

School Ties



Sun Shine

WINTER 2018 | ST. MICHAELS UNIVERSITY SCHOOL



CREDITS

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Cover: The afternoon summer sun shines through the glass roof of the Sun Centre dining hall.

Inside Cover: Grade 4 students visit the First Peoples galleries during a field trip to the Royal BC Museum to learn about oral traditions.

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Introduction from the Head of School

I am delighted to write this, my first introduction to *School Ties* as the new Head of School.

Since arriving in Canada in August, I have delighted in the process of learning more about the history, traditions and values of our wonderful school. On an early visit, a very good place to start was the school's Archives. In that treasure trove of valuable information, I learned a great deal about the school's rich history. They say, "many roots make a strong tree" and in our case, this is very definitely the case. The intertwining of our two taproots St. Michael's School and University School, has led to rapid and verdant growth as the school has progressed through the decades.

To continue the arboreal analogy, I remember one occasion of visiting General Sherman in Sequoia National Park, California. For those of you who don't know, General Sherman is the largest living tree on the planet. What impressed me most was not its longevity or its massive girth, approximately the size of a small house, but the fact that its success over the years came down to his resilience in the face of adversity. General Sherman has been struck by lightning approximately 36 times over 2,000 years, and each time substantial branches were destroyed. But each event acted as a sort of natural pruning, the results of which were that he never actually over-extended himself. It seems to me that there are further parallels with the evolutionary history of St. Michaels University School: depressions, fires, mutinies, world wars and bankruptcy have all visited the school on occasions. The result, in my view, is a stronger and more substantial edifice, which I feel is now poised for a fresh growth spurt.

Key evidence of this modern-day success is the fact that in my first week as the new Head of School, we were able to celebrate the announcement of the arrival of our 1,000th 2018-19 student. The school has never been bigger, and with impressive wait lists developing at many entry points, we can be relatively secure in the knowledge that the school is in good shape. Just a few days later, I was able to commemorate with Cliff Sun, an alum of 1972, the opening of our magnificent new Sun Centre. For those of you who haven't yet had the opportunity to visit and see it firsthand, the Sun Centre is an iconic design that allows our boarding and day students to mingle within purpose-designed recreational spaces, to research university destinations with bespoke university counselling facilities, and of course, most importantly, to share food together.

Since the beginning of civilization, the sharing of food has been the experience that has cemented relationships and the sharing of views. For our current and future students to be able to do so in such an inspiring setting is indeed a real bonus.

In my experience over 30 years as an educator, I have learned that the biggest danger for successful institutions is complacency and self-satisfaction. With that in mind, I can ensure you that over the course of the next few months, we will be vigorously seeking views and opinions as to how our school can improve and move forward. If you work in a financial, commercial or business setting, you will be aware of the pace and scale of change that is generating and influencing fast-moving trends. Our school, like any other institution, must be aware of the competition and ensure that we are moving forward, always holding the interests of the students at the core of our purpose.

We hope very much to be in a position to launch a new Strategic Development Plan early in 2020. I note that the middle of this plan will be the year 2022, the 50th anniversary of the joining of our two key roots. I expect this to be a major opportunity for celebration of past achievements, the enjoyment of current bonds and the identification of shared hopes and plans for the future. All this will take place with the intention of ensuring that our school continues to thrive for the next half-century and beyond.

Having taken the first few steps of my journey at St. Michaels University School, I very much look forward to journeying with you all for the next few years.

Mark Turner
Head of School



School News

Every day at SMUS offers students the opportunity to experiment, discover and take another step closer to their dreams. The following pages highlight those daily opportunities at our school as captured in the *SMUSpaper*, our online news site at news.smus.ca.



Top: Ryan C., Rocky P., Jamie K. and Matthew B. celebrate the end of the Grade 8 Leadership Conference in a colourful way!
Bottom: The Senior girls soccer team rushes onto the field after winning the 2018 BC AA title.
Opposite: Lucas Pretti catches a water balloon in a colander during the final House Games of the school year in May.

Junior School

1 Grade 5 students learning about the digestive, circulatory and respiratory systems pose with a model of a human torso.

2 Grade 5 student Connor organizes different types of rocks he found at the beach during an outdoor education trip in Oak Bay.

3 As part of a lesson on wolves, Grade 3 students had a special visit from Tundra, a wolf-dog.

4 Grade 3 student Jai shoots the basketball during a friendly competition in Physical Education.

5 Grade 11 student Julia Henry gives Tommy a piggy-back ride during a fun cross-campus recreation afternoon at the Senior School.

6 Mrs. Alison Galloway watches Grade 3 student James' claymation video in the Imagination Lab.

7 Grade 4 students Rayan and Parker, in Ms. Newsome's class, show off the book their class wrote and illustrated, which has been published.

8 Kindergarten student Paarthiv tests out his paper airplane in the Imagination Lab.

9 Grade 4 student Emily and friends spin around on the donut play equipment at recess.

10 Grade 3 student Lachlan jokes around in art class with classmate William.

11 Grade 5 students Will and Oliver participate in a Lego Robotics competition for Junior and Middle School students.

12 Grade 5 student Rupert performs alongside his classmates in *The Barber of Seville*, the most recent Junior School opera.





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Middle School

- 1 Josh P. practises the triple jump in Grade 8 gym class.
- 2 Mr. Jackson works with Grade 7 student Ella D. on a science lab involving microscopes.
- 3 Grade 8 student David B. shows Grade 1 student Grayson how to make sound from a trombone.
- 4 Mrs. Donatelli works with Grade 8 students Makena F., Markus M. and Ryan C. on a sheep's heart dissection.
- 5 Katie E. and Abby M. race against other Middle School teams with a ball balanced between their heads during House Games.
- 6 Grade 7 students learned about Egypt and mummification by mummifying a chicken, and then hosting a ceremony for it.
- 7 Grade 6 student Jack D. takes part in a sailing practice in Cadboro Bay.
- 8 Ms. Peace focuses on the target ahead as students Harrison H. and Matthew B. prepare to push her across the gym during Reindeer Games.
- 9 Grade 8 student Jack J. plays behind the drum kit during a band rehearsal.
- 10 Xander L. rests on his bass during a concert at the Farquhar at UVic.
- 11 Grade 7 student Talia P. dribbles down the court during a Grade 7/8 girls basketball game against Bayside Middle School.
- 12 Katie H., Charlotte K. and Kate P. during the Grade 8 French food truck festival, where they served up desserts.



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Senior School

1 Akhil Pantulu gets a pride flag painted on his cheek as part of Pride Week events at the school.

2 Ethan Ko performs "Don't Break the Rules" with his fellow castmates in the Senior School musical, *Catch Me If You Can*.

3 Suzie Stone hits the ball during a field hockey game against Mount Douglas.

4 Justin Lee lights Jessie Cheng's hand ablaze during a safe chemistry experiment that involves setting fire to gas-filled soap bubbles.

5 Matthew Cormie, front, and his fellow members of the Junior Men's 4+ team practise on the Gorge Waterway in March.

6 Grade 12 student Nick Papaloukas gives a piggyback ride to Grade 3 student Wolfgang during the annual Lifer's Lunch at the Junior School. The event honours the Grade 12 students who have spent their entire school career at SMUS.

7 Grade 12 student Adrian Hof gets a new hairodo, courtesy of classmate Nathan Von Hagen, as part of the annual Cops for Cancer Tour de Rock fundraiser.

8 Mark Finamore, Tate Robinson and Georgia Helliwell perform during the annual Keep the Beat event, to benefit War Child Canada.

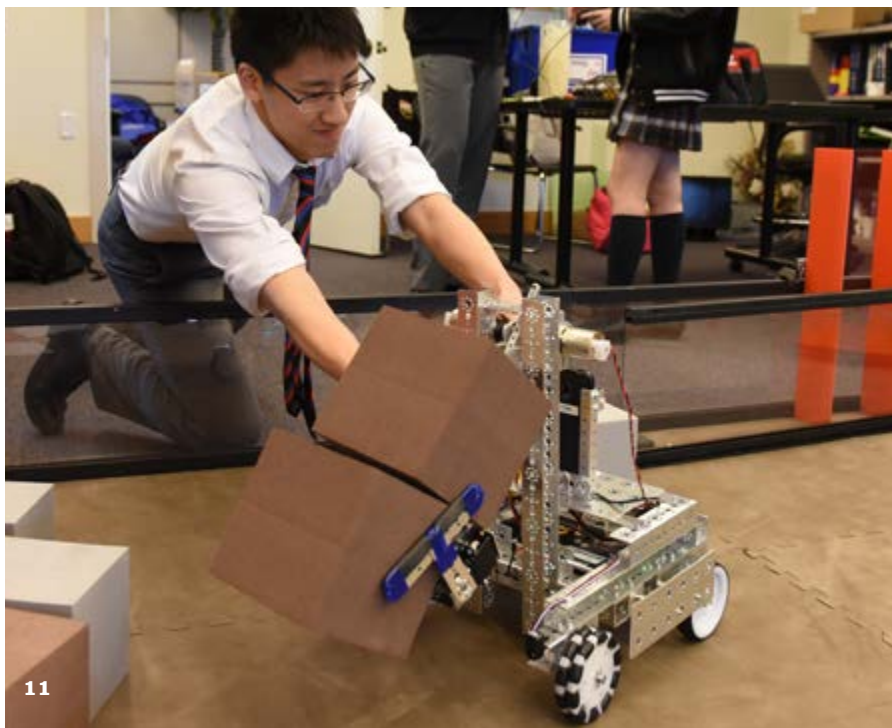
9 Jackson Miller, with the Junior boys rugby team, takes down a member of the Marin Highlanders Rugby Club during a friendly spring match-up.

10 Ranon Ng and Sean Finamore, members of the SMUS Sailing team, out on the choppy waters of Cadboro Bay.

11 Joseph Chang makes adjustments to his team's robot ahead of the SMUS-hosted FIRST® Tech Challenge robotics event.

12 Lilly Cairns hugs one of her fellow Class of 2018 grads before the Grade 12 Graduation Ceremony.





The Lasting Impact of Financial Aid

by Shara Campsall

St. Michaels University School offers a world-class education and that not only requires exceptional faculty, programs, and facilities, it also demands a diverse socio-economic student body. Having a talented range of students, regardless of their backgrounds, is one of the hallmarks of great schools and it's a vital part of the SMUS experience.

Financial assistance is given to students in the form of financial aid bursaries and scholarships. There were 204 bursaries awarded in the 2017–18 school year; 187 of those were based on need, with the remaining given as merit scholarships for outstanding academic achievement.

In total, more than 22% of SMUS families receive financial aid annually and we don't intend to stop there. We have ambitious plans to increase the percentage of students receiving financial aid.

Support through Endowment

The Quail Rock Award is one of the 48 funds that make up SMUS endowment. Most of these endowment funds are dedicated to the school's strategic priority of financial aid.

Terry and Bill Harper, parents of Nicola '02, Alec '04 and Gillian '08, established the Quail Rock Award to demonstrate their firm belief in the importance of financial assistance; not only in the benefits a SMUS education provides for deserving students and their families, but also for the school community. They believe deeply that service and the impact of giving back is immeasurable in the lives of others.

"It's important for a school to be representative of its community. We are trying to build the best environment for young people to be successful and composition of their peer group is incredibly important to that. We need to make SMUS accessible now and in the future," says Hugh McGillivray '64, who supports the Timmis, Wilson, Walsh and Skinner Endowments that have funded a total of 44 students.



Teaching the Value of Philanthropy

With our endowment funds now valued at more than \$14 million, the impact is significant. Paired with the funds raised for financial aid through our Annual Appeal, we can make SMUS a reality for many more deserving students.

“A school such as SMUS is a privilege to attend, but that doesn’t necessarily mean that only the privileged should experience it,” says Rani Dhillon, a mother to three SMUS alumni and a longtime supporter. Rani, a past board member and an advancement committee member, says it was important for her to instill in her children, Ajit Singh ‘07, Himat Singh ‘08 and Avnashi Singh ‘15, the benefits of philanthropy.

Financial aid programs at SMUS play an important role in the lives of its recipients, both past and present. Not only do they provide deserving students with an outstanding education, but it is also instrumental in helping them reach their full potential. With continued support of our parents, alumni and past parents, financial aid will have an impact on the success of individual students and the SMUS community for many years to come.

