist to our school.

Brian attended University School from 1937 to 1941 and served in the Royal Canadian Air Force from 1944-1945. Brian was a major donor to SMUS for almost 30 years, funding sports facilities, creating an endowment fund to support financial aid and a major bequest to the school from his estate.

Terry Harper





*Ian Hyde-Lay, Mark '94 and Michelle Yu*



*William and Valerie Beeston*



*Hugh McGillivray '64 and Belinda Owen-Flood*



*Philip Sherwin '69 and Gaye Stone*



*Gabriele and Matthew Howard, Dan Sheehan and Leslie Shewring*





*Anup and Devon Grewal, and Andy Rodford*



*Mark Turner, Robert '00 and Shara Jawl*





*Nick Etheridge '61, Jennifer and Rick Brennan*



*Eric Heffernan '73 and Mark Turner*




*Adrienne Davidson, Shara Campsall and John Pollen*



*Andrew Timmis '65 and SMUS Alumni Association President Samantha Stone '87*

The dining hall is named in gratitude for the impact of his personal philanthropy on our school. Graves Hall is on the top floor of our beautiful Sun Centre, which has been a gathering place for our students and faculty since opening 2018.

Brian is joined by many other planned giving donors who are members of our much-celebrated Legacy Circle. Legacy Circle donors are valued members of our SMUS community who have made a generous gift intention in the form of a bequest. Their commitment to our school will leave a transformative legacy to come.

We are grateful to Brian and his family for his inspiration and for leaving a legacy for the school. We invite you to learn more about the Legacy Circle on our website at [smus.ca/legacy](http://smus.ca/legacy). 



# A Gift



*Legacy*  
Circle

# of a Lifetime

By Shara Campsall

**M**eeting Richard Hawkesworth '61 for the first time in 2016 in a lovely restaurant in Kitsilano was an evening I won't soon forget. He shared his 60-year connection to our school, his love of rugby, his passion for travel and his insistence on making sure SMUS was available to students who could not otherwise attend our great school.

Ric had graduated from University School in 1961, "at that time, the school looked and felt very different than it does today," said Ric. During our evening, he shared key moments in the evolution of the school from his perspective. Amalgamation, the welcoming of the first class of girls in 1978, numerous economic downturns, and the many rugby matches we fought hard to win. Never one to take credit or be celebrated, he only spoke about his philanthropy when I persisted with questions. He credited the many years discussing the need for financial aid with then-Head of School Bob Snowden, and in the final few moments of dinner he mentioned his intention of leaving a gift to SMUS in the form of a bequest. Over the next four years, these dinners were the highlights of my visits to Vancouver. As I continued to learn more about Ric and his philanthropic contributions, I understood why he was painted a gentleman of great character and service by his classmates.

After graduation from University School, Ric attended UBC and earned a degree in economics and, after a gap year in Australia, joined a bank in Vancouver and soon became an investment banker. Ten years later, he started investing privately in a full-time capacity and managed a few accounts. His continuing success led to an active life as a philanthropist. His interests included environmental issues, organic agriculture, village development in Laos and, not least, his old school to which he contributed generously over the years.

Ric led a healthy, almost ascetic lifestyle and practiced yoga and Buddhism. He was an active sportsman, playing field hockey for many years for the Jokers club and was a lifelong golfer at Point Grey. He travelled widely for sport and leisure and was regularly in Laos for long-term stays for the past 15 years. There, he met his partner Miina. Together they implemented numerous village development projects such as schools, health clinics and community services.

Sadly, Ric passed away on February 5, 2020. His legacy to our school has been transformational. His bequest has provided endowed financial aid and a portion of his gift is being used for our much-needed capital projects. Ric's sister Jennifer described Ric as having "a wonderful nature with children and is certain that financial aid and facilities where children can learn, grow and fulfil their potential are exactly what Ric would want." As we continue to remember Ric for his generosity and commitment to the school, we also continue to celebrate all of our Legacy Circle donors. These donors are leaders and inspirational visionaries, seeing our school into the next chapter.

One of the major benefits of planned gifts is that they provide a promise of future funding for our school. SMUS, like other not-for-profits with a strong legacy giving program, thrives even in the toughest of times. Over the past 20 years, endowment at SMUS has grown significantly in part thanks to our planned giving donors ensuring fiscal health for many years to come. ♥

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To learn more about planned giving and to join our Legacy Circle, reach out to Shara Campsall at [shara.campsall@smus.ca](mailto:shara.campsall@smus.ca). You can also find out more online at [smus.ca/legacy](http://smus.ca/legacy).



# Thank you for your Service

By Gillie Easdon '91



## Donna Williams

After 30 years at SMUS, Donna Williams set off on an epic new phase of her life. She bought an art studio in an old church in Wells, BC, to transform it into a recording studio, classroom and performance venue.

Donna moved to Victoria from Winnipeg in 1987. She taught voice at the Victoria Conservatory of Music and violin on Galiano and Maine Islands. Then she saw an ad to teach strings at SMUS. “I had no intention of being a high school teacher, but it [ended up being] the most fun I could have had.”

Over the years her approach to teaching adapted from being performance based to focusing on ways of ensuring that music would stay a part of a student’s life after they left school.

“I find it quite reassuring that music has remained a robust program in the school considering the many new and exciting courses now on offer. What changed is the level of talent blew up,” reflects Donna.

As Head of Music, she was always focused on maintaining a large ensembles program to ensure as many students as possible could participate and enjoy music.

“I am so honoured to have been a part of the SMUS music program and am very grateful to all the music teachers who have made it the program it is. It has been such a joy working with these people in the music department, and in the school.”

To learn more about the impact and interests of our 2020-21 retirees, read the full-length stories at [smus.ca/retirees2021](https://smus.ca/retirees2021)

## Nina Duffus

Nina Duffus was first drawn to social work, but after her first year at the University of Victoria she switched to a Bachelor of Education. Focused on building resilience, she believed that working with children would yield earlier impact for children and their families.

She moved to the Okanagan, where she married, raised two children, and taught. Her teaching career took her to Lahr, Germany in the Black Forest, then back to the Okanagan, during which time she completed a Master of Arts in Leadership and Training.

Nina joined SMUS in 1999 as the Hinton Chair, a one-year position established to bring in fresh ideas and innovative professional development. She remained at the Junior School for the rest of her career.

She believes in cultivating curiosity and an appetite for learning to develop healthy lifelong habits; allowing children to try new experiences and take risks.

“I love watching young students open their minds and question everything, not taking everything at face value,” Nina says. “With so much information available today, it is increasingly important to have critical thinking skills. That’s why I will sometimes tell them something outrageous just to encourage them to think about it and assess whether it’s true.”



## Steve Kerr

Physics teacher Steve Kerr’s career path did not start in education – but with the Navy and engineering.

He started post-secondary at McMaster, with his sights on medicine, but he found it wasn’t a fit. He took a year off and joined the Navy, where he attended Royal Roads Military College for engineering. He fell in love with the west coast.

After his second year, instead of carrying on to the Royal Military College of Canada in Kingston, he opted for physics and oceanography at Royal Roads. Steve then left the Navy and attended the University of British Columbia to obtain his Bachelor’s in Education. He taught in Ontario for 13 years until he was offered a physics position at SMUS.

