

School Ties



SPRING 2021 | ST. MICHAELS UNIVERSITY SCHOOL



Stories of
COMMUNITY
and **RESILIENCE**

CREDITS

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 St. Michaels University School
 3400 Richmond Road
 Victoria, British Columbia
 Canada V8P 4P5
 Telephone: 1-250-592-2411
 Admissions: 1-800-661-5199
 Email: advancement@smus.ca

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Editorial Team: Shara Campsall, Chris Chong, Adrienne Davidson, Stuart Hill, Denise Rees, Kyle Slavin

Additional Contributors: Sue Bowness, Daniel Chen '21, Amy Dove, Gillie Easdon '91, Maureen Hann, Ian Hyde-Lay, Tanya Lee, Margaret Lincoln, Michael Nation '70, Andy Rodford, Jordan Tessarolo, Mark Turner

Photos: Simon Ager, Whitney Davis Hochhalter '97, Kent Leahy-Trill, Jeff Reynolds, Kyle Slavin, Mothership Adventures, SMUS Archives and SMUS community members

Front cover photo: Siblings Marchesa and Kingston wave signs to celebrate SMUS during the Junior School Spirit Parade in May 2020.

Back cover photo: Junior School faculty made signs to share messages of warmth and positivity with students for the Spirit Parade during Term 3 of the 2019-20 school year.

Inside cover photo: An autumn rainbow appears over School House during a sunrise.

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OUR COMMITMENT TO SUSTAINABILITY

As a responsible consumer, and in line with the Floreat strategic plan commitment to sustainability, St. Michaels University School has made environmentally sustainable material and manufacturing choices. Based on using 5,983 pounds of post-consumer waste FSC-certified paper for the *School Ties* project, the following environmental benefits are realized. Environmental impact estimates of savings due to the use of post-consumer recycled fiber were made using the Environmental Paper Network Paper Calculator Version 4.0, which is based on research done by the Paper Task Force, a peer-reviewed study of the life cycle environmental impacts of paper production and disposal. For more information, visit www.papercalculator.org

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By using paper made of post-consumer recycled content, the following resources have been saved.

trees	water	energy	solid waste	greenhouse gases
59.4	18,170	25	93	11,666
fully grown	litres	million BTU	kilograms	kilograms

Environmental impact estimates were made using the Environmental Paper Network Paper Calculator Version 4.0
 For more information visit www.papercalculator.org



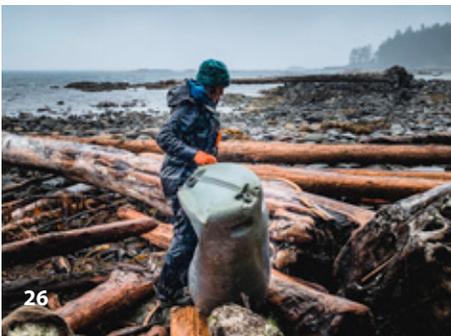
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Introduction from the Head of School



Over the course of the last year, the resilience and flexibility of all of us as individuals and our community as a whole has been tested as never before.

As I write, it has been more than a year since the first case of COVID-19 was reported in Canada, we can look back with gratitude at our relative good fortune. I maintain good communication with other schools around the world, and having been able to enjoy almost uninterrupted education since the start of the new academic year in September is very much the exception rather than the rule. We should also feel a sense of satisfaction, if not outright pride, at the way our key constituent stakeholders, students, faculty/staff and parents, have responded. Students have been magnificent. Not only have they seen key 'rite of passage' moments such as graduation, concerts, assemblies and competitive fixtures fundamentally changed, but their quality of life under masks and with constant hand sanitization is far from what we would like it to be.

Faculty earned their spurs in March 2020 by pivoting our entire curriculum to remote learning. Think of an oil tanker having to change course by 180 degrees in confined waters and you will have visualization of the scale of this challenge. Parents have supported this with remarkable magnanimity, composure and support for the school's general direction. Kitchens have become workstations, and garages, gyms and spare bedrooms have become science laboratories. One good thing is that parents now have a much better appreciation for the challenges of educating 1,000 boisterous and intellectually inquisitive youngsters, day in and day out.

Adjustments have been made by all. Structural reforms to the curriculum, timetable, syllabus and boarding routines, that would normally take years, were rushed through in weeks. As a result, we have started 2021 even more confident having had our fortitude tested and found resilient. Rather than fractured, we have emerged galvanized. In fact, despite the backdrop of momentous events, progress has been maintained.

Since the publication of Floreat (let flourish), our 10-year strategic plan in January 2020, progress has been rapid. Highlights include:

- The completion of our new Campus Master Plan, designed to provide the students of 2030 the facilities they will need to flourish in a fast-changing, increasingly technology focussed world.
- Plans are well underway for the long-awaited refurbishment and extension of the Junior School.
- We have plans to revitalize heritage spaces and to commit investment to STEAM (Science, Technology, Engineering, Arts and Math) facilities.
- A three-year viability budget to ensure the school remains on strong financial footing has been approved.
- A new Memorandum of Understanding has been worked through in detail with the SMUSAA (SMUS Alumni Association).
- We have appointed Dr. Moussa Magassa, who has the title of 'Guide', to lead us through the complexities and sensitivities in constructing our Equity, Diversity and Inclusion Plan.

Although we have cancelled our second consecutive Alumni Weekend, there is much to look forward to. In the academic year running September 2021 to June 2022, we will be celebrating our Jubilee. This is the 50th anniversary of the joining of our two key roots, University School (est. 1906) and St. Michael's School (est. 1910), a synergy that has unleashed half a century of dramatic expansion and development. In my mind's eye, I can see in May 2022 a wonderful jamboree taking place. I hope that all members of the extended SMUS diaspora will return for the in-person celebration.

Recently, we were rummaging around in the Archives and found the stuffed head of a cougar that hung at the old St. Michael's School (see page 38). Perhaps this is the inspiration for the Blue Jag that has spurred on so many generations of SMUS sportsmen and women. Although the cougar may be a metaphor for the school, at the moment (a little faded and dog-eared), I know that as things return to normal, the Blue Jag will come roaring back with renewed vigour.

Floreat!

Mark Turner
Head of School



Creating a New Campus Master Plan

With the completion of the Sun Centre, we marked the end of a campus planning era at SMUS. Following the introduction of goals from our new strategic plan, Floreat, we're now taking a fresh look at our campus needs with a view to the next 10 years and beyond.

By Andy Rodford, Deputy Head of School

Following last year's launch of SMUS's new strategic plan, Floreat, the Board of Governors immediately identified the need to commission an updated Campus Master Plan (CMP) that addressed the Vision of the school and was centred around four Strategic Priorities: Foundation; Preparation for Life; Sustainability; and Community. The previous Richmond Road CMP had reached its end of life, after more than two decades of adding facilities and concluding with the much-heralded opening of the Sun Centre in 2018. As a result, sights turned to generating a new CMP that would become the framework for future decision making regarding the location, form and character of new buildings, open spaces and movement networks on the Junior School, Richmond Road and Derby campuses.

The Campus Master Plan steering group was formed as a sub-committee of the Board of Governors and comprised members of the Board's Finance, Facilities and Advancement Committees, along with members of the Senior Leadership Team. In order to build on the past Richmond Road CMP, the steering group separated future Junior School developments from the new CMP initiative, knowing that the Board Facilities Committee was already planning for new opportunities on the Junior School campus, which will be communicated in the near future. This decision allowed the new CMP process to move forward on exploring potential physical

designs, functionality, movement networks and sustainability elements for the Richmond Road and Derby campuses, focussing on the 10-year horizon of Floreat priorities, but with a longer-term consideration given to the next 25 years.

The steering group conducted a Request for Proposal process and a comprehensive search for a firm that specializes in CMP designing for the educational sector. After a competitive evaluation of several firms, Dialog Designs was confirmed by the Board of Governors and awarded the contract.

Over this last year and notwithstanding the impact of COVID-19, Dialog Designs undertook a comprehensive engagement process. This included reviewing copious data gathered to create Floreat, which included more than 500 current parents, 220 faculty and staff, 600 alumni, and 87% of Middle and Senior School students who contributed their views, alongside interviews with Junior School students. Additionally, many interviews and 15 focus groups, with more than 150 people were held that spanned all stakeholders and generations back to the 1940s.

With SMUS's Vision, Mission and Strategic Priorities as a guiding lens, Dialog Designs led the community through three phases; Imagine (ask lots of questions), Draw (develop concepts) and Write (develop the plan). During each stage they held Zoom workshops, gathered ideas, presented findings, tested assumptions, sought feedback, refined concepts, and inclusively moved the project forward. Various stakeholder groups were presented iterations of the plan as it developed, culminating with a final presentation to the Board of Governors in December, where the CMP was accepted and confirmed unanimously.

Next steps

In the coming weeks and months, the Campus Master Plan will be unveiled to the community, once the Board of Governors determines priorities and which projects may be required to reshape the Richmond Road campus, to realize SMUS's Vision and to best support teaching and learning, now and in the future.

It is with much gratitude that we thank everyone who played a part in developing the new CMP and it is with much excitement that we look to the future with optimism, confidence and, as stated in Floreat, "we are ideally poised to begin fresh growth and, indeed, to flourish." ♥



School News

Every day at SMUS offers students the opportunity to experiment, discover and explore their passions and interests. The following pages highlight the diverse activities at our school as captured in the *SMUSpaper*, our online news site at news.smus.ca.

Grade 8 boarding students Daniela G. (right) and Caro G. (left) take advantage of the January 2020 snow day on campus.

Grade 12 Student Wins ‘Power of Youth’ Contest for Coffee Fundraiser

By Kyle Slavin

Mark Finamore knows that youth have the power to make a positive difference.

The Grade 12 student was named one of the winners of Coast Capital Savings’ The Power of Youth contest, which recognizes young people in BC who are giving back to their communities.

Mark won the \$2,500 prize on behalf of the school’s Me to We Club and all its members for running a coffee drive-thru on campus to raise money for the Greater Victoria Coalition to End Homelessness.

“I’ve been involved in the club since Grade 9 and our goal is to bring the community together through events that raise awareness for local and global initiatives,” Mark said. “I always noticed the heavy flow of traffic in the morning along the driveway and thought it would be super awesome to take advantage of that in some way.”

Mark connected with local businesses to secure coffee and pastries, and the Me to We Club set up a by-donation drive-thru coffee shop in front of School House. They held three drive-thru mornings and raised more than \$1,000.

“It was a lot of work getting the initiative going and organizing the event, but it’s very rewarding being able to raise so much money to help support the local homeless community,” Mark said.

In the summer of 2019, Mark submitted the drive-thru project to The Power of Youth contest in an effort to secure a cash prize that would be put towards operating the drive-thru again.

“[The contest] was about engaging young people and challenging them to think about how they could contribute and drive change in their own backyards,” said Maureen Young, Director of Community Leadership, at Coast Capital Savings. “The beauty of Mark’s submission was the simplicity of the idea coupled with the tangible impact that it has in the Victoria community. That is the power of youth. Mark exemplifies that.”



Student organizers of the Grade 8 “Here 4 You” leadership conference.

January 2020

Grade 8 Students Highlight Mental Health at Leadership Conference

By Tanya Lee, Middle School teacher

Each year, the Middle School organizes a student-led leadership conference for Grade 8 students from around BC. This conference is planned by students, for students. This is truly the school’s Vision – “To learn, to lead, to serve.” – in action.

Ahead of the January 2020 event, 19 students came together to form the organizing team. These students, with teacher guidance, are responsible for all decisions. They utilize their ability to step up and step back, share their ideas in a purposeful way, think critically about others’ opinions, and provide constructive feedback while brainstorming and generating ideas.

The idea-generating process begins with students deciding on a conference theme. They are guided through a conversation that asks them to identify current issues that students their age face.

The student planners unanimously decided that mental health was the most pressing issue and wanted to create a forum for straight talk about topics such as anxiety,

depression and stress. They chose the topic because they see and experience it daily. They see it in their friends. They see it in themselves.

The student planners were intent on breaking down the stigma attached to mental health issues and chose keynote speakers and workshop facilitators accordingly. The keynote speaker spoke about how body, focus and internal dialogue are all keys to mental wellness. A student panel on personal mental health journey, as well as workshops led by SMUS faculty and students were offered. These workshops ranged in topics from sleep and wellness, to how to talk to friends that are struggling, to real talk about LGBTQ2S+ issues.

The hope of the student planners is that student attendees left with a sense that they are not alone, which is also the conference slogan, and that they returned to their schools looking for ways to promote mental wellness and support those who are struggling.

February 2020

Reading Takes You Places!

By Sarah Craig, Middle School teacher-librarian

A group of voracious Middle School readers will represent Canada at the Kids' Lit Quiz World Final, after beating seven other schools from across Canada at the national tournament in Toronto to earn the title of Team Canada! (The students were slated to travel to New Zealand for the World Final in July 2020, however the event was postponed due to the pandemic.)

The Kids' Lit Quiz (KLQ) is an annual literature competition described as "the sport of reading" for students ages 10-13. The quiz consists of literature questions about books children would read from ages 2 to 14. World mythology, graphic novels and picture books are all fair game. There is no set reading list.

Since the summer of 2019, a group of about 30 Middle School students began reading voraciously and quizzing themselves.

Through the fall of 2019, they joined the Book Club and we held competitions to see who would represent our school at the regional competition in Vancouver in November 2019.

At the regional round, which was nail-biting to the very end, one of our three SMUS teams – Laila S., Avery S., Aidan M, and Will C. – won the competition and was named Regional Champions.

In February 2020, this team headed to Toronto to compete in the national competition. Our SMUS team hit their stride in the third round and firmly held their lead to win the national title!

KLQ provides a fun and challenging venue for students to deeply engage in children's literature. By working in teams, the students' gain collaboration skills where they learn to listen and rely on each other.

Individually, students become experts in their favourite area of literature.

The camaraderie developed by preparing for and participating in KLQ is long lasting. These students are in the library at recess and lunch chatting every day about their favourite new authors or books they've just finished long after the quiz is over.

Everyone in Middle School has a place to feel they can share and explore their passions and KLQ shines the spotlight on literature. The library program is centred around fostering a lifelong love of reading for every student. KLQ is one way that our program seeks to fulfil this mission.

As demonstrated by our trips to Vancouver, Toronto and eventually New Zealand, reading truly does take you places. 🍀

February 2020

Senior School students win second place at FIRST Tech Challenge

By Maureen Hann, Educational Technology Specialist



The Grade 11/12 SMUS team at the FIRST Tech Challenge BC Championship robotics competition finished in second place.

In February 2020, SMUS hosted the FIRST Tech Challenge (FTC) BC Championship robotics competition. This event represented the culmination of six months of hard work by 30 teams of high school students from all around British Columbia.

SMUS had four teams participating. These teams were made up of a mix of Grade 9-12 students, some brand new to robotics and some more experienced members. In addition to participating in the tournament, many of the robotics students participated in outreach activities including leading programming, building, and engineering notebook workshops for rookie teams, and volunteered at other local robotics competitions.

All of the teams, and robots, performed admirably, with the Grade 11/12 team making it right to the final match and securing a second place finish overall in BC!

The competition involves much more than just building robots. Each year, the season begins when the FTC releases a new game, with a variety of engineering and programming challenges each worth a set

amount of points. Teams work collaboratively to determine a strategy to score points and from there begin to design the first iteration of their robot.

As part of the FTC program, each step of the planning, designing, building and programming process must be carefully documented by the students in an engineering notebook. On tournament day, teams submit their notebooks to the judges for them to see how the teams have reached decisions, built, tested, adjusted and, when necessary, redesigned their robots.

During the robot game, two teams work together to score as many points as possible. The game consists of a 30-second autonomous period when the robot has to carry out pre-programmed tasks with no user intervention. This is followed by a two-and-a-half minute period where students control their robots using programmed game pads.

Congratulations to all of our students on their hard work. 🍀

March 2020

Junior Girls Basketball finishes 2nd in BC

By Ian Hyde-Lay, Physical Education teacher

Cementing their reputation as one of the elite teams in the province, the Junior Girls Basketball team romped to a first-ever SMUS Island title to enter the 2020 Junior Girls BC Championship as the No. 3 seed with a 25-1 season record.

SMUS won their first two games (44-26 over Sahali and 59-44 over Heritage Woods) which set up a semi-final match-up versus the No. 2 seeded Kelowna Owls, the only team to defeat the Blue Jags earlier in the season. SMUS started out strong at both ends of the court, as they matched the Owls offensively. Down 22-20 at the half, SMUS came out with a strong second half defensively, holding the Owls to a 17-point second half. A big fourth saw the Blue Jags take the victory 44-35.

In the final game against the No. 1 seed, Dr. Knox of Kelowna, SMUS came out of the gates strong, taking a very early 9-4 lead. Dr. Knox would equalize before the end of the first quarter. Dr. Knox entered the halftime break up 25-21. But SMUS would not quit. A fourth quarter lead by the Blue Jags, 48-46, would not be enough, as Dr. Knox scored the last six points of the game to win 52-48.

Grade 9 students Jojo Tupas-Singh and Makena Anderson were both named to the tournament's first all-star team, and Grade 9 student Lauren Rust was named the tournament's most outstanding defensive player.

Second place in BC is the best-ever finish by a girls basketball team in SMUS history; a truly remarkable feat for a young and talented squad. ♥



The Junior Girls Basketball team on the court ahead of the 2020 Junior Girls BC Championship game, where they finished second in the province.

May 2020

Welcome to Wonder Wednesday

By Margaret Lincoln, Junior School program specialist

Entering into the world of remote learning for Term 3 of the 2020-21 school year, brought a host of challenges and constraints to the teaching and learning of young children. But it also brought an opportunity to be creative and flexible in ways that would continue to honour what we know about how children learn best. The introduction of Wonder Wednesday provided a weekly opportunity to continue to foster a love of learning, and inspire curiosity and creativity along the way for our youngest learners.