To help us grow financial aid at the school, please donate to our Annual Appeal in support of Financial Aid and Endowment.

▶ Visit www.smus.ca/annualappeal for more information and to make a donation.

School

The new Sun Centre is at the heart of school life and community | *by Kyle Slavin*





Shine

Some of Cliff Sun's (1972) strongest memories from his time as a boarding student at St. Michaels University School are of socializing with friends outside of class time. Because the school at that time lacked large, well-equipped spaces for students to hang out together during their off-time, students made the most out of whatever space they could find.

"We had common rooms, but they were rooms in the old School House building on the basement level that had a TV and a couch," Cliff recalls. "They were small, but we would hang out in that confined space. A lot of the time, we would just hang out in the dormitory, using our bed as a table for card games or checkers."

And while the campus has physically changed a lot since Cliff graduated in 1972, one thing remained the same – the school had no purpose-built space for both day and boarding students to gather when they weren't in class. Over the last 20 years, students made the most of what spaces they could find, spending their recesses and lunch hours in The Snowden Library, the Monkman Athletic Complex foyer and the Crothall Centre's hallways and classrooms.

The need for a designated student gathering space, as well as for a new dining hall, was officially identified nearly two decades ago.

Former Head of School Bob Snowden, upon arriving in 1995, was tasked with undertaking a campus facilities master plan. He says three clear priorities were identified in the original master plan. One was seismic upgrading to buildings that needed it. Another priority was building teaching spaces for humanities and the arts. The third priority was facilities that would serve boarders well.

"Under that heading," says Bob, "were things like athletic facilities that could be used by boarders – and a dining hall and student centre."

Before the upgrades to School House began in the mid-2000s, Brown Hall was slated to be refurbished and a new student commons area was planned to be built below the existing dining hall and Tuck Shop. But as the school population increased over the years, Bob and architect Paul Merrick, who led the master plan development, realized that the school would inevitably outgrow the existing dining hall, which has served SMUS since 1957.

Over the last 16 years, SMUS has completed seismic upgrades, built new teaching spaces for humanities and the arts, and updated its athletic and boarding facilities. The main items that remained outstanding on the master plan were a new dining hall and a student centre.

Community-built Campus

The Sun Centre is not the first building on campus to reflect the impact of giving. The buildings on campus that came out of the "Create the Future" master plan are here because of the generosity of our community.

To everyone that has supported and continues to support the building of exceptional facilities for our students and staff, thank you.



The Sun Centre

On a warm, late-August evening, Cliff Sun walked through the quad toward the new Sun Centre, with a giant smile on his face. The businessman from Hong Kong was excited to see this new building, named in recognition of his generous financial contribution, finally completed and opening its doors to the school community.

Located between Schaffter Hall music building, the Christine Duke Theatre and the Science Block, the 27,730-square-foot Sun Centre is designed to meet the dining and social needs first identified in the school's 2006 master plan. The building was completed just in time to welcome students back to campus for the start of the 2018–19 school year.

"The students' time in the school is something they will always remember," Cliff says, "and I hope the student commons will be something they really feel good about."

On the main floor of the Sun Centre, you'll find the student commons area. Furnished with couches, chairs, benches and tables, students have ample space to socialize during their downtime. Also located in the student commons is The Howard Café, where students can purchase coffee and snacks. Just off to the side are offices for boarding services and the school's Personal and University Counsellors.

The building's south side is adorned with stained glass. Here, a wide staircase climbs to the new dining hall with its welcoming high ceiling, large windows and floor-to-ceiling fireplace. Instead of the long benches that Brown Hall was furnished with, wooden chairs and tables make this a flexible space. A state-of-the-art kitchen for our Sodexo staff help make cooking for (and cleaning up after) hundreds of people three times daily much easier.

More than 400 members of the community joined Head of School Mark Turner for the new building's official grand opening on September 4. In a speech to the crowd from the second-storey balcony, Mark called the new building "iconic."

"I chose the word 'iconic' for this building very carefully because if you go to the dictionary the word 'iconic' means that something will become symbolic," he said. "I think that this building is already well on the way to being symbolic for SMUS. I think it is symbolic of the strength of our community. This is a place where our students and faculty will be sharing food together. The sharing of food and hospitality over millennia has been the way that different civilizations have reached out to their friends."

Closely aligned with community, Mark added, the Sun Centre will "be a symbol of the connection between our day students and our boarding students."

Community-built Campus

Crothall Centre for Humanities and the Arts

The Crothall Centre was donated by Graeme Crothall, past parent of three alumni (George Crothall '89, Edward Crothall '92 and David Crothall '95) and long-standing advisory governor.





*Top: Architect Paul Merrick, left, Cliff Sun '72 and Head of School Mark Turner cut the ribbon during a private opening ceremony for the new Sun Centre.
Bottom: Cliff Sun '72 and family.*

Community-built Campus

John and Anne Schaffter Hall

Named for former Headmaster, John Schaffter and his wife Anne, Schaffter Hall was made possible by many supporters, which included the Harper-Tyndall family's Quail Rock Foundation.



Fashion and Function

Designing a building like the Sun Centre proved to be a challenging project for Merrick Architecture.

“This site is one of the last remaining meaningful spaces on campus,” Paul Merrick says. “It was a site that, by its surroundings, was defined dimensionally. The question then became: ‘How can you fit those facilities in there?’” Separating the dining area from the common space and putting them on different storeys provided the solution.

“I think it’s a good combination of the need for physical capacity for function and the desire to pursue the opportunity to make a place of assembly that is more than just utilitarian,” he adds.

On the functional side, Paula Henchion, general manager for Sodexo at SMUS, says she appreciates having been brought into the conversation on day one of planning for the new kitchen and dining space.

“As the school grew, we did our best with minor modifications in Brown Hall to accommodate everyone and everything. But here we’ve had the opportunity to purpose-build a space to meet our needs as a school community,” she says. “We’re very excited to be in a beautiful, new space.”

Merrick Architecture has been involved in the school’s campus planning process for nearly 20 years. While each new building – and many of the old ones – maintain a similar style, each has its own unique characteristics. The Sun Centre is no different.

“SMUS has become a language of various brick applications because the original School House was built with brick. For the sake of consistency and integrity, brick became a building standard,” Paul says. “When designing the Sun Centre, we knew it wasn’t a place that needed to be about views or outlooks. It’s a place to meet others and exchange with those around you in intimate conversation.

Paul says the dining hall, especially, with its high ceiling, is inspired by Old World college dining halls that made use of natural light. It’s also inspired by the University of Toronto’s more recent Massey College and Hart House – also a social centre – with its Gothic Revival architecture.

The Sun Centre’s design translates those traditional influences into bright, clean, modern lines, with a decided nod to familiar West Coast architectural concepts. Walls of windows on the building’s west and south sides erase the visual boundary between the indoors and the outdoors. Clerestories lighten the dining hall’s central section. An open system of steel and wooden internal buttresses, beams and tensioned cables supports the vaulted wood-and-glass ceiling and roof – sure to give future architects and structural engineers among SMUS students food for thought as they eat their meals.

“It is very likely that when the dust settles a couple of decades from now, the Sun Centre will be seen as the halfway mark in facility redevelopment,” Bob Snowden said in an earlier edition of *School Ties* (Spring 2017). The school’s new strategic plan for 2020–2025 will likely identify additional projects and improvements to meet short- and long-term needs, including investments in facilities. All of these will compete for limited space on campus.



Community-built Campus

Copeland Lecture Theatre

Copeland Lecture Theatre in the Crothall Centre is named for Clare Copeland. He was a board member, a generous benefactor and a huge influence on the school we are today.





The Village Square

Even two decades ago, Paul and Bob were consciously planning for an anchor facility for the space the Sun Centre now occupies. Although not all the changes on campus that have been made since then have ended up located exactly where the original master plan placed them, Paul says, "One of the things that stuck was keeping School House as the centre of gravity on campus and then establishing a pedestrian backbone behind School House."

"If you look at the way the buildings are now organized, there is, you could say, a village street that runs from the residences all the way to the door of Monkman Athletic Complex. That will become the main walkway – the main street through the village of our school," Bob says. "The buildings that were in the Merrick master plan were deliberately designed with that in mind. To further that idea, we put the Sun Centre where it now is in order to complete that village street feel."

Paul likens the Sun Centre to the village square. When designing the master plan and planning the centre, he wanted a space that promotes the gathering of the people in both a utilitarian and an attractive way. A dining hall and student commons were a perfect fit to make the vision real.

Mrs. Carole McMillan, Head of Personal Counselling, says that her team feels incredibly privileged to work in the new space. The counselling offices' presence perfectly complements the building's purpose.

"I love that our students now have some place to go that is 'their' building, that they see as a place where they belong, where they can make the space what they want it to be," she says.

But Carole says that, even more than serving as a student space, the Sun Centre allows student services such as Personal and University Counselling to better integrate with and support the students.

"It's amazing for us to be here, coupled with University Counselling, because we are where the students are, which increases their access to us," she says. "I see our two departments merged together in this space almost as a student services model – where we are here and they are here, and together we can work to support them in all of their goals at SMUS. Being here allows us better access to the kids and makes us a more visible part of their life at the school."

Community-built Campus

William Monkman Athletic Complex

Opened in two phases (2005 and 2008), the Monkman Athletic Complex is named for the major donor and alum William Monkman '62.



Community Helping Community

On that evening in August when we followed a beaming Cliff Sun across the quad, he, alongside Mark Turner and Paul Merrick, proudly cut the ribbon to open the doors to the Sun Centre. A small gathering of donors looked on, waiting to enter and tour the building they had helped fund.

The Sun Centre was made possible by the support of Cliff and many other donors and supporters in the SMUS community who shared a desire to give back. This new building – which is quickly becoming the heart of student life at SMUS – is both a testament to the SMUS community and a demonstration of the importance of philanthropy at the school.

“I feel the school has given me a golden opportunity,” Cliff says. “A lot of my current achievements and accomplishments are because of the opportunities I was able to grasp while at St. Michaels University School.” Born in Hong Kong, Cliff was brought up influenced by the Chinese philosopher Confucius. “Confucius believes in payback. When you receive something good, it’s only fair that you pay back in appreciation of the good that happened to you.”

Cliff’s donation to support the building now named for him is part of that payback – and part of paying his good fortune forward. “I owe it to the school for giving me such an opportunity to learn,” he says. “I’m a good man. I’m a kind-hearted person myself. That kind-heartedness comes through various influences, including SMUS.”

As the group of 70 donors congregated in the dining hall for its first official event, the goals of the Sun Centre were already being realized. People from across the school’s community – alumni, parents, students and staff – gathered to recognize the importance of that community.

As Bob Snowden says, “It’s important for human beings to have a sense of belonging. We all need to identify with the people that also belong to the community and feel part of that group. It creates a more supportive and interrelated community.” This new space – designated as a place where both the school’s boarding and day populations can mingle and socialize – does exactly that.

Bob sees the facility making more of an impact on boarding life than any other building that could have been constructed. Having a boarding program gives something very special to the school, and boarders need to be well-served, he says. “The ethos of the school is basically a boarding ethos where activities happen seven days a week and around the clock, and that benefits day students and boarders. All areas of the school need to function as important venues for boarders for the lives that they lead.”

Cliff can attest to that. He says that view is why he is proud to support a project that focuses on bringing together the entire SMUS community. He understands, through his own experiences here, that the time students spend socializing with each other and with other members of the school community will be some of the most cherished memories they take away from their years at SMUS.

“The students will be raised in that student commons,” he says. “Students of different ages, different grades and from different countries will spend their golden years being raised in this new building and they will make long-term friendships there. Their time at the school is something they hopefully treasure.”

Students at the school now have an attractive, usable area where they can build strong ties with each other for years to come.



Community-built Campus

Brian Graves Squash Centre

The Monkman Athletic Complex includes the Brian Graves Squash Centre. Donated by and named for Brian Graves '42, whose estate also substantially contributed to the building of the Sun Centre.



“Students of different ages, different grades and from different countries will spend their golden years being raised in this new building and they will make long-term friendships there. Their time at the school is something they hopefully treasure.”

– Cliff Sun '72



Community-built Campus

School House and The Snowden Library

The renovations to School House and The Snowden Library were funded by an anonymous donor and matched by generous gifts from our community.