“[Teaching is] not so much about the subject; students need to learn how to learn – that’s key,” he says.

Steve says he most enjoyed time in and out of the classroom with the students. He was heavily involved in 13 musicals as the technical director, and coached soccer at the school.

As a teacher, Steve had expected to simply teach the curriculum, but he learned quickly that you need to be flexible for students’ sake.

“Physics is not a subject a lot of students enjoy. ... It’s a conversation killer,” he says with a laugh. “The trick is to make it simple, enjoyable and hands-on.”



## Allison Weir

Nursing is a career that requires on one hand medical expertise, and on the other deep-seated empathy. Allison Weir, in her 19 years of service to the SMUS community, demonstrated both in what seemed to be an effortless manner.

She says it was “a joy and a privilege” to work with boarding and day students, as well as families. There was a code of ethics and heartfelt empathy that she brought to her career.

Allison was a committed nurse who clearly put students first. She built trust with those in her care; students who needed someone who could respond to their unique and diverse health needs.

She says she has felt privileged to be part of a diverse group of SMUS colleagues, their families, and the many children they serve. Well-trained by years of nursing, intensely honed in the emergency departments of Vancouver hospitals in the late 1970s, even more refined by being a mother to four children, Allison learned the importance of listening to her young patients.

She took immense satisfaction from ensuring every single patient she worked with – from an international student to a teacher – was matched with the exact intervention, assessment, or required specialist. She loved being part of a close-knit community that shared the goal of serving students from home and from around the globe.





## Margaret Lincoln



When we speak to students about “passion and compassion,” it’s easy to point to our teachers as shining examples who model the way.

Perhaps that’s even more pertinent with those working closely with our youngest students at the Junior School. And for 16 years, Margaret Lincoln did just that at SMUS.

“Every child should have a great and wondrous school experience where they really feel loved and they feel seen. I think that’s the most important thing an educator can do,” she says.

After a teaching career in Quebec and Ontario, Margaret and her family came to Victoria and SMUS in 2005. “I remember thinking that first year how special of a community this was.”

Margaret spent 11 years teaching Kindergarten students before moving into an administrative role as Junior School program specialist. She says she feels fortunate to have had the opportunity to see dozens of her students go through 13 years at the school as Lifers, many of whom would return to the Junior School for the annual Lifers Lunch before graduation.

“Working with this age group, there’s so much joy in getting to know these students as little people,” she says. “Being in their presence changes how you think about the world, it changes who you are. You have a heightened sense of appreciation, playfulness and joyfulness. I can’t imagine a better life’s work. I really can’t.”

## Sharon Comeau

Sharon Comeau spent her career in transportation – both on the roads and on the water. She retired as Head of Transportation at SMUS after 15 years.

She started her career bus driving and dispatching in Port Hardy in 1976, then moved to Sointula, BC. There, she drove the public school bus every day while she was also a special education worker, substitute teacher, teacher’s aide, grounds keeper and coached at a few schools. She bussed in the winter, then led kayak trips in the summer.

When the kayak business sold, Sharon moved to Victoria and worked with Victoria Harbour Ferry. But she still felt like she needed a “real” job and applied to SMUS initially as a part-time bus driver. When the transportation supervisor position was posted, Sharon got the job and seamlessly moved into the role.

With distinct ease fitting into many roles, Sharon observes, “My eclectic background served me well.

“Transportation has evolved everywhere,” she says, remembering the days of no power steering, giant stick shifts and no synchromeshes (which help manual transmission vehicles make smooth gear shifts).

“We’ve increased the fleet to 10 buses,” she says proudly. Sharon’s sincere pleasure in the evolution of the fleet, the technology and its impact on students’ experiences reflects what a perfect fit she was for SMUS.

## Beverley McClure



Beverley McClure considers her last 20 years in the SMUS Health Centre: “I feel quite fulfilled; it’s been worth everything.”

Her family moved to Victoria from northern England in 1997, after having vacationed here four years earlier. She worked at Saanich Peninsula Hospital for several years. When she first joined SMUS, Beverley worked on her days off from the hospital. As time went on, that balance flipped, and the students at SMUS took her focus. “I got the best of both worlds.”

Students would naturally come to see Beverley with injuries or fevers, but some just came by to talk. They could have a snack and a cup of tea, and there were always magazines and yearbooks to peruse. Providing students this safe and comfortable place is important in building a trusting relationship.

“You have to establish rapport with a patient. I can do a head-to-toe assessment in a minute – you master it over time.”

Beverley was a consummate caregiver. She occasionally opened her home for a few of the homesick boarding students or those who couldn’t make it home during school holidays.

Nursing has been a satisfying and rewarding career for Beverley. She has learned so much about youths and thinks “young people are the best people to work with; they can learn from you, and you can learn from them.”

## Tony Goodman

Tony applied to SMUS after 17 years teaching in the Saanich School District, where his roles spanned teaching English and social studies, being curriculum coordinator and teaching distance education. “By then, I’d pretty much done what I wanted to do with my career in the school district.”

At SMUS, Tony was Head of Social Studies for 14 of his 15 years. He taught nearly every class imaginable in the Social Sciences.

Tony glows while reflecting on the incredible breadth of learning opportunities that have been available to students and teachers during his time with the school.

He says recent shifts in how and what is being taught, particularly in the social studies curriculum, has continued to fuel his passion for teaching. Thoughtful discussion, creativity and collaboration between students invite more inclusive experiences and interpretations.

“This change has been fantastic. ... We want our kids to be self-sufficient. But when we prop them up against life’s knocks, we deprive them of the opportunity to fail. It is good to fail.”

Sitting in the sun at a concrete picnic table in the quad in the days after retirement, Tony shares smiles with passing colleagues. Soaking up his surroundings for one last time, he affirms, “I’m going to really miss SMUS. ... A good, good career.”



## Eileen Amirault

When Eileen Amirault graduated from Acadia University in Nova Scotia, she started a career as a geologist in the field. Three years and several contracts later, she decided that “maybe something stable will be a good idea.” And with that, she decided to pursue an education degree. Eileen then taught science at an Acadian high school for 13 years before pursuing an MA in Didactic Science.

Equipped with substantial knowledge and teaching experience, Eileen packed up her car, drove across the country and settled in Victoria. She taught at a local high school for a year when she saw an ad for a chemistry maternity leave at SMUS.

Eileen has always felt privileged to be at SMUS and loved how polite and interested her fellow teachers were. “I didn’t know I would enjoy teaching as much as I did.” She appreciated keeping at the top of her science game for the students and offering her unique perspective as a scientist with extensive field experience.

“I enjoyed my years so much. SMUS was great for me. It gave my career a second wind. I would not have taught for 29 years if most had not been at SMUS.”



## Tessa Lloyd

With more than 30 years’ experience of counselling in schools, Tessa Lloyd admits that of all the ages she has worked with, her “heart is always with little ones.”

“Counselling is an opportunity for students to understand themselves and their feelings, and to get help to make wise choices,” Tessa says.

Whether working individually or in their classrooms, Tessa came to know and love every child at the Junior School and became familiar with each child’s family background.