Every Wednesday afternoon was dedicated to student-led discovery. The students were invited to explore a topic or experience that they are interested in and would like to learn more about.

We saw students create a model of a Rube Goldberg machine, a space and robot-themed marble run, test paper airplanes and record flight data, and create a Kindergarten presentation on electricity, including safety tips for us to be aware of! Children cooked and baked, sewed and weaved.

We know from research that the path to motivation, performance and satisfaction at school comes from the need to direct our own

experiences to learn and create new things.

Wonder Wednesday harnesses a child's desire to choose and self-direct their learning of a new skill or endeavour, capturing the joy of learning. In doing so, they activate learner competencies like creativity, critical thinking, communication, and personal development. This kind of autonomy and student agency have favourable implications for learner growth.

Wonder Wednesdays created time and space for children to experience a sense of well-being that was compromised by being physically distanced from classmates and teachers, and an interruption of extracurricular activities. These afternoons were an opportunity to maximize the potential for cross-disciplinary learning of a new skill, engaging in a new experience, and follow wonders and interests. It is a 'choose your own adventure' kind of experience.

It was truly inspiring to see the Portrait of a Learner traits (see page 12) such as resilience, initiative and curiosity come to life, and see the topics and ideas that are worthy of the children's time and attention. ♥

June 2020

Watch *Robot vs. Jeremy*, A Grade 5 Sci-Fi Musical

By Kyle Slavin

With five weeks left until the end of the school year and Grade 5 students spread out across the city, choir teacher Duncan Frater had to get creative with the Junior School musical.

Every year, our Grade 5 students mount an impressive production. Months of effort, work and practice all help to create an unforgettable experience for students, who would normally perform for a crowd at the McPherson Playhouse. While work was underway to stage a musical in June, the COVID-19 pandemic quashed those plans in March.

As director of the musical, Duncan still wanted the students to have the experience of coming together (not literally) for a large performance project. In May 2020, he started working on a movie that students and their parents could film from home.

Week 1 entailed gathering information on settings and costumes that students already had at their disposal. From there, Duncan had one week to write the movie, *Robot vs. Jeremy*, followed by a week of digital rehearsals with students. Students then had one week to film their scenes, giving Duncan just one final week to edit the movie before it debuted at the Legacy Drive-In theatre at the University of Victoria in mid-June.

We offer our sincere thank you to our Grade 5 students and their parents, writer/director Duncan Frater, and our Junior School faculty and staff for all of their work to help *Robot vs. Jeremy* come to fruition. You can watch the movie at: smus.ca/grade5movie. ♥



Grade 6 student Haley P. designed and sold an Orange Shirt Day T-shirt, based on a Cowichan sweater that her grandmother knitted, to raise money for Qwam Qwum Stuwixwulh Community School in Nanaimo.

September 2020

Meet a Middle Schooler Rallying to Honour Residential School Survivors

By Kyle Slavin

When Haley P. was a Grade 3 student, she had the idea to encourage the school to recognize Orange Shirt Day.

Haley wanted to help raise awareness of residential schools and, at the same time, spearhead a fundraiser to support First Nations schools in BC. Her family is from the Snuneymuxw First Nation, Penelakut Tribe and Cowichan Tribes, and many of Haley's relatives, including her father, are residential school survivors.

Haley approached the Junior School administration with her idea, who were keen to embrace her initiative as part of our school's journey of building an authentic relationship with our local peoples and addressing our history.

"I think people should know that what happened isn't OK and I don't think we can just ignore it. It's a new generation [learning about it] and we can't just let history slip by, feeling like everything was OK in the past and that we've moved on from it. Some people are still hurt by things that happened in the past and people need to know that," said Haley, now in Grade 6.

That first year, Haley, along with friends and family members, beaded orange bracelets and sold them at school. They raised \$1,400

to help buy books for the Penelakut Island Elementary School library. In year two, Haley and friends sold bracelets that read "Every Child Matters," the official slogan for Orange Shirt Day, and raised more than \$2,500 for Stz'uminus Community School.

This year, in September 2020, Haley designed an Orange Shirt Day T-shirt based on a Cowichan sweater that her grandmother knitted. "I thought using the pattern would be meaningful," Haley said.

Haley's father, Steve Sxwithul'txw, said, "My mom was a residential school survivor, along with most of her siblings, myself, and a few of my sisters, so it's more of an honouring of her and the family with that particular pattern. She'd been a Cowichan knitter for 70-plus years; using one of her original patterns is a way of honouring grandma."

Below the pattern, the shirt reads: Every Child Loved and Protected.

Added Haley: "This is about honouring residential school survivors and letting people know that we shouldn't do anything like that ever again." ♥

September 2020

David Lynch '98 Named a Governor General's Teaching Award Finalist

By Kyle Slavin

Senior School history teacher David Lynch '98 was named a finalist in August for a teaching award. David was shortlisted for the Governor General's History Award for Excellence in Teaching for his creative redesign of the Social Studies 10 course.

He and colleagues in our Humanities department created the "Through Their Eyes" project, a year-long, multi-stage project that engages students as they explore Canada's 20th century history through the real-life experiences of Canadians.

"At every stage of the project, which corresponds to every unit, the students start off with a real historical Canadian or two, and they start to see the events of that period through their eyes," David said in an interview on the Teaching Canada's History podcast.

Students are assigned a real person – from First World War Anglophone soldier John McCrae to Inuit activist Sheila Warr-Cloutier and Portia White, a pioneering Black-Canadian singer – to research to reveal their wider historical context. They then explore aspects of the era through this person's perspective and lived experiences through research and critical-thinking tasks that require students to grapple firsthand with the complexities and challenges of historical thinking concepts.

David said hands-on learning is important to make students' experiences more meaningful, and to better engage them in the learning.

"My goal is at the end of the course they are able to look back and say, 'Wow, that's

really complicated; there's a lot going on there. There are a lot more stories happening, a lot of different things that I didn't know about, a lot of different people having different experiences than, say, the mainstream narrative," David said. "But at the same time, [I also want them] thinking, 'Wow, the process of knowing all this stuff as a historian, as a social scientist, is really complicated."

"I say to a lot of students who are not Canadian, 'If you forget everything you learned about Canadian history, I hope you remember what it's like to be a historian.' ■

November 2020

Student Athlete Offered Three Full-Ride Rowing Scholarships

By Kyle Slavin

Firinne Rolfe is a highly sought-after student athlete, having received three full-ride scholarship offers worth more than \$1.2 million to study and row at American universities.

The Grade 12 student, who graduates in June 2021, signed paperwork and committed to attending and rowing for Northeastern University in Boston, Mass.

"I'm so excited to get to be in such a competitive environment and have people constantly pushing me to improve," she said. "I'm really excited for the academics, too. I want to have an amazing athletic experience, but my No. 1 priority [in choosing a school] was finding somewhere that was academically rigorous."

Firinne began rowing at SMUS in Grade 9. By the end of her Grade 10 year, she had earned three medals – two silvers and a bronze – from the national Canadian Secondary Schools Rowing Association Championships in three different team events. It was around that time that coach Liz Fenje '09 suggested she consider pursuing rowing at the post-

secondary level. (Liz rowed for Stanford University after graduating from SMUS.)

"I had a feeling back in Grade 9 watching her that this could be something that could happen," added SMUS Head of Rowing Susanne Walker Curry, referring not only to Firinne's ability to row in university, but also her three full-ride scholarship offers.

As Firinne started researching schools during her Grade 11 year, she was also considering a study abroad program for her Grade 12 year, which could have put an end to her rowing career.

"I had two paths and I was having a hard time deciding. But I went with my gut; I couldn't imagine not rowing, and as soon as I made that decision I was so happy," Firinne said.

She was ultimately offered scholarships to row in Boston, San Diego and Washington, DC.

Firinne said she feels that this is proof that hard work and trusting her gut pay off.

"All my life I've made decisions based on what I enjoy, and it's a reminder that at the end of the day you should be doing what you enjoy." ■



Grade 12 student Firinne Rolfe committed to study and row at Northeastern University in Boston after receiving three full-ride scholarship offers worth more than \$1.2 million.

1 Grade 10 students taking part in the whitewater kayaking outfit pose for a photo after a day on the water in September 2019.



2 Grade 9 student Allegra Nelson hits the ball during a Senior Girls Field Hockey game versus Little Flower Academy at UVic in October 2019.



3 Grade 4 students calculated how much space one million one-centimetre cubes would take up using a PVC frame.



4 Students perform in the Senior School musical, *NEWSIES*, at the McPherson Playhouse in March 2020.



5 Grade 10 student Malik Salamatian learns about the structure of DNA by building a 3-D model out of candy in Science 10 in January 2020.



6 Students high five the Cops for Cancer Tour de Rock team during their October 2019 visit to the Richmond Road campus.



7 Kindergarten student Greta paints a clay mouse in the Junior School art room in December 2019.

8 Avery G. and Bhavneet A., Grade 7 students in Winslow House, show off their school pride during Middle School House Games in September 2019.

9 Grade 8 student Taiga P. presents his science fair project on different clothes drying methods to schoolmate Kevin Y. (Grade 6).

10 Grade 3 student Isla stands in front of the Junior School outdoor chalkboards on the first day of school in September 2020.

11 Grade 12 students celebrate the start of Winter Break with a COVID-safe rendition of "The 12 Days of Christmas."

12 Grade 8 athlete Stuart K. competes in the BC Jesters PNW Junior Squash Championships in February 2020.

13 Grade 6 trumpeter Dani P. performs in band class in January 2020.

14 The Senior Boys Rugby team celebrates after winning the Boot Game over Oak Bay in March 2020.

15 Grade 4 student Brandon works on an assignment during an outdoor education excursion to Kitty Islet in October 2019.



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Portrait of a Learner

Designing intentional learning experiences that prioritize developing soft skills helps build characteristics that serve students beyond graduation.

By Jordan Tessarolo, Senior School teacher

Every day I get a front-row seat in my class watching the frustration on students' faces transition to pure elation as they find solutions to problems they have struggled with for 20 minutes. It's rewarding to see them push through a challenge and come out the other side feeling proud of their work and of what they learned.

This is what it's like every day in the Grade 9 Applied Design, Skills and Technology (ADST) course.

In the course this year, students have designed and built a pachinko machine (think pinball, without the flippers) using a vector graphics software and a laser cutter. Then, they put their newfound circuitry and coding skills to use by integrating an Arduino microcontroller and programming electronic components that interact with the ball – making lights turn on, keeping score and making noises. Hard? Yes. Fun? Absolutely.

ADST might look different at every school and includes many options that you might remember such as cooking, drafting and woodworking. When I took cooking and sewing as part of my home economic rotation in high school, it was about getting hands-on experience in unfamiliar territory. That's still the same in ADST. What's changed is the shift to prioritize the development of competencies: a combination of skills,

processes, behaviours, and habits of mind. For example, in cooking class you may have needed to follow a cake recipe and then were graded based on its appearance or, if your teacher was brave enough, the taste. Instead, an ADST cooking class today would likely have you invent your own cake recipe by researching ingredients, creating a draft recipe, and testing it.

That's not to say the end product isn't important, but it is more likely that the skills developed by going through the process itself will be more relevant in preparing students for life.

For Grade 9 SMUS students, ADST is about getting an opportunity to apply their knowledge of digital design and coding to solve complex problems where there are no right answers. Asking students to create projects where there isn't a right answer is key to developing and honing those competencies in a school setting.

While these Grade 9 students are gaining hard skills such as coding, designing, and programming, those skills are secondary. This intentionally designed ADST course is simply the vehicle for students to develop important soft skills. The pachinko project prioritizes resilience, one of seven qualities that SMUS has identified as characteristics we want all students to possess.



Portrait of a Learner

In 2018, the school's Personalization Team, made up of teachers from all three schools and headed by Director of Academics Denise Lamarche, launched the Portrait of a Learner practice. This work brought to light the seven skills that we want all students to develop that will benefit them now and after graduation: curiosity, resilience, initiative, balance, integrity, collaboration, and empathy.

"If you look at where careers are heading, there is a need for more than just what you know. It's how you are able to work on a team, and how you're able to communicate and collaborate effectively for ultimate success," Denise says.



Faculty across all grades balance academic rigour with skill development by planning lessons and schoolwork around both what students need to know and how they can demonstrate their understanding by applying knowledge to an inquiry question or real-world problem. Intentional thought goes into giving students experiential learning opportunities that help develop these seven skills in age-appropriate ways.

“That’s what I think makes learning exciting today. Any time we have student demonstrations of learning, it highlights the depth of what the students know but also how they arrived at sharing what they know. No longer are projects all the same,” Denise says. “Now what you’re seeing is students bringing in some passion and bringing in other connections, and deciding that this is how they’re

going to present their information. There are many different ways to answer a question or solve a problem, and students can tailor that experience to themselves.”

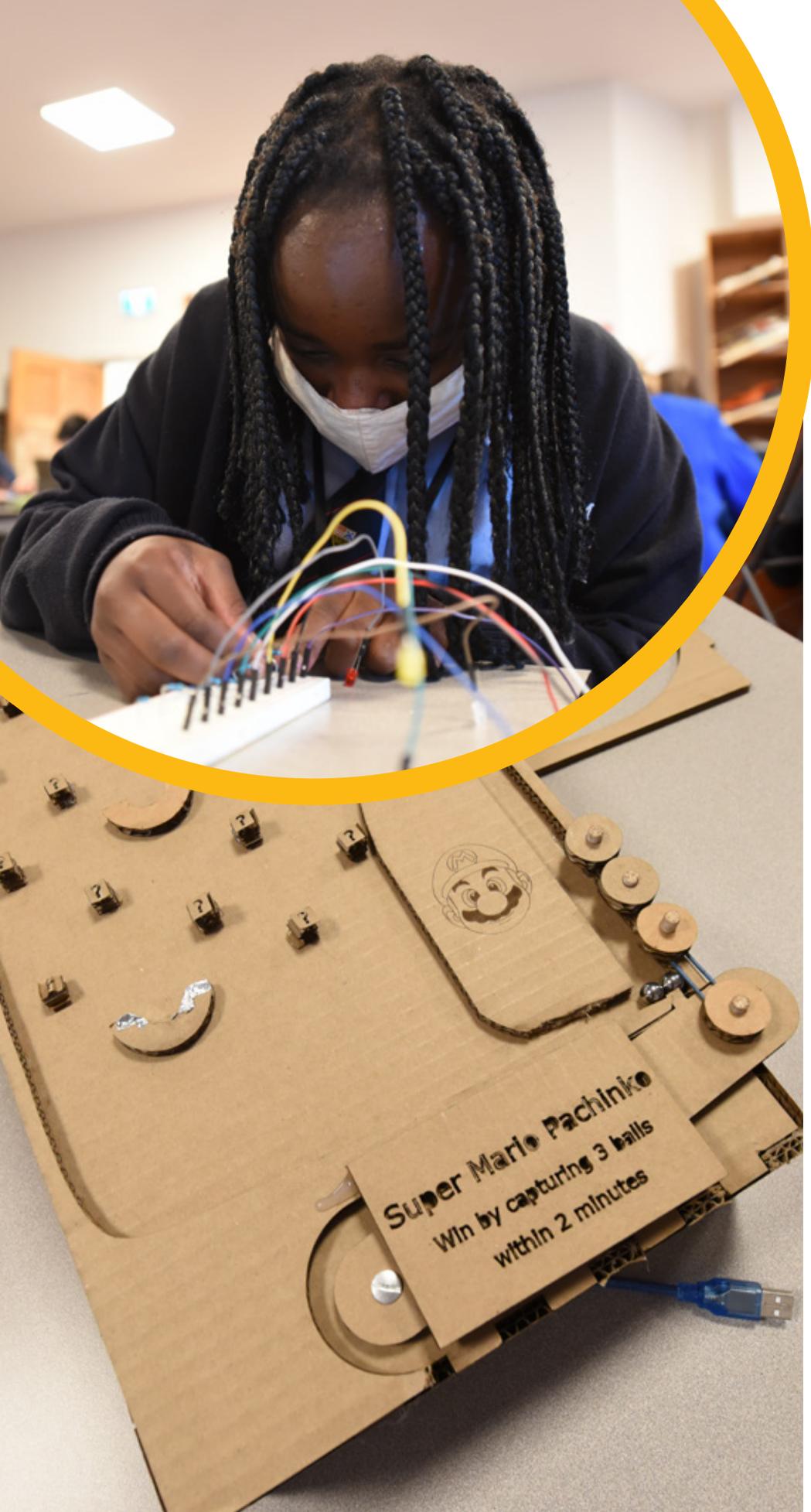
Since the Portrait of a Learner launched, Denise says she has seen students develop and demonstrate these skills in very noticeable ways.

“Resilience has had to come out in spades as students and teachers navigated the impact of COVID-19 with remote learning, timetable changes, cohort restrictions and more. I think about how our community has navigated all of that and the success that we’ve seen in the classroom and through many different demonstrations of learning, and I think that everyone has done an extraordinary job,” she says.

Later this year, the school will begin to undertake a process to articulate the Portrait of a Graduate, which will highlight the experiences we want all SMUS grads to have embedded in their learning journey – from public speaking to outdoor education to leadership opportunities.



The Portrait of a Learner practice at SMUS gives students the opportunity to develop key soft skills through intentionally designed projects and courses. In the new Grade 9 ADST course, students learn hard skills such as coding and design, and soft skills like resilience, by being challenged to complete a project that is both hard and fun.



There are no right answers for students working on this ADST project, meaning students build resilience through the learning process as they test and adjust their projects.

Portrait in Practice

While ADST was previously integrated into experiences throughout the Grade 9 year, the 2020-21 schedule changes allowed for the introduction of the ADST course into the timetable.

When designing any course or any project, one philosophy is to start at the end. As teachers we ask: what do we want students to know, do, and understand by the end?; How are students going to demonstrate this learning?; And how am I going to assess it? By answering these questions, we can identify the skills students will need to be successful and structure the course or project accordingly.