The Next Generation of City Planners

Alumnus lends his expertise and advice to Middle School interdisciplinary project

by Kyle Slavin

If you were given the challenge of redesigning an important urban space, what would you do? This was the question alumnus Alec Johnston '98, a Senior Planner with the City of Victoria, posed to a group of creative Middle School students.

Under the umbrella of their City 20/20 projects, Grade 6 students were tasked with learning about and re-imagining Centennial Square in the heart of downtown Victoria.

"The project brought together Humanities, Science, Economics, Math, Design and Information Technology and students worked together to come up with innovative solutions to urban space issues," Alec says. "It was pretty open-ended and allowed for a lot of different approaches, so I was interested to see how the kids could tackle the problems, ideas and concepts."

The annual City 20/20 project has Grade 6 students exploring topics such as water usage, energy consumption, waste management, transportation, food security and affordable housing as they relate to urbanization. Each year, a different area is examined and has in the past involved the mayors of Oak Bay, Saanich and Victoria – in addition to professionals like Alec.

"It was a really great experience. I was really impressed with the outcomes that each group came up with," Alec says, "and I was also impressed with the students themselves and the clear thought they put into their projects."

CONTEMPORARY (SIMPLE)
BENCH WITH OPENING

EXISTING PAVING
TO REMAIN

Experts in our Community

To kick off the project, he took the students on a tour of Centennial Square and outlined important aspects of city planning they need to consider when redesigning a space.

"Having him get involved gave them insights they wouldn't normally have had," says teacher and Middle School program specialist Mrs. Julie Harris. "This is what I love about having experts in our community come in – it makes it real for the kids. It showed them that they were doing something that wasn't just from a textbook. It helps them see that their work is important beyond the classroom. This is the type of work adults do, and that helps them take this a lot more seriously."

Julie says one of the best moments for her as a teacher was seeing Alec meet with the students partway through the process. He sat down with each group and asked tough questions about their projects that showed them this was serious business.

"He came in and looked at each project and, straight away, I saw the students sit up straight like, 'He works at City Hall. We have to know what we're talking about here,'" she says. "Alec helped them raise the bar because he made them think about this in reality. 'You want a rooftop hot tub and fire pit? Well what are the safety issues that come with that?' He treated these projects as something that could come to fruition in Centennial Square and challenged the students to really think about each decision they made."

Alec says it was important for the kids to understand how cities are built, how decisions are made around investments in their

environment, and the impact a new building can make on the livability of a city.

"It was important for them to really think about all the things that are important to a city planner," he says. "They worked really hard on their projects and so I showed them that respect and treated them as I would treat anyone who comes in to see me with a development proposal or with ideas around city-building."

"He treated us like adults, almost like we're actually proposing the plans to him to redesign Centennial Square in real life like he would've done with his co-workers," says Middle School student Tyson C. "We knew we had to be realistic."

"Since we were presenting to Alec, everyone was like, 'I want to get this right, I really have to work hard, I really have to get this done,'" adds Ava O. "People were really focused because they didn't want to make a fool of themselves in front of someone from City Hall."

At the end of the project, students revisited City Hall and Centennial Square to present their proposals to Alec. Students also held an exhibition at the Middle School to show their parents and schoolmates their proposals for the redesigned space.

"I liked that this was a pretty hands-on project and we got to work in a group," says Tyson. "I feel like, even though it was a very creative, fun project with not many boundaries, we were all good at staying focused. It's fun to not have many rules because you get to be creative with it and I think that helped us stay really interested."



Facing page: Alec Johnston '98, a Senior Planner for the City of Victoria, sits in downtown Victoria's Centennial Square.

Above: Alec walks a group of Grade 6 students through Centennial Square during a field trip as part of the students' City 20/20 project.

Project-based Learning

Project-based learning is a big part of the curriculum at the Middle School. Projects allow students to follow their curiosity and work to answer a driving question from a real-world scenario. Projects are often interdisciplinary and involve bringing in experts, like Alec, to help inform the students' work.

"It supports the shifting role of the teacher," Julie says. "Long gone are the days when the teacher is the know-it-all expert in the room and just imparts this knowledge to these empty vessels. Information is prolific. Students can find information on anything, they can learn anything they want and so our role is shifting in that we are trying to guide them in this process, developing the skills that are going to help them be lifelong learners."

Julie hopes City 20/20 continues to grow. She wants to see the projects become even more interdisciplinary – incorporating more subjects like music and art – and attract more alumni and community members to lend their expertise.

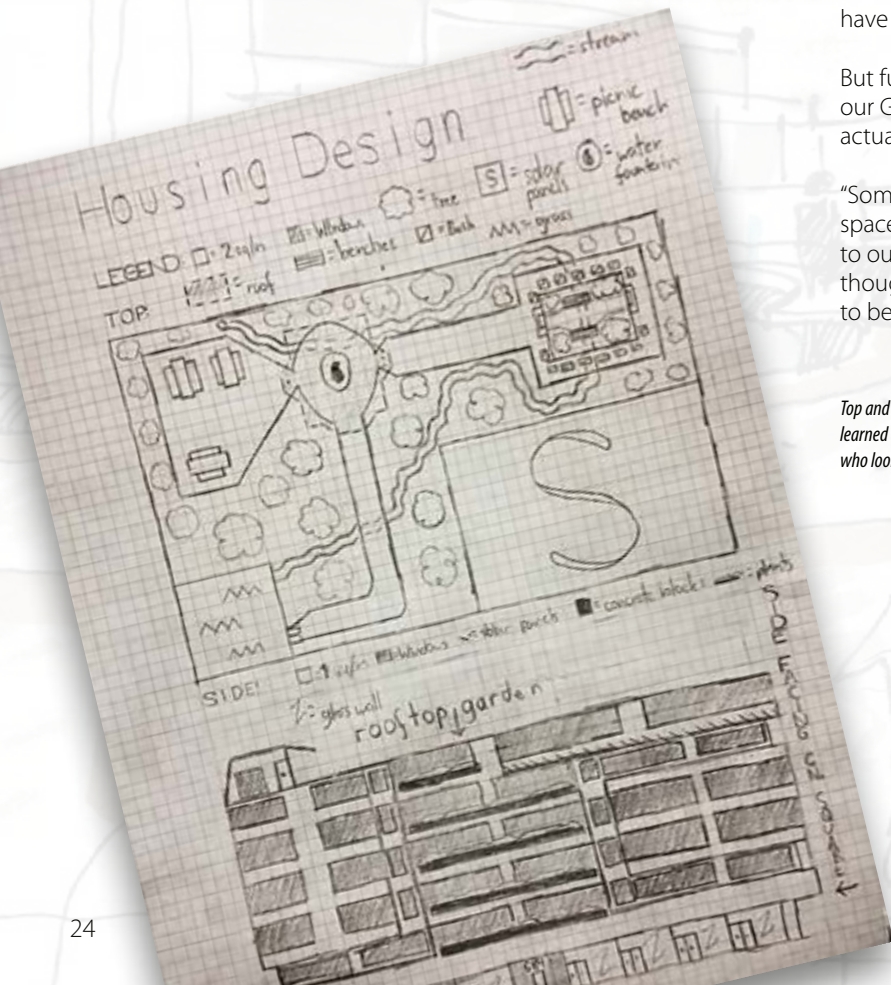
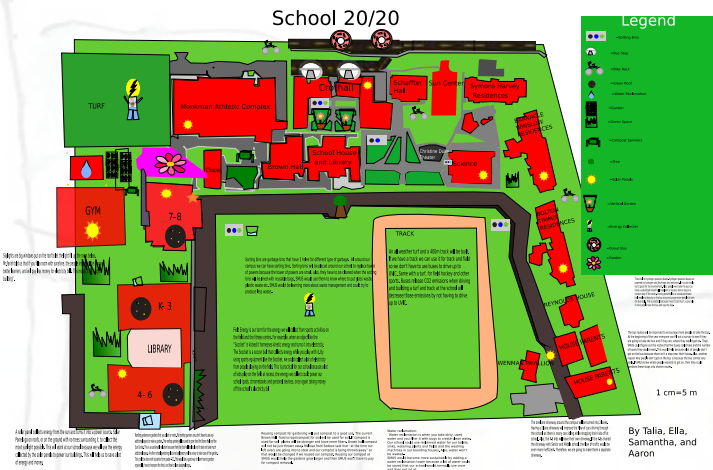
"Any expertise that someone can share with us makes a huge difference because it adds such value to the educational experience of our students," she says. "You don't learn and practise those subjects in isolation in the real world. If you study art, it's within a culture or a time of history. As adults, we experience art, science, math, music together. I understand why curriculums have isolated them, but when we have opportunities like City 20/20 to put it all together in a context that makes sense for the students, it really is a special learning experience."

Alec says the value for him comes from reconnecting with the school and getting to give back to the current students. "I just felt it was important because it helps to enrich the student experience to have alumni get involved where they can."

But further to that, Alec says he also got some great ideas from our Grade 6 students on revamping Centennial Square that could actually be used by the City of Victoria's planning department.

"Some of the solutions they came up with on how to improve the space were really creative ideas, and I ended up passing them along to our design team. It was clear the students put a lot of time and thought into their ideas, and there are some that have real potential to be considered when we upgrade Centennial Square."

Top and middle: Since the City 20/20 project began, Grade 6 students have learned about urban planning using a variety of sites, including students who looked at designing our Richmond Road campus.



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St. Michaels
University School



Saying Goodbye

by Monique Keiran

Six incredible educators and three amazing support staff who helped shape school life at SMUS for many years have retired from the school to take up new adventures. The following tributes are excerpts from speeches given at staff recognition events last spring and interviews with *School Ties*. We wish these colleagues, friends, teachers, leaders and members of the SMUS community all the best.

Team Abrioux

When Xavier Abrioux '76 interviewed for the job of Middle School Director at SMUS in March 2004, he knew it was a long shot that the school would have work for both him and his wife, Bernadette. Things had worked out the previous time they had moved from teaching jobs in Quebec to Winnipeg in 1987 – Xavier had been offered a vice-principalship in the public system and, just before the school year started, Bernadette was offered a teaching position at one of the city's high schools. However, there was no guarantee fortune would smile again if the family moved to Victoria.

So, at the end of the interview, Xavier asked Bob Snowden, Head of School at the time, "If I were to get this job, what is the market like for math teachers in Victoria?" – letting it be known that his wife would be a great candidate.

Bob's response was not promising: "Well, the market is pretty tough actually... but when you get home, have Bernadette send me her resumé."

Xavier returned home to Winnipeg, but failed to mention anything to Bernadette about a resumé. She says that when she asked how the interview had gone, he said, "The weather was really nice."

What Xavier didn't know – and Bob couldn't tell him – was SMUS was also looking for a Senior School Math teacher. Four days later, Bob still hadn't heard from Bernadette. He called



the Abrioux residence and left a message on their answering machine. When the couple listened to it, they heard Bob asking, "Just wondering why I haven't received Bernadette's resumé yet..." According to Bernadette, that's when she turned to Xavier and said, "Do you need to talk about that interview? Because this is more than 'the weather was nice.'"

They faxed her resumé that evening. Three days later, she flew to Victoria for her own job interview. Bob offered both of them jobs the next day.

Over the 14 years that followed that eventful week, Xavier and Bernadette had many opportunities to touch the lives of students, parents, faculty and staff at SMUS. As Director of Middle School and Senior School Math teacher – later Head of the Senior School Math Department – they set high standards, fostered inclusive learning environments, went on adventures with students and colleagues, and left a lasting mark on the school community. Their compassion, caring, attention and commitment to students helped shape students, colleagues, the school and its direction.

Xavier and Bernadette retired from SMUS earlier this year. Read their stories on the next page.

Xavier, centre, and Bernadette Abrioux pose with their daughter Emma '10.

Xavier Abrioux '76

Last year, when Director of the Middle School Xavier Abrioux announced to staff and faculty his plans to retire, everyone attending the meeting in the Middle School library that day stood and clapped. They clapped and clapped and didn't sit down.

"It was one of those applauses that was deep and had its own space," says Assistant Director of the Middle School Dariol Haydock. "Words were not shared, but a moment was held that said 'thank you.'"

Xavier's retirement marks the third time he has left SMUS.

Born in Scotland to French parents who then immigrated to Canada in the late 1960s, Xavier attended the Senior School as a day student, graduated in 1976 and, after completing a degree in History at McGill, spent another three years at the school as a tutor and member of the SMUS boarding staff.