Tessa connected well with the culture of the Junior School, finding it “so warm, engaging and child-centred. It was a great fit with what I believed about learning and teaching. I never had to explain myself.” She praised the integrated approach and continuity with teachers and is proud to have been part of such a “remarkable, gifted team.”

Outside of the school, Tessa has a small private counselling practice and is an avid photographer and published author.

Tessa planned to retire in 2020 but decided to stay for another year once the pandemic hit. She knew that students would have greater needs when they returned. Tessa’s support and dedication to the Junior School community through this time was invaluable, and her positive impact on students during her 11 years at SMUS is undeniable. ♥





# Alumni Updates

## Share your news

If you have news to share, please contact Denise Rees at [denise.rees@smus.ca](mailto:denise.rees@smus.ca) with your information and a high-resolution photo if you have one.

You can also post your update directly to the alumni community on SMUS Connect at [smusconnect.com](http://smusconnect.com).

## 1950s

In spring 2021, the District of Oak Bay unveiled a permanent new art installation at Queens' Park in honour of world-renowned wildlife artist **J. Fenwick Lansdowne '52**.

## 1980s



**Kelly O'Sullivan-Whitley '83**, VP Investor Relations & Communications, Murphy Oil Corporation, was recently named to the list of 2021 Top 100 Diversity Leaders in Energy from the National Diversity Council for championing equity, diversity and inclusion.

Proud grandpa, alum and Vice-Chair of SMUSAA **Neil Mulholland '88** welcomed Jasper Roger Bruce Burns into the world on November 8, 2021. Jasper's mum, Alicia, will undoubtedly be encouraged to send him to SMUS by his auntie Caitlin, also an alum, who graduated with the Class of 2019.

**Evan Adams '83** has recently been awarded an honorary doctorate of letters from Vancouver Island University. He is an award-winning medical doctor and actor. Evan completed his Medical Doctorate at the University of Calgary, a residency in the Aboriginal Family Practice in Vancouver and a Master of Public Health from Johns Hopkins University in Baltimore, MD. He was the Deputy Provincial Health Officer for BC from 2012 to 2014, then Chief Medical Officer of the First Nations Health Authority from 2014 to 2020 and is currently the Deputy Chief Medical Officer of Public Health with the First Nations and Inuit Health Branch of Indigenous Services Canada. Over his acting career, Adams took



on numerous roles in movies and television. He is known for his iconic role of Thomas Builds-The-Fire in the award-winning movie *Smoke Signals*, for which he won Best Actor awards from the American Indian Film Festival and from First Americans in the Arts, and a 1999 Independent Spirit Award for Best Debut Performance.



Alumni athletes **Bobby Ross '87** (rugby) and **Matt Pettinger '98** (hockey) were inducted into the Greater Victoria Sports Hall of Fame Class of 2021. Matt and Bobby have had decorated careers in their respective sports, taking them all over the world as representatives of their province and country, but have both made Victoria their home with their families. Their induction videos can be viewed on YouTube.

## 1990s

Basketball player and coach **Steve Nash '92** is celebrating a new achievement. Already a member of the Canada Sports Hall of Fame, Steve was further honoured with an Order of Sport Award, the country's highest sporting accolade through Canada's Sports Hall of Fame. The award celebrates those Canadian champions who help build the country through the transformative power of sport.



**Kim Lobb '98** and Jordan Tessarolo (current SMUS teacher) welcomed baby Ayla on April 6, 2021. Kim says, "she is an easygoing, happy little soul who is the perfect completion to our family. Our eldest, Bella started Kindergarten at SMUS in September as part of the class of 2034."

As CEO of Fatso Nut Butters, **Jill Van Gyn '98** was awarded top Entrepreneurial Leader award in the second edition of the BC Business 2021 Women of the Year Awards. Jill started Fatso in Victoria, BC in 2016 and



it sells nationwide at smaller retailers and at major chains such as Loblaws, Sobeys and Whole Foods Market – and in Washington and Oregon.



**Graham Snowfield (Snowden) '99** and Macartney Snowfield (Tonello-Greenfield) are excited to share the arrival of their daughter, Navy Emmeline Dot Snowfield born September 23, 2021 at 8lbs 2oz. Graham reports that they decided to blend their last names so Navy always knows that she can define what is possible.

## 2000s

**Clea Adair '00** started a COVID-19 pivot project on her lake-front farm this summer opening Smith Lake Farm as a glamping and agritourism destination. Smith Lake Farm offers six glamping sites, a disc golf course and sauna. Clea believes in connecting families and children to nature and to the food they eat. This agritourism project allowed her to follow all her passions, including education. Clea connected with

SMUS teacher **Dave Heffernan '06**, who was looking for an inspirational and interesting way to connecting his students in Economic Theory 12 to a real-life business.



Dave writes: “This project challenged students to apply their creativity, business skills, and knowledge of economic theory to a real local business. Clea coached the students on how she went from SMUS student to an entrepreneur and owner of Smith Lake Farm, an agritourism destination and apiary in Courtenay. After ascertaining Clea’s corporate and personal values and vision for the future of the business, the students collaborated in groups to research the agritourism industry and propose ways that she could access new markets for her business. The project concluded by students presenting their proposals to Clea for feedback. Students appreciated Clea’s insight into the experiential nature of entrepreneurship, and that their ideas will truly have a real and positive impact on a local business.”



These days **Jelena Mrdjenovich '00** is not only winning in the boxing ring. An eight-time Women’s World Champion boxing champion, SMUS Jubilee Ambassador, and successful business entrepreneur, Jelena has

just opened her second Champs Boxing Studio location in Edmonton, AB. Despite COVID-19 restrictions over the past two years, Jelena has been able to navigate through closures and capacity limitations to keep her downtown Edmonton location thriving and has now added a new studio in Chappelle Commons as of February 19, 2022. Discover more at [champsboxing.ca](http://champsboxing.ca).

Congratulations to **Justin McElroy '05**, who was named to *Vancouver Magazine’s* Power 50 list, which ranks the city’s most influential people. Justin, a municipal affairs reporter for the CBC, has used his Twitter account through the pandemic to provide data and statistics and has become, as *Vancouver Magazine* puts it, “an authority on the biggest issue in a century.”



**Ashley (Solmer) Hantho '09** and her husband Karl recently welcomed their daughter Kameron Jane Hantho into their family on January 8, 2022 in New York City. Congratulations to Ashley and the entire Solmer family, including proud grandparents, Lisa and Ron (former SMUS Board of Governors member) and aunts Lindsay '12 and Raquel '11.

## 2010s

**Mike Fuailefau '10** recently made his Olympic debut as a member of the Canada Men’s Rugby Sevens team, finishing 8th at the Tokyo 2020 games.





**Ann Makosinski '15** has been named onto *Forbes* magazine's 30 Under 30 list, *Time* magazine's 30 Under 30 list, *Entrepreneur* magazine's "Young Millionaires" list, and *Glamour* magazine's College Women of the Year list. She has also received the same award as Barack Obama: the Sustainable Entrepreneurship Award of Excellence. To date, she has given five TEDx Talks, including at TEDx Teen, which has over 3 million views on YouTube. Ann has also recently collaborated with Maybelline for their new Green Edition makeup collection.