ADST lends itself well to project-based work as it provides the ideal setting for students to demonstrate their skills, while engaging them in the hard-fun experience we are after.

Rather than assessing Grade 9 ADST students solely based on the end product, we are looking for students to be able to use the design cycle to inform the creation and development of their projects. It is an iterative process that involves defining a problem, researching and brainstorming ideas, building a prototype, and then testing it. The process then repeats based on the results of the testing phase. When are we done? Never! Although there are no right answers, we can always make improvements. We can always be better.

It is this attitude and approach to life, along with the Portrait of a Learner skills, we hope students walk away with. ♥

Grade 9 students in ADST designed and built a pachinko machine using design software and coding skills.



Welcoming applications for 2022

With an international reputation for academic excellence and post-secondary preparation, St. Michaels University School blends academic rigour with character and leadership education.

With the school in high demand from Kindergarten through to Grade 12, it's never too early to start thinking about an application. If you, or someone you know, is interested in a SMUS education beginning in September 2022, visit the website to learn more and to begin the application process.

If you have any questions or if would like to speak to a member of the Admissions team, please contact us at admissions@smus.ca.

Start an application today at smus.ca/apply



St. Michaels
University School

Stories of COMMUNITY and RESILIENCE

From alumni to teachers to students, the pandemic brought out the best in the SMUS family and showed how resilient we are as a community.

By Sue Bowness

The global pandemic that emerged in early 2020 is the kind of once-in-a-generation event that we will all look back on a decade from now as a point of fundamental change. For students at St. Michaels University School, COVID-19 is now forever a part of the memory of their educational experience, from the shift to interacting with classmates through online Google Meet windows, to the challenges of coping with altered routines, to the adventure of finding new ways to connect.

Head of School Mark Turner credits the success of SMUS's shift to online learning on platforms like Google Classroom in spring 2020 to the faculty's general comfort level with technology, along with the positive attitude of the entire school. "First and foremost, I think the community was flexible in being willing to change. The vast majority of people were totally resilient and able to cope with the changing situation," says Mark. Yet, he adds that part of that resilience is taking care of those who are struggling.

"We have good resources internally, and a really strong counselling team, so we were prepared to go above and beyond to help out," says Mark, noting that provincial authorities were also helpful in making the school aware of external supports.

For the school's part, he says that the effort to communicate openly with families on a weekly basis about the changing situation also helped to encourage resiliency. He adds that he was inspired by SMUS parents who were organizing lessons at home, and equally has heard from many parents who expressed a new appreciation for the complexities of teaching.

Let's take a tour, then, of this year unlike no other, to examine the ways our community came together.

Stories

of Resilience from Students and Staff

SMUS has long cultivated resilience among our learners but the pandemic brought that to the forefront of everyday life. Everyone from teachers to administration to students rose to the challenge. To start with, there was a commitment to keep the school community together: as the pandemic took hold and the economic uncertainty became clearer, the rallying cry went out to ensure that no families would be prevented from returning to SMUS for the 2020-21 school year due to the financial impacts of COVID-19.

Thinking back to the early days when the pandemic unfolded, Director of Advancement & Campaigns Adrienne Davidson marvels at how the school took action in relatively short order. “When you consider where we all were relative to COVID-19 one year ago, it is heartwarming to have navigated it so well as a school community,” she says. One example of community spirit was the launch of the Financial Aid Relief Fund in April 2020, with an ambitious goal

of raising \$300,000. Immediately, the Parents’ Auxiliary stepped in to offer a matching gift of \$150,000 as a challenge to the SMUS community. The response was immediate, and in eight weeks \$319,692 was raised in total.

To parents who did face financial hardship due to COVID-19, the knowledge that SMUS would be there for them was clearly moving. “I recognize that donations to the school have allowed my daughter the privileged opportunity to remain at one of the best schools in Canada,” wrote a grateful parent. “It is therefore my personal goal and intention to be in a position to contribute and pay it forward to other students in a similar situation in the future.”

Yet another touching moment emerged when the school’s grandparents took action in support of teachers pivoting to remote learning, offering \$5,000 to help buy tools such as microphones and headsets. “It was an important donation that had incredible ripple effects in support of our faculty and students,” says Adrienne. “We are so grateful to all who support the school.”



To help build community during remote learning, the Junior School hosted an outdoor Spirit Parade through Oak Bay for students and families to see each other from a distance.



Boarding students move onto campus to start the 2020-21 school year. Many students demonstrated great commitment to SMUS by quarantining off-campus for 14 days before being able to move into their boarding house.



When in-person learning resumed in September 2020, a number of familiar start-of-year events were able to still take place, albeit with masks and physical distancing, including the Middle School WEB Leader Welcome.

Junior School

From the beginning Junior School teachers created something close to miraculous. Besides “doing something that there’s no playbook for, to deliver an online elementary program in the same enriching way” in the words of the Director of Junior School Becky Anderson, the Junior School also aimed to find ways to provide continuity in terms of community. This happened in ways small and big, from creating routine-busters like pyjama days and superhero days to planning larger celebrations like the Spirit Parade, to rethinking the Grade 5 graduation.

“Why Not Throw a Parade?”

Seeing photos of the Junior School Spirit Parade is all the evidence you’ll need of its success! As remote learning was becoming rote in early May, Junior School teachers started to brainstorm how they could do something special for the students they longed to see in person. “We were so missing the kids and community, which is such an important part of the Junior School. Seeing parents and grandparents and pets that come to drop the children off – we missed them! And community connection is a real core value of the Junior School,” says Becky. The answer? Why not throw a parade?

“We had our cars decorated with signs, and people had their bikes decorated, and their children joined. We took a couple hours to drive around town and the kids came out, and we waved and cried and smiled. And it was really, really lovely. Some of the children along the way had posters too!” says Becky, recalling the day. The school also held a Spirit Week leading up to the Spirit Parade, with dress-up days and other activities.

Rethinking the Grade 5 musical

Yet another effort by the Junior School staff was to figure out ways to honour past traditions in ways that would still be safe for this pandemic year. Perhaps one of the most amazing results was the Grade 5 musical – could an event that contained singing and dancing (everything public health said not to do...) really be pulled off safely? It could if you wrote a pandemic musical designed to be produced at home. So choir teacher Duncan Frater, who directs the musical, did just that. “He ended up writing a musical based on the costumes the children had in their homes, so it was actually quite psychedelic, because there was the challenge to weave in these random costumes, like a hot dog and a unicorn, and then people filming on their

iPhones, in their own homes,” says Becky. To make it special, SMUS rented a drive-in movie theatre to screen the final production so that everyone could enjoy it together yet apart (see page 8 to read more).

A new tradition

The pandemic year also presented opportunities to create new traditions. One of the sweetest was brought to life by school chaplain Keven Fletcher, who created a nightly video series called “Goodnight SMUS” over Google Classroom, where he and guests from the Junior School read aloud a chapter from a Winnie-the-Pooh book. Describing the idea in a SMUSpaper article, Keven reflects on the magic of storytelling and its ability to create a shared experience.

“To think that other children and other parents are doing this at the same time cements the understanding that we’re all in this together,” said Keven, who began each video by asking students to think about something positive that happened that day.

Middle School

Shake It Off

String musicians at SMUS provided an excellent model not only of how to take one of the harder subjects online, but how to make it fun. The results of their hard work were shared as the kickoff to the Middle School Closing Ceremonies in June, which also included a mix of videos documenting the year and Zoom-style recordings of remarks by students from each grade. In a year where the song title proved a useful anthem, more than 70 Middle School musicians wowed viewers with a charming rendition of Taylor Swift’s “Shake It Off” performed from bedrooms, balconies and backyards.

So how did the video come to be? While each of SMUS’s three music tracks of choir, band and strings had the choice to create a final performance however they wanted, Middle School strings teacher Christopher Smith ’98 was determined to include his whole group in the effort. “I wanted to involve as many students as I could,” he says. “And I think it’s important that students learn about current music as well as older

“We had our cars decorated with signs, and people had their bikes decorated, and their children joined. We took a couple hours to drive around town and the kids came out, and we waved and cried and smiled. And it was really, really lovely. Some of the children along the way had posters too!”

styles, plus that particular song is fairly easy to play along with because there's only three chords."

Wanting to offer flexibility, Christopher allowed the students to choose their own level of complexity to play, from riffs to melody to accompaniment. After a couple of weeks of rehearsal, he asked for a video recording from each and selected the best parts so that every student was on video for a couple of seconds. Then he painstakingly mixed the video in Apple's GarageBand program, even managing to structure the final product so that each grade generally plays together, with Grade 6 students on the first verse, 7s on the second and 8s on the ending.

By September, the students were back in school, although music continues to be one of the more challenging subjects. Public health requires students to be masked and distanced when singing, and SMUS students are now in smaller classes and divided by cohorts. Christopher says the results are a more exposed sound. "It's harder to get a blended sound, and it's harder for them to feel like they're mixing it. So, then they get a little bit more timid about their sounds, so they don't play out as much," says Christopher, noting that he still sees much resilience in students' continued efforts despite these constraints. He adds that other benefits have materialized from students learning to record themselves – while he used to assess

students live, now he asks for a recorded submission, which ultimately has resulted in a better assessment and record of a student's progress. "It gives me a much better picture of each individual's learning," he says.

Senior School

When the need to move to remote learning happened, teachers at the Senior School brainstormed together on how to pivot in ways that would support students yet keep the learning journey at a high standard. At the same time, they were also mindful of the stress level of Senior students in handling both classwork and any altered extracurriculars. "To be candid, it was very difficult to be successful. We held council meetings where all the students could log on, but also we had this challenge where we

knew kids had 'Zoom fatigue' from spending so much time online. We really grappled as an admin team with the pros and cons of whether it was better for students to spend their break on a Google Meet with their Council, or get off their screens and go for a walk," says Ritch Primrose, Senior School Assistant Director of Student Life.

Celebrating the Class of 2020

Another important milestone to re-imagine was Grade 12 graduation. "We brainstormed, we talked to other schools like ours around the province to find out what they were doing, and obviously didn't make any concrete plans until the public health guidelines came out," says Ritch. In the end, grad was arranged in groups that respected the maximum gathering sizes for social distancing (the largest was 16), with students walking across the stage in their chosen cohort and greeted by Head of School, Mark Turner (without the traditional handshake) then get their photo taken with two allotted family members. The iconic SMUS teddy bear toss was also preserved, just in smaller groups.

"The anecdotal feedback I got afterwards was that they did enjoy it," says Ritch. "And my observations were that they seemed to enjoy it: they really made the most of it." The school also launched grad.smus.ca featuring biographies of each graduate, and created a pre-recorded ceremony video where every student's photo was shared alongside details of their interests and involvement at SMUS.

Ritch, who is also Director of Health and Wellness, says resilience is something that's long been embedded at the school as one of four cornerstones of the Health and Wellness philosophy. "We talk about having a growth mindset as opposed to a fixed mindset, looking at challenges as opportunities to learn to improve," he says, noting that he saw that attitude pay off in the good spirit with which students took the changes of the past year.

Perhaps valedictorian Kate O'Connor '20 said it best when she noted "this isn't how we imagined the end of our high school career. But this unconventional end does not take away from our 12 years of schooling, and all we've accomplished to be here today." Her resilient attitude towards the future was even more remarkable, as she reminded classmates that "we are entering a world that demands change. We will need competent leaders, and kind, empathetic, smart, passionate, loving, energetic, determined, strong human beings. We have learned how to be those people at SMUS."

"We are entering a world that demands change. We will need competent leaders, and kind, empathetic, smart, passionate, loving, energetic, determined, strong human beings. We have learned how to be those people at SMUS."



Grads were able to experience an adapted version of a SMUS graduation ceremony, complete with a Grad Bear Toss and walking across an outdoor stage.



The Class of 2020 didn't get to celebrate their graduation with the usual dinner-dance and full ceremony. Instead SMUS hosted staggered gatherings for many of our grads to celebrate in small groups.



Grade 12 Link Leaders hosted a fun and COVID-safe orientation day for Grade 9 students to start the new school year.



Head of School Mark Turner speaks with Grade 12 boarding students ahead of new boarder move-in day in September 2020.

Boarding

Boarding was another realm at SMUS heavily interrupted by the pandemic. When school closed early for Spring Break as a precaution, the 237 students from 28 countries may have gone home but they also “brought boarding home with [them],” in the words of then-Grade 11 student Marbella Rodriguez-Ramirez, a Symons House resident who finished her year from her home in Oregon. Houseparents kept in touch five days a week via drop-in chats on Google Meet, boarding advisors conducted weekly check-ins, and all six houses held weekly house meetings, with boarding-wide events most Sundays including boarders’ chapels and a year-end awards ceremony.

In a SMUSpaper article in May, Keith Driscoll, Director of Boarding and Student Life, summed up the powerful relationship that his

team was careful to maintain. “As a houseparent, you create a relationship that is more than just academic; you’re creating one of support and care, and you’re giving a student another adult who can give them support,” says Keith.

In the fall, SMUS international boarders demonstrated incredible resiliency when arriving in Victoria early and undertaking a 14-day quarantine off campus. Boarders were also invited to live as a cohort by grade, to align with the cohorts of their classes. Students were furthermore required to wear masks in common areas, and meals were held at staggered times per house with designated seating. Boarding activities such as orientation moved online, with boarding heads retaining leadership roles to inspire their cohorts.

“As a houseparent, you create a relationship that is more than just academic.”

Stories

from our Community

The SMUS community is large and far reaching, and many of them took on the challenge of the pandemic directly in support of our local community.

Junior School parent Karen Jawl '99 and her brother Robert Jawl '00 helped to launch the Rapid Relief Fund in Greater Victoria alongside the Victoria Foundation and the *Times Colonist* newspaper. Inspired by his editorial in the *Times Colonist*, the Jawls connected with editor Dave Obee early on so they could meet the anticipated need for support as the days and weeks rolled along.

Starting on March 20, the goal was to raise \$1 million in 30 days. They raised it in a day and a half. Within 55 days, they had raised \$6.1 million. The funds provided 105 grants to 97 organizations, including the Salvation Army, Big Brothers Big Sisters of Victoria, the Crisis Intervention and Public Information Society of Greater Victoria, the Greater Victoria Coalition to End Homelessness, and the Boys & Girls Clubs of Greater Victoria Foundation.

Beyond large partner contributions, the Jawls say they were most touched by the fact that the total number of donations topped 15,000, including many from people in the community who would send even \$10 along with a handwritten note. "To me, in the face of uncertain times, personal adversity and economic challenge, this was another example of how the community showed up for itself," says Robert. "In our experiences with philanthropic undertakings, I've never seen something catch fire in such a way – it was an unprecedented response."

This wildly successful fundraising effort was just one example of the SMUS community showing up. Another is in the generosity of the Liao family, whose daughter Julia was in Grade 11 in the 2019-20 school year. In April, parent Liang Liao reached out with an unexpected offer, and not a small one. Not long after, 10,000 masks, 50 isolation units and protective clothing showed up, which SMUS Assistant Director of Advancement Shara Campsall promptly rerouted to Island Health via physician and alumnus Colin Riddler '83.

Yet another donation, this one DIY, was made possible when Director of Junior School Becky Anderson, along with Senior School visual arts teacher Brad Ingimundson and Junior School Imagination Lab Coordinator and teacher Alison Galloway, took up the challenge of redeploying the school's 3-D printers and laser cutters to design face shields. In tandem with healthcare professionals, they created and refined a prototype, eventually cutting 200 shields to pass along to the front line.

Students also looked to continue their community involvement through the pandemic. Before the pandemic, the school's Me to We Club would support Victoria's homeless community by providing food, drink and fellowship in early morning visits to those who were waking up in the streets. When the pandemic ended those in-person visits, club members like then-Grade 11 student Julia McDermott rallied her cohort to wonder if some other small kindness might be possible. So, they created goodie bags with cookies, candy and handwritten notes, delivering them to the Dandelion Society for distribution. Then-Grade 11 student Isabel Cormie, co-head of Me to We, reflected on her pride in the initiative in an article for the SMUSpaper. "A lot of the services that this vulnerable population access have closed, so many of them are fully on the streets now," said Isabel. "What we're doing is something small but we hope that it brightens their day a little bit."



Shara Campsall, Assistant Director of Advancement, delivers a large donation of personal protective equipment from SMUS parent Liang Liao (not pictured) to Island Health in April.



Senior School teacher Brad Ingimundson was joined by colleagues from our Junior, Middle and Senior Schools to making face shields for healthcare workers using our 3-D printers and laser cutters.



Siblings Aysha Emmerson '18, centre, and Jasper Johnston '16, right, seen here with Sean Finamore '18, launched two great community-focused initiatives during the pandemic.

Ambassadors of Resilience

If the durability of a school's values is best proven by the way its alumni take them into the world, then siblings Jasper Johnston '16 and Aysha Emmerson '18 are great ambassadors. The pair returned to Victoria in March 2020 from Harvard University to wait out the pandemic, and like many in this community got to thinking: what could we do to make things better for others at this uncertain time? Their question resulted in not only one but two initiatives: Co-VID-SSN (Collaborative-Video Individualized Development Student Support Network), a project to pair students from Kindergarten to Grade 12 with tutors, and the Dear Canadians project, aimed at capturing the everyday moments of the pandemic.

Inspired to start the Co-VID-SSN project after speaking with their family (their mother is a teacher) as well as neighbours with young children, the pair quickly began interviewing university students to build up a roster of university-student tutors. While the need for tutors was clear from families trying to cope with online learning, the project equally responded to the desire by university students to be useful. "I think people were looking for ways to enact change, and to be able to make a difference in small ways," says Jasper. The project ended up helping nearly 50 families from 20 schools in Greater Victoria, and even spread across the country when one of the peer tutors launched their own branch in New Brunswick.