He obtained his teaching diploma from the University of Victoria and left SMUS for a second time in 1984 to teach at Stanstead College in Quebec. That's where he met Bernadette, whom he would soon marry. After three years, they began their journey west. They spent 17 years in Winnipeg, where he obtained a Master's degree and served in a variety of school and district leadership positions. Then, he finally circled back to SMUS and devoted himself to the Middle School, its teachers and – most of all – its students.

Xavier says he saw his role as director as primarily one of supporting the teachers so that they have what they need to do the best job they can to work with the students.

"With this kind of job, so much happens behind the scenes," he says. He worked to establish structures and processes that would help all Middle School staff move forward as a team and pay attention to what others were doing. In addition, he immersed himself in most of the programs and events on campus. He helped organize school trips, assisted with school productions, helped run sports teams, and lent a hand to teachers wherever and whenever he could. That involvement helped him lead in his quiet way and allowed him to keep his finger on the Middle School's pulse.

According to Dariol, Xavier "cares deeply about this institution, and he shows his care by consistently setting a high standard for all. Xavier's leadership is not overt, flashy or conspicuous – simply put, Xavier serves the school."

At the heart of that leadership lie intense focus and a commitment to excellence. Although most teachers and educators do what they do because it is right for children, Dariol says Xavier always did it a little differently.

"He looks for small, practical and consistent ways to make things better for children. He's the guy who takes the time with a Middle School boy who has done the kind of inexplicably stupid thing that only a Middle School boy can do. Imagine you are that boy, called into that big office. Xavier brings his chair close to yours, he leans forward, with his forearms on his knees, looks you in the eyes, and says, 'We just don't do that here.'"

Xavier says working as Director of the Middle School was the most challenging and the most rewarding assignment of his career.



Xavier Abrioux '76

"It was rewarding, because I could see the results of what we do for the kids, in terms of the breadth and depth of opportunities and the way the teachers work together and continue to be so creative and work so hard for the kids."

It was challenging, he says, because "when you look at the breadth of the programs and see all the things the kids do here, and when you work with such an able and skilled staff, there are always things you can do better. It's a question of harnessing that momentum, energy and commitment to keep everybody moving in the same direction."

But he says what he misses most about SMUS since retiring is the constant interaction with teachers, parents and students – always, with Xavier, it comes back to the students.

Read an extended interview with Xavier Abrioux '76 at www.smus.ca/xavier

Bernadette Abrioux | by Evan Fryer

Bernadette Abrioux is a remarkable educator who has positively influenced thousands of students during her 35-year teaching career.

Born and raised on Prince Edward Island, she obtained her undergraduate degree in mathematics and chemistry at New Brunswick's Mount Allison University and completed her education degree in 1983. She taught for a year at a school on a First Nations reserve outside of Montreal – an experience that tested all her skills as a new teacher. To this day, Bernadette's care for vulnerable students, whether they're struggling academically or socially, helps make her such an incredible teacher, leader and person.

She was next hired to teach Math and Chemistry at Stanstead College, south of Montreal. Her first meeting with another new teacher, named Xavier, did not go well. Xavier reports that the new Math and Chemistry teacher from PEI and the new French teacher from BC almost came to blows at a dinner party at the start of the school year. But within days of that inauspicious evening, the two were dating. They became secretly engaged three weeks later, announced their engagement in December, and were married the following August.



Duncan Frater and Bernadette Abrioux pose during a marketing photoshoot in 2016.

When the couple moved to Winnipeg in 1987, Bernadette taught high school Math and Chemistry. She eventually joined Manitoba's Provincial Assessment team. The move prompted her to concentrate on teaching math so that she could better understand the province's entire high school math curriculum and be better able to determine how it should be assessed. She made sure the prescribed assessment practices reflected what the students know, not what they don't know.

That philosophy has remained at the core of her teaching approach to this day.

From the time she joined the Senior School Math Department in 2004, Bernadette wove herself into the fabric of school life. Her students, her colleagues and her family know how committed she is to her students. Throughout the last 14 years, she arrived at the school at 7:30 every morning and often stayed late into the evening to provide feedback to her students to help them develop confidence and self-efficacy in Math. She also volunteered every Monday night at the Academic Support Centre.

Her dedication to her craft was exemplary. Whether she was sitting down with fellow-Math teacher Allison Higinbotham on weekends to write the math booklets for practically every course in the department or leading SAT exams on campus, she was working for students. She created the best possible atmosphere in her classes. In fact, she created such a positive environment, many students who were not enrolled in her classes came to her classroom at lunch just to hang out and work on math.

Bernadette never had to worry about students using cell phones during homeroom period because she so effectively engaged her students in her pastoral care. Year after year, she and her class won the SMUS homeroom competition with their door decorating, book drives and fundraisers. She also assisted with countless school musicals, organizing props and creating many of them by hand – counterfeit money for *Guys and Dolls*, the Giant Stuffed Cow in *Spamalot*, and the human body that dropped from the rafters in *The Phantom of the Opera*.

Bernadette provided clear expectations, held students accountable, and used her wit to tease out every bit of effort she could from her charges. Because she cared so much about them, they cared about math and about life in general. One year, students even created plastic Livestrong bracelets that said, "What Would Mrs. Abrioux Do?"

Bernadette took on the role of Head of the Senior School Math Department. There, she flourished and helped her colleagues flourish. The way she held all of us Senior School Math teachers to a high standard has made us all better educators.

It's hard to tell what someone's legacy will be. But I know that, for the rest of my teaching career, whenever I face a difficult situation or tricky decision, I will hear Bernadette's voice in my head challenging me to think, "What is best for the students?"



Terence Young

Terence Young

After 39 years of teaching – including 20 years at SMUS – Terence Young has closed the book on his education career. The Head of SMUS's Senior School English Department retired in June, leaving behind a highly successful Creative Writing program, dedicated and talented colleagues, and many students inspired by literature and the power of the written word.

Terence's first experience at the school was as a creative writing instructor for a two-month-long evening class in early 1998. Bob Snowden, Head of School at the time, had sought him out. Terence had already made a name for himself by developing the creative writing program at Saanich's Claremont Secondary School and by starting the *Claremont Review*, an international magazine for young writers and artists.

"I met the members of the English Department and conducted a two- to three-hour workshop after school for nine weeks in the school library," Terence says. "It was a lot of fun."

But SMUS hadn't finished with Mr. Terence Young, English Teacher. Bob approached him again, offering him a job to teach English at the Senior School, beginning that September. Terence had to turn it down – he had just received a Canada Council grant to finish his first book, a collection of poems he'd started writing while working on his Master of Fine Arts degree at UBC in 1994–95. (*The Island in Winter* is the first of five books he has published.) Bob said, "That's okay. It's a six-month grant. You can start in February."

Flip forward two decades: SMUS now has its own Creative Writing program – one that has launched many students towards careers as published and acclaimed writers in their own right.

Terence decided fairly early in his career that he wanted to incorporate creative writing in his teaching. It was his way of reinventing English Literature and revitalizing how he approached teaching the subject. It also changed how students engaged with literature.

"I discovered that students respond well when they're allowed to write what they want to write," he says. "If you give them licence to speak about their lives in a way that's meaningful to them, they will write remarkable things and engage with the process. And when they do that, they care more about the quality of their writing and basic things like punctuation, grammar and so on."

His enthusiasm for creative writing fuelled the program. Teachers travelled to writers' festivals, and writers such as poet P.K. Page, performance-poets The Fugitives, novelist Leon Rooke, and SMUS alumni Kenneth Oppel '85 and Claire Battershill '04 visited SMUS to read their work and speak to students about the craft and process of writing. The school also hosted its own mini-literary festival in 2009.

Terence's approach to teaching was recognized in 2008 with a Prime Minister's Award for Teaching Excellence. That's just one of the highlights of his career at SMUS.

The kids are another. "One of the great joys is just meeting really interesting people who are at a point in their lives where everything is possible. They're eager, they're optimistic and they're curious."

His colleagues are a third highlight. "I feel really privileged to have worked with a lot of really wonderful teachers over the years – both in the English Department and outside of it – and to have worked with extraordinarily talented and hardworking people who take their jobs seriously and who contribute to an overall ethos of excellence throughout the school. They really kept the bar high."



Monica Jackson

Monica Jackson | by Beth Johnston

When Monica Jackson retired last June, her official title was Lab Assistant, Senior School Science. She held this position from 1986 to 1992 and then again from 2007 to 2018.

However, if we were honest about what Monica really did at the school, her title should be Director of the Senior School Science Department. For 30-plus years, she helped guide, facilitate or support most of what went on in the Senior School Science building. She knew exactly where everything was and what everyone needed.

To the chemists, she was the Potion Master. She always knew the correct ratios to mix everything from realistic fake blood to carboys of acid and base solutions. She was the department's litmus test, its universal indicator.

To the physicists, she was the multi-meter that kept the current flowing and increased their potential. She gave their vectors direction and magnitude and, without her steady hand, pigs would not fly and lenses would not focus.

To the biologists, she was the nucleus of their cell, the mitochondria powering it, the Golgi bodies organizing it, and the lysosomes cleaning it up. She dealt with everything from fruit flies to beef hearts.

To the Earth scientists, Monica was both the stable rocks beneath their feet and the stars over their heads.

In other words, Monica made the Senior School Science teachers look good while they shared and explained the wonders of science to our students. But this is not everything that Monica did for SMUS and its community. She and husband Mike, who teaches Science at the Senior School, were houseparents at Barnacle House from

2000 to 2008. She was a trusted daycare provider to a number of staff children, a seamstress who has made costumes for school musical productions, a talented photographer and card maker who documented life at SMUS, and a party co-ordinator and baker of birthday cakes.

And all of those activities are eclipsed by her role as SMUS parent to Jenny '08 and Claire '10. During the last 32 years, Monica has made SMUS her life, her job and her community. She touched many lives here during that time, and her retirement leaves a wide wake that will be felt at SMUS for many years.

However, we are reassured to know that the Jackson legacy at SMUS will continue. Monica has promised to help the department transition to her retirement by making cakes for five special birthdays in 2018–19. Husband Mike remains a respected fixture on staff, providing part-time technical support to the Senior School. And, in September, daughter and SMUS lifer Claire took up the lab-technician reins her mother set aside, ensuring we will be able to draw on Monica's impeccable memory for where to obtain strange potions for science labs and where equipment and materials are stored.

Gordon Clements

When Gordon Clements started teaching full time at SMUS in 2012, he had just retired from 40 years of teaching music in Victoria-area public schools, at Shawnigan Lake and Brentwood independent schools, at the University of Victoria and Camosun College, and at Victoria Conservatory of Music. He had also performed all genres of music as a wind player over five decades, recorded many albums, and worked in both the classical- and jazz-music worlds.

The timing of that 2012 retirement was perfect for the school, says Senior School Choir director and fellow music teacher Peter Butterfield. "We and our students were the ones to benefit from his many earlier years in teaching, and from his amazing variety of talents and skills as a musician."

As Band Director at our Senior School, Gord directed the music for two memorable school musicals, *Legally Blonde*, and *Catch Me If You Can*, and coached students as they prepared for each concert during the year. Students in the orchestra and bands learned a great amount from him during the months of rehearsals.

"I really tried to show them that everything I asked them to do was what I had also done," Gord says. "That all of the challenges that they have, I continue to have – even now – as a professional performer." When asked what the highlights of the last five years have been for him, Gord says every concert by SMUS students in 2017–18 stands out.



Gordon Clements leads the Concert Band during the 2017 Large Ensembles Concert.

"We did some amazing things from a pure listening-excellence point of view," he says. "The cross-curricular concert was the hardest piece I've ever conducted. Ever. And the kids were phenomenal. The Jazz Band kicked butt, and the Junior Jazz Band – they stopped being a junior jazz band. They're playing senior repertoire, with kids doing solos."

He says teaching music at SMUS has been one of the most rewarding and most fun experiences of his career.

"It is so remarkable to have music included within the timetable in a school and to have it structured in such a way with such a strong feeder program and compulsory music in Grade 9," he says. "The raw results of those decisions speak for themselves."

Bob Newman

For 15 years, every student who entered the Middle School needing help with communicating, learning and living in the English language went through Bob Newman's class. Until his retirement in June, Bob was one of SMUS's English Language Learners (ELL) teachers. He worked with students from around the world to help them improve their English to the point where they could easily work, live and play within the SMUS community and go on to study at the Senior School.