She says: "[I am] beyond honoured to be one of the campaign faces for Maybelline's new Green Edition makeup line. It is very difficult as a girl in STEAM to get any visibility in the fashion and makeup space, so I am SO grateful for this opportunity to represent girls who love to invent and create things!"

SMUS recently commemorated Ann's accomplishments and journey to date with a tribute case in the student commons in the Sun Centre.

Soccer phenom **Callum Montgomery '15** competed with the Canadian U-23 soccer team at the CONCACAF Men's Olympic Qualifying tournament in Mexico, falling just short of earning a spot at the Tokyo Olympics. On loan from the Minnesota United Football Club, Callum played with the San Diego Loyal in the USL Championship League for the second half of 2021.

**Justin Tse '15**, CEO of Feature Tech, has built a media company with a combined following of over 1.4 million. Now, at 24, he has a decade of experience producing YouTube videos and has worked with brands such as Amazon, Google, BMW and Dyson. In October he was featured in *Douglas* magazine talking about digital creation and 'The Power of Influence.'

**Anna Mollenhauer '17** scored the lone goal for Team Canada in the championship match at the field hockey Junior Pan Am Games in Santiago, Chile in August. It is no surprise that she was named the Canada West Field Hockey Player of the Year for the second time in her university career in 2021.



**Quinn Ngawati '17** recently earned his first Senior Mens rugby cap, playing for Canada against Wales in July. He is currently playing rugby with Rugby United New York in the MLR league.

**Abby Fisher '19** has been invited to enrol in a Primary Care Paramedic program through Columbia Paramedic Institute (based out of Langley, BC) and has been awarded 100% tuition coverage as well as a \$5,000 cash grant. She will complete her course in her hometown of Quesnel, BC.

In her debut on the HSBC Sevens World Rugby circuit, **Kiri Ngawati '19** scored to help Canada win back-to-back bronze medals in Vancouver and Edmonton.



Golfer **Jackson Rothwell '19** won a qualifying tournament and earned a spot into the 121st U.S. Amateur Championship in Pennsylvania.

## 2020s

**Mareya Valeva '20** is currently a student athlete member of the UVic Women's Swimming program. In her 2021 season, Mareya was the first recipient of the Sybil Verch Greater Victoria Sports Hall of Fame Award from the Greater Victoria Sports Hall of Fame and University of Victoria Vikes Athletics and Recreation. The Sybil Verch Award is awarded to an undergraduate woman student entering UVic from a secondary school in the Greater Victoria region who competes on a Vikes Varsity team.



**Firinne Rolfe '21** was selected to represent Canada at the World Rowing Junior Championship in Bulgaria this past summer.

## Update from the SMUS Alumni Association

We, the directors of the SMUS Alumni Association, learned a great deal this year from our wise and passionate alumni John '59 and Jim Wenman '66. As many of you know, their late father is the celebrated and bronzed former University School master Reg Wenman. They reminded us that true community is "family on a larger scale," and this applies no less to our worldwide alumni community.

John and Jim approached us in 2019 about their dream to keep cricket alive at SMUS, and despite the meandering path of COVID-19 restrictions, led a successful grassroots appeal to their classmates and cricket brethren to support that initiative. As a result, long-needed repairs were made at SMUS to the cricket pitch, the surrounding turf and the nets. Additionally, a youth cricket program was run by the Incogs CC, with an older, co-ed team, The Ravens, competing in the youth cricket league in Greater Victoria.

What these successes remind us of is that there is a tremendous number of alumni who care deeply about their school and have great affinity for their youthful days, their peers and the school where they all connected.

It is this element of 'connectedness' that brings to the forefront the importance of our alumni community and the importance of our connections and relationships among us.

Our Alumni Association, with this aspect in mind, is looking to bring concrete meaning back into this element of connectedness.

The Wenman Pavilion renovation, which is slated to be completed in the coming months, will offer a landing pad for more frequent connectedness among alumni. We are grateful to those alumni who have been able thus far to donate to this worthy cause. Our cause. We are now more than two-thirds of the way to meeting the target amount requested by the school.

Further contributions would assist in completing this alumni project on time and bring us closer to the day when we can all enjoy Wenman as a place for alumni to host gatherings.

Alumni Weekend is approaching and the tremendous task of planning an event that could bust through the virtual boundaries that limited our last two events offers a glimmer of hope that we could all gather again in-person. Part of the Jubilee festivities that are to take place this year include matches with our heritage sports and (ahem) heritage sportspeople (a.k.a. the alumni), as well as festivities to celebrate both. The Touchline Tavern will be open and food trucks will be on-site throughout the weekend.

We are strengthening our social media presence, especially on LinkedIn, and when restrictions ease, we hope to begin taking steps to connect each graduated class with a 'class captain' and increase our organization efforts outside Greater Victoria.

Please join us in whatever way you can in strengthening our community bonds and building up our SMUS family worldwide. We look forward to welcoming as many of you as possible to campus this spring at our Jubilee Alumni Weekend.

***Vivat!***

**Samantha Stone '87**  
*President*

**Neil Mulholland '88**  
*Vice-Chair*

Email: [vivat@smusaa.ca](mailto:vivat@smusaa.ca)

## Alumni Association Trustees

Samantha Stone '87, *Chair*  
Neil Mulholland '88, *Vice Chair*  
Henry Frew '78, *Treasurer*  
Jed (Jason) Dearborn '90, *Secretary*  
Matthew Ashton '13, *Communications*  
Matt Adey '87  
William Cunningham '77  
Tom Erlic '88  
Tye Spicer '98  
Marina Uzelac '93  
Philip Woodcock '90  
Mark Turner, *Head of School*





# Passages

## David J. Ballantyne '49



David attended University School from 1944 to 1949 but his fond relationship with the SMUS family did not end when he graduated. David served as a member of the Board of Governors from 1971 to 1976 and was the President of the Alumni Executive Committee from 1971 to 73. He was very proud to be in the First XV on the University School rugby team and he also excelled in cross country. Dave studied first at Victoria College, then at UBC where he received his Bachelor of Commerce degree. Excelling in horticulture and plant physiology, he was invited to do his Master's degree at Washington State and PhD at the University of Maryland. Dave met Mary in Guelph, Ont. while he was doing his post-doc. They married in Prescott, Ont. in 1962 and lived in Victoria for the rest of their lives. He is survived by his children Sara, Janet and John. An internationally renowned professor at the University of Victoria for 33 years, he was the first plant physiologist at UVic and he cared for the UVic greenhouses for decades purely for joy. After retirement in 1996 he became CJVI's *The Garden Show* radio talk show host. With an enduring commitment to teaching he taught until he was 82, instructing thousands of UVic students over the years, in addition to extension courses, Continuing Studies and at the Horticulture Centre of the Pacific. Dave was a founder of the Victoria Rhododendron Society, originating in 1979 with Saturday meetings in his lab at UVic – just to talk about rhodos with a group of interested gardeners.