"I think people were looking for ways to enact change, and to be able to make a difference in small ways."

While Aysha and Jasper thought high school students would be the primary client for the network, they were pleasantly surprised to see many younger students take up the support, too. Besides academic tutoring in subjects like math, Co-VID-SSN also offered support for students applying for university, show-and-tell sessions for younger students and even online fitness classes. "Our teachers got really creative with it, which was exciting to see," says Aysha. The project ended up being a bit of a class reunion as well. "We were very fortunate that we had several recent alumni join us as peer supporters," says Jasper. In another SMUS crossover moment, they also incorporated the Rapid Relief Fund into their Co-VID-SSN project as a destination for donations, raising an additional \$2,000.



"Copy Cat" by Charlotte Campbell '20 is an acrylic on canvas piece.

“Being confident in who you are as an individual, being able to call on support from your peers, from other students, from faculty and staff – this makes our community resilient, makes us personally resilient, and gives us a sense of courage so that we can cope with whatever is thrown at us.”

Inspired when they were asked to consult on a similar project at Harvard, the siblings also launched Dear Canadians (www.dearcadians.ca) at the same time, to create a platform for people to share digital postcards, messages of hope and hardship. While they invited celebrities from Olympians to city mayors to contribute messages, they also encouraged ordinary Canadians to also take part, and intentionally created a platform without hierarchy. “There was no “like” feature, no way to make anyone more popular than the other, it was all part of this tapestry that we were creating,” says Jasper. The project even secured

partnerships with charitable organization Historica Canada (best known as creators of the Heritage Minutes TV spots) and mobility company TELUS, which donated money for every card, raising \$10,000 for COVID relief efforts.

Re-imagining the Ordinary

Thinking back on a year with so many examples of re-imagining the ordinary, what further inspiration can be gained from the alumni who started us off on this inspiring trip through a year of resilience? When asked to reflect on how SMUS taught them resilience even before it became a global requirement, Jasper says the school really

abides by its mission statement. “SMUS does such an exceptional job of fostering students to be well rounded, to have many different strengths and to find their passions. And I think those elements of passion and compassion and well-roundedness contribute to resilience in these difficult times,” says Jasper, who is continuing his own educational journey with a Master’s degree in Public Policy at Oxford University after graduating in 2020 from Harvard with his degree in Strategic Social Behaviour.

Aysha, in turn, is now majoring in Resilience Studies at Harvard. “I’ve really come to conceptualize resilience as a process of learning how to navigate and negotiate resources. And SMUS not only provides you the resources and immense opportunity, but it also instils in you the voice and the confidence to navigate and take advantage of those resources, and to ask for help when you need it. I think that’s absolutely essential to resilience, this comfort to reach out for support when necessary. We wouldn’t be here today without all of the incredible teachers that we felt comfortable approaching,” she says.

At SMUS, resilience is something that Head of School Mark Turner tracks back to the school’s enshrined value of Courage. “Being confident in who you are as an individual, being able to call on support from your peers, from other students, from faculty and staff – this makes our community resilient, makes us personally resilient, and gives us a sense of courage so that we can cope with whatever is thrown at us.” ■

Recognizing Resilient Alumni

This year's Distinguished Alumni Award sought nominations celebrating the resilience, talents, and dedication in the many ways our alumni have confronted the COVID-19 pandemic. The past year has marked an unprecedented time and as a result, St. Michaels University School and its alumni took a different and broader approach to the award this year. Part of the spirit of the award was to celebrate all alumni's responses and the unsung heroes, such as the many first responders. We asked our school community to nominate alumni who deserve to be highlighted.

The following alumni are the names received by the Distinguished Alumni Committee:

Leah Balter '17

Leah Balter is a student at Stanford University pursuing her undergraduate degree in human biology. Originally from Baltimore, she spent time during the pandemic volunteering through Maryland's Johns Hopkins University to help make personal protective equipment – masks, gowns and face shields – for frontline healthcare workers. Additionally, she worked through a lab at Stanford University to help run a study on the SARS-CoV-2 genome by enrolling and surveying individuals who tested positive for COVID-19.

Brianne Bentzon Budlovsky '04

Dr. Brianne Bentzon Budlovsky is an emergency room physician who works on the frontlines in Greater Victoria. After a six-month maternity leave, she returned to work in early 2020 just weeks before the pandemic hit. In March, she started an Instagram account (@doctorbri) to combat fallacies and misinformation regarding the pandemic, and to keep people up-to-date on the local response. Bri was recognized by VIATEC as a 2020 COVID hero for her work in the emergency room and on social media.

William Cunningham '77

William Cunningham, emergency doctor and family physician, is Island Health's Department Head for Primary Care and Medical Director Urban Victoria. He and his team created the Victoria COVID-19 assessment and testing centres, which were the model for the rest of Vancouver Island. He was the early provincial voice about COVID-19 for Primary Care and sat on committees that supported the BC response, including participating in creating the BC Centre for Disease Control guidelines. With his family practice colleagues he reinvented how care could be delivered virtually. William's work made a positive impact in Victoria, on Vancouver Island and across BC.

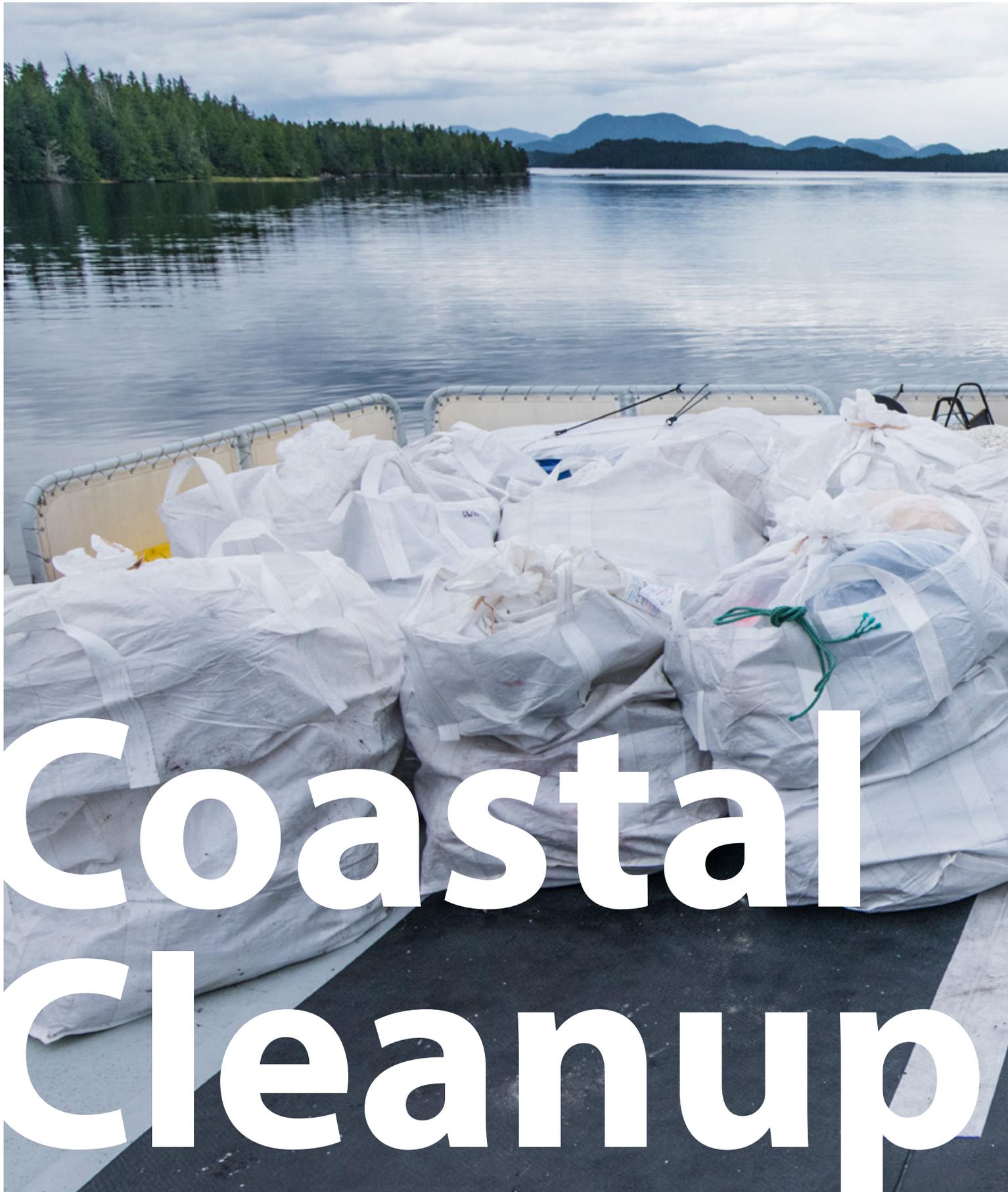
Gargee Ghosh '93

Gargee Ghosh is the President of Global Policy & Advocacy with the Bill & Melinda Gates Foundation. She leads the Foundation's work to increase awareness, action and resources devoted to education, global development and health priorities. During the pandemic, Gargee's division worked with global partners to raise more than \$8 billion USD in support of GAVI, the Vaccine Alliance. She was named by India's *Business Today* magazine as one of the country's Most Powerful Women in 2020.

Carl Swanson '03

Carl Swanson is the Manager of Communicable Disease Control for Island Health. Through the pandemic, Carl was tasked to support leading the COVID-19 Case Investigation and Contact Tracing programs. Despite having his first child in January 2020, Carl has spent countless long workdays committed to help lead efforts to contain the spread of COVID-19 on Vancouver Island and parts of the west coast of BC. Due in part to his work and dedication, Vancouver Island has one of the lowest infection rates in Canada.

The Distinguished Alumni Committee continues to review the submissions received for the award, and the recipient will be announced later this year. Visit smus.ca/alumni/daa to learn more about the Distinguished Alumni Award.

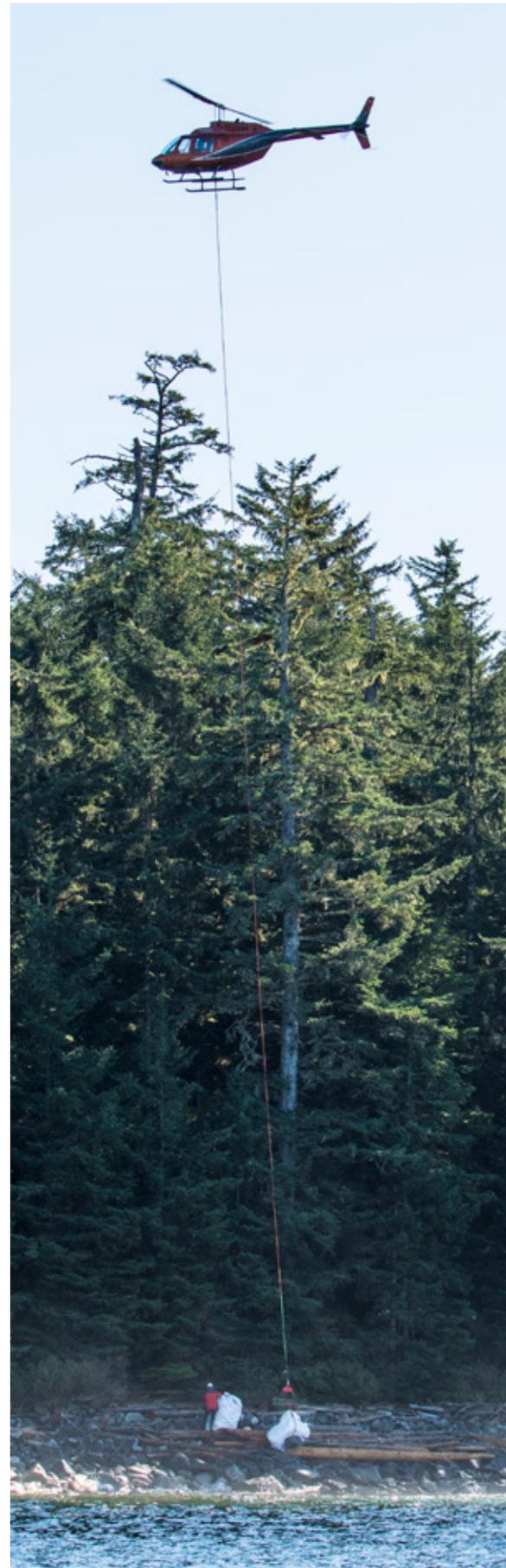


Coastal Cleanup

By Kyle Slavin



A crew member sits on the deck of a ship alongside bags of garbage collected from the shoreline of the Great Bear Rainforest during the Marine Debris Removal Initiative. Photo by Jeff Reynolds.



After filling large bags with debris, a helicopter would collect the bags and deposit them on a barge to be properly disposed of. Photo by Jeff Reynolds.



Top: Retired SMUS science teacher Mike Jackson, left, seen here with Kevin Smith, co-owner of Maple Leaf Adventures and the MDRI expedition leader, took part in both three-week clean-ups to help with coordination and data collection. Photo by Jeff Reynolds.

Middle: The MDRI team found so much more debris on the coast than originally anticipated that they had to halt clean-up operations early because there was no more room on the barge. Photo by Mothership Adventures.

Bottom: The MDRI expeditions used a total of nine ships and 17 skiffs, a helicopter, barge and tugboat. Photo by Simon Ager.

Opposite top: The largest amount of debris collected was abandoned or lost fishing gear and aquaculture equipment. Photo by Simon Ager.

Opposite bottom: Crews found lots of polypropylene, a plastic used to make a wide variety of household and commercial products, during the clean-up. In addition to polypropylene rope getting tangled among logs and rocks, it is also harmful to the environment and marine organisms as it breaks down into microplastics. Photo by Simon Ager.



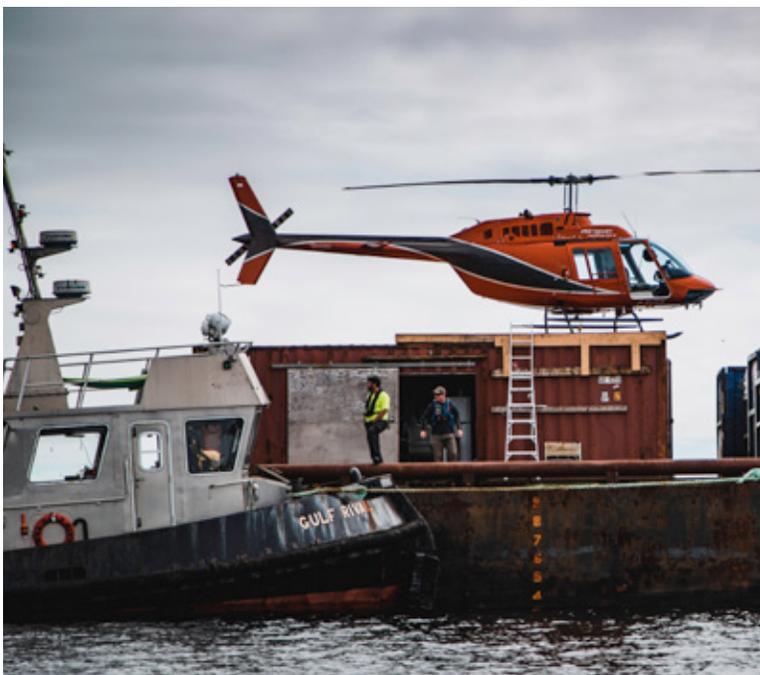
Below the surface of the Pacific Ocean, where it meets the rugged central coast of BC, lies a mainly unseen and devastating problem. Marine debris large and small – lots of plastic foam, rope, bottles, and fishing gear – litters the shoreline, embedding itself into the ecosystem and endangering marine life.

“In a way it’s kind of a slow-moving, hidden problem. While we usually find some things tossed up, even we didn’t realize the extent of it,” says Maureen Gordon ’88, co-owner of Maple Leaf Adventures, a Victoria-based boutique expedition cruise company that Gordon co-owns with her husband, Kevin Smith.