At times, Bob says he felt like he was teaching at the United Nations, and that he could track general changes in economic prosperity around world by the nationalities of his students. "At first, we had

lots of kids coming from Hong Kong, Taiwan, Thailand, Japan, and Korea," he says. "Then more started coming from mainland China and Mexico. And even in mainland China, they came from Beijing and Shanghai at first, and now they're from less well-known cities."

Bob started teaching at SMUS in 1998, taking a temporary position to replace French teacher Penny Richards. He had more than a dozen years of experience teaching French, French immersion and Phys Ed to elementary and Middle School students on the Lower Mainland, as well as two years of teaching English as a Second Language in eastern Quebec. With that wealth of experience, even when Penny returned to teaching, Bob remained on campus, subbing here, coaching there and helping out until a full-time position to help new English language learners opened in 2003.

In the years since, he continued to teach Phys Ed. He coached rugby, track and field, and basketball. He became a key member of the SMUS Health & Career Education program. He used his experience and training as a carpenter to build memorable sets for the Middle School's annual musical and theatre productions.

Through it all, the ELL program at the Middle School remained his core role at the school, allowing him to help students grow and learn to function as student visitors and residents in Canada.

"I love running into alumni who have been away and who still recognize me, even though I played a minor role – a very small role – in their development and their education," Bob says. "It's a great feeling to see them doing so well."



Bob Newman and some of his Middle School colleagues during House Games.



Pam Yorath and some of her Grade 2 students on a field trip to Swan Lake Christmas Hill Nature Sanctuary.

Pam Yorath

After 28 years of teaching, Junior School teacher Pam Yorath has packed up her books, paints and pencils, and moved on to new adventures with her family. Pam began her career on BC's Gulf Islands, and moved to Collingwood School in West Vancouver a couple of years later. She was known as Miss Hayley then.

It was when Pam returned home to Victoria in 1989 that she first started teaching at SMUS. At the Junior School, Pam taught students in Grade 1 for three years before leaving to raise sons Jamie '10 and Mark '13 – both now SMUS Lifers. After re-entering the workforce and teaching at local schools, she returned to SMUS in 2006, teaching Grade 5 for eight years and Grade 2 for another three.

Even years after she taught them, students remember her passion for teaching and the warm, supportive environment she created in her classroom. They remember her sense of fun, humour and kindness. They remember her love of reading, and how she shared many excellent books with them.

They also remember the learning activities she prepared. At the time, the students thought these were designed for enjoyment and fun. Pam's real purpose, however, was to actively involve and engage the children in their own learning, to challenge them, and to encourage them to think critically and creatively.

Greek Day was one highlight of being a student in Ms. Yorath's class. Plunging whole-heartedly into the Grade 5 Mythology unit, students learned Greek dancing, held chariot races and costume parades, took part in Greek trivia team challenges, and shared their research in

symposia. Pam always arranged for a sumptuous, delicious Greek banquet to end the day, ensuring the students experienced Greek culture with each of their five senses.

Pam's classroom was always filled with rich and meaningful experiences for children – with music, drama, art and good books. She worked countless hours to plan her teaching before a year even began.

Amidst the joyful fun and the laughter, Pam took her teaching very seriously. "I believe teachers must respect every student and view each child as an individual," Pam says. "It is my role as teacher to create a caring, supportive atmosphere for my students. I also believe that children blossom with encouragement, humor and kindness, and that it is my responsibility to help students recognize their own talents and abilities."

"Pam is a passionate and caring teacher," says Kathleen Cook, Assistant Director of the Junior School Assistant Director and a close friend to Pam. "She loves children and believes in their capabilities. She truly sees children as intelligent and competent, and she inspires them to learn."

Although Pam looks forward to retirement, she says she's proud to have been associated with SMUS. She credits the school for "igniting a thirst for knowledge, preserving important traditions while incorporating innovative practice, valuing the uniqueness and talents of every child, and supporting teachers through outstanding professional development opportunities."

Leslie Snarr and Pat Benbow

Changes in the Finance Office

SMUS recently said goodbye to two stalwart workers who have retired from the school. Leslie Snarr took care of Accounts Payable at the school for 26 years, and Pat Benbow assisted with Student Accounts and Accounts Payable. We thank them for their dedication to keeping the school running smoothly and wish them many happy years of retirement with family and friends.



CONGRATULATIONS

The Graduating Class of 2018

Mohammed Al Abdul Salam | Saham, Oman
 Atheer Al Hinai | Sohar, Oman
 Charlotte Angkriwan | Singapore
 Catie Bass | Victoria, BC
 Devon Bean | Victoria, BC
 Vivien Bian | Shanghai, China
 Leah Biberdorf | Victoria, BC
 Jamie Bruynzeel | Victoria, BC
 Phong Bui | Victoria, BC
 Lilly Cairns | Edmonton, AB

Joseph Chang | Victoria, BC
 Jeffrey Chen | Tainin, Taiwan
 Jiawen Chen | Victoria, BC
 May Chen | Shenzhen, China
 Rie Chen | Shanghai, China
 Christine Cheuk | Hong Kong, Hong Kong
 Samantha Cuell | Victoria, BC
 Sara Cui | Victoria, BC
 Linnea Cuzner | Prince Rupert, BC
 Berly Dai | Hangzhou, China
 Aamir Djearam | Victoria, BC
 Kalsang Dolker | Victoria, BC
 Tatum Drew | Victoria, BC
 Noah El-Hafi | Victoria, BC
 Andrea Ellsay | Victoria, BC
 Aysa Emmerson | Victoria, BC
 Mark Felea-Motet | Victoria, BC
 Sean Finamore | Chicago, IL
 Chloe Fitzgibbon | Victoria, BC
 Tucker Forbes | Victoria, BC
 Gabby Freer | Victoria, BC

Alyssa Fu | Victoria, BC
 Lindsay Gage | Victoria, BC
 Adam Gheis | Victoria, BC
 Megan Gialloredo | Victoria, BC
 Simon Gilmour | Victoria, BC
 Finn Goodyear | Victoria, BC
 Mikaela Gordon | Victoria, BC
 Megan Greensill | Victoria, BC
 Kason Grewal | Victoria, BC
 Saje Griffith | Sidney, BC
 Kaia Gyorfi | Victoria, BC
 Matt Hagkull | Victoria, BC
 Katy Hamann | Corner Brook, NL
 Maggie Helmke | Tampa, FL
 Brooke Herring | Victoria, BC
 Emma Hill | Victoria, BC
 Emily Hodgins | Victoria, BC
 Chloe Hoechsman | Victoria, BC
 Matthias Hoenisch | Whitehorse, YT
 Adrian Hof | Munich, Germany
 Joris Holshuijsen | Amsterdam, Netherlands

Ephraim Hsu | Victoria, BC
 Elaine Hu | Victoria, BC
 Jessica Huang | Princeton, NJ
 Lily Huang | Beijing, China
 Richard Huang | Vancouver, BC
 Maho Irie | Tokyo, Japan
 Junna Ishiwatari | Yokohama, Japan
 Caroline Jun | Victoria, BC
 Jasmine Katumba | Johannesburg, South Africa
 Triumph Kerins | Victoria, BC
 Aidan Kerr | Victoria, BC
 Duc Khuong | Hanoi, Vietnam
 Judy Kim | Seoul, South Korea
 Hayley Kirk | Victoria, BC
 Natasha Kis-Toth | Vancouver, BC
 Ethan Ko | Victoria, BC
 Peter Koltronis | Nanaimo, BC
 Krystal Lai | Quarry Bay, Hong Kong
 Charles Lam | Shatin, Hong Kong
 Ashley Lau | Hong Kong, Hong Kong



ALUMNATIONS

Vincent Lau | Richmond, BC
Wini Lau | Tseung Kwan O, Hong Kong
Catherine Leung | Beijing, China
Amy Li | Shanghai, China
Candy Li | Shenzhen, China
John Li | Tianjin, China
Jennifer Lin | Shanghai, China
Elise Lincoln | Victoria, BC
Jessica Lineham | Hinton, AB
Hank Liu | Shanghai, China
Tony Liu | Victoria, BC
Melissa Lizardi | Villahermosa, Mexico
Samina Makhanbetazhiyeva |
Astana, Kazakhstan
Marina Mandziuk | Parksville, BC
Nayah Mang | Sidney, BC
Alexa Matthews | Victoria, BC
Orla McElroy | London, England
Olivia Meadows | Victoria, BC
Meg Montgomery | Lantzville, BC
Diego Moreno | Mexico City, Mexico

Adam Moulden | Victoria, BC
Imaan Nathoo | Victoria, BC
Ranon Ng | Shanghai, China
Hieu Nguyen | Hanoi, Vietnam
Taylor Noel | Victoria, BC
Yuina Nojima | Yokohama-Shi, Japan
Kiikpoye Ode | Port Harcourt, Nigeria
Bolu Ososami | Lagos, Nigeria
Minori Ozuki | Tokyo, Japan
Nick Papaloukas | Victoria, BC
Siyeon Park | Gwangmyeong, South Korea
Sara Perelmuter | Victoria, BC
Vanessa Petkova | Sofia, Bulgaria
Linh Phan | Hanoi, Vietnam
Franca Pilchner | Witten, Germany
Mark Prikhozhan | Almaty, Kazakhstan
Sasha Pryce-Baff | Victoria, BC
Luke Rainier-Pope | Kamloops, BC
Maddy Riddler | Victoria, BC
Amrit Saini | Victoria, BC
Harry Shaw | Victoria, BC

Julia Southgate | Victoria, BC
Emily Stone | Victoria, BC
Nick Strandberg | Victoria, BC
Kelsey Taylor | Victoria, BC
Maddi Tolmie | Victoria, BC
Karmen Tse | Victoria, BC
Henry Tsui | Discovery Bay, Hong Kong
Dalal Tubeishat | Victoria, BC
Justin Tung | Vancouver, BC
Matthew Vincent | Victoria, BC
Nathan Von Hagen | Victoria, BC
Alex Wang | Shanghai, China
Homer Wang | Beijing, China
Ivan Wang | Beijing, China
Miranda Wang | Shanghai, China
Maia Watson | Victoria, BC
Owen Weismiller | Victoria, BC
Macy Weymar | Victoria, BC
Emily White | Powell River, BC
Rhys Williams | Victoria, BC
Sam Williams | Victoria, BC

Kelvin Wong | Hong Kong, Hong Kong
Mark Wong | Hong Kong, Hong Kong
Matthew Wong | Victoria, BC
Theodore Wu | Victoria, BC
Tommy Wu | Shenzhen, China
Titobi Wuraola | Calgary, AB
David Xu | Jinan, China
Kinya Yamamoto | Fukuoka, Japan
Timmy Yaxley | Victoria, BC
Rachel Yuen | Victoria, BC
Amber Yun | Seoul, South Korea
Vivian Zha | Shanghai, China
Jacki Yamamoto | Victoria, BC
Victoria Zhang | Nanjing, China
Bryan Zhao | Beijing, China
George Zhou | Shanghai, China
Cathy Zu | Beijing, China

In Conversation

Canadian entrepreneur and businessman **Stewart Butterfield '91** is best known for his work as co-founder of the photo sharing website Flickr and the team-messaging application Slack. Last May, the recipient of the SMUS Distinguished Alumni Award in Entrepreneurship and Information Technology spoke with Head Girl Aysha Emmerson '18 before a school audience about success, growing up and his journey as a tech entrepreneur.

The following interview is edited for length and clarity.



AE ▶ How do you define success?

SB ▶ I would say happiness. Not simple, pleasure-based happiness, but the satisfaction that comes from paying attention to all the good things that life has to offer and to relationships with other people.

AE ▶ Do you believe there are qualities that define a successful person?

SB ▶ The list of qualities on the wall here look pretty good – courage, honesty, service and respect. But if I had to pick just one, among the people I have had the pleasure to get to know who are far more successful than me, an outward-facing mindset and being of service to others is a near constant.

AE ▶ How have you changed since you were at the school?

SB ▶ I was pretty obnoxious then, I would say. I was probably never as well behaved as one might hope students are. It's hard to say if that's changed.