## Peter K. Bousfield '48



Peter Bousfield (a.k.a. Bowser) was a valued member of the school community both as a student and a teacher. He enjoyed a lifelong association with both the original St. Michael's School and later SMUS, after the amalgamation in 1971. A pupil at the original school on Windsor Road in the late 1940s, he shared memories of his time there with both students and staff, bringing to life some of the history of the school and providing a continuity that few were able to match. An extremely approachable teacher, his lessons were interspersed with humour and storytelling which engaged and encouraged the students. During his long career at the school which extended from 1971 to 1996 he taught most subjects including not only his favourite subjects of English, history and math, but also PE and drama. His ancient suitcase, a ubiquitous teaching aid, the unknown contents of which intrigued many a student, remains in the family to this day. An accomplished athlete himself in his early years, excelling at tennis and golf, his enthusiasm was obvious as he paced up and down sidelines of his young soccer teams or coached the tennis and badminton teams. Retiring in 1996, he maintained his connections with SMUS by researching school history and contributing articles on the subject to the school magazine. Concurrently, Peter was active in the Archives for several years, using his comprehensive memory to identify and connect with former pupils and staff members.

## Harrison Helliwell '23



Harrison joined our community in 2014 as a Grade 4 student, at the same time as his older sister Georgia '19 and younger brother Rupert '25. Harrison was the quietest of the three siblings but made friends easily on the soccer field, squash courts and in class. Described as a determined, kind and generous leader, Harrison's friends and family list his loyalty and wry sense of humour as his most memorable qualities. High school brought with it new challenges and activities. He was a natural at motorcycling. He could ride the race track like an expert, and he loved the singularity of focus that riding the track gave him. His motorcycling coach described him as a natural though cautious rider. He cared a lot for his friends and for the future, and every night ended with a hug, telling his parents he loved them. Harry passed tragically and suddenly at the age of 16. He is survived by his parents, Carter and James, his siblings and his friends. The family is grateful for the community and friends who have been a constant loving part of Harry's family's life since his death. He is greatly missed by everyone at SMUS.

## John (Sandy) F. Hood '54



Sandy attended St. Michael's School from 1943 to 1950 and University School from 1950 to 1954. Sandy was born in Victoria, raised his family in Ladner, and retired to Sechelt. His career in banking spanned nearly 40 years. Sandy enjoyed the simple pleasures of life: gardening, music, reading, the cocktail hour, his dogs and, most of all, his family and friends. Predeceased by his wife Barb, he will be missed by his daughters Val (Paul) and Christy (Mark), along with his grandchildren; Rowan (Jan), Solveig, Anna, and Sarah.



### Donald B. Hope '44

Don attended University School where he graduated in 1944 before joining the Merchant Navy and later the Royal Canadian Navy. He was one of the early members of the Fleet Diving Unit and served on both the east and west coasts of Canada. It was while stationed in Halifax he met and married Laura Black in 1967, followed by the birth of their daughter Janice and son David. In 1970, Don was involved in the underwater oil recovery operation from the wreckage of the SS Arrow, for which he was later awarded the Order of Military Merit. The family moved west to Victoria in 1974. Don continued with the Fleet Diving Unit Pacific and retired after 41 years of naval service. In retirement, he retained his love of the sea as a member of the Thermopylae Club and was also an active member of All Saints Anglican Church in View Royal.

### Alan Jones



Alan passed peacefully with his wife Joan and sons Michael and David all with him. Before beginning his career at SMUS, he studied anthropology and creative writing at UVic and had multiple poems from that period published. In 1974, Alan began his studies at the Victoria College of Art and eventually earned the honour of becoming the first Associate of the College. He went on to teach at the college and became the Head of Evening and Summer Classes. He later went back to UVic to earn his professional teaching certificate, and upon completion was immediately hired by St. Michaels University School as Head of the Art Department. In the early 1990s, Alan created a high school competitive cycling league, inspiring young local riders, some of whom went on to become national and world competitors and champions. Retiring from SMUS after 25 years of teaching in 2008, Alan remained immersed in cycling by becoming a bike mechanic and the first commissioner of the Victoria High School cycling league. Alan and Joanie loved their art, adventures, gardens, home, and dedication to family. Alan was delighted to become a grandfather and the adored “Popop” to his three grandchildren.

### Henry Liu '15



Henry began his educational journey as a boarder at SMUS in 2012 and graduated in 2015. He went on to graduate from the University of Toronto majoring in Psychology and Economics. An avid sailor and snowboarder, Henry left us too soon in September 2021. He will be greatly missed by his Barnacle House family as well as the entire SMUS community.

### Doug MacLean '67



Doug attended University School from 1964 to 1967 and was a member of Barnacle House. He was heavily involved in sport at the school and was a member of the rugby, badminton and track and field teams. He was also involved in the Cadet Corp finishing his Grade 12 year as Sargent of the No. 2 Platoon. Perhaps this was the foundation that led to a career as a policeman and later a small business owner as a forensic investigator for defense cases. Doug will be missed by his family and many in the SMUS community, especially his former classmates and long-time friends Ted Hardy '67 and Gordon Strand '67.

### Susan Moore



Dedication, loyalty, courage. These are some of the words used by the SMUS community to describe their colleague Sue Moore. In 1974, Sue, along with Cindy Miles, established the primary program for the Junior School. She quickly settled into her niche as the Grade 2 teacher, where she remained for the next 31 years, guiding and inspiring decades of young students. Comments from parents and alumni attest to her “caring professionalism,” her quiet understanding of their needs and her rigorous approach to the “four Rs.” The fourth R was, of course, respect, for Sue truly cared about and respected her students. She was known as the “prop queen,” as she provided an interesting collection of props for her own plays, which she wrote herself, and indeed for all of the productions held at the Junior School. She was stalwart in her attendance, not missing a day of school during her 31 years there. She fulfilled any role that was needed and welcomed all opportunities to make the school environment a safe and happy one for the students in her care. Outside of school, Sue was not afraid of adventures, travelling the world every summer, often by herself. She was heavily involved with Christ Church Cathedral, and also was a member of the University Women’s Club. Sue will be remembered with great respect and love by her colleagues, her former students and their families and by the school community to which she devoted the best years of her life. She was one of a kind.





## Cameron Murdoch '97

Cameron Murdoch and his wife, Andrea, passed tragically and unexpectedly in a boating accident. Cameron is a Lifer and the treasured son of Keith and Linda Murdoch, and brother of alumnus Elizabeth '94. Among other things, Cameron was involved in band and was a member of the cricket team. Cameron was renowned for his friendly, cheerful and helpful manner, and Andrea was the best thing that happened to him in his life. Although cut short, their lives were full and happy, and their family is thankful for the many wonderful memories that they have.

## G. Robert Shipley '49

Pictured here with brother William Shipley '49, who passed in 1955, Bob attended University School from 1944 to 1949 and had good memories of his time at US. He maintained a connection through his involvement over the years in Old Boys activities. As a youth, Bob was a good all-round athlete and particularly excelled at rugby; he was a member of several senior rugby teams in Victoria, specifically the Crimson Tide and the Oak Bay Wanderers during the mid-to-late 1950s. After his formal schooling, he became a chartered accountant in 1958. Bob thoroughly enjoyed working in the finance area of the consulting and mining industries. He married Jacqueline Riecken in 1956 and over the next five years they had three children – Susan, John and Peter. As a result of his work, they lived in the United States and Venezuela before settling down and raising their family in West Vancouver in 1964. Upon retirement in 1996, he and Jacqueline moved to the Parksville-Qualicum Beach area where Bob enjoyed playing golf, travelling, meeting with his men's bible study and spending time out at Nanoose Bay, where countless hours were spent maintaining the family vacation cottage for his children and grandchildren.