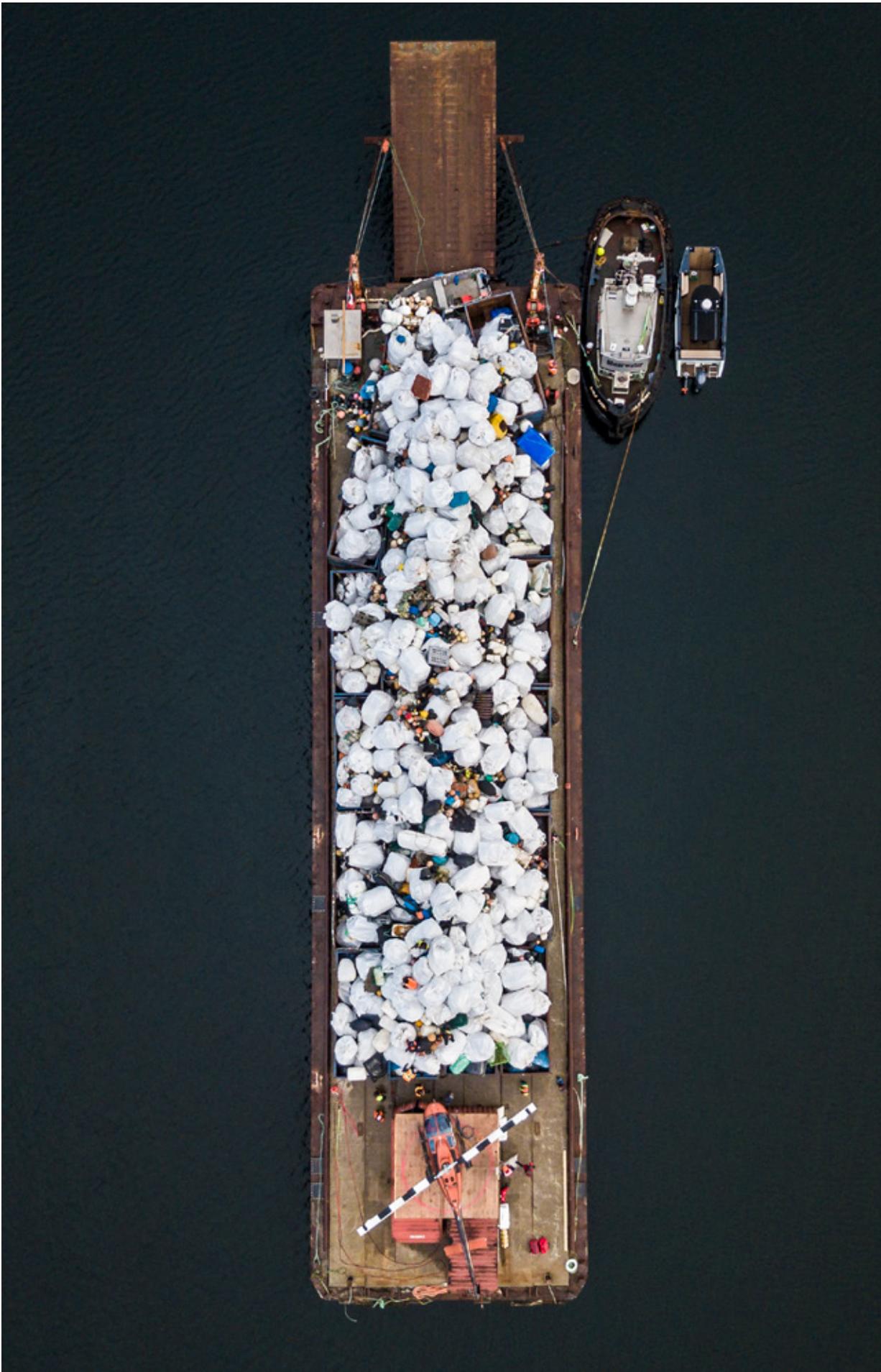
In March 2020, it became evident that BC’s tourism industry would be impacted hard by the COVID-19 pandemic. Maureen and Kevin, along with six other companies that make up the Small Ship Tour Operators Association (SSTOA), looked at doing something proactive.

“Kevin had been part of big beach cleanups off northern Vancouver Island when he was a park ranger. And he realized we could do this because we and our colleagues have these small expedition boats that are outfitted to live for weeks in the wilderness and that can access remote places,” Maureen says.

With the Great Bear Rainforest chosen as the beneficiary of a massive-scale coastal cleanup, this group of tour operators wrote a proposal and pitched the project to the provincial and federal governments. They found financial support from the province through The Clean Coast, Clean Waters Initiative Fund.







On August 18, the Marine Debris Removal Initiative began the first of two three-week cleanup expeditions on the central coast. Through the course of six weeks, 100 people cleared some 540 km of coastline.

“It was a real eye-opener,” says Mike Jackson, retired SMUS science teacher who took part in both cleanups as assistant expedition leader. “I just had no real concept of the scale. ... To go to places that hadn’t ever been cleaned and to see the huge amount of stuff that was there was crazy. It was powerful to be part of this.”

When the project was initially pitched to government, the group anticipated they would be able to remove 20-30 tonnes of debris during the two expeditions. That estimate changed within the first couple days.

In total, the MDRI removed 127 tonnes of debris from the shoreline in the Great Bear Rainforest.

They tracked what was collected over the course of the two expeditions and found that abandoned or lost fishing gear – nets, floats and lines – and aquaculture equipment made up the largest amount of debris. Literal tonnes of polystyrene foam, rubber tires and consumer plastics (from water bottles and food containers to buckets and rope) was also collected.



Above: The project employed 111 crew members from the Small Ship Tour Operators Association and 69 First Nation community members. Photo by Jeff Reynolds.

Opposite: The MDRI removed 127 tonnes of debris from the shoreline in the Great Bear Rainforest, filling the barge twice over the two expeditions. Photo by Jeff Reynolds.

“That plastic and foam break down into smaller and smaller chunks until you’ve got little pieces that are a few millimetres in size,” Mike says. “The microplastics basically get into the bodies of all kinds of marine organisms through the food chain, and the chemicals that are in the plastic can have a physiological impact and cause damage to those organisms.”

Maureen says the first MDRI was so successful that the SSTOA is looking to run a second cleanup this year.

“The size of expedition was unprecedented in BC – if not Canadian – history. But we had to leave so much behind,” Maureen says. “We’ve cleaned one stretch but the rest needs cleaning, as well. The BC coast gives us our livelihood, so it’s only natural that we want to do what we can to preserve it.”

To read an extended version of this story, visit smus.ca/marinedebris



CONGRATULATIONS

The Graduating Class of 2020

Said Al-Fazari | Muscat, Oman
 Sadeem Al-Hajjaj | Victoria, BC
 Maadh Al-Kaabi | Sohar, Oman
 Leqa Al Tamsi | Sohar, Oman
 Caterina Angela Maria Asti | Milan, Italy
 Gavin Banting | Calgary, AB
 Abigail (Abby) Bartlett | Victoria, BC
 Elizabeth (Lizzy) Bass | Victoria, BC
 Jack Batoni | Las Vegas, NV
 Hooria Bilal | Victoria, BC
 Emma Boyes | Tsawwassen, BC
 Clayton Burrage | Victoria, BC
 Brandon Butt | Vernon, BC
 Yiwen Cai | Victoria, BC
 Charlotte Campbell | Victoria, BC
 Sofia Carey | Nassau, The Bahamas
 Isabelle Champion | Victoria, BC
 Jeffrey Chang | Taoyuan, Taiwan
 Putt Charoenprawatt |
 Bangkok, Thailand
 Chapman Chen | Victoria, BC
 Sandy (Yixin) Chen | Shanghai, China
 Jessie Wing Chi Cheng | Hong Kong
 Jidapa Ka Wa Cheng |
 Bangkok, Thailand

Meghan Chestnut | Victoria, BC
 Jaime Chow | Sparwood, BC
 Jossh Cooke | Victoria, BC
 Gia Phuong (Zachary) Dang |
 Hanoi, Vietnam
 Owen Delichte | Victoria, BC
 Vininder (Viny) Dhillon | Whitehorse, YT
 Duc (Huy Duc) Do | Hanoi, Vietnam
 Lisa du Plessis | Canmore, AB
 Beverlyn Britney Chika Duru |
 Dublin, Ireland
 Amira El-Hafi | Victoria, BC
 Hayley Ellmann | Victoria, BC
 Ryan Ellsay | Victoria, BC
 Caleb Fahmi | Victoria, BC
 Kenzi Farish | Victoria, BC
 Mark Anthony Finamore | Kelowna, BC
 Julian Fitzgibbon | Victoria, BC
 Mary Fowler | Victoria, BC
 Karter Fry | Dhaka, Bangladesh
 Tessa Furey | Whistler, BC
 Benjamin (Ben) Fyfe | Victoria, BC
 Stephanie Ganz | Victoria, BC
 Susan Gao | Vancouver, BC
 Linden Girardeaux | Victoria, BC

Matthew Gordon | Victoria, BC
 Sahaj Grewal | Victoria, BC
 Yuxuan (Serena) Gu | Beijing, China
 Sophie Happi | Washington, DC
 Evelyn Hawes | Victoria, BC
 Keelin Henderson Pekarik | Victoria, BC
 Jason (Jay) Herring | Victoria, BC
 Gavin Hill | Victoria, BC
 Chloé Hill-Huse | Victoria, BC
 Liam Hodgins | Victoria, BC
 Ava Hoechsmann | Victoria, BC
 Bernice Hong | Victoria, BC
 Pi-Huan (Angel) Hsu | Kaohsiung, Taiwan
 Harry (Jia Rui) Huang | Vancouver, BC
 Sebastian Huxley | Victoria, BC
 Joshua (Gosha) Iazvenko | Victoria, BC
 Willow Irving | Victoria, BC
 Kenzo Ishida | Tokyo, Japan
 Luis Alan Iturriaga | Veracruz, Mexico
 Paris Iverson | Victoria, BC
 Skyler Ji | Victoria, BC
 Grace (Kelly) Jiang | Richmond, BC
 Young (Yuyang) Jiang | Qingdao, China
 Megan Johnson | Victoria, BC
 Harry Jun | Victoria, BC



SCAN ME



Visit grad.smus.ca for all the 2020 grad bios and awards.

UTLATIONS

Jack Kelley | Victoria, BC
 Jerome Kessler | Victoria, BC
 Kezia Jolene Eng Ean Khoo | Singapore
 Dat Kieu | Hanoi, Vietnam
 Esther (Kyuri) Kim | Victoria, BC
 William (Will) Kinahan | Victoria, BC
 Peter King | Victoria, BC
 Annika (Nika) Klentz | Victoria, BC
 Matthew (Dean) Klimchuk | Regina, SK
 Samantha Kwok (Jia-Ying) | Singapore
 Anqi (Angel) Lan | Guangzhou, China
 Ellie Sophia LeBlanc | Victoria, BC
 Matthew le Roux | Victoria, BC
 Justin Chung-Lin Lee | Taipei, Taiwan
 Graeme Leggatt | Victoria, BC
 Margo Leggatt | Victoria, BC
 Boris Li | Richmond, BC
 Kailin (Kelly) Li | Guangzhou, China
 Michelle Li | Guangzhou, China
 Giang Luc | Hanoi, Vietnam
 Sabrina Luis | Jakarta, Indonesia
 Sienna Luong | Hanoi, Vietnam
 Benjamin (Ben) Lupin | Victoria, BC
 Joshua Qiwei Mao | Victoria, BC
 Mark Saville Melo | Victoria, BC

Jackson Miller | Victoria, BC
 Alexandra (Alex) Millett | Victoria, BC
 Emma Monahan | Victoria, BC
 Hannah Murphy | Victoria, BC
 Reika Nakagawa | Hong Kong
 Nghia Nguyen | Hanoi, Vietnam
 Shiyao Ning | Victoria, BC
 Maxwell (Max) Nishima | Victoria, BC
 Ayane Noichi | Nara, Japan
 Jessica Nonay | Vancouver, BC
 Kate O'Connor | Victoria, BC
 Samuel (Oluwatamilore) Ogunbare | Lagos, Nigeria
 Kaori Okuzono | Kyoto, Japan
 Deniza Ospan | Victoria, BC
 Yunus Emre Ozer | Bartin, Turkey
 Annabelle Haiyun (Bella) Penninger | Vienna, Austria
 Erik Peters | Victoria, BC
 Cole Piche | Victoria, BC
 Meaghan Power-Pollitt | Victoria, BC
 Sofia Ramon | McAllen, TX
 Nadine Reis | Victoria, BC
 Adam Roberts | Victoria, BC
 Katherine (Katie) Rothwell | Victoria, BC

Caroline Salomon Wong | Singapore
 Abigail Elizabeth Samuels | Brampton, ON
 Phimmanda (Mint) Sathienthirakul | Bangkok, Thailand
 Angelina Shandro | Victoria, BC
 Ben Shaw | Victoria, BC
 Jenny (Peirong) She | Guangzhou, China
 Samuel (Sam) Shipley | Victoria, BC
 Sascha Skoronski | Victoria, BC
 Luna Song | Hangzhou, China
 Lauren Stecko | Victoria, BC
 Suzie Stone | Victoria, BC
 Sunny (Yue) Sun | Victoria, BC
 Natpalin (Palin) Supradit | Bangkok, Thailand
 Sophia Tafel | Canmore, AB
 Xin Tanabunsombat | Bangkok, Thailand
 Peter Tang | Victoria, BC
 Sonja Jiawen Tang | Vancouver, BC
 Matias Heinz Totz | Victoria, BC
 Cindy Tseng | Taoyuan, Taiwan
 Christian Turpin | Victoria, BC
 Mareya Valeva | Victoria, BC
 Remei Van Raamsdonk | Victoria, BC
 Andres Vega Perez | Victoria, BC

Luke Vincent | Victoria, BC
 Eric (Yijun) Wang | Shanghai, China
 Ines Wang | Vancouver, BC
 Jonathan (Tianyi) Wang | Saskatoon, SK
 Logan (Ziyi) Wang | Beijing, China
 Sophia Wang | Richmond, BC
 Alyssa Watson | Victoria, BC
 Jane Chon In Wong | Macau
 Nicole (Zhe Wen) Wu | Vancouver, BC
 Maki Yamamoto | Fukuoka, Japan
 Samson Yan | Vancouver, BC
 Hsiang-Ching (Tina) Yang | Victoria, BC
 Larry Yu | Victoria, BC
 Angelo (Qing Yuan) Zhang | Suzhou, China
 Kevin Zhang | Victoria, BC
 Tianshi (Archi) Zhao | Harbin, China
 Ziyuan Zhao | Victoria, BC
 Yi Fei Zheng | Victoria, BC

In Conversation

"In Conversation" is a recurring feature in *School Ties* where a soon-to-be grad interviews a member of our alumni community to gain insight on what may lay ahead both in life and their career.

Below, Grade 12 student Daniel Chen '21 talks to Marianne (Stevulak) O'Connor '05, founder of Arro Academy, a career-training organization.

By Daniel Chen '21

Q: *How did you find your passion in career training?*

A: During my time at Lululemon head office, I had access to amazing mentors and world-class training and career development programs. I realized that I was lucky because a lot of my peers did not get that experience. Because of my experience in education and career development training, I constantly had friends, students, colleagues, people reaching out to me for career advice. It was something that I looked forward to and was passionate about and really thrived at. So I decided that I wanted to find a way to share those lessons with everyone.



From sharing lessons learned and stories of success, to exploring industry and post-secondary insights, the St. Michaels University School Alumni Mentorship Program (AMP) is your opportunity to connect with others in our community to share your skills as a mentor or find support as a mentee.

Available to all SMUS alumni, the program is facilitated through SMUS Connect (smusconnect.com), the school's exclusive online alumni community. AMP connects alumni established in their careers with alumni and current students to create mentor connections that are tailored to each situation and need.

Learn more at smus.ca/alumni/mentorship_program

Q: *Why did you choose to start Arro Academy?*

A: I wanted to create and share critical skills that help someone elevate both their competence and their confidence in their career. You have to be competent and be able to achieve results and perform, but you also need to have the confidence to be able to market yourself for prospective roles and to grow your career. And I, along with my two business partners, are using our experience working for world-class organizations and educational institutions to offer training programs, such as “the Get HIRED Formula,” that provide game-changing career skills to our clients. I think what differentiates us from other resources online is the diversity in our experience in career training and education, because there’s three of us with unique journeys, it then combines to create a really holistic skill set that we offer our clients. For us, we have simplified the process of getting hired into four steps, so you don’t have to go online and watch five different YouTube videos and be overwhelmed by the advice with varying quality.

Q: *What do you love most about your work with Arro Academy?*

A: It’s a bit cliché, but there’s nothing that I love more than seeing people successful and seeing people grow. So to hear our clients and our students emailing us that they got hired, or they had the most amazing informational interview and they are connecting with so-and-so. Seeing people utilizing the skills that we provide for them to positively impact their life is why I do what I do.

Q: *How do you define mentorship?*

A: Mentorship is that balance between providing advice and consultation, but also listening, asking you really great questions and trying to get you to figure out those answers yourself.

Q: *How valuable is mentorship when it comes to professional growth or development?*

A: Often, mentors can help us identify our blind spots or a strength that we have not noticed before. In many scenarios as we grow our careers, we have decisions that need to be made that go beyond our scope of experience. And to be able to talk to someone who may have been through a similar experience and share what worked for them, what didn’t work

for them, what else you can consider, is very critical to professional growth.

Q: *What are some things that you wished you knew about career planning when you were in high school?*

A: Three things: building a personal toolbox, learning network skills, and creating a competency file. First, a personal toolbox is your values, your purpose, your goals, and your strengths. It is not like a one-time assignment for a class, but it is the mindset of constantly building, maintaining and evolving that toolbox as your passion changes. It is important to not confine yourself in high school because I thought I was going to be a lawyer, but now I found my passion in career training. The second skill is networking-related: how do you reach out to people who are established in a field that you are interested in and ask for an informational interview; how to ask good questions to learn more about a certain career and see if this career is right for you. Lastly, build a competency file, which is to document things that you have done well – and start it young. It can include the awards you received, events you held or an organization you led. This helps you to build your resumé, but also allows you to see your strengths and market yourself better in the job market.