I was just young, to the extent that any of you, as teenagers, sometimes are insecure, obnoxious, attention-seeking, obstinate, or any those things that are forgivable in the grand scheme of life. It took me some time to learn how to really be me.

Whenever I welcome new employees at Slack, I ask them to put up their hands if they've ever treated somebody they loved in a way that they later regretted. Think about that for a second. Have you ever treated somebody you love in a way that you later regretted? If you don't put up your hand, you may be a psychopath and probably should get some help.

It took me some time and some growing up to find the best ways for creating and maintaining relationships with other people.

AE ▶ What would you say was the most valuable thing you learned during your time at SMUS?

SB ▶ That's difficult because you learn a lot from your relationships with other people. I had excellent teachers and I feel I actually learned quite a bit academically, as one would hope. And the out trips I went on were incredibly valuable and really helped me bond with the people I went on the trips with.

AE ▶ When you left SMUS, did you have a career plan?

SB ▶ I had no idea what I wanted to do, and I think all of you should feel safe and comfortable feeling the same.

I wanted to study cognitive science but there was no cognitive science program at the University of Victoria. Cognitive science is typically a combination of philosophy, psychology, linguistics and computer science. At UVic, if you studied philosophy, you could take courses in those other departments, but if you studied the other fields and wanted to get an honours degree, you couldn't, so it was kind of philosophy by default. Then I became really interested in it.



The Distinguished Alumni Award recognizes SMUS alumni who have excelled in their chosen fields and who exemplify the core values of St. Michaels University School. Each year, we select a different field and welcome nominations from across the school community.

Nominations are now open for 2019 in the field of engineering. Nominees should demonstrate vision and innovation, dedication, achievement and accomplishment, as well as community involvement.

To nominate an alumnus for the 2019 award, complete the form at smus.ca/alumni/daa

“To be an entrepreneur, the most important thing you can do is tell stories that captivate people’s imaginations and get them to buy into what you’re selling. In the absence of that, none of the hard skills will make a difference.”

I studied philosophy at UVic and got my Master’s at Cambridge. But being a bioethicist or becoming an academic are pretty much the only opportunities for philosophers, so my plan was to become an academic.

AE ▶ Did you find that studying philosophy helped inform your later career?

SB ▶ These days, as part of philosophy, you study word games and how to be very precise about language. And being very precise about language turned out to be a huge advantage. Clarity of writing is a fundamental skill for any professional.

AE ▶ Would you say that the soft skills are more valuable than the hard skills?

SB ▶ Given some baseline level of competence and intelligence, most of the things you might want to do in your career can be learned. You can go to school and figure out how to operate accounting software and the basic principles of accounting and then become an accountant. However, you will be successful in a career in finance only to the extent that you are able to relate to other people, understand organizations and communicate clearly.

I think storytelling, more than anything else, is an underrated skill for any career. To be an entrepreneur, the most important thing you can do is tell stories that captivate people’s imaginations and get them to buy into what you’re selling. In the absence of that, none of the hard skills will make a difference.

AE ▶ What was your hook into a career in technology?

SB ▶ I was in the right place at the right time. When I started at UVic in 1992, one of the first things you did was get an account for the school’s UNIX mainframe. That was my first exposure to the Internet – this was maybe a year or so before the LAN took off, so the Internet was known to only about 50,000 people or so. My summer job and job throughout university was making websites for people.

AE ▶ Tell us about the journey that led to Flickr.

SB ▶ When I was first exposed to the LAN in 1992, it blew my mind. It’s hard for me to remember what life was like before the Internet, and it’s probably close to impossible for you to imagine what it was like. It was enormously transformative.

I just liked the idea of producing a new technology to facilitate human interaction in a really broad sense. Flickr was borne out of a failed attempt to build a web-based massively multi-player game. I wasn’t particularly interested in games but I was

interested in a play pretext for social interaction – then, and throughout my career.

Flickr is just massively multi-player photo sharing. Slack is massively multi-player workplace software. Those key themes – presence, identity, relationships, groups and social mechanics – mediated the software at the core.

AE ▶ Other than using the app itself, what lessons or takeaways from Slack’s boss can we apply to group projects here at SMUS?

SB ▶ More than anything else, communication and alignment. All of you have had the experience of working on projects with people with whom you are not aligned. People end up working to cross purposes and, no matter how much effort you put in, you don’t really get anywhere because people are pushing in different directions. When people are aligned, when the roles are clear and there’s some kind of shared consciousness about what’s important, you progress much more quickly.

AE ▶ What is the typical day look like for you at Slack?

SB ▶ This is going to be true of any manager at any company, more or less at any level and definitely for any executive at any company – I spend my whole day communicating with other people. It’s one-on-one meetings, it’s larger meetings, it’s reading and writing messages, it’s composing documents, it’s sitting in on other people’s presentations and doing stand-up meetings.

I said that writing skills are important, but being able to speak clearly is also incredibly important. If you’re going to spend 100 per cent of your working effort on communicating with other people, it is a fundamental skill.

AE ▶ If you could give one piece of uncommon advice to the students here, what would it be?

SB ▶ I’m going to be contrarian. Sometimes at least be willing to give up on your dreams. I don’t mean be passive. One of the things that allowed Slack to happen was we recognized before we completely ran out of money and energy that the project just wasn’t going to be the kind of business that would justify \$8.5 million in venture capital.

You are often told to never give up, to believe in your dreams, that if you can dream it, you can do it... we can go down the whole list of exhortations. I think those statements are essentially correct – perseverance can be very important – but be judicious.

Learning when it is worth it to actively let go and admit you had unreasonable expectations is a highly underrated ability.

Career Day

by Jake Humphries



One of two Health Science sessions featured alumnus speakers Kim Lobb '98 and Chris May '92.



Speakers with careers in the digital and IT realms included Rob Kelly '06 (on screen), Justin Tse '15 and Frances Padua.



Dr. Michael King '85, Tom Pressello and Bhupinder Duku '09 speak during the business and banking session, hosted by Mr. Graham Lilly.



Keynote speakers Jayne ('98) and Suzanne ('88) Bradbury kick off Career Day 2018.

Career education is taking on greater importance today, more than ever before. It's an important part of the new BC curriculum, as well as within SMUS's mission to provide "outstanding preparation for higher learning and life." Elements of career education are embedded in the Grade 9 and 10 curriculums, and by the time students reach the focused years of Grades 11 and 12, they should be ready to consider how they might make a future out of their passions and talents.

For more than 10 years, SMUS has offered a Career Day for our Senior School students. It serves two main objectives. First, it encourages students to think about the remarkable array of career possibilities that are open to them in the 21st century. Second, it allows them to meet members of the SMUS family, including many alumni, to hear about the challenges and rewards of different career tracks.

Career Day 2018 offered sessions in Medicine, Kinesiology, Physiotherapy, Business, IT, Psychiatry and Psychology, Science, Technology, Engineering, Math, International Relations, Human Rights, and Law. Students heard a keynote address given by Jayne ('98) and Suzanne ('88) Bradbury, sisters who co-own Fort Properties, a Victoria-based property management company. In the afternoon, the students went to the offered sessions and wrapped up the day networking with the presenters. The networking sessions are often the highlight of the afternoon as students take the opportunity to engage in deep conversations.

The school and our students deeply appreciate everyone who gives their time and knowledge at Career Day.

If you would like to get involved in future Career Days or with networking and mentoring current students, please contact the Alumni Office at alumni@smus.ca and join the SMUS Connect online networking platform at www.SMUSconnect.com.

SMUS Connect allows you to:



1 **Re-connect**
Access our SMUS Alumni directory to connect with fellow graduates all over the world.

2 **Give Back**
Become a mentor or mentee, plan or host an event, post a job or give a gift.

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

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

To join, go to:

SMUSconnect.com



For more information about
SMUS Connect contact:

Denise Rees
Alumni Relations Officer
denise.rees@smus.ca
1-250-361-8150

Alumni Updates



Kelly Whitley '83, Ariel Sorley '12 and Jenny Fitzpatrick '82



John Herpers '64 and David Angus '62

During a recent admissions trip to Texas, SMUS Director of Admissions and Engagement Paul Leslie met up with alumni **Kelly Whitley '83, Ariel Sorley '12 and Jenny Fitzpatrick '82** for an evening of reminiscing.

In celebration of the 75th birthday of **David Angus '62**, many of the Angus clan and their families came together in beautiful Gearhart, Oregon for a week of family time and adventure. They were fortunate to have a visit from friend and fellow alumnus, **Mr. John Herpers '64**.

Troy Young '85 was named president of Hearst Magazines this past July. Before the appointment, Young had served as president of Hearst Magazines Digital Media since 2013. In his new role, he oversees Hearst Magazines' global business, which encompasses more than 300 print editions and 240 digital brands. In the U.S., Hearst publishes 25 brands in print, with a readership of 89 million, and 25 digital brands, with an audience of 108 million.

Thanks to successful crowdfunding campaigns, the endeavour by **Luke Mackay '93**, Fabricate Inc., has prototyped its Universal Nearbuds, a follow up to and improvement upon the original Nearbuds that were released in 2014 with the help of Kickstarter and some generous SMUS alumni. Universal Nearbuds are magnetic storage clips for organizing and storing device wires, cords, chargers and earphones. Fabricate also launched its barcode-vending division recently.

Since returning to Victoria in 2016 ago to set up headquarters for her company, Focal Engineering, on Vancouver Island, **Susan MacDougall (Hayes) '99** was elected to the governing council of Engineers and Geoscientists British Columbia (she's now in her second two-year term) and continues as the BC Champion for Engineers Canada's 30 by 30 Initiative, which seeks to increase the number of professional engineers in Canada to 30 per cent by the year 2030. She and Travis MacDougall married in Sooke, BC, last April. Their first child is due in December.

In 2011, **Daniel Ming '06** helped launch *The Stream*, an Emmy-nominated program on Al Jazeera English. He spent five years on the show, primarily as a digital producer and occasionally as an on-air host. More recently, he co-produced the Netflix Original documentary, *Take Your Pills*, which presents the history, facts, and pervasiveness of cognitive-enhancement drugs in today's society. He currently works as a producer for VICE News, the Vice Media, Inc., current affairs channel that produces daily documentary essays and videos.

Food Period founders **Brittney Martin '08** and **Jenn Kim (Cha) '08** have been rocking New York University's Entrepreneurial Institute. Competing against 202 teams from across NYU, they won the \$75,000 Rennert Prize at the NYU New Venture Competition in May. They also participated in the institute's J-Term Startup Sprint – a two-week intensive program that provides funding, startup training, and expert coaching – on their venture, received funding from the institute's Prototyping Fund, participated in its Ignite Fellowship, and took part in its Summer Launchpad accelerator. Food Period designs functional food products that improve women's menstrual cycles.

After an exceptional season on the Canadian junior national team, **Anna Mollenhauer '17** was named U SPORTS women's field hockey Player of the Year at the annual gala in November. Anna executed key roles on both offensive and defensive penalty corners during that last year. In only her second year of play, she was named a co-captain of the team and played every minute of every game in the season. Anna was the only Canadian women's player with a 45-yard aerial, which allowed the University of Victoria team to consistently clear out of their end.

According to the IMDB bio of **Ajay Friese '16**, he fondly remembers his experience as the Phantom in the 2016 SMUS production of *The Phantom of the Opera*. Ajay has landed key roles in popular television series since then, most recently in Netflix-featured series *Lost in Space* and *ReBoot: The Guardian Code*. In addition to a recurring role in BBC America–Netflix's *Dirk Gently's Holistic Detective Agency*, he appears in the upcoming series, *The Order*. Ajay says he continues to focus on music and songwriting – two of his passions.



Brittney Martin '08 and Jenn Kim (Cha) '08

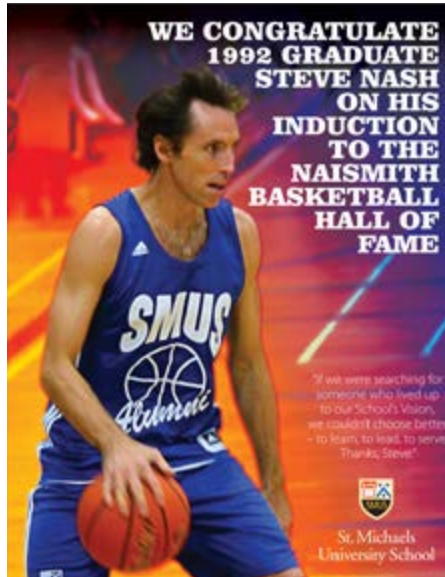


Anna Mollenhauer '17

2018 has been a busy year for **Susan Green '01**: "On a professional level, after approximately 15 years of post-secondary education (Bachelor of Arts in French, Doctor of Medicine (MD), post-graduate residency training in internal medicine and medical oncology, and fellowship training in thoracic malignancies), I finally began practice as a medical oncologist in Winnipeg, Manitoba. On a personal level, my partner Chris and I welcomed our first child, Karina Eva, on Sept. 27, 2018. We are enjoying life as parents and looking forward to bringing her to visit BC soon!"