## Sandra (McInnes) Rozecki '87

Sandy came to SMUS for Grade 10 from Winnipeg, Man., and immediately joined wholeheartedly into all aspects of school and boarding life. After graduating from SMUS, Sandy graduated from the University of Waterloo with an undergraduate baccalaureate, and later the University of Manitoba with an MBA. Her successful career included tenures at Monsanto, National Leasing and most recently, Red River Community College. After her studies, Sandy moved to Brandon, Man., where she met the love of her life, Lance Rozecki. They married in 2001, moved to Oak Bluff, then on to Edson. Sandy and Lance loved to laugh and travel together. In just the first couple years of their relationship they travelled to the fastest car race in the world (Indianapolis 500) and then to the slowest race in the world (Turtle Derby). Sandy loved that irony. They were able to travel with their children, Kailyn and Bryce, and they enjoyed summers at the lake. Anyone lucky enough to meet Sandy discovered her strong commitment to family, her wonderful sense of humour and her fierce dedication to her physical health.



## Emily Selwood '21

Emily was a kind and compassionate presence in our community from the day she entered Kindergarten. She contributed to the character of our school simply by the way she chose to interact on a daily basis and through the active passion she showed for the wellbeing of others and the planet. Emily was an avid rower with the eight, as a member of our rowing team. She embraced the crew's philosophy to get uncomfortable. In Emily's words, "I dig deep and find all the strength I have to drive my legs down and take another stroke. I look at the girls ahead of me in the boat, my teammates, all doing the exact same thing. We are all pushing ourselves as hard as we can to pull away from other boats and finish the race as a team." Emily will be greatly missed by friends and family, especially her parents, Laurie and Duncan '88, and her sister Meredith '19. A lasting tribute to Emily is being planned in the coming months to ensure her presence is always felt at our school where she spent so much of her life.



## Vernor Smith '70

Vernor graduated from University School in 1970. He was fondly referred to as "Mac" and was known as a larger-than-life character. He passed away at home with his loving wife, Ruth Hawirko, at his side, and is survived by his three children, Holly McKerrow, and Mac and Hank Demarco, and by his siblings, Lawrie and Ted Smith, and their families. Mac loved music, life and his family, especially Ruth who lovingly cared for him during his declining years. Mac always found humour and love in any situation. He knew how to laugh and the world around him laughed with him.





## Kane Straith '70

Kane entered St. Michael's School in 1963. He was well-known as a spirited player in many sports and loved adventure and travels, which he shared and encouraged with family and friends fortunate to have experienced extraordinary and memorable times with him. Kane was passionate. This was most evident in his love for all his family – his wife and love of his life, Delphine, and their sons Lucas, Adam (Monica and grandson Declan) and Manny, all who are now living in Victoria. Brothers Larry, Troy and Dean and their families share in their close bond together and all extend their love. He was also passionate about his specialty clothing business and customer relationships of many years, a legacy from his grandfather since 1917, and fashioned it in his own creative way. He took pride and pleasure in coaching his sons who are continuing the family business. Throughout his life, he faced challenges with courage, and continued to share his incredible kindness, wit, and wisdom in his uniquely charismatic way.



## Andrew White '91

Andrew attended SMUS from 1984 to 1987 (Grades 7 to 9). He and his brother, Philip '87, were boarders from Kelowna. Although Andrew left after Grade 9, he maintained several friendships from his time at SMUS and will be missed by many in our community.



## Robert Tweedie

Robert lived a rich and varied life which began on a farm in Nakuru in the Kenya Highlands. He attended Pietermaritzburg University where he studied law, completed his military service and, most importantly, met the love of his life, the beautiful Joanie Whyte. Robert built a successful law practice in Pietermaritzburg and he and Joan married in 1971, soon to become the proud parents of Katherine '94, David and Clare '03. In 1987, the family moved to Canada, Robert completing his second law degree at the University of Victoria. Joan joined St. Michaels University School in 1989 and later she and Robert became Senior Houseparents of Winslow, with Robert joining this community that has nurtured his family over the course of 30 years. He was fully engaged in boarding life right down to teaching the girls how to fasten their ties. Staff who knew him will remember his gregarious, open manner and fondness for conversation. Robert built a second successful law practice and in later years also taught international law at Royal Roads University. Family was of utmost importance to Robert and he was devoted to his children and grandchildren (Alex, Sam, Sofia, Toby and Max) who will remember him and will miss him for his kindness, gentleness, constant encouragement and captivating "lion stories from Africa." A memorial service was held in the school chapel on August 1, 2021.



## Richard (Dick) Worthington '66

Dick attended University School from 1962 to 1966. He was very involved in the construction of the school Chapel and was confirmed there by the Archbishop of British Columbia. Dick found outlets both on campus and off. He played rugby and was the President of the Debating Society, a skill that served him well in future years. Dick spent most of his life after graduation in Seattle. Early on he was the part owner of a popular and somewhat eclectic Capitol Hill tavern called the The Comet, once a staple of Seattle's music scene where several bands got their start. He went on to a successful career in real estate and lived in a beautiful waterfront home on the beach in west Seattle. When not working Dick would travel to ski, often to Utah, living the life of a "ski bum." Following his retirement, he bought a luxurious motorhome intending to follow the sun, but only got as far as Palm Springs.





# Cubs and Scouts at St. Michael's School

By Michael Nation '70

One of our Jubilee year projects is "Waiting to Be Remembered - Stories from St. Michael's School," a collection of incredible stories of connection and coincidence involving St. Michael's School Old Boys.

The scouting movement was initiated in Britain by Lord Robert Baden-Powell in 1907. In 1908 it spread to India, Australia, New Zealand and other countries in the empire. This included Canada, with two troops in Ontario and one in Nova Scotia.

The movement expanded in other ways. Baden-Powell's sister Agnes formed the Girl Guides in 1910. Sea Scouts started the same year, Wolf Cubs were inaugurated in 1916, and Rovers two years after that. Though the age ranges have varied a little, cubs were usually eight to 11 years of age, and scouts 12 to 14 or older.

Scouting became part of St. Michael's School soon after that school's founding in 1910. In the memoir written by the Headmaster Kyrle C. Symons, the first mention of

scouts is in the summer of 1915, the first of cubs in the autumn of 1917: "We were honoured by a visit from Mr. Randolph Bruce, then Lieutenant-Governor, whom we welcomed with a ceremonial turn out of Scouts and Cubs...." But as far as I know these were associations with local groups. The first scout troop based at the school was formed at the start of the 1920-21 school year, with an Old Boy, Drennan Hincks, as scoutmaster.

Many masters and friends of the school took on the leadership duties over the years: Doug Southworth, Percy Wilkinson, Jack Aldis, and "Middy" Mackenzie in the 1920s. Then for almost two decades (1928-29 to 1945-46) "Sonny" (K.W.) Symons '24 was scoutmaster. K.W. was followed by Lt.-Col. Reginald ("Barney") Girard – who was also a master at University School – starting in 1948-49. Kyrle Symons again took responsibility around 1952-53, then into the 1960s the troop was led by another Old Boy, Philip Salmon '29. And, in what may have been the final year of its existence, Ken Burkholder was scoutmaster in 1964-65.