Q: *What is the most valuable lesson you learned at SMUS?*

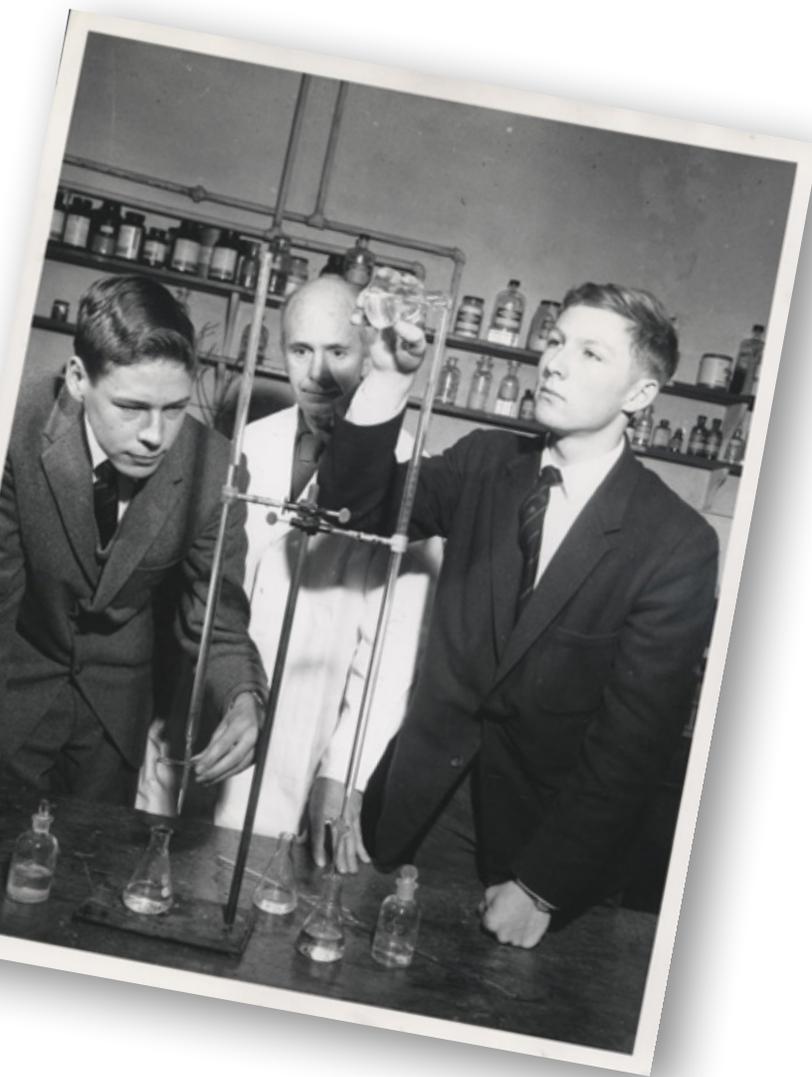
A: I think SMUS taught me that hard work and discipline can be synonymous with fun. I think some people perceive independent schools as intense and very challenging in terms of academics. There was a pressure to work hard to perform, but I think there was a healthy balance. When I was there, I learned the importance of hard work, setting priorities that align with my values and where I want to go, while having fun and truly enjoying myself. I think that’s the beauty of SMUS. They instilled these really incredible life skills, but they also make it enjoyable, whether it’s through community events, sports, different clubs and councils. For example, I played soccer and field hockey at SMUS. And sports taught me many valuable skills that are useful in the workplace such as working with a diverse group of people and executing your role and responsibilities.

Q: *Do you recommend high school students get a job early, or spend more time studying or volunteering?*

A: I worked for Roots Canada for a very brief period one summer in high school, but what I learned from that is how much goes into running a business. I learned teamwork from a business perspective, such as the importance of being able to rely on people to show up on time and to perform well. Besides those soft skills, I also learned about doing sales, receiving and organizing products and shipments, and managing the inventory levels. Those are the pieces that go into running a successful business which laid the groundwork for me to grow in other roles. I always encourage high school students to get some working experience. It’s always the hardest to get that first job because companies are looking for someone with experience. And until you have experience, it’s very challenging to break that barrier. So once you start to generate that working experience, you start to have more confidence. Don’t get me wrong, education and volunteering are critical as well, but being diverse is important. Therefore, I think doing a little bit of all of the above is what’s going to set you apart when entering the workforce and you’re going to learn from all of them.

Q: *What advice would you give yourself in high school and university?*

A: “Get comfortable with being uncomfortable.” That was what Lululemon’s vice-president of operations told me when I asked him for his advice to be successful in my career. I think we are all perfectionists, to some degree. Sometimes that holds us back from learning and growing because we’re scared of being uncomfortable or we want to play it safe so that we can do it perfectly. If we can’t get comfortable in being uncomfortable, it holds us back from learning and growing and trying new opportunities. Instead of pulling ourselves back immediately when we are feeling uncertain, we should explore that discomfort and treat it as an opportunity to grow. ■



Left to right: Nick Etheridge '61, Leslie Hinton '25, Bryan Tassin '61



Legacy
Circle

Learn. Lead. Serve.

Planned giving at SMUS turns a lifetime of support into a legacy for generations

By Amy Dove

To learn, to lead, to serve is the Vision of St. Michaels University School. It is a commitment to teach and grow alongside our students, an opportunity to use what we learn to make a difference, and a promise to give back through philanthropy.

Throughout our nearly 120-year history, students have benefited from the leadership and service of outstanding individuals who fully embody the school's Vision. Starting with the very foundations of St. Michael's School and University School, to our amalgamated school of today, many exceptional people have contributed to an enduring legacy of educational excellence. Planned giving allows our community members to be a part of this shared legacy by making a gift of a lifetime to the students of our school.

"Community is extremely important. That is something the school can impart, and it did when I was there. I have a sense of belonging," said Nick Etheridge '61, who attended St. Michael's School through the generosity of others. "I am supporting SMUS through my estate to pay forward the opportunity I was given."

A Meaningful Legacy

After providing for family members and loved ones in your will, a gift through SMUS's Legacy Circle, our planned giving program, is an extraordinarily meaningful way to leave a legacy and it is considered the ultimate gift a person can give.

Planned gifts are tailored to your interests and unique giving situation, and they make a real difference in the lives of young people, who will grow up to become the next generation of leaders, innovators, and philanthropists.

There are many kinds of planned gifts, including, but not limited to, simple bequests in a will or trust, gifts in kind, and gifts of RRSPs, TFSA's and insurance.

Philanthropy has changed the landscape of our school and enriched the everyday student experience throughout our history. From new facilities to financial aid and programming inside and outside of the classrooms, our students benefit immensely from the foresight and generosity of planned gifts.

"After 50 years of observing the evolution of the school, I am convinced that SMUS is a world-class school and it provides an outstanding learning environment," said Jane Gardiner, a former houseparent, parent to two Lifers and wife of Peter Gardiner. "It has been a very fine school for a very long time, and it just gets better. ... By giving either now or in the future we can continue to give deserving students the benefit of a SMUS education." ■

Further Information

If you have questions about joining the Legacy Circle or have decided to leave St. Michaels University School a gift in your will, we would love to hear from you:

Adrienne Davidson, Director of Advancement & Campaigns
adrienne.davidson@smus.ca

Shara Campsall, Assistant Director of Advancement
shara.campsall@smus.ca

Laying the Foundation of Endowment

Vivat Foundation aims to enhance endowment to \$25M to help retain exceptional students

By Adrienne Davidson, Director of Advancement & Campaigns

As part of the school's strategic plan, Floreat, we have an ambitious goal to increase the endowment funds within the Vivat Foundation in the coming years to \$25 million through fundraising initiatives, including a strong focus on the SMUS Legacy Circle, our planned giving program. Currently, the market value of all endowment funds invested in the Vivat Foundation is \$16,651,000.

Endowment-building is a long-term strategy which will help secure the financial sustainability of SMUS. Income from these funds is allocated to the school annually, and the capital is invested in perpetuity. Most of our named endowed funds were established to help recruit and retain exceptional students who need financial assistance, a strategy that SMUS remains very committed to enhancing.

The Student

“ Being awarded financial aid has been a blessing... It pushes me every day knowing that I was given something special. ”

– Grade 11 student

The Donor

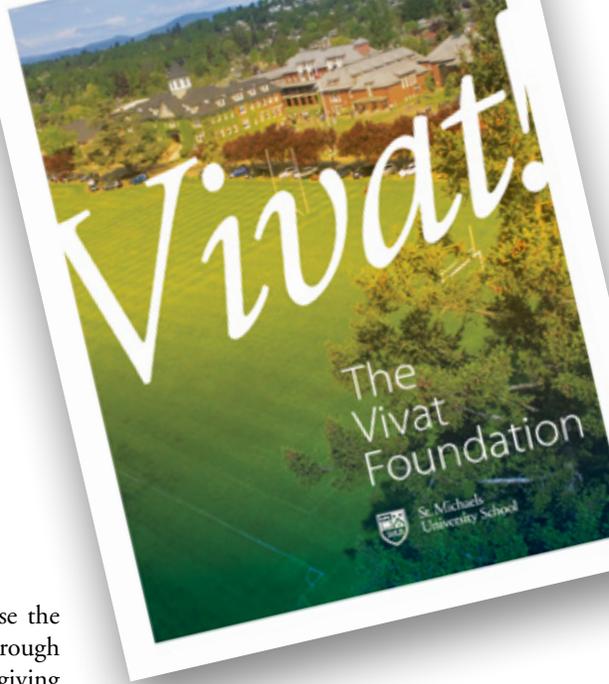
“ Thirty-five years ago, I was a millworker's kid from a dead-end town who was lucky enough to benefit from a modest BCTV scholarship. That award was just enough to make it affordable for my family to send me to SMUS as a boarder. It was the first step in establishing me in a successful and rewarding legal career of 24 years and counting. There are hundreds of kids out there in BC and beyond who are in similar situations today, and by giving to financial aid, I like to think I might be helping the next kid take the first step on that same journey. ”

– Neil Mulholland '88, SMUS Alumni Association board member

The Volunteer

“ Our financial aid program remains as significant as ever. As longtime supporters of this program, we continue to be motivated by a desire to extend the opportunity of a SMUS education to as many motivated students as possible so that they, too, may have a chance to learn and flourish at this great school. The support and growth of the financial aid program has long been a priority of our school's strategic plan, predicated on the knowledge that a diverse student body creates a more invigorated, dynamic and balanced environment and education for all. Simply put, diversity makes our school stronger and better, and this diversity is a gift to every student. ”

– Kathy Jawl, Vivat Foundation board member, alumni parent and grandparent



The Vivat Foundation was established in 2017, replacing two former foundations which supported St. Michaels University School. The Foundation and its directors work in close alignment with the Board of Governors of St. Michaels University School, sharing a common Vision and Mission in support of Floreat.

Board of Directors

Eric Heffernan '73 (Chair)
Paul Flanagan
Ann Glazier Rothwell '85
Kathy Jawl
Hugh McGillivray '64
Anthony Souza '72
Mark Turner (Head of School)

Advisory Directors

David Angus '62
Jay Hayden

For more information on the Vivat Foundation, please visit smus.ca/vivat-foundation to view our latest brochure.

From the Archives

Eight-year-old Anthony Farrer '26 was attacked by a cougar in September 1916 near Lake Cowichan. That cougar was tracked and killed by a local farmer, and its head was mounted. Coincidentally, the taxidermied head wound up hanging in the gymnasium at the old St. Michael's School on Windsor Road, where Anthony went to school.



Anthony Farrer

A Boy of Honour

By Michael Nation '70

On September 23, 1916, near Lake Cowichan on southern Vancouver Island, 8-year-old Anthony Farrer '26 and his cousin Doreen Ashburnham, 11, were attacked by a cougar. The children had left the farmhouse to round up their ponies. Surprising the animal at a bend in the trail, they first tried to run away. The cat chased them and sprang onto the little girl, knocking her to the ground and biting her in the shoulder and buttocks. Anthony struck at it with his fists and the riding bridle he'd been carrying, and succeeded in driving it off Doreen. The cougar then turned on the boy in a running fight for 200 yards down the trail, clawing his cheek and ripping his scalp partly off his head. In spite of being told by Anthony to run away, Doreen leapt on the animal's back, and managed to scratch out one of its eyes and thrust her arm into its mouth in a bid to prevent it from biting her cousin. The cougar stood up on its hind legs to continue the fight with her but was distracted and ran off. The children helped each other back the half mile to their farm. Though very badly mauled in the half-hour struggle (by one report, Anthony needed 175 stitches; Doreen suffered blood poisoning in addition to her other wounds), both children survived.

The incident attracted international attention, with the Farrer and Ashburnham families receiving many letters, including one from President Teddy Roosevelt. In February 1917, King George V approved to award both children the Albert Medal for (civilian) bravery. They became the youngest recipients to have received the award, which was presented to them by the Governor General, the Duke of Devonshire. In fact, Anthony Farrer was the youngest person ever to receive a British gallantry decoration, and Doreen the youngest ever female recipient.

Anthony's family moved to Victoria soon afterward where he entered St. Michael's School in January 1919. He passed through six grades (including skipping ahead three times), becoming a Prefect, Merit Shield winner, captain of the soccer team, and the Victor Ludorum. He graduated in June 1923 and continued for three more years at Brentwood College where he also excelled: Head Prefect, captain of rugby and cricket, and again best athlete in the school.

Forty years later the story of the cougar attack was told to my class at St. Michael's School by Mr. Ned Symons, a son of the school's founder, and a classmate of Farrer.

More than a century after Anthony's arrival at St. Michael's School, in late January this year, I received an email from Adrienne Davidson, SMUS's Director of Advancement & Campaigns. She and one of her staff had just found a rather gruesome, stuffed cougar's head in a storage room. Did I know anything about it?

On hearing of the attack on Anthony and Doreen, a local farmer, Charlie March, set out with his dogs, tracked the cougar, and shot it. It was two-and-a-half years old but, with cataracts in one eye, partially blind. Its hunting efficiency thus reduced, it had been starving, and took advantage of the opportunity when the children surprised it. Mountain lions tend to avoid humans whenever possible. Had it been healthy, it likely would have left them alone.



Doreen Ashburnham age 11 and Tony Farrer age 8 who successfully fought full grown Cougar at Cowichan Lake Sep. 23rd 1916
Esquimalt Branch Red Cross.

The animal's body was almost immediately obtained by Mr. T.H. Slater of the Esquimalt Red Cross. Francis Kermod, the first curator of the British Columbia Provincial Museum, performed the taxidermy and two weeks after the event, it was placed on exhibition at the Home Products Fair in Victoria. Subsequently, it found its way onto the wall in the gymnasium of the 'old' St. Michael's School on Windsor Road, where it hung until the move from that building in 1959.

Doreen Ashburnham's family lived in Lake Cowichan until 1925, while she attended St. Margaret's School in Victoria. She led an adventurous, Beryl Markham kind of life, dying in California in 1991.

Anthony graduated from Brentwood College in 1926 and continued as an athletic star in Victoria for a few years. He joined one of the local militia battalions, the 16th Canadian Scottish. In the fall of 1929, he married a Victoria girl, Jean Gibson. Shortly afterward he received his officer's commission in the Princess Patricia's Canadian Light Infantry and moved with his regiment to Winnipeg.

On July 9, 1930, he was accidentally killed by a stray bullet to the head during target practice on the firing range at Camp Hughes, near Brandon, Manitoba. His body was returned to Victoria for burial in the Veterans Cemetery in the municipality of Esquimalt. It's a lovely, small, peaceful place. Coincidentally, Anthony's grave was recorded on a genealogical website by another St. Michael's School Old Boy.

Twenty-nine boys from St. Michael's School, and many more from University School, were killed during the Second World War and continue to be honoured by SMUS every Remembrance Day. Although Anthony didn't live to fight in that conflict it seems to me that he earned a place on some roll of honour.

The coincidental connections to St. Michael's School in Anthony Farrer's life and death are extraordinary. There are literally hundreds of other such moving and compelling stories about our school and about the human beings who became part of its family. They lie in the Wilson Archives at SMUS, waiting to be remembered. ♠

Michael Nation '70 has been volunteering in the Wilson Archives identifying boys in the series of St. Michael's School photographs going back to its beginnings in 1910. If any reader knows another St. Michael's School story which should be 'resurrected,' please contact him at the archives.

Thank you for your Service

By Gillie Easdon '91



Tony Cordle

Tony Cordle's first contact with SMUS was in 1985. At the time, Tony lived in Grand Prairie, Alberta with his wife and their two kids. He was visiting Victoria later that year as two cricket associations were trying to woo Tony to Victoria. SMUS was the only school on Vancouver Island that played. Before coming to Canada, Tony was a former Barbadian first-class cricketer who played in England. When they met, then-Headmaster John Schaffter said, "If you come back to live (in Victoria), we have a job for you here."

The Cordles moved to Victoria the next year and John Schaffter remained true to his word; Tony became part of the school's physical education program. Tony's work at SMUS also spanned running the tuck shop and managing the Campus Shop, working with the grounds team, and distributing mail, along with ongoing cricket, soccer, rugby and basketball coaching. He also got to know students really well.

Singing has always been important to Tony, and he got involved in singing with the kids in chapel. He has sung at many SMUS events, alumni's weddings, and even performed a marriage for one. The bonds formed at school have resulted in strong friendships over the years. Tony admits, "I never thought that students would become lifelong friends."

Now retired, Tony misses chatting and singing with the students, but he's taking time to relax and spend time with family.

To learn more about the impact and interests of our 2019-20 retirees, read the full-length stories at smus.ca/retirees2020

Gisèle Di Iorio

Gisèle Di Iorio and her husband Peter moved to Victoria in early 1990. At a friend's recommendation, Gisèle connected with a local temp agency in May 1990 to find her feet and to connect with this new community. After a brief typing test, she was assigned to SMUS to stuff envelopes to support the big fall mailout. By July 1, she was hired full-time at the school to work in several departments. The assortment of projects and people appealed to Gisèle, and her balance of intelligence and positive "let's do it" attitude was a welcome fit for the school.

In 1993, the SMUS Data Centre was expanding to better process information and support the growth of the school. Gisèle joined this department and took it over the following year. She was the key point person for organizing, optimizing, understanding and sharing how data is stored, managed and used.

Reflecting on her time with the school, she shares, "I really enjoyed my job. In the early years, there was a lot of interaction from the kids."

Shortly after she and her husband retired in January 2020, they sold their house in Victoria and moved to Creston, BC, to build their dream home. It should come as no surprise she is pitching in to the process and learning about drywalling, framing and construction. There's always more to learn, she says.



Kevin Cook

Throughout the last three decades, Kevin Cook has been a mathematics and chemistry teacher, Deputy Director of the Senior School, houseparent, Director of Residence, Director of Community Service and Director of Community Engagement and Global Expeditions – a variety of roles, spanning 29 years.

Kevin joined SMUS in September 1991 as a science teacher. He felt the ethos of SMUS embraced a balanced approach to learning which aligned with his style and values. He says, "If you're not in education to help children learn and succeed, and become better citizens of the world, you aren't in it for the right reasons."

Mathematics and chemistry have always been important to Kevin in addition to his role coaching rugby. But he really connected with mentoring students and younger staff through experiences that took place outside of the traditional classroom environment. Engaging with and opening the door for people to recognize their abilities was deeply rewarding for him, he says.