Poet **Emily Jungmin Yoon '09** released her first full-length collection of poems in September 2018 entitled "A Cruelty Special to Our Species". Emily's work received rave reviews for her take on sexual violence against women. She visited SMUS in December for two poetry readings for students and community members.

Congratulations to **Brooke Herring '18** for helping to bring squash to the world stage at the Youth Olympic Games in Buenos Aires, Argentina, in October. Brooke and 37 other young athletes from around the world helped introduce squash as a showcase sport at the games, in hopes of it becoming an official Olympic sport.



Steve Nash '92

"Find something you love to do, and do it every day. Be obsessed – balance can come later. Use your imagination. Put pen to paper. Declare your intentions. Set small goals. Knock them off. Set more goals. Gain momentum. Build confidence. Grow a deep belief. Outwork people. Play the long game. You don't have to be the chosen one. The secret is to build the resolve and the spirit to enjoy the plateaus, the times when you don't feel like you're improving and you're questioning why you're doing this. If you're patient the plateaus will become springboards. Finally, never stop striving and reaching for your goals. But the truth is, even when you get there, the striving and fighting and pushing yourself to the limit every day will be what you miss and long for. You will never be more alive than when you give something everything you have." With these stirring words, delivered Sept. 7, 2018 on a symphony stage in Springfield, Massachusetts, **Steve Nash '92** concluded his induction speech to the Naismith Memorial Basketball Hall of Fame.



Susan Green '01



Emily Jungmin Yoon '09



Ajit Dhillon '07



Jen Ford '97



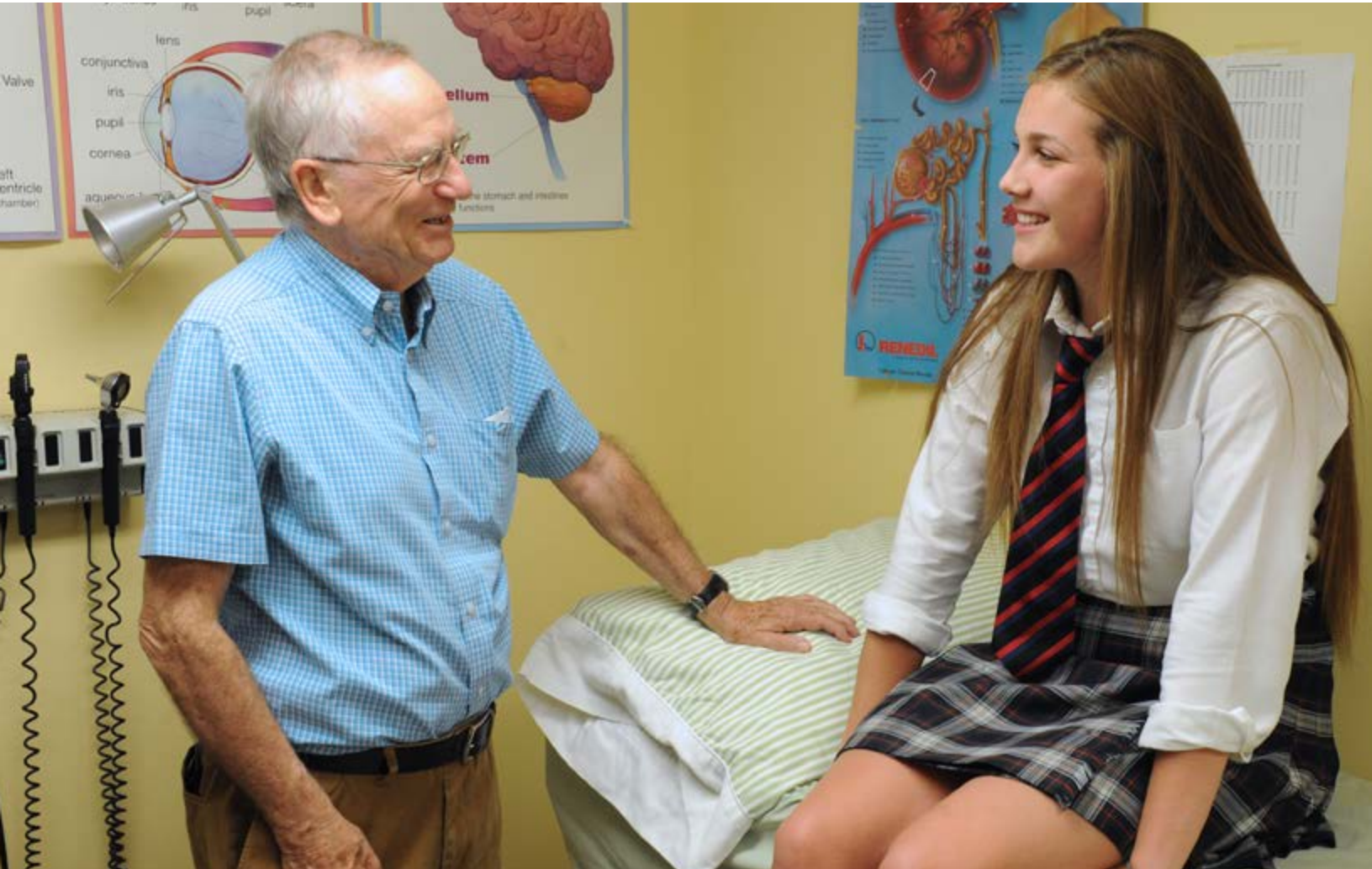
Josh Edgar '10

Ajit Dhillon '07 and Melissa Neate married Sept. 2, 2018. The ceremony and reception took place at The View on Lonsdale, North Vancouver. The couple and their families hosted a sangeet, or musical party in the Punjabi wedding tradition, on August 31 in Vancouver to join their two cultures and families. Much eating, drinking and dancing prepared the families and guests for the wedding ceremony. In attendance were alumni, Ajit's siblings (Himat '08 and Avnashi '15), Pete Jawl '07, Matt Bosworth '07, Jesse Kliman '07, Yianni '07 and Niko Mavrikos '07, Lucas Parker '07, Richard Moser '08 and Jake Todd '07.

Jen Ford '97: "I am so excited to announce the arrival of my baby girl Annabelle Rose, born in April 2018. Annabelle and I are living in Kamloops surrounded by a huge village of family and friends who are all ecstatic and vying for Annabelle's attention constantly! We're headed to New Zealand for Christmas to my Dad's farm with all 15 Fords in tow. It should be chaotic and fun! I'm not sure how I'll want return to work at the law firm come springtime, but in the meantime we are having the best time!"

Josh Edgar '10 and Anna Kohlen married Aug. 25, 2018. After a ceremony that took place on familiar ground – in the SMUS Chapel – the happy couple, their wedding party, families and guests crossed the campus to the newly built Sun Centre for the reception. Fellow SMUS alum, David Sedley '10, was part of the wedding party.

PASSAGES



Dr. Iain Forbes spent two decades as the SMUS school physician, but he was more than a doctor to the thousands of students who knew him over the years.

Dr. Iain Forbes: 1942–2018

There are goodbyes and then there are goodbyes.

Physician, houseparent, friend, mentor and colleague Dr. Iain Forbes. We wished him and wife Anna farewell on the happy occasion of his retirement from the school only last year, so it was with shock and deep sadness that we learned from Anna in early August that Iain had said his final goodbyes.

Surrounded by his loving family, he died peacefully on August 1, in Victoria, ending a 50-year struggle with Type 1 diabetes. He is survived by Anna, children Rory '90, Robin '93, and Joanna '95 and their families, and two sisters.

Born October 23, 1942, in Inverness, Scotland, and educated as a family physician at the University of Aberdeen, Iain came to Canada with Anna in 1971. He practised in Lethbridge, Alberta, for five years before moving to Vancouver Island, where he worked in Parksville. He then practised in Victoria for 30 years, joining the SMUS community in 1997 as school physician. At that time, he and Anna became houseparents at Symons House.

Dr. Forbes said that he considered his work at SMUS the favourite part of his long career. "Being surrounded by young people, day and night, was the best medical experience I've had," he said. "There's something wonderful about waking up every day wanting to go to work, because you get to see all these young faces."

His wisdom and compassion influenced the lives of countless young people at the school over the 20 years he worked here.

Iain was a man of extraordinary compassion and tenacity when promoting the interests of his patients, says his colleague in the school Health Centre, Nurse Kaye Mains. Throughout their residency at Symons House – right next door to boys-only Harvey House – she says Iain and Anna saw "a steady stream of Harvey boys beating a path to their door, asking Anna, 'Is Dr. Forbes in?' And if he was, they would be welcomed in – at often very late hours – to have a heart-to-heart over countless cups of tea."

No one was turned away.

Iain was a consummate caregiver. Not only did he attend to the physical and emotional needs of generations of students and staff, Deputy Head of School Andy Rodford says, "He was a voice of reason, a watchful eye to all that went on at SMUS, and he had a knack for connecting with students in need, creating bonds that were strong and everlasting."

Iain was also passionate about aviation. He shared aviation magazines from his impressive collection with any student who showed interest. To nurture the dreams of his 'baby pilots,' he ran the popular Flight Experience weekends in the 2000s, helping to introduce SMUS students to careers in the aviation industry and setting up introductory flights at the Victoria Flying Club for any student who wanted the chance to fly a small aircraft.

The friendships he formed with students were so enduring that, when Iain and Anna travelled, alumni around the world would roll out the red carpet to welcome them. It was also a regular occurrence for alumni stopping by the school to add the Health Centre, and specifically Iain, to the priority list for visits.

As Kaye says, we all miss our lovely friend, Dr. Iain Forbes. But we know that our lives and the life of our school community has been immeasurably changed by the grace of knowing him.

Goodbye, Dr. Forbes. And thank you.

He was such a kind and caring man. My deepest condolences to friends and family.

- Megan Taylor '98

Rest in peace, Dr. Forbes. Thank you for everything. You were more than just a physician, but a friend and a mentor to many of us boarding students living far from our families. You will be missed.

- Justin Leung '08

Some of my fondest high school memories are of times spent at the Forbes' house – there was always an open door, warmth, and a smile from Dr. Forbes. He had the admiration of the entire community, but I know that there was nothing greater than the love and adoration he had for his family.

- Lara Tomaszewska '90

Our memories of dear Iain are full of his passion for his profession, aviation, his family and his delightful story telling.

- Sue (former Director of Admissions), Bob, and Jamie '09 Saunders

The tributes quoted here are from Dr. Forbes' obituary at mccallgardens.com and Facebook.



Charles Leslie (Les) Usher '41

Les Usher '41 passed away September 9.

Born Oct. 22, 1923, Les grew up on the family ranch near Scollard, Alberta. He attended the village's two-room school before joining his brother David '39 at University School in Victoria. Upon matriculating, Les joined the army and served as a second lieutenant in the field artillery.

When he returned from the Second World War, Les completed his B.Sc. in Agriculture at the University of Alberta. He soon found employment with Alberta Agriculture in Edmonton.

His long career included many posts that forwarded the interests of young people. He served as president of Alberta 4-H Clubs, the Canadian Council of 4-H Clubs, the Junior Forest Wardens and was involved with the Boy Scouts.

He was also president of the Alberta Forestry Association and the Alberta Institute of Agrologists (Edmonton). Within the Government of Alberta, he

was appointed Deputy Minister of the Department of Youth (1966–1971), the Department of Culture, Youth and Recreation (1971–1975), and the Department of Culture (1975–1980). He served on the Board of Governors and Senate at the University of Alberta (1969–1970) and as president of the Institute of the Public Administration Canada (1976).

Les met and married Lillian in 1955. This August, they celebrated their 63rd anniversary with daughter Laurel, son Thomas, and granddaughter Kelsey on hand.