Rudyard Kipling was a friend of Lord Baden-Powell's, and the movement chief took his inspiration and nomenclature for Wolf Cubs, the junior branch of the Boy Scout movement, from *The Jungle Book*.

Cub pack leaders were titled after various prominent characters in the *Jungle* stories: Akela (the Lone Wolf), Baloo (a bear), and Bagheera (black panther).

St. Michael's School established its own cub pack when the "mother" of the school, Edith Symons, "held her first meeting for a Cub pack" on November 8, 1923. The pack was led by a number of cub mistresses: Mrs. Joan Symons, the Misses Barbara Gordon, Marjorie Stirling, Mary Money, Rosemary Bridgman, Beryl Nation and Winona Worsley – all sisters of boys who had attended St. Michael's. Mr. "Ned" (E.J.) Symons '24 took control of the school pack for most of the 1930s and the late 1940s. Several leaders gave many years of dedicated service: Mrs. Naomi Simpson, a young Brian Carr-Harris '55, Mrs. Constance Pettit, Mrs. "Muffet" McGowan, Miss Sally Ball/Burrows, and Mrs. Sylvia Nixon. Simpson, Pettit and McGowan were mothers of St. Michael's boys. The indefatigable Mrs. McGowan oversaw the cub pack's activities to its end in 1977-78, several years after St. Michael's School's amalgamation with University School.

In the opinion of an Old Boy with 50 years' experience in the movement, as a school, St. Michael's was "unique" in having its own cub pack and scout troop. With organizational changes to the scouting movement in the mid-to-late 1950s the troop was designated the 2nd Garry Oak, rather than just being named after the school.

Lord Baden-Powell inspecting the troops.





St. Michael's School scout troop in 1924-25.

## The Aim of the Movement

Baden-Powell wanted to make boys dependable and self-reliant, so he developed a program of activities which he called "Scouting for Boys." Scouting prepared boys for "fun and adventure in the great out-of-doors." It quickly became the largest uniformed volunteer boys' organization in the world.

The movement took particular care to explain that scout training was cooperative rather than competitive. "Competition usually involves winning by one and losing by another; in Scouting, however, there are no losers. The Scout badge is ... evidence rather of a standard attained and no matter how often a boy fails it is still open for his final achievement."

The Scout Promise in 2016 is, except for one phrase, exactly the same as it was a century earlier: "On my honour I promise that I will do my best to do my duty to God and the Queen, to help other people at all times, and to carry out the spirit of the Scout Law."

The current Scout Law for Canada has been considerably shortened: "A Scout is helpful and trustworthy, kind and cheerful, considerate and clean, wise in the use of all resources."

## Cubbing and Scouting

The two activities were central to the life of the school, as they were to Canadian society in general. Not only did cubbing and scouting instil self-reliance and outdoor skills, but packs and troops gave boys a head start in many fields of life, particularly if they wished to enter any of Canada's armed services.

Old Boy cubs and scouts canvassed for this article observed the following about their experiences in the movement:

- Brian Carr-Harris valued scouting's "focus on ethics and community service." This was echoed by a former cub: "the oath, the motto and the slogan stuck with me."
- They particularly remembered weekend camping adventures, being taken by Phil Salmon's boat to islands around Greater Victoria.
- David Field '54, during his college years, joined the University Naval Training Division and subsequently was commissioned as a sub-lieutenant. He continued his scouting career as a cub leader and firmly believed that his membership in the St. Michael's Cub Pack had a "major effect on the years following – my career, my life and my skills as a knotter and fire starter."

	DATE	CERTIFIED BY
Obtained First Star		
Obtained Second Star		
Appointed Second		
Appointed Sixer		

(Courtesy of Jay McGowan '68)



- One friend (but not a St. Michael's Old Boy) said "scouting was a way to be with my friends and share good experiences together" and he remembers being part of a search party for a girl that went missing, which was a very powerful experience.
- For the same person "scouting turned out to be very formative in terms of becoming an environmentalist many years later".
- One old St. Michael's scout "really believed in the value of belonging to such sub-groups of the school" as an extra little community of comrades to belong to, and one which provided a little more scope for independent behaviour.

To quote the 2016 Scouting Manual: "Scouting is the foundational symbolic framework adopted by Lord Baden-Powell when he wrote *Scouting for Boys* in 1908. In his book, he invited youth to see themselves as explorers out in the world, forging their own path, using their powers of observation, engaging adventure and building qualities in resourcefulness, healthy living and leadership in the great outdoors."

On occasion there was a very direct practical consequence for the school. K.C. Symons wrote in his school memoir, *That Amazing Institution*, that prompt action by some members of the scout troop prevented serious property damage in October 1929: they put out a "mysterious" fire in the school basement. (Not really such a mystery: the headmaster's actual diary entry for Wednesday, October 2, "Fire in basement," is followed by "Smoking by boarders!")

Although there is no longer a pack or troop at SMUS, according to Wikipedia, as of 2019 there were over 46 million registered Scouts and, as of 2020, 9 million registered Guides around the world, from 216 countries and territories. ♣

You can find an extended version of this story online at: [smus.ca/cubs-and-scouts](http://smus.ca/cubs-and-scouts)



The St. Michael's School cub pack from 1924-25.



King Scouts.