"Developing service through meaningful engagement via an intentional process is vital to create good global citizens which requires more than just adding on to an already full SMUS experience," Kevin says.

In retirement, Kevin plans on hiking with his small chocolate Lab, Ziggy, spending more time with family (who all benefited from their time at SMUS), travelling and taking some time for himself.



Diana Nason

The school librarian is one of the only staff members who gets to spend time getting to know each student, every teacher, and many, many parents. Throughout Diana Nason's 27 years at the Junior School, she worked with everyone to develop a love of reading and the tools to become better "readers and skillful users of that information."

Diana is passionate about connecting through books. She reflects on how lovely it is to be in a room where children are reading. "Reading is your superpower. If you read well, you write better. If you read and write better, you stay in school longer, you can learn a second language easier; you have more options. Reading is the basis of all happiness."

She created themed reading incentive programs to add extra excitement; it's easier to motivate children to read when it's turned into play, Diana says. Part of her work was also to find ways to make reading accessible for students with specific ways of learning; sometimes a particular colour of paper or font can connect a student to reading.

In retirement, Diana looks forward to studying Italian and giving back to the community. She's also always wanted to take classes at the University of Victoria. Her son Joel, a SMUS alumnus, is a teacher in Delta, so she may spend some time on the Lower Mainland with him.



Pete McLeod



When Pete McLeod moved to Victoria and joined SMUS as the Director of Outdoor Education in 1996, he thought, “I’d died and gone to heaven. ... We can ski and surf on the same day.” His connection to nature has always run deep. As a youth, he was a camp counsellor, and the former camp director later hired him to teach at Rosseau Lake College. Next, he spent nine years at Upper Canada College before a colleague moved to SMUS and told him about the position.

Initially informed he would strictly be teaching outdoor education, Pete was adamant about having a class, so he also taught geography. The relationships and trust that you can build with a student in the classroom can be pivotal to those who are not versed or naturally inclined to be outdoors, he says.

The outdoor leadership program is his most prized achievement. Pete has a profound commitment to mentorship, traditions and giving young people a chance to lead. Pete’s legacy at SMUS also includes the Grade 10 Experiential Program, which began as a trial for “super keen outdoor kids.”

Looking back, Pete reflects that the school’s become a kinder, gentler place and has a deeper sense of being committed to students with different learning styles and abilities. He also appreciated the opportunity to work with so many talented colleagues.

As for retirement, Pete looks forward to a lot of paddling, backcountry skiing and fishing.

Kaye Mains

As a young woman, not quite sure what to do with her life, Kaye Mains just happened to be watching the right TV program at the right time. She came across a show about an English nurse that resonated with her and she chose to pursue nursing.

Kaye trained in London, England then went to work in emergency in Oman for two years. Her next stop was Victoria, in 1997, where she worked in hospice before joining the school. Now, 44 years of nursing later, 21 of them with SMUS, Kaye wonders, “Who will I be when I’m not Nurse Kaye?”

Kaye was the evening and weekend nurse, attending to the boarders and others. Sometimes the students just needed to sit on the floor and chat. She says the “auntie factor” was vital. “It was so much fun, like having all these wonderful children.

“Nursing is an immense privilege,” she adds.

Leaving was a tough decision, she says. Kaye made many important friendships with students and present and past staff and faculty.



Dariol Haydock



When you find yourself in a role where you’re building meaningful relationships, working hard for a common cause, supported to develop yourself further, and having a wonderful time, you stay. For Dariol Haydock, this describes her 18 fulfilling years at the Middle School.

Dariol joined the SMUS community in September 2001 to teach French. She became the Middle School Assistant Director in 2002. In her position, she was responsible for much of the success of the non-academic part of SMUS life.

One of Dariol’s key accomplishments at the school was co-creating the Middle School leadership program. She noted there was a positive evolution in the concept of what leadership is and in the methods used to develop students as leaders.

“Now, it’s more about being a good person, a person of integrity. It doesn’t always mean you have to wear your hair above your collar. ... You open the door and make eye contact.” She emphasizes that it is on the school to help find what each kid can do and to explore how to turn that into a way in which they can lead.

Dariol’s list of things to do in retirement includes travel, more reading, learning to make better soup and getting involved in some type of service work.

Janice McCachen

For the last 15 years, Janice McCachen, taught English, English literature and creative writing at the Senior School. In 2017, Janice also became Head of English.

Throughout Janice's years with the school, the creative writing program flourished, with many students winning awards and being published. Nearly every year, a SMUS student placed for the Jessamy Stursberg Poetry Prize, Canada's largest youth poetry prize. She was also thrilled to share that one year the school's VOICES spoken word club took top honours at Hullabaloo, BC's Youth Spoken Word Festival. Janice is proud of the SMUS legacy of success and hopes the English program continues to thrive.

She reveals that creative writing is a fantastic way to teach English, especially for non-native speakers, because they get to explore and share their voices. It's validating, and many students feel heard through creative writing and "that's really important."

Of many highlights from her time at SMUS, Janice prizes her relationships with colleagues and friends. She also sincerely enjoyed her son's time with the school.

Pre-COVID, Janice had considered writing and studying Italian in Rome or spending a winter in Montreal where one of her daughters lives. But now, she and her husband have bought a home on Gabriola Island with friends. She looks forward to continuing her relationships with past students and colleagues, to spending more time on her writing, and to reading more.



Dawn Wilson

With a deep love of international travel and meaningful connections, Dawn Wilson landed her dream job as the Director of Education Extension when she joined SMUS in 2006. This dynamic position involved spearheading programming to bring both international students and students from the broader Victoria community to enjoy programming on campus.

Dawn was instrumental in creating programs that attracted groups of international students to visit SMUS. Travelling to different countries and fostering relationships with schools in order to attract these groups were integral to her job. Dawn thrived creating programs that brought students together in a new place with new ideas and people.

Dawn appreciated the unlimited access to leading-edge technology and space at SMUS. She says it's "a state-of-the-art, stunning community." She always felt lucky to be part of the community, working alongside the students and her coworkers, and she was consistently amazed at how accommodating each department was. "There were so many resources."

Now Dawn has more time to dedicate to other things she enjoys: running, cycling, gardening, hiking and even beekeeping. Dawn continues to serve as President of The Society for Intercultural Education, Training and Research (SIETAR) BC, focusing on workshops and events on diversity, anti-racism and intercultural education.



Sharon Goodman

"Where else but SMUS could you work and pursue all your passions?" says Sharon Goodman. From sustainability to music, from quilting to rowing, Sharon immersed herself wholeheartedly into the SMUS community.

She worked as a learning resource teacher at the Junior School for 13 years, and she also taught music for a decade. A once competitive rower, Sharon took on coaching at the Senior School in her early days. Over the years, she founded several clubs including bell choir (handbells), colouring, quilting and ukulele clubs.

Sharon obtained her bachelor's and master's degrees in speech therapy. Before SMUS, she had a private speech therapy clinic for a decade and also taught in the public education system.

As a learning resource teacher, Sharon worked both with students who were having challenges and those whose abilities exceeded their grade level. She appreciated the ability to also assist kids who did not need ongoing support but who benefited from connecting once or twice a year. She shares, "There's no stigma about learning support at the Junior School. Kids are excited when another 'gets to go upstairs' to see me. That's so great." Sharon appreciated being able to cater to each student's need.

Sharon departed SMUS before traditional retirement age to reopen her speech therapy practice part-time. "It's a re-wirement, not a retirement," Sharon declares.



Alumni Updates

1970s

Warren Yu '79 has served as a Realtor in Toronto for more than 30 years. Currently he owns and operates a small real estate brokerage servicing the GTA area. Warren is also serving on the board of the Hong Fook Mental Health Foundation.

1980s



Choosing law as a career, **Niko Homberg '85** has been admitted as a member of the Bar in Calgary, Alberta, in Yellowknife, Northwest Territories, and in Providenciales, Turks and Caicos Islands. At present, Niko lives and works in Yellowknife. He regularly attends circuit court in the remote communities of Canada's North. His work consists of defending Criminal Code offences, including homicide and assault related offences, in the Territorial Court as well as in the Supreme Court of the Northwest Territories. On his time away from his legal duties, Niko can be found touring the Great Slave Lake on his boat, the Namaycush, or drifting coastal rivers in British Columbia with his raft in search of salmon and steelhead trout. A long-time river guide, Niko still guides anglers on river tours in western Canada as well as on boat tours on the Great Slave Lake when his schedule allows him to take time off his legal duties.



Bobby Ross '87 is one of SMUS's finest rugby exports, playing for his province, his country and overseas professionally. He was recently acknowledged for accomplishments locally with an induction into the British Columbia Rugby Hall of Fame as well as the Greater Victoria Sports Hall of Fame.

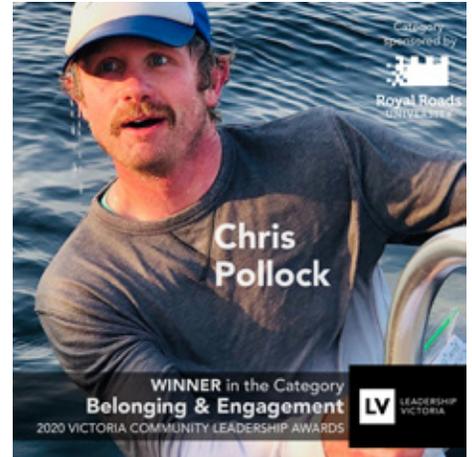
Neil Mulholland '88 and his wife, Carolynn, live in Delta, BC with their six children, including proud SMUS alumna Caitlin '19. Neil has built a formidable career as an experienced litigator specializing primarily in commercial disputes and complex personal injury, and has recently been made partner at McQuarrie Hunter, LLP in British Columbia. Neil has also been drawn back to SMUS in a volunteer capacity as a valuable member of the SMUS Alumni Association board.



A banking lawyer turned wine professional, **Tania Tomaszewska '88** specializes in her own style of Wine Journey Design. Tania creates and leads private wine tastings and adventures. Her private charter British Columbia Canada wine tasting excursions include bespoke small group tours in the Okanagan Valley, Cowichan Valley, BC's other coastal "Wine Islands" regions and the Fraser Valley. Tania also designs and leads a variety of "virtual" wine tasting experiences and curates premium corporate wine gift campaigns. Check out her website at www.ttwinelcounsel.com.

1990s

Steve Nash '92 has officially made the transition from player to coach in the NBA. He has taken the reigns as Head Coach of the Brooklyn Nets. And in the same year, Steve earned the country's highest sporting honour with his induction to Canada's Sports Hall of Fame.



Congratulations to **Chris Pollock '95** for winning a Community Leadership Award from Leadership Victoria for his work as Hospitality Pastor for The Mustard Seed Street Church and Food Bank.



Jill Dorazio '96 has launched Safe Hands Wristband, a hand sanitizer dispensing wristband for adults and kids. Safe Hands Wristband has been featured on *The Today Show with Hoda and Jenna* on NBC in New York, *Breakfast Television* in Vancouver, Global Television and CP24 in Toronto and many other lifestyle shows throughout the US. "Everyone is more aware of what they touch in a day. This is the solution to the problem of not having hand sanitizer when you need it most." They can be found at The Bay or online at www.safehandswristband.com.

SMUS Senior School history teacher **David Lynch '98** was named a finalist for the 2020 Governor General's History Award for Excellence in Teaching. Established in 1996, the award honours six teachers for innovative approaches to teaching Canadian history. David's "Through Their Eyes" project engages students with the historical thinking concepts as they explore Canada's twentieth century history through the real-life experiences of (extra)ordinary Canadians. For more on this story, please see page 9.



2000s

In response to COVID-19, siblings **Robert '00 and Karen '99 Jawl** teamed up to form the Rapid Relief Fund. Currently, this Fund is supporting front-line organizations serving those who are less prepared to deal with the health, social and economic impacts of the COVID-19 crisis. To date, more than \$6 million has been raised in support of South Vancouver Island COVID-19 relief effort and has earned Robert and Karen a spot on the Top 10 list of Victoria COVID Heroes. You can read more in our feature article on page 16.



Jelena Mrdjenovich '00 was back in the ring to defend her title as reigning WBA Champion by unanimous decision in a December 17, 2020 bout in LA. She is now training for her 54th professional fight set to take place in spring 2021.



Dr. Bri Bentzon Budlovsky '04 was named a Victoria COVID Hero. Brianna is an ER and cosmetic doctor who returned to work after six months maternity leave right at the beginning of the pandemic. She created the @doctorbri Instagram account which quickly amassed close to 3,000 local followers who tune in for regular updates and snippets of COVID advice.



It's a son for the Sun family... **Kristin Sun '04** and his wife, Karmen, welcomed baby boy Kurt Trevor Sun on October 12, 2020. Already sporting his SMUS shirt, if Kurt follows in his father's footsteps and enrolls as a student at SMUS, he will be the third generation of Suns at the school, as his proud grandfather is Cliff Sun '72 (as in the Sun Centre).

Gillian Hayden '05 has recently become the newest member of the SMUS Board of Governors. We are thrilled to welcome her back as an alumnus in this important role with the school. Gillian is a corporate and securities lawyer, having practised in both Australia and Canada. Since commencing practice in 2013, Gillian has advised public and private companies, as well as non-profit organizations, on a wide range of corporate and commercial issues, including corporate governance and compliance matters.



Nicole (Edgar) Laird '07 and her husband Phil are delighted to announce the arrival of Sophia Irene Laird, born on February 12, 2020. She has brought much joy and laughter to our family and we look forward to the many memories waiting to be made!



Taylor McCarten '08 landed himself a deal on *Dragons' Den* with his product Bin Breeze, an all-natural and non-toxic odour reducing composting powder. As an MBA student at the University of Victoria, Taylor teamed up with his chemistry professor to develop this "founding product from Build A Better Earth, a sustainable technology social enterprise, dedicated to cultivating products, beliefs, and habits that help individuals 'build a better earth' for future generations."



Emily Reid '09, singer/songwriter, continues to make her mark on the music industry, releasing her two newest singles, "Stay Golden" and "California King." Both videos are available on YouTube now and you can listen to these and other songs by Emily on Spotify and Apple Music.

2010s



Having starred first as Head Boy at SMUS, **Brian Christensen '11** dazzled audiences in many SMUS musicals in his time here, and he has continued in following his passion in a professional capacity. Prior to COVID-19 causing the closure of live theatre production, Brian was starring in the official Broadway touring company of the Queen musical *We Will Rock You* touring North America. We are looking forward to future performances by Brian on the stage and beyond.

Jasper Johnston '16 & Aysha Emmerson '18 are both undergraduates at Harvard University, but in response to the COVID-19 pandemic, they turned their focus to their Victoria, BC community to help other students navigate their studies in a virtual learning environment. You can read more in our feature article on page 16.



Anna Mollenhauer '17 has had an incredible year of achievement with both local and national recognition for her achievements on and off the pitch. In 2020, Anna was named co-winner of UVic's Female Athlete of the Year and was also awarded the Governor General's Academic All-Canadian Commendation for her achievements in athletics and academics.



Samina Makhanbetazhiyeva '18 has been working with the Office of Admissions and Recruitment at the University of Toronto, Mississauga as an Outreach & Communications Student Ambassador. Her role entails planning and implementing outreach activities and producing influential digital projects that support departmental conversion efforts for an audience of 40,000+ applicants to UTM, as well as a potential reach to all UofT applicants of about 500,000+ applicants per academic year. As a member of AMP (the SMUS Alumni Mentorship Program), Samina is

offering advice and assistance for anyone from our SMUS community, current Grade 11 or 12 students, or alumni whose children are considering UofT or UTM as their post-secondary destination.

2020s



Despite only just graduating high school, **Chloé Hill-Huse '20** has been getting noticed by World Rugby, the governing body of Rugby Union, as a player and an official. As a player, she has represented her local club, Castaway Wanderers, her home province of British Columbia and has earned a Canada U18 cap. She has also earned her Level 1 BC Rugby Union referee certification and has given back to the game through extensive local coaching including the current program at SMUS. "I'm going to pursue [playing] rugby just as far as I can go, if that means Rugby World Cup, Olympics, or staying at the local level."



Kate O'Connor '20 was among the youngest candidates in the province when she ran as the BC Green Party candidate in Saanich South. She has also recently been named to The Starfish Canada's Top 25 Environmentalists Under 25 list for 2020.

SMUS Alumni Association

The SMUS Alumni Association is a separate society comprised of an elected alumni volunteer board. These alumni work with the Advancement office at SMUS to foster strong ties between the school and its former students. Within the parameters of their constitution, the Alumni Association works towards advocating for the common interests of all SMUS, University School and St Michael's School alumni.

There exist opportunities for alumni to participate with the Alumni Association in the form of other related committees: Distinguished Alumni, cricket, rugby and local social chapter groups.

The SMUS Alumni Association is invested in the long-term growth and the health of the school and is committed to creating access to the school for children and grandchildren of the alumni.

The Association can be reached directly at vivat@smusaa.ca or through their website at smusaa.ca.

2020-21 SMUS Alumni Association Board

Samantha Stone '87 (*Chair*)
Matthew Ashton '13
William Cunningham '77
Christopher Devlin '86
Tom Erlic '88
Neil Mulholland '88
Tye Spicer '98
Philip Woodcock '90

Share your news

We would love to hear from you! If you have news to share, please contact Denise Rees, Advancement Associate - Alumni Relations, at denise.rees@smus.ca with your information and a high-resolution photo if you have one.

You can also post your update directly to the alumni community on SMUS Connect (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

Advancement Associate - Alumni Relations
denise.rees@smus.ca
1-250-361-8150

Community Notices

We've Not Forgotten You!