An avid weekend rancher and founding shareholder of Usher Ranching, Les's love for Alberta was recognized with the 2004 Alberta Century Farm & Ranch Award, and when the Rumsey Ecological Reserve was created on former Usher Ranch lease land, protecting Canada's largest remaining tract of aspen parkland.

Les departs this life richer for sharing his grace and humble respect for this land and the people who inhabit it.

Joseph (Joe) Charles Robertson '74

Joe Robertson '74, wife Anita and daughter Laura died suddenly July 30, 2018, in Greenville, Maine. They were travelling from their family cottage to Prince Edward Island in Joe's airplane. Joe, Anita and Laura were the only occupants.

Joe was born in Ottawa on Sept. 21, 1959. The youngest of five children, he attended Confederation High School in Nepean, St. Michael's University School in Victoria, and then graduated from Bell High School in Nepean in 1977.

After graduating, he attended Carleton University where he earned a B.Comm. in 1981. He worked for the Mercantile Bank before returning to school, this time at Harvard University where he completed an MBA.

Just shy of his 30th birthday, Joe purchased Pro-Mart, a small dental supply company in St. Catharines, Ont. With business partner Carman Adair, Joe grew the business under the name Arcona Health Inc. They sold the business to Henry Schein Dental and Joe became CEO and chair of the Board of Directors of its Canadian subsidiary, Henry Schein Arcona Inc.

After Arcona, Joe became an active volunteer. He was part of Brock University's Board of Directors for more than a decade, and from 2012 to 2014 he chaired the Board of Governors. He also acted as the Chair of the Council of Chairs of Ontario Universities and later became a board member of the Canadian Songwriters Hall of Fame in 2017.

Joe and Anita met while working at McDonald's in Bells Corners in Nepean as teenagers. They married in 1986. Anita played a vital role in the early operation of Pro-Mart while simultaneously running the house and raising their children, Taylor, Clark and Laura. Joe and Anita were lifelong lovers, best friends and business partners. Joe, Anita and Laura lived their lives as best as they could be lived.

A generous donation from Joe's estate is helping SMUS continue to provide excellent educational opportunities to students.



Christopher (Chris) Noel Wolfe '66

by Jim Wenman '66 and Rick Wolfe '67

Chris Wolfe attended University School from 1964 to 1966 and quickly made an impression as a serious student and one determined to succeed in the classroom and on the field. He showed strength of character and was a highly principled individual. His father, Noel, who had attended the school in 1915 to 1920, died while Chris was still at school. Chris spent much of his time when not immersed in school activities running the family business.

A degree in psychology from the University of Victoria followed. There, he met Dianne Saville. They married in 1970. After graduating, Chris continued his studies and received a Master's degree in Sciences from Western University. His thesis dealt with the hearing challenges of autistic children and how the mind interprets sound. His work within this realm became a precursor for his eventual career in sound management.

Back in Vancouver, Chris began his own company, Vibra-sonic Control, in 1980. It specialized in noise, vibration and seismic evaluation. His expertise became synonymous with sound control technology in building design, and his knowledge was sought throughout Western Canada and the United States.

His hobbies included volunteering as a sound and lighting technician for stage productions by amateur theatre groups. If that wasn't enough, he often videotaped the whole theatrical production – to the delight of the performers.

Chris passed away Aug. 23, 2017. A number of his classmates from University School attended the funeral, and we were struck by the outpouring of gratitude from those who spoke of his generosity, compassion and love for his employees, friends and family.

Chris is survived by wife Dianne and daughters Stacey and Danielle.



Alastair William Gillespie O.C. '31–'37 with Prime Minister Pierre Trudeau.

Alastair William Gillespie, O.C. '31–'37

After an outstanding innings of 96, the Honourable Alastair William Gillespie quietly left the field of play on August 19. Born in Victoria, Alastair attended St. Michael's School from 1931 to 1937, then graduated from Brentwood College. He briefly attended the University of British Columbia before entering Royal Roads Naval College for officer training in 1941. Attaining the rank of Term Lieutenant in 1942, he served on naval convoys across the North Atlantic. After brother Ian, an RCAF Beaufighter pilot, died in action on Dec. 22, 1943, Alastair joined the Fleet Air Arm as a fighter pilot.

Alastair received a Bachelor of Commerce degree from McGill University (1947), where he met and married Diana Clark. Having been selected as a Rhodes Scholar from BC, they left for Oxford UK where he studied at Queen's College.

Alastair was elected Member of Parliament for Etobicoke in 1968. He became cabinet minister under Prime Minister Pierre Elliott Trudeau, serving as the first Minister of State for Science

and Technology (1971–1972), Minister of Industry, Trade and Commerce (1972–1975), and Minister of Energy, Mines and Resources (1975–1979). Decades later, he documented his political experiences in *Made in Canada: A Businessman's Adventures in Politics*.

Alastair returned to his business roots in 1979. He chaired Carling O'Keefe Limited, the National Westminster Bank of Canada and the Scotia Coal Synfuels consortium, and sat on the boards of many other private corporations and community organizations, including the National Ballet School, the Canadian Paraplegic Association, Lyndhurst Hospital, The Champlain Society, the Scottish Studies Foundation, the Gage Research Institute, and the Canadian Opera Company.

He was appointed an Officer of the Order of Canada in 1998.

Alastair will be remembered for his warmth, charm, generosity and sense of humour.

Alumni Weekend 2018

Our annual alumni celebration was a great success, thanks to all of you!
You can browse and download all the event photos from the weekend at the SMUS Photo Gallery: gallery.smus.ca





SMUS Alumni Association

The SMUS Alumni Association is a group of alumni led by a volunteer board that works closely with the Advancement department and SMUS to foster strong ties between the school and its former students.

The SMUSAA is invested in the long-term growth and health of the school and is committed to raising funds that create access to the school for children and grandchildren of alumni.

2018–2019 SMUS Alumni Association Board

Jeremy Cordle '91 (*Chair*)
Kimberley Lobb '98 (*Vice Chair*)
Tom Erlic '88 (*Treasurer*)
Samantha Stone '87 (*Secretary*)
Christopher May '92
Barnabas Clarke '88

Matthew Ashton '13
Caitlan Farquharson '10
William Cunningham '77
Stephen Yu '93
Alec Johnston '98

Alumni Weekend 2019 | MAY 3–5

Mark your calendars. Alumni Weekend will be here before you know it!

Come back to campus to reconnect with old friends, meet new ones and see what's new.

Did you graduate in a year that ends in 4 or 9? What about 1989 or earlier? Maybe the Class of 1969? We have special events just for you, so make sure you register!

www.smus.ca/alumni/events

If you would like help planning your reunion please contact Nicole Laird at nicole.laird@smus.ca or 250-370-6175



Alumni

Commemorating our Beginnings

Bricks for the four founders laid in the school's Heritage Walk

K.C. SYMONS
FOUNDER
ST. MICHAEL'S SCHOOL
1910



Behind School House on our Richmond Road campus, the Heritage Walk commemorates alumni, staff and other members of the school community. Each 4" x 8" brick lining the walk is inscribed with a name and a grad year or their years spent at the school.

Following their presentation at the Founders' and Scholars' Dinner, SMUS has now laid four bricks into the walkway to celebrate the school's founders. Three Englishmen founded University School more than a century ago: J.C. Barnacle and W.W. Bolton came together in 1906, with R.V. Harvey joining them two years later. K.C. Symons founded St. Michael's School in 1910.

Many thanks to school archivist Rob Wilson, who provided these short biographies of the four people who laid the foundations of our school.

The Four Founders

by Rob Wilson, School Archivist

W.W. Bolton was educated at Cambridge University, where he was a fine track athlete. He graduated in 1880 and was ordained in 1881, going on to hold church appointments in England, Saskatchewan, Esquimalt and San Francisco. In 1894, he undertook an expedition to explore Vancouver Island.

Four years later, he opened a small school in Victoria on Belcher Avenue. He joined J.C. Barnacle in founding University School in 1906. Bolton remained at University School as Warden until 1920, when he moved to the South Pacific to work for the French government. He returned to Victoria in 1925 to take up the headmastership at University School. He returned to the South Pacific in 1928 and remained there until his death in Tahiti in 1946.

Founder **J.C. Barnacle** took on the role of first Headmaster of University School in 1906 and remained in that position for 17 years. Educated at London University, he came to Victoria in 1900. He was a good athlete (rugby and cricket), a fine mathematics teacher and was known to be a strict but fair disciplinarian. He shepherded the school through the difficult years of the First World War and then through the controversial years of 1920–1923, when the school became University Military School. He left in 1923 due to failing health and died in 1939 in Barbados.

R.V. Harvey is probably best remembered for the letter he wrote in August 1914 when he left University School to join the Canadian Forces at the onset of the First World War. He took part in the second battle of Ypres, was wounded, and died as a prisoner of war in a hospital in Germany later in 1915. Educated at Cambridge University, he taught in Vancouver where he became head of Queens School. When that school's lease ran out, he moved his operation to Victoria in 1908 and became the third founder of University School. In his short tenure here, he was instrumental in creating the Cadet Corps, the Scouts and the Shooting program.

St. Michael's School founder **K.C. Symons** was born in India and educated in England at Dulwich College and Oxford University. In August 1908, he arrived in Victoria and accepted a teaching post on Salt Spring Island. He moved to Victoria in 1910, where he started St. Michael's School, a preparatory school in Oak Bay for boys aged 6–15. Initial enrolment was in the single figures and growth was slow but steady during the two world wars and the Depression. By 1932, Symons's sons K.W. and E.J. (Ned) had joined the school's staff. The family-run school developed a fine reputation, despite a poor building and a challenging balance sheet. K.C. Symons remained the dominant figure of St. Michael's School until his retirement as Headmaster in 1946 and his death in 1966.

If you would like to purchase a Heritage Walk brick for yourself or another member of the SMUS community, please find more information at smus.ca/alumni/bricks.

Tribute Giving

A great teacher is many things: a catalyst, a counsellor, a mentor, and sometimes all three. These teachers make a profound impact on our lives.

In 2017–18, these staff members were recognized for making a difference by a parent, student or alumnus who made a tribute gift to our Annual Appeal fund.

If you would like to recognize a teacher or staff member – present or past – who has changed your life, visit www.smus.ca/tribute for more information.



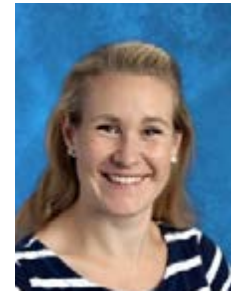
Xavier Abrioux



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Eileen Amirault



Sarah Bailey



Steve Bates



Mimi Brown



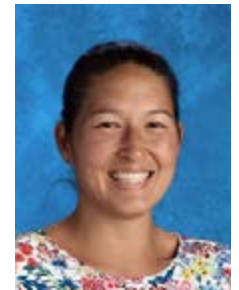
Gordon Clements



Clayton Daum



Ryan Dewar



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Angus Henderson



Peter Leggatt



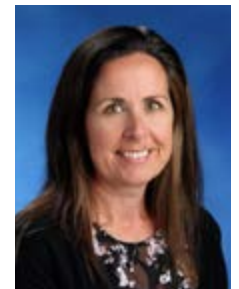
Kate Paine



Megan Parry



Heather Sandquist



Danielle Stokes Beare



Judy Tobacco



Suzanne Walker Curry



Tiffany Webber



Reg Wenman



Rob Wilson



Benson Young

2019 Receptions & Notable Events



JANUARY 25

Vancouver Alumni
Reception



FEBRUARY 7

London Alumni
Reception



FEBRUARY 28

Victoria Alumni
Reception



MARCH 1–3

Senior School Musical,
Mamma Mia!



MARCH 7

Seattle Alumni
Reception



MARCH 8–10

Middle School Musical,
Seussical the Musical



APRIL 6

Toronto Alumni
Reception



APRIL 25

New York Alumni
Reception



APRIL 26

Washington DC
Alumni Reception



MAY 3–5

Alumni
Weekend



MAY 31

"Since '78",
A ladies evening celebrating
40 years of women at SMUS



JUNE 6–7

Junior School Musical,
Shrek The Musical JR



Ryan Hindson '17 dunks in an Alumni-versus-Senior boys basketball game during the annual Alumni Basketball Celebration in November.



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3400 Richmond Road
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