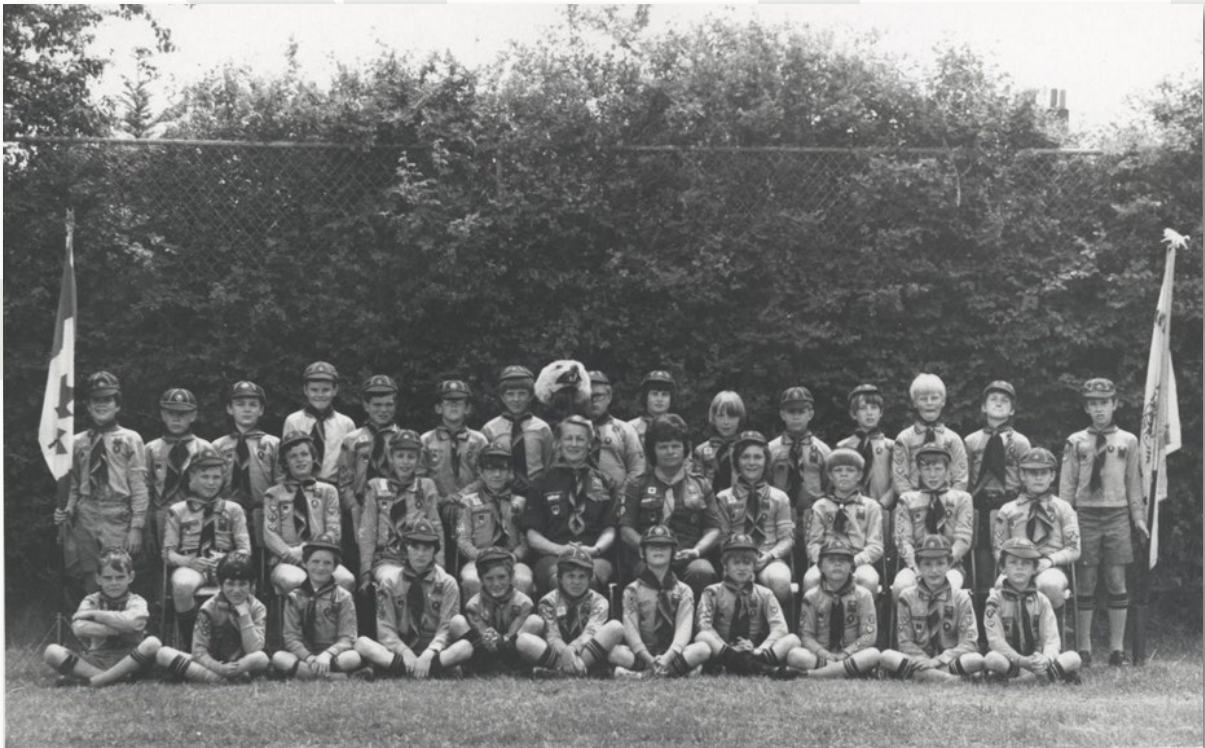


The left-handed Scout handshake. (Courtesy of Jay McGowan '68)





*The boy scout troop from 1964-65.*



*The St. Michael's School cub pack in 1971-72. (Courtesy of the Muffet McGowan Collection)*

In Grade 3, Michael Nation was refused entry to the school cub pack on the basis of age (too young). In a fit of pique, he boycotted the pack for the rest of his eligible years, but his wife attests that he has since earned his camping proficiency badge.



1

## Re-connect

Access our SMUS Alumni directory to connect with fellow graduates all over the world.

3

## Network

Connect with alumni in your field of work or study and learn from each other.

2

## Give Back

Become a mentor or mentee, plan or host an event, post a job or give a gift.

4

## Expand

Find your next outstanding employee or your most significant career shift by using our SMUS Connect Job Board.

## Alumni Mentorship Program

From sharing lessons learned and stories of success to exploring industry and post-secondary insights, the St. Michaels University School Alumni Mentorship Program (AMP) is an opportunity for alumni and Senior School students to connect with one another to share their skills as a mentor or seek support as a mentee.

SMUS draws on more than 115 years of history and tradition through our two founding schools, St. Michael's School and University School. As one of Canada's leading independent day (Kindergarten to Grade 12) and boarding (Grade 8 to 12) schools, we are defined by our commitment to excellence through academic rigour and a student-centred approach to learning. A desire to keep learning and share knowledge is at AMP's core. AMP connects alumni established in their careers or who are beginning their post-secondary journey with alumni and current students to create mentor connections that are tailored to each situation and need.

The program is facilitated through SMUS Connect, the school's exclusive online community. Originally an alumni platform, we recently collaborated with University Counselling to welcome our current Grade 12 students into the SMUS Connect community. These students now have access to more than 1,000 community members who are willing to help by participating in AMP. A growing number of students are using this feature as a resource for their Career and Life Education program and many have successfully initiated and established mentorship relationships.

## AMP-lify Your Network Through Mentorship

While each mentorship relationship is uniquely tailored to those involved, AMP was created to help students and alumni find (or offer) guidance with post-secondary planning, career goals, personal development and more. It's also a great way for both mentor and mentee to expand their network and develop greater ties with fellow SMUS community members.

AMP is offered through SMUS Connect. This platform facilitates peer-to-peer mentorship opportunities by creating a space for people to find each other and connect. You can register using your LinkedIn, Facebook or Google account, or you can sign up using your email address.

The program is mentee-driven, meaning the responsibility is on students and alumni to contact potential mentors. The Alumni Relations Office, with the support of the SMUS Alumni Association, works with groups in our community to encourage mentees to reach out. Mentors are encouraged to maintain their SMUS Connect profiles with as many relevant details as possible to help mentees connect with you.

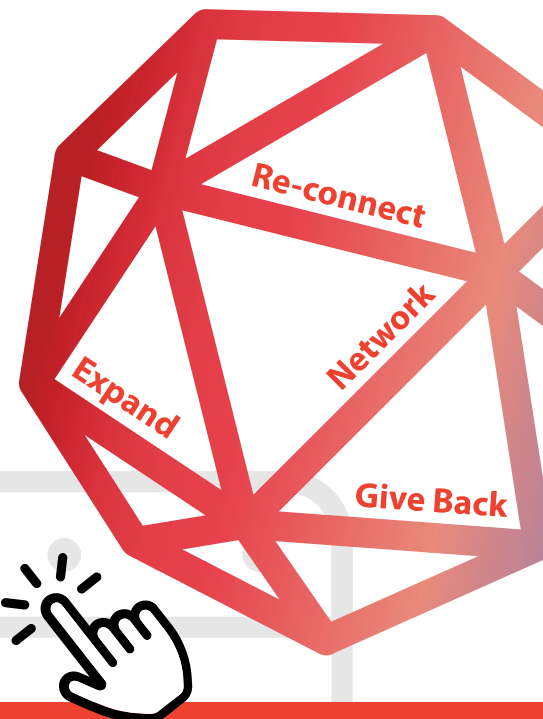
At SMUS, we believe in authentic and flexible connections designed to fit a variety of needs among our students and alumni. There is no specific time commitment involved with being a part of a mentoring relationship.

## Community Guidelines

Depending on the level of mentor support requested, your connections can range from one-time requests for help (such as reviewing a resumé) or longer in duration (such as setting up longer-term goals with coaching to help you get there).

It is up to each person involved to ensure the experience is positive, constructive and mutually beneficial. Asking for help is the first step, and neither mentors or mentees should feel obligated to continue a conversation if the fit or timing isn't right.

Learn more by downloading the AMP Handbook from the Mentoring Program section of our website at [smus.ca/alumni](http://smus.ca/alumni), or register to participate at [smusconnect.com](http://smusconnect.com). If you are already a member of SMUS Connect and wish to participate in AMP as a mentor or mentee, just update your profile in the 'Willing to Help' or 'Seeking Help' section.



To join, go to:

[SMUSconnect.com](http://SMUSconnect.com)

**Denise Rees**

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For more information about  
SMUS Connect contact:

# You Are Invited! Come celebrate our Jubilee year at Alumni Weekend 2022.

We are delighted to be able to welcome our full SMUS family back to campus again to connect with one another in person after so long apart. We have missed you!

We are grateful for the strong school ties that have kept our global SMUS community engaged and connected to each other and to the school, despite all that has been going on in the world. Thank you for your ongoing support, resilience and optimism.

Now it is finally time to celebrate our Jubilee year with music, sport, art, food and fun. There will be something for attendees of all ages. **Bring the whole family and join us on our Richmond Road campus, April 29 to May 1, for Alumni Weekend 2022.** A full list of activities can be found on our Alumni webpage. *Vivat!*



[smus.ca/alumni](https://smus.ca/alumni)





St. Michaels  
University School

*If undeliverable, return to*

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3400 Richmond Road  
Victoria BC, CANADA V8P 4P5