Join us for a Virtual Milestone Year Reunion

It is with a heavy heart that we are once again unable to welcome our alumni family and SMUS community back to campus for Alumni Weekend. But that does not mean that we cannot gather together in another way. If you are celebrating your 10-, 20-, 30-, 40- or 50-year reunion in 2021, or if you missed the opportunity to recognize these milestones in 2020, we will be hosting your class for a virtual Milestone Reunion get-together in May.

Please watch for an invitation coming by mail soon and be sure to register on SMUS Connect at smusconnect.com so you can reconnect with your former classmates and start getting excited for your reunion. If you are interested in getting involved as a virtual class co-host, please get in touch with Denise Rees at denise.rees@smus.ca.

We look forward to seeing everyone in 2022 as part of our Jubilee celebrations (see below).



St. Michaels University School 50-year Jubilee

Celebrating 50 years of amalgamation

In 1971, University School and St. Michael's School, two schools both with a long and storied history, amalgamated to form St. Michaels University School. This was a transformational event and became the foundation for the hugely admired and successful school of today.

We are excited to announce that beginning in September 2021, and throughout the 2021-22 school year, SMUS will celebrate our 50-year Jubilee. While Jubilee is primarily a celebration of the school since 1971, we also acknowledge the importance of our founding schools in this legacy, dating back to 1906 (University School) and 1910 (St. Michael's School).

We have some exciting events planned to include a kick-off event in September and the biggest Alumni Weekend ever in 2022. Keep an eye on your inboxes for more information coming soon.

Alumni Giving Challenge

During the month of February, we asked our SMUS community to participate in a matching campaign in support of financial aid. The response from our alumni community has been incredible! Together with alumni from every decade and members of our entire SMUS community, we surpassed the matching goal of \$52,000 and were able to add more than \$121,000 to our financial aid bucket in just one month!

To put a little fun in fundraising, we also ran an Alumni Giving Decade Challenge! Congratulations to grad classes from the '80s and '90s who tied for the top spot at the end of the first FA February Decade Challenge. We are grateful to our entire alumni community for your continued support of our students and important fundraising priorities. Because of your enthusiasm, and your requests for more opportunities to support our Annual Appeal, we have decided to extend our Decade Challenge to June 30, 2021. Some Milestone Reunion classes have already started rallying their class to participate. If you have a creative way that your class would like to make an impact, we would love to hear it. Please contact Denise Rees at denise.rees@smus.ca for more information.



**EVERY
STUDENT.
EVERY
OPPORTUNITY**

A History of the School in 50 Objects

As we look forward to the celebration of the school's Jubilee – 50 years since St. Michael's School and University School amalgamated – it is important to reflect on the history of these two founding schools and the time since amalgamation to recognize the strong foundations on which St. Michaels University School has been built.

A 'History of the School in 50 Objects' is a project to feature 50 pieces of memorabilia marking the journey of our founding schools, amalgamation in 1971, and the SMUS of today. It will include a combination of archival and anecdotal vignettes to cover the 115 years since our story began. The memories are many, and the selection of only 50 is a challenge!

This commemorative publication will serve as a source of nostalgia and pride for our alumni community and it will ultimately help paint a picture of where we came from, where we are and where we are headed as a leading independent school in Canada. We also hope it will inspire those who may have lost touch to reach out and reconnect with each other and with the school.

For more information about this project, please contact Colleen Youngblut, Advancement Associate, at colleen.youngblut@smus.ca.



Calling our American Friends of SMUS!

The school has a long history of American ties, including a strong and consistent family of US boarders and other members of the SMUS family residing in the United States.

The American Friends of St. Michaels University School Inc. is a non-profit Corporation registered in 2000, and which operates as our US Foundation. Its Board of Directors is comprised primarily of US-based alumni, as well as the Canadian-based President, the Chair of the SMUS Society and the Head of School.

The aims of the American Friends are as follows:

1. to act as a resource for American-based donors wishing to receive a US tax receipt for their philanthropic support of the school;
2. to assist the Alumni office in connecting US-based alumni to the school and to each other;
3. to advocate for and support our Admissions office in recruiting American students into boarding at SMUS.

If you are resident of the United States of America, are a SMUS alumnus or a SMUS parent (of a current student or of an alumnus), and you would like to explore any of the above, please reach out to us at advancement@smus.ca.



of St. Michaels University School

Officers and Board Members of American Friends

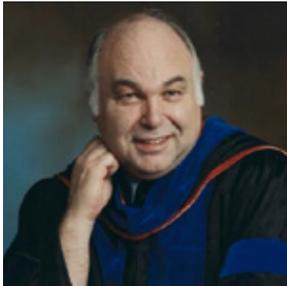
Michael Throne '72	<i>Chair and Treasurer</i>
Philip F. McCune '83	<i>Secretary</i>
Adrienne Davidson	<i>President</i>
Fiona Donald '82	<i>Director</i>
Daniel Duke '88	<i>Director</i>
David Hancock '72	<i>Director</i>
Renton Leversedge '93	<i>Director</i>
Timothy McGee QC	<i>Director</i>
Mark Turner	<i>Member and Head of School</i>

Passages



Munroe 'Roe' Archibald '64

From Creston, BC, Munroe entered University School at the beginning Grade 9. He was an avid athlete and became House Prefect in his final year. He graduated from UVic in 1969 with a degree in Psychology and Sociology, and then travelled first to England then to France to study French at the Sorbonne. From there he moved to New Zealand, earning his Master of Arts degree in 1975. Munroe continued living in New Zealand, working for the government. He returned home to Canada in 1977, settling in the family home in Sidney. He worked as an assayer in numerous mines throughout North and Central America. Munroe will be deeply missed by his family, his dear friends and neighbours, and by many of his friends from University School. Munroe was born on March 17, 1946 and passed away September 8, 2020.



Wolfgang Binder '66

Born in Heilbronn, Germany, Wolf came to Canada with his family at age 7. Moving to Victoria from northern BC, he completed high school at University School in 1966. After he earned his PhD in Forest Sciences from Oregon State University. Dr. Binder (many friends called him "Doc") was a research scientist in Victoria with the Ministry of Forests, Research Branch from 1981 to 2003. His extensive research has left a legacy of more than 100 science publications. He was an Adjunct Professor at both UVic and Simon Fraser University and a member of the Association of Professional Biologists for more than 20 years. In addition to his many scientific endeavours, Wolf enjoyed myriad activities including travelling, skiing, dancing, and golfing, and had a soft spot for dogs, especially German Shepherds. After retirement he followed his interests in astronomy and went from using his real pilot's license to simulated flying on his computer! After a stroke, Wolf faced three years of challenges with courage and tenacity while keeping his spirit of generosity and kindness to the end. In addition to his family, several friends and former colleagues enjoyed regular visits with Wolf to share memories and laughter. Wolf passed away on June 23, 2020.



Kimberly Bourne '97

Kimberly is affectionately remembered as kind and caring with a gentle spirit and a warm heart. She attended St. Margaret's School for Girls before graduating from SMUS and later became a medical office assistant in Victoria. Friends and teachers shared that Kim had an optimistic outlook on life and an unwavering loyalty to her friends and family. Kim's unique style, cheeky smile and 'twinkle of mischief' are some of the memories that will live on and be shared with her two daughters, Lauren and Lily-Ann. Kim was born May 25, 1979 and passed away February 23, 2020.



Cameron Buckingham '10

Cameron started at SMUS in Grade 3 and graduated in 2010. His favourite activities were music and theatre, and he was always very proud to be associated with SMUS. He is remembered by his family and many wonderful friends as the most caring, pleasant, kind, and thoughtful young man. He had a quick and ready smile, a wonderful sense of humour and a selfless and charismatic nature. His parents, Bill and Sharon (both former staff and faculty members) and his sister, Heather '08, loved him so much and were so proud of him and feel they've been blessed to have had him in their lives for 28 too short years. Cameron was born April 4, 1992 and passed in December 2020. Cameron's Celebration of Life was held in the SMUS Chapel and can be viewed at sites.google.com/smus.ca/cbuckingham/home.



Tim Creery '40

Tim was a second-generation student at University School having followed in his father's footsteps. He later graduated from the Royal Canadian Naval College but pursued a career in journalism, equipped with a BA from McGill. By the late 1950s, he was Parliamentary Correspondent at the *Montreal Star's* Ottawa Bureau. Tim had an extensive career in journalism covering everything from the civil rights movements in Washington to the rise of Quebec Nationalism. He spent five years reporting on the Cold War and decolonization in Europe and Africa, and eventually returned to Canada in 1973. He continued writing and editing for many years, spending summers in his wife Carolyn's beloved Annapolis Valley. Tim was born in Victoria on December 31, 1928 and passed away October 20, 2017.



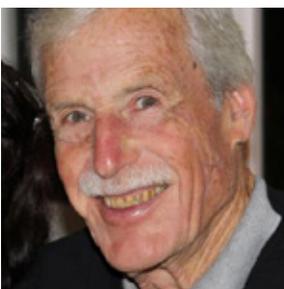
John C. Edwards '50

Born in Ottawa, John was raised on both coasts, thanks to his father's naval career. He attended University School from 1948 to 1950 and went on to pursue accounting studies at Victoria College and UBC, obtaining the Certified General Accountant designation and spending his working life primarily in the federal public service, retiring in 1999. A believer in heritage preservation in Victoria, he restored his own home to its original 1903 condition and served as the treasurer of the Hallmark Heritage Society since 1976. More recently, he was involved in the restoration and conversion of Fairfield's Ross Bay Villa. His community service was recognized in 2002, when he won the CGA Community Service Award. John was deeply dedicated to his family and will be greatly missed. He passed away after a brief illness in February 2020.



Richard Hawkesworth '61

A graduate of University School, Richard studied Economics at UBC and, after earning his degree and taking a gap year in Australia, he became an investment banker in Vancouver. Ten years later he started investing privately in a full-time capacity. His continuing success led to an active life as a philanthropist. His interests included environmental issues, organic agriculture, village development in Laos and, not least, his old school to which he contributed generously over the years and in his final bequests. He travelled widely for sport and leisure, and was regularly in Laos. There, together with his partner Miina, he implemented numerous development projects including schools, health clinics and community services. He is survived by Miina, his sister Jennifer and brother Nigel Hawkesworth '62, and their children and grandchildren, to whom he was devoted.



Malcolm Hodgins '50

Malcolm was born in Victoria and grew up in Qualicum Beach and South Africa. He initially attended Brentwood College School from 1945 to 1947 but when the school burned down, he completed his high school education at University School. Malcolm was very involved in the sport program earning his First XI Cricket Colours and also playing a key role on the First XV Rugby team. In addition, he was a Lieutenant in the school Cadet Corps and graduated after a full two years of school activities, in 1950. He worked around boats and marinas for many years and, after graduation, had a fishing charter business in Qualicum, then worked in the Coast Guard all over the BC coast. He 'retired' to a life of gardening, where he created many beautiful gardens around Victoria. He will be missed by his partner of many decades, Barbie, his four children and six grandchildren. Malcolm was born April 27, 1931 and passed away May 24, 2019.



Patrick Hunter '03

Patrick attended SMUS for Grades 11 and 12 after attending both Glenlyon Norfolk School and Shawnigan Lake School. He referred to this as "The Continental Tour of Education" and made dear friends at all of them. Patrick had an entrepreneurial spirit, working at several different companies including his father's for a few years and more recently he was passionately involved in a few start-up companies and focused on helping them grow into their potential. He is remembered by many friends as a 'vibrant character' who was warm, loving, fun, and a bright light. He will be missed by his family as one who loved fiercely and in return was fiercely loved. Patrick was born August 12, 1985 and passed away January 16, 2020.



Duncan Lee '80

Duncan, originally from London, England, moved to Hong Kong in 1966 where he attended St. Paul's Co-educational School before studying in Switzerland. He came to BC in 1974 where he attended SMUS and then Simon Fraser University. Duncan moved back to Hong Kong in 1987 where he later established Design Logic, an interior design company which he maintained until his death. Duncan was loved for his playful energy, enthusiasm, and love of life. He was a connoisseur of food and wine, and for a few years was a partner in a popular Hong Kong restaurant. Earlier, he raced cars in Southeast Asia. He and his wife Miranda married in January 2012. Duncan enjoyed travelling, not only with Miranda but also with his late brother Edwin and their mother, and he made frequent trips to Vancouver to visit his father, Edwin and friends. Duncan was born on February 20, 1961 and passed away on November 20, 2018.

Robert LeNoury '79



Rob was born in Kano, Nigeria but grew up in Victoria. He attended SMUS where he developed many lifelong friendships. Rob obtained his Biochemistry degree at UVic, his Recreation Facilities Management diploma at Langara College and his Mediation certificate from the Justice Institute. Rob eventually settled in the Okanagan with his loving wife, Katrina, and son, Michael, who were the light of his life. Throughout his long career in youth and family services, Rob used his own blend of humour, truth and life experiences to assist many of our most vulnerable community members. He was passionate about all sports as a player, fan and father. Rob loved a good debate but will more likely be remembered for his kind and gentle spirit. Robert was born June 27, 1961 and passed away April 16, 2020.

Christopher Pollard '56



Chris was a lifelong resident of Victoria. He grew up in Oak Bay and graduated from University School in 1956. "Moose" was a stellar all-round athlete, excelling in his chosen sport of rugby as a forward and travelling to Japan in 1959 with the provincial team as its youngest member. After working as a forest surveyor and marrying Sunny in 1961, Chris studied at UVic, and then joined University School as a geography and economics teacher and rugby coach. His wife also joined the staff at SMUS. Chris and Sunny were a loving team, who enjoyed collecting art, working on their old stone Maclure house, hosting friends and family, and travelling the world together. Chris's second career was working with the province as a youth probation officer until his retirement. Students and former clients will remember him as a patient, kind and understanding man who always saw the potential in youth, used his authority wisely and led with compassion. He loved a good conversation, a good laugh and good company. Chris's two children, Matthew '83 and Lindsey '85, remember him as a wonderful father and grandfather, who supported his children and grandchildren in all their activities – however strange to him – and encouraged them to pursue whatever brought them joy. Christopher passed away February 8, 2021.



Arthur 'Nowell' Stables '46

Nowell attended St John's-Ravenscourt School in Winnipeg but around the start of the Second World War the family moved to Victoria where Nowell attended St. Michael's School from 1943 to 1946. Nowell became a chartered accountant and later the Registrar at the University of Regina where he worked until retirement. Nowell married his wife Anne in 1958 and they settled in Regina where they built their home and raised their two sons, Rob and Doug. They would spend their summers and all available time at a cabin they built at Fishing Lake in the 1980s. Nowell made friends and impacted the lives of everyone he met, but the greatest impact he made were on his grandchildren who will carry his legacy and cherish his life. Nowell was born on May 10, 1931 and passed away May 25, 2019.

Dermod Travis '78



Dermod spent seven years at SMUS, holding the position of Head Boy in his graduating year. While at the school, Dermod was involved in debate and drama and had a reputation for speaking up and advocating for worthy causes. His early hopes of becoming Prime Minister of Canada didn't end up being his calling in politics. However, one could argue that Dermod left an even more impactful legacy. He attended UBC, worked in Edmonton for the Alberta Liberal Party and spent more than 20 years as a political consultant in Montreal. In 2004, he became director of communications and director of media for the federal Green Party of Canada ahead of that year's federal election. After he left the Green Party, Travis served as executive director of the Canada-Tibet Committee, helping refugees and their families immigrate to Canada. Later, as the Executive Director of Integrity BC, Dermod focused his efforts primarily on financial electoral reform and advocating for political integrity and social justice. Remembered fondly by family as a 'grand person' with an old soul and a wry sense of humour, and by colleagues as a 'political professional and activist who tried hard to make Canada and British Columbia a better place', Dermod will certainly be missed by many. He was born on June 3, 1960 and passed away June 1, 2020.



Monty Tyrwhitt-Drake '39

Monty attended St. Michael's School until 1935 and then graduated from Shawnigan Lake School in 1939. He studied at McGill University until he was called to serve in the Second World War in Europe. Monty met Nancy Lang, a Red Cross ambulance driver, in Belgium in 1945; they were married in June 1946, in Nancy's hometown of Toronto. Monty graduated from UBC Law School in 1949. After a short time in Toronto, they moved to Victoria, where he practised law until appointed to the bench of the County Court in 1962, at that time its youngest member. He served with distinction until his retirement as a Supreme Court Justice in 1997. Monty had a love for fly fishing the rivers of the world, participating in "all things Jane Austen" and myriad activities in between. He will be remembered for his kindness, generosity and wisdom. He was born October 14, 1922 and passed away May 15, 2015.



Beta Willeboordse '15

Beta attended SMUS from 2009 to 2014. Those who knew her during her time at the school would remember her as a gifted athlete. Beta was a valuable member of the basketball and track and field teams, but she really found her home on the volleyball court. She later went on to play on the varsity volleyball team at Capilano College in Vancouver and was a member of the New South Wales team during a short period living in Australia. Beta is remembered by her SMUS community as someone who believed in inclusivity and equality, and she led by example with her openness and ability to make everyone feel valued and accepted. She will be missed dearly by her friends, family and the SMUS community. Beta was born January 24, 1997 and passed away on May 20, 2020.



Gerald Williams '59

Gerald attended St. Michael's School from 1949 to 1954. Gerry went on to enjoy a long career working for the Lands Branch of the provincial government, retiring in 2004 after 35 years where he made many friends with his fun-loving nature. Gerry was a natural artist; he painted beautiful canvases and enjoyed joining Karen, his wife of 30 years, playing their guitars. He loved soccer, and was a coach and referee both in Sooke and Juan De Fuca. He also loved playing golf and in retirement was the president for the Metchosin Seniors Golf Club. Gerry passed away in March 2015.





With special appreciation for the guidance of Jane Timmis, this wonderful piece of our school heritage was recently restored to the cloister near the Chapel. It was originally designed by Mrs. Mary Timmis, wife of former Head of School, Mr. J.J. Timmis, and mother to Jane and Andrew '65.



